OUACHITA PARISH SCHOOL BOARD

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NOTIFICATION OF SCHOOL BUILDING LEVEL COMMITTEE MEETING

Date: _____

To the parent(s)/guardian(s) of: _____:

Your child was referred to the School Building Level Committee (SBLC) at your child's school because of concerns revealed in the results from school-wide screenings, your child's current classroom performance, and/or other relevant data. The area(s) of concern are indicated below.

- ☐ Behavior
- ☐ Reading difficulties
- ☐ Math difficulties
- ☐ Written language difficulties
- ☐ Health concerns significantly impacting educational progress
- ☐ Fine or Gross motor difficulties
- ☐ Speech/language difficulties
- ☐ Other: _____

The SBLC will meet to discuss these concerns and how they affect your child's educational performance at the date, time, and location shown below. You are invited to attend this meeting either in person or via telephone.

Date/Time: _____ at _____ *Location:* _____

With assistance from the classroom teacher and others, the SBLC will begin gathering data for possible academic/behavioral interventions. This information will give the SBLC a better understanding of how we can best serve the educational needs of your child.

Please indicate if you will be able to attend the meeting on the next page and then return the form to the school.

Sincerely,

_____

SBLC Chairperson

Parent Response to Notification of SBLC Meeting

Student: _____

Please indicate below if you plan to attend the SBLC meeting at _____ on _____ at _____.

__ Yes, I will attend the meeting at the designated time in person.

__ Yes, I will attend the meeting at the designated time by telephone. I can be reached at that time at using the following phone number: _____

__ No, I will not be present at the meeting.

__ I would like to reschedule this meeting. Please contact me at _____.

Parent/Guardian Signature: _____

What is a School Building Level Committee (SBLC)?

According to the Louisiana State Bulletin 1508,§303, The Pupil Appraisal Handbook, the School Building Level Committee (SBLC) is a general education, data driven, decision-making committee whose standing members consist of at least the principal/designee, a classroom teacher, and the referring teacher. In discussing an individual student's difficulties, the student's parent or guardian is an invited participant. The SBLC should concentrate on one student at a time, reviewing and analyzing all screening data, including RTI results, to determine the most beneficial option for the student. The committee's options include, but are not limited to one of the following actions:

1. Conduct no further action at this time.
2. Continue current intervention and progress monitoring through the RTI process.
3. Conduct additional interventions through the RTI process.
4. Refer the student to the appropriate committee to conduct a Section 504 evaluation.
5. Refer the student to pupil appraisal personnel for support services.
6. Refer the student to pupil appraisal personnel for an individual evaluation if an exceptionality is suspected.

WHO MAKES UP A SBLC TEAM?

REQUIRED	RECOMMENDED
Principal or designee	School Social Worker
Classroom Teacher	School Counselor
Referring Teacher	School Nurse
Parent/Guardian	Interventionist
Student (as appropriate)	504 Coordinator

WHAT DOES THE SBLC TEAM DO?

- Looks at the student's strengths first and develop solutions based on the identified strengths
- Analyzes screening and assessment data as well as background information in the areas of school, home/ family and health to identify solutions to address areas of concern.
- Develops an action plan of interventions and supports designed to address student's needs; team members are assigned responsibility for action items.
- Monitors action items and conducts a follow-up SBLC meeting to review the results of interventions, make adjustments, and continue to strategize positive solutions.

WHO CAN BE REFERRED TO THE SBLC TEAM?

Students who exhibit difficulties with:

- Academics
- Attendance Problems
- Behavioral/Emotional Issues
- Health Issues
- Socially adjusting
- Retention

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School Building Level Committee (SBLC) Team Member Roles and Responsibilities

All team members are active contributors, and the process defines special roles that some members of the team must fill to achieve the greatest positive outcome. Team members may change roles from one SBLC meeting to the next. However, during any meeting each team member's role must be clearly defined before the meeting begins and then maintained throughout that meeting.

Facilitator

This person facilitates the working of the team but is not necessarily the SBLC coordinator/leader. The success of the team depends largely on this person, who guides the flow of the meeting, and coordinates logistics before and after the meeting. The facilitator directs but does not dominate the SBLC meetings, eliciting the most helpful contributions of the group and, most important, keeping a positive tone at the meeting. The facilitator directs the process with respect for all members and accommodates the needs of the group. The facilitator reassures and supports the efforts of colleagues, parents, and students.

Recorder

The recorder is responsible for documenting the SBLC meeting discussion, including students' strengths, concerns, interventions, action items and results.

Team Member

An effective team member is a positive contributor to the work of the team. The team members participate but do not control the flow of the meeting. Members come prepared with information about the student. Contributions that address difficult problem areas are positive, looking at constructive solutions, rather than characterizing, blaming, or stereotyping. Interventions are linked to the student's strengths.

Parents/Caregivers as Team Members

Parents (including primary caregivers such as custodial parents, foster parents, and legal guardians) are full-fledged members of the SBLC, and they are always included. At the SBLC the parent can share the familial perspective and concerns, contribute critical problem-related information from home, and share effective and ineffective home interventions. Many times, the parent can clarify questions for the team and participate in the implementation of strategies developed by the whole team.

Students as Team Members

The student is also an essential member of the SBLC meeting. When the student enters a room and sees that a number of important adults in their life have gathered together on their behalf, a powerful message of caring and a commitment to their success is given. It is important to orient the student to the meeting and explain that they are an equal member of the team and their input is welcomed and important.

Helpful Suggestions for Effective SBLC Meetings

- Speak with the parent/guardian in advance to let them know what to expect at a SBLC meeting
- Schedule translators when appropriate
- Have a separate facilitator and note-taker
- Begin with a positive remark and welcome all participants to the meeting
- Explain the purpose of the meeting
- Set a positive tone for the SBLC meeting by recognizing the student's strengths before listing concerns
- Use specific samples of the student's work when explaining any strengths or weaknesses
- Use specific examples of student's behavior to explain his/her level of development, socialization, and personal adjustment
- Explain any evaluation process including formal and informal screenings or assessments
- Use concrete examples to suggest how parents/caregivers may help/support their child at home
- Prioritize concerns and action items; it is better to focus on one problem in depth than to give superficial treatment to many
- Let parents/caregivers ask questions and encourage them to discuss specific items with the SBLC team
- Have consent for services forms, release of information forms, and community referrals available at the meeting
- Set a date for a follow-up SBLC
- Make parents/caregivers aware of availability of team members
- End the meeting with a summary of the action plan and a positive comment
- Thank parents/guardians for participating in the SBLC meeting
- Give copies of completed SBLC meeting summary form to caregiver

School Building Level Committee Follow-up Practices

The action plan created at the SBLC meeting is only as good as the follow-up practices and implementation.

STEPS FOR FOLLOW-UP:

1) CASE MANAGEMENT

It is very important to clearly define who is responsible for each “action item” and to designate a contact person or “case manager” to monitor the implementation of the plan. This creates an accountability system that is monitored and reviewed when the team comes together again for the follow-up SBLC meeting(s).

Case manager tasks may include:

- Meeting with the student and with the teacher regarding the action plan;
- Making phone calls and/or sending reminder notes to team members regarding action items;
- Contacting parents/caregivers regarding the action plan and to enlist their support, and;
- Helping families follow through with referrals to on-site and community-based services.

2) FEEDBACK TO THE REFERRAL SOURCE/ REFERRING TEACHER

The case manager, or another designated person such as the administrator, provides the referral source with feedback in a timely manner after the initial SBLC meeting. At the elementary level, the referral source is usually at the SBLC meeting, but there may be times at the secondary level, when the student has 6 or more teachers, the referral source may not be able to attend the meeting. Even when the referral source is unable to attend the SBLC meeting, it is beneficial to involve them in some ownership of the plan, particularly classroom strategies, modifications and adaptations.

3) STUDENT/ FAMILY SUPPORT

Working with students and parents/caregivers to be a part of the plan and to undertake actions on their own behalf is an important part of the follow-up. The student and parent/caregiver have to feel that they have some control over their own goals and plans, and that school staff are their allies, rather than the ones who have all the control. During the SBLC meeting the parent is an equal partner in developing the action plan. The assigned case manager or another staff member who has a relationship with the parent may want to check in with the parent periodically to offer support toward implementing action items.

4) FOLLOW-UP SBLC MEETINGS/ ONGOING MONITORING OF STUDENT PROGRESS

At the end of every initial SBLC, a follow-up SBLC meeting date is set, preferably within 4-6 weeks. At the follow-up SBLC meeting action items are reviewed and student progress is discussed. The follow-up SBLC meeting should be documented. The action plan may need to be modified and additional interventions added depending on student progress.