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| 1 | **CORE SCHOOL BASED TEAM**  **Overseeing delivery of services of students** | We have no Core PPT; it is not clear who is coordinating & overseeing the delivery of services to students at our school. | Our Core PPT consists of whoever is interested or available, not necessarily a consistent group of people; the team meets as needed in order to coordinate & oversee the delivery of services to students. | We have a consistent, Core PPT which meets on a regular basis to coordinate & oversee the delivery of services to students. | We have a consistent, multi-disciplinary Core PPT consisting of at least an administrator, SSF & counselor/FWW; the Core PPT meets on a regular basis to coordinate & oversee the delivery of services to students. |
| 2 | **PURPOSE** | Our PPT is not very clear about the purpose of the school-based teams; we are often confused & frustrated about what we are trying to do. | Our PPT has developed a shared understanding of the purpose of our school-based team; we are clear about what we are trying to achieve. | Our PPT has developed a clear shared understanding of the purpose of our school-based team; our understanding is based on division expectations & policies regarding the role & function of school-based teams. | Our PPT has developed a clear shared understanding of the purpose of our-school based team; our understanding is based upon division expectation & policies regarding the role and function of school-based teams; our PPT shares this information with staff & parents on a regular basis. |
| 3 | **STAFF UNDERSTANDING & COMMITMENT** | Our staff has little or no knowledge of this function and purpose of the school-based team. | Our staff has some knowledge of the function & purpose of the school-based team; this information is explained to staff upon request. | Our staff understands the function & purpose of the school based team; this information is shared with the staff on a regular basis at least monthly. | Our staff understands the function and purpose of the school-based team; this information is shared with staff on a regular basis, at least monthly; our PPT is confident that most staff members are committed to collaborative team work and problem solving in order to meet students needs. |
| 4 | **PRE-REFERRAL PROCESS** | We have no pre-referral process for our PPT. | We have an informal pre-referral process for our PPT. | Our PPT has a well-defined, written pre-referral process which staff are asked to follow before referring a student to PPT(Stage A Form); the process includes read student file, consult with parent, basic intervention strategies implemented as well as a predetermined follow-up date. | Our PPT has a well-defined, written pre-referral process which staff are asked to follow before referring a student to PPT (Stage A Form); the process includes read student file, consult with parents, basic intervention strategies implemented. as well as a predetermined follow-up date. Our PPT also has procedures in place for staff to access PPT quickly in the case of emergencies. |
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| 5 | **SCHEDULING PPT MEETINGS** | Our PPT has no consistent time in which PPT meetings occur. | PPT meetings occur at a regular time every week whenever possible. | PPT meetings occur at a regular time every week whenever possible; the meeting schedule is communicated to PPT members, staff and parents in advance. | PPT meetings occur at a regular time every week, whenever possible; the meeting schedule is communicated to PPT members, staff and parents in advance; whenever possible, coverage is provided for staff when meetings occur during the school day. |
| 6 | **PPT MEETING FORMAT** | There is no clear agenda for our PPT meetings; meetings may be unfocused and unproductive or participants complain that the PPT meetings are a waste of time. | Our PPT has a mutually agreed upon agenda for meetings; however, our team may not always follow the agenda; meetings are usually focused and productive. | Our PPT follows a mutually agreed upon agenda for meetings; meetings are focused and productive. | Our PPT follows a mutually agreed upon agenda for meetings; meetings are focused and productive; our PPT solicits feedback from parents & staff regarding the format of PPT meetings. |
| 7 | **TIME FRAME FOR PPT MEETINGS** | We have no agreed upon time frame for PPT meetings; meetings are often too long or too short. | We have an agreed upon time frame for our meeting. | We have an agreed upon time frame for our meetings, between 30 & 60 minutes, which allows sufficient time for information sharing and problem solving. | We have an agreed upon time frame for our meetings; between 30 & 60 minutes, which allows sufficient time for information sharing & problem solving; feedback from staff & parents is solicited regarding optimal length of PPT meetings. |
| 8 | **ACCESSING & UTILIZING COMMUNITY SERVICES/RESOURCES** | Our PPT has no internal protocols for accessing community services/resources; our team is not sure what services are available, or how those services work. | Our PPT has a reasonable understanding of how schools can access community services/resources; our team is reasonable familiar with what services and resources are available. | Our PPT has a good understanding of how we can access community services/resources; our team understands what services are available & how these services work. | Our PPT is a good understanding of how we can access community services/resources; our team understands what services are available & how these services work; our team works collaboratively with community services, agencies & resources. |
| 9 | **ROLES & RESPONSBILITIES OF PPT MEMBERS** | Roles & responsibilities of schools-based team members are unclear & undefined. | Roles & responsibilities of school-based team members are clear & defined. | Roles & responsibility of school-based team members are clear & defined and have been developed collaboratively with input from all team members. | Roles & responsibility of school-based team members are clear & defined and have been developed collaboratively with input from all team members; information regarding roles & responsibility is shared with staff on a regular basis. |
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| 10 | **SCHOOLS BASED TEAM MEETING**  **Meeting Regarding a Specific Student** | Our PPT does not include others in planning/problem solving process; we don’t have separate meetings about specific students. | Our PPT includes the referring teacher(s) in the planning/problem solving process when we meet about one specific student. | Our PPT includes the referring teacher(s) and the parent(s) in the planning/problem solving process when we meet about one specific student. | Our PPT includes the referring teacher(s) and the parent(s), the children/youth (where appropriate), and other school/district personnel as needed, when we meet about one specific student. |
| 11 | **INDIVIDUAL EDUCATION PLANS-**  **Identifying Students Who Require IPP’s** | Our PPT is unclear about which students at our school require IPP’s (with or without Special Education Coding). | Our PPT is clear about which students at our school require IPP’s. The PPT ensures that IPP’s are developed for identified students. | Our PPT is clear about which students at our school require IPP’s; our team works with the SSF to ensure that IPP’s are developed in a timely fashion & that teachers, parents & support staff are included in the planning process. | Our PPT is clear about which students at our school require IPP’s; our team works with the SSF to ensure that IPP’s are developed in a timely fashion & that the teachers, parents & support staff are included in the planning process; and requirements are communicated to & understood by all staff. |
| 12 | **FACILITATION OF PPT MEETINGS** | It is often unclear who is chairing PPT meetings. | Our PPT has designated chairperson(s) for meetings. | Our PPT has designated chairperson(s). It is usually clear who is chairing the meetings. | Our PPT has a designated chairperson(s) for meetings who is skilled in group facilitations. It is clear who is chairing the meetings. |
| 13 | **RECORD KEEPING & DOCUMENTATION** | There are no written records to document planning. | Participants keep their own notes to document decisions made at PPT meetings. | Meeting minutes are recorded on a standard PPT meeting form; minutes are sufficiently detailed to document planning and decisions; copies of the minutes are distributed to all participants. | Meeting minutes are recorded on a standard PPT meeting form; minutes are sufficiently detailed to document planning and decisions. Copies of minutes are distributed to all participants. A copy of the minutes is housed in centrally located confidential PPT file. |
| 14 | **GROWTH & MAINTENANCE OF PPT** | Our PPT has no process for evaluating the effectiveness of our team. | Our PPT has an informal process for evaluating the effectiveness of our team. | Our PPT evaluates its effectiveness & communicates its finding to the staff. | Our PPT evaluates its effectiveness & communicates its finding to the staff; our PPT is able to demonstrate our effectiveness through data collection & analysis; this information is communicated to staff on a regular basis in order to improve the delivery of service to students. |