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School District No. 71 (Comox Valley)

Inclusive Education

607 Cumberland Rd.

Courtenay, BC V9N 7G5

P: 250-339-0922 F: 250-331-6966

SCHOOL BASED TEAM - REFERRAL

|  |  |
| --- | --- |
| Student: | Grade |
| School: | Teacher: |
| Date: | LST: |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| ***Pre-referral Checklist:***  ❒ Collaborated with previous year’s teacher to gather information about strategies and supports that have worked in the past. Ensured vision has been checked. Review all files.  ❒ Have discussed concerns with school-based learning support teacher and gathered more information regarding strategies/adaptations that could be attempted in the classroom.  ❒ Parent has given consent for their child to be discussed at a school-based team meeting.    Date of consent: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ❒ Verbal ❒ Written | | | | | | | |
| ***Meeting Intention (What are your hopes for this meeting?):***  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | | | | | | |
| ***Current Level of Functioning:*** | | | | | | | |
| **Domain** | | **Strengths** | | | | **Needs** | |
| Social/Emotional Functioning | |  | | | |  | |
| Communication | |  | | | |  | |
| Self Determination/Independence | |  | | | |  | |
| Academic/Intellectual | |  | | | |  | |
| ***Current Levels of Academic Performance:*** | | | | | | | |
| **Assessment Used** | | | **Date** | | | | **Results** |
| Reading |  | |  | | | |  |
| Writing |  | |  | | | |  |
| Math |  | |  | | | |  |
| Other |  | |  | | | |  |
| ***Adaptations and Strategies:*** | | | | | | | |
| **❑** Adapt materials (reading levels, vocabulary) | | | | | **❑** Other visuals to support programs and routines | | |
| **❑** Adapt teaching strategies (groups, pairing) | | | | | **❑** Provide preferential seating | | |
| **❑** Adjust classroom layout/environment | | | | | **❑** Routines and expectations clearly modelled | | |
| **❑** Class wide behaviour management program | | | | | **❑** Use of movement breaks | | |
| **❑** Class wide visual schedule | | | | | **❑** Use of positive reinforcement (tangible ie. token ssystem) | | |
| ***Interventions attempted and results of supports implemented (class-wide and/or small group support):*** | | | | | | | |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | |
| ***SBT Meeting Minutes***  Date: | | | | | | | |
| Attendees: | | | | | | | |
| Discussion Notes:  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | | | | | | |
| ***Action Plan:*** | | | | ***Person Responsible:*** | | | |
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| ***Set date for follow up SBT meeting if necessary:***  Date of Meeting: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | |