

# A Quick Guide to Problem-Solving and SBLC

## Snapshot of the Problem-Solving Process

- Ascension Parish Problem Solving protocols are implemented for students who struggle academically and/or behaviorally.
- A history of the student is gathered to create a full picture of the student.
- A plan of action is developed by the grade level PLC and other specialists.
- Specific interventions are implemented to target the student's area of need.
- Interventions are monitored for student progress.

## What is SBLC?

SBLC is an acronym for School Building Level Committee. Each campus has an established committee of knowledgeable persons to conduct assessment and referral activities. The committee must include the principal/designee, a classroom teacher familiar with the student, and the SBLC Facilitator. The parent/ guardian of the child with the suspected disability is invited and is a member of the SBLC. Parental permission must be given before the SBLC process can officially begin. Committee membership may change according to the agenda and needs of the child. Those members must be knowledgeable of the student and/or the suspected condition or disability of the student. This could include but is not limited to the school nurse, Pupil Appraisal representatives, special education personnel, speech-language pathologist, counselor, ISSP, etc.

## My child is signed into SBLC, what is next?

- As a parent, continue to have open communication with your child's teacher.
- All intervention data is collected and compiled.
- Additional history may be collected
- Appropriate screeners are completed.
- Medical information may be gathered from your child's doctor.
- Additional SBLC committee meetings may need to be held.

## How can I, as a parent, help my child be successful?

- It is extremely important that your child attend school every day.
- Limit the number of tardies and check-in/check-outs.
- Frequent communication is vital between you and your child's teacher. This can occur through email, phone calls or conferences.
- Communicate serious family struggles with your child's teacher
- Ensure that there are no hearing/vision concerns.
- If possible, avoid frequent school changes.
- Promote a love of learning.
- Praise each success no matter how small.



1100 Webster Street | Donaldsonville, LA 70346  
225-391-7000 | [www.apsb.org](http://www.apsb.org)





## Frequently Asked Questions (FAQs)

### My child is struggling. What should I do?

Parental concerns are always considered highly important and pertinent. If parents have a concern pertaining to their child, the first step is to contact the child's classroom teacher. The teachers of APSB are trained and knowledgeable in problem solving procedures. The teachers meet, both collaboratively and regularly, as a grade level to address struggling students. The teacher is the most knowledgeable about his/her students and is most able to provide continued support, updates and knowledge about the plan of action for your child. Communicate your concerns to the teacher and provide any pertinent information that could help her help your child.

### What is the problem-solving process and why is it important?

There are a variety of reasons that a student may struggle in the educational setting. When this happens, it is important to problem solve through the difficulties in order to help a student make adequate progress in the curriculum.

### Who takes part in the problem-solving?

The Problem-Solving Process consists of a collaborative group of educators that work together to design a plan of action to address a student's struggles. In Ascension Parish, we refer to it as a Problem-Solving Professional Learning Community (PLC). Your child's teacher(s); other grade level teachers; speech therapist; counselor; special education staff and SBLC Facilitators can all be a part of this PLC – the exact members are individualized based on the needs of the student.

### How does the PLC address my child's needs?

A variety of student history is gathered to assist in identifying a reason for the struggles (examples: frequent absences, recent trauma, vision impairment, etc.) Student data and work samples are analyzed and specific interventions are chosen that target the area of need. Interventions continue until the student is functioning on grade level. The student's progress is closely monitored. If the student does not make progress, the PLC will develop a new action plan for the child.



### What happens if my child still does not show improvement?

Most students show good progress at this point. For some; however, adequate progress is still not achieved. In these instances, it may be time to begin considering the possibility that there is a disability present. This is only a consideration when there are no other explanations for the struggles that are being experienced and many alternate attempts at instruction have been exhausted. When considering the presence of a disability in a child, the child is referred to the SBLC.

### Want more information?

For more information, request "A Quick Guide to Section 504" from your school or download an electronic version at [www.apsb.org/publications](http://www.apsb.org/publications)