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SBLC GUIDEBOOK

The School Building Level Committee, or SBLC, is a required component of the educational process that provides a means of support for all students. The purpose of the committee is to identify and address areas of difficulty that may be affecting student success through the use of targeted interventions designed to meet each student's needs. Driven by the Response to Intervention (RTI) framework, the committee addresses a wide range of student needs, including academic performance, behavior, socialization, curriculum access, language and/or communication, and attendance. It is through the diligent efforts of the SBLC—and the analysis of progress monitoring data gathered during the intervention process—that students who are suspected of having disabilities are referred for services under Section 504 of the Rehabilitation Act of 1973 or the Individuals with Disabilities Education Act (IDEA).

The purpose of this guidebook is to help our schools navigate the fundamental aspects of the SBLC and RTI processes. In it, the framework of each area is laid out in a detailed manner that will assist schools with maintaining compliance with state regulatory procedures. The information provided can be applied to most of the situations faced by each school's SBLC and will help with determining what services are needed and when referrals should be made.

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DETAILED SBLC PROCESS OUTLINE

This document provides a detailed outline of the general SBLC process, including who makes up the committee, its responsibilities, what decisions are made, how screening and interventions are handled, and when to refer a student for special education evaluation.

I. PURPOSE OF SBLC

The School Building Level Committee (SBLC) is:

- A required general education, data-driven decision-making body
- Responsible for reviewing all screening and RTI data
- The gatekeeper for referring students for
  - Section 504 evaluations and accommodations
  - Special education evaluations
  - Other services that may be provided through Pupil Appraisal

II. COMMITTEE MEMBERS

Required standing Members:

- Principal or designee
- Classroom teacher
- Referring teacher

Optional members:

- 504 Coordinator
- Interventionists
- Pupil appraisal contact
- School counselor
- ELL Teacher
- Student being discussed (as needed)
- Recorder of meeting minutes
- School nurse
- Any other person able to help make decisions about the educational needs of students

Parent/Guardian Involvement:

- The parent/guardian for a student must always be invited using a written notice when the SBLC is planning to discuss their child. The meeting can proceed without the parent/guardian if they choose not to attend.

Pupil Appraisal Involvement:

- A pupil appraisal team member must be present if the committee is considering referring a student for an initial special education evaluation.

III. SBLC DECISION OPTIONS

After reviewing all screening and RTI data, SBLC may:

- Take no further action.
- Continue current RTI interventions.
- Add or intensify RTI interventions.
- Refer to Section 504 committee.
- Refer to pupil appraisal for support services.
- Refer to pupil appraisal for an individual evaluation (if exceptionality suspected).

IV. PARENT COMMUNICATION REQUIREMENTS

- The SBLC must provide parents/guardians with a written report/summary of the progress monitoring done to measure the student's response to the interventions used at least once each grading period until a decision is reached.
- If the parents disagree with the SBLC actions or decision, the parents must be provided a copy of their rights, which includes the right to request an evaluation.

V. REQUIRED SCREENING AREAS

The SBLC must coordinate and document screening results before referring a student for an initial special education evaluation. Screening does not equal evaluation.

If a student is considered "at risk" but not suspected of having a special education disability warranting the need for specialized instruction, then either continue to provide interventions or refer the student for Section 504.

If a student is considered "at risk" and suspected of having a special education disability that adversely affects educational performance to the extent that specialized instruction is needed, then refer the student to PAS and ensure at-risk areas addressed in the evaluation.

1. Sensory Screening

Hearing

Required unless all three are true:

- Normal screening results within 24 months (enrolled) (12 months for non-enrolled students)
- No current concerns
- No history of chronic ear/respiratory issues

"At Risk" if:

- Failure at 20 dB at 1000, 2000, or 4000 Hz
- Abnormal middle ear pressure
- Abnormal tympanogram
- Inconclusive results due to age/severity

Vision

Required unless all three are true:

- Normal screening results within 24 months (enrolled) (12 months for non-enrolled students)
- No current concerns
- No eye infection history

Screening must include:

- Near and far acuity
- Color blindness

Notes:

1. *The student must be screened for Cerebral/Cortical Visual Impairment if the student's medical history indicates a neurological insult or neurological impairment.*
2. *Efforts should be made to address concerns related to hearing and vision before referring a student for a special education evaluation. The reasons for this are:*
   a. *The student's difficulties may be more related to not being able to see or hear as they should rather than an actual learning disability and therefore, may be resolved by having glasses or hearing devices.*
   b. *Having the issue addressed by a medical professional (i.e., optometrist/ophthalmologist, audiologist) will provide medical records that can help determine if a special education evaluation is needed.*

Sensory Processing

"At risk" if difficulties interfere with educational access in any of the following areas:

- Visual
- Auditory
- Tactile
- Vestibular
- Olfactory
- Gustatory
- Proprioceptive
- Motor planning

2. Health Screening

"At risk" if health concerns identified via history or observation.
Look for concerns related to NICU history, developmental difficulties, prematurity, neurological insults, genetic disorders/conditions.

3. Speech/Language Screening

Conducted by SLP unless teacher checklist shows:

- Normal voice
- Normal fluency
- Age-appropriate articulation
- Adequate receptive/expressive language

If “at risk”:

- Evidence-based interventions required
- Parental consent required for interventions
- Voice concerns require medical evaluation before intervention

4. Motor Screening

Observed by PE teacher (and classroom teacher if needed).
“At Risk” indicators include:

- Weakness affecting mobility
- Balance difficulty
- Poor coordination
- Frequent falling
- Difficulty with materials/technology
- Poor midline crossing
- Motor sequencing difficulty

5. Assistive Technology Screening

“At risk” if functional concerns in:

- Motor
- Communication
- Vision/hearing
- Academics
- Executive functioning
- Computer access
- Self-help
- Health
- Vocational/leisure

6. Social/Emotional/Behavioral Screening

Must review:

- Discipline records
- Teacher reports
- Parent input
- Developmental history
- Prior BIPs
- Anecdotal records

Concerns in these areas indicate the student's social/emotional/behavioral status is "at risk." Documented, evidence-based intervention(s) and progress monitoring must be conducted with fidelity.

Note:
Interventions in this area are required for suspected emotional disturbance unless substantial documentation shows student likely to significantly injure self or others. (See Part IX for more information.)

7. Educational Screening

A review of the student’s educational performance must include the following data sources:

- Educational history
- Dyslexia screening results
- State/district test results
- Universal screening data
- Teacher/parent communication summary
- Documented interventions with fidelity

Interventions are <u>required</u> for suspected disabilities related to having:

- Autism (mild or moderate)
- Developmental delay
- Emotional disturbance
- Mild intellectual disability
- Orthopedic impairment
- Other health impairment
- Specific learning disability

Interventions are <u>not</u> required for:

- Preschool-aged child
- Gifted/talented suspicion
- Severe/low-incidence impairments (see Part IX)

VI. RTI FRAMEWORK

The Response to Intervention (RTI) process is a three-tiered approach to providing services and interventions to struggling learners and/or students with challenging behaviors at increasing levels of intensity.

Tier Structure

- Tier 1 is universal instruction and practices provided to all students.
- Tier 2 is targeted, small-group instruction and practices provided to some at-risk students.
- Tier 3 is intensive instruction (30 ~ 45 mins daily) and practices provided to students with significant support needs, either individually or in a small group setting (2-3 students).

Critical Compliance Requirements

- Students must receive 100% of core instruction.
- Interventions must supplement — not replace — core instruction.
- Interventions must be:
  - Scientifically research-based
  - Implemented with fidelity
  - Documented
  - Progress monitored at reasonable intervals (4-9 weeks)
  - Include data that can be graphed to shown the student's progress relative to peers

Notes:

1. *The requirement for RTI applies both to academic difficulties and behavior. Schools must document their efforts to address student needs through the use of researched-based interventions.*
2. *Determining if interventions are working does not mean the student is suddenly receiving As and Bs. It means they are learning the material.*
3. *If necessary, RTI can run concurrently with a special education evaluation. A referral for a special education evaluation cannot be delayed or denied solely because a student has not progressed through every RTI tier. It should be noted though that without RTI done with fidelity, a student may not qualify for services.*
4. *Refer to the RTI Process section for more information.*

VII. EXCLUSIONARY FACTORS (MANDATORY DOCUMENTATION)

SBLC must document that the student's lack of progress is not primarily due to:

- Inadequate reading instruction (phonics, phonemic awareness, fluency, comprehension, vocabulary)
- Inadequate math instruction
- Limited English proficiency
- Environmental/economic disadvantage
- Cultural factors

Note:
If >50% of class fails universal screening, instructional issues must be examined.

VIII. WHEN TO REFER A STUDENT FOR AN INDIVIDUAL SPECIAL EDUCATION EVALUATION vs SECTION 504

Two of the options the SBLC has after screening is done is to either refer the student for an initial special education evaluation or for services through Section 504. This section discusses the very basic points with each decision.

A. Special Education (IDEA)

With the exception of gifted and talented students, the basis for all referrals for special education evaluations is centered on the suspicion that the student has a disability that

a) adversely affects the student's educational performance, **and**
b) warrants the need for specialized instruction.

The term "adversely affects" generally means that the suspected disability negatively impacts the student's ability to function in the school setting at some capacity, to the point that the student is unable to engage the school and/or curriculum in a way that is beneficial for student growth.

Educational performance is the degree to which a student's disability impacts their ability to access, participate in, progress through, and receiving meaningful benefit from the general education curriculum and broader school environment. It consists of a student's academic achievement, functional capabilities, and social-emotional development within the school environment.

The term "specialized instruction" means the provision of instruction and services that are unique to the student's abilities and may extend beyond what is typically provided to students in the general education classroom setting.

Academic Areas

Academic achievement is usually the first area that is looked at when determining how well a student is performing in school. It involves the student's ability to master the grade-level curriculum, meet state standards, and demonstrate progress in core subjects like reading, math, and written expression.

When discussing academic performance, it is very important to remember what our grading system is supposed to reflect:

Grade	Potential Interpretation
A = Excellent performance:	• Highly proficient in the subject area • Performance will be above most of the class • Most likely will not need interventions • May require accommodations through Section 504 but likely will be minimal and not heavily related to academics (if at all)
B = Above average performance:	• Very good work in class • Demonstrates solid understanding of the subject area • Can still grow but is performing well overall • Minimal interventions may be required but should not be beyond a Tier 1 or slightly into a Tier 2 level • May require academic accommodations through Section 504, depending on the situation
C = Average performance:	• Satisfactory work output and shows an adequate understanding of the material • Definite room to grow but still doing okay • May need interventions but typically only at a Tier 1 or 2 level (Tier 3 may be occasionally needed but will be minimal) • May require SPED services but accommodations through Section 504 may suffice too, depending on the situation
D = Below average performance:	• Not performing at expected standards • Passable but not doing well • May not understand the material; May have motivation and/or effort concerns • More intensive Tier 2 and in some cases, Tier 3 interventions needed • Greater chance for needing accommodations through Section 504 • May be at-risk of having a SPED disability
F = Poor performance/failing:	• Performing far below expected standards • Indicative of not understanding the material, not having any interesting in the subject area, and/or not putting forth effort • Intense Tier 3 interventions needed • Significant risk of having a SPED disability • Greater cause for concern/alarm

Non-academic areas

Non-academic areas of educational performance involve the student's functional performance in the school setting. This includes having and being able to use the skills needed for daily living and independence within the school building, such as:

- the ability to access the curriculum
- social-emotional skills (interacting with peers, responding to authority),
- executive functioning abilities (organizing a backpack, initiating tasks, transitioning between classes),

- self-regulation (managing sensory input or emotional frustration), and
- for older students, the ability to participate in community-based instruction, vocational training, and the practical application of skills needed for post-secondary transition.

If this suspicion exists, then a referral is appropriate only when **ALL** are true:

1. Research-based interventions have been implemented with fidelity*
2. Progress has been monitored at reasonable intervals
3. Data showing the student's progress is inadequate compared to his or her peers
4. Exclusionary factors ruled out (see Section VII)

Immediate referrals for special education evaluations are permitted for suspected disabilities related to:

- Deafness/hard of hearing
- Visual impairment
- Deaf-blindness
- Severe autism (some cases)
- Significant orthopedic impairment
- Serious health concerns
- Traumatic brain injury
- Moderate/severe intellectual disability
- Multiple disabilities
- Situations when a student is likely to injure self/others

SBLC screening requirements may still apply to these situations.

Note:
Always consult with the PAS contact person assigned to the school with immediate referral cases.

Pupil appraisal staff must review documentation before the referral is finalized.

*A parent request for a special education evaluation does **not** mean one is automatically done. The SBLC process is still required.*

* = While there may be some cases when interventions may need to run concurrently with the evaluation process, each school needs to do everything it can to make sure intervention data is present and has been reviewed prior to referring a student for a special education evaluation.

B. Section 504

The purpose for Section 504 is to create an even "playing field" so that a student is able to perform alongside his or her peers. While both IDEA and Section 504 are available to support students with disabilities, services provided through Section 504 are appropriate for students for whose educational performance is not adversely affected to the extent that specialized instruction is warranted. This is an important distinguishment.

Under Section 504, a student must either have a) a physical or mental impairment that substantially limits one or more major life activities; b) a history of having such an impairment; or c) is currently regarded as having such an impairment.

- Major life activities include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working.
- The term also includes major bodily functions such as immune system response, normal cell growth, neurological conditions, and functioning aspects of the bowels, brain, bladder, circulatory, respiratory, endocrine, and reproductive systems.
- The impairment does not need to prevent or significantly restrict the student's ability to perform major life activities in order for it to be considered as being "substantially limiting".
- The impairment can but does need to encompass learning or academic ability.
- The determination of whether the impairment substantially limits the student must be made without regarding any benefit that may be received from medications, auxiliary aids or services, the use of assistive technology, or learned behavioral or adaptive skills.

Examples of situations when Section 504 services should be considered include (but are not limited to) the following:

- If the student has a chronic health problem or any sort of disabling condition (including ADHD)
- If the student has an individualized healthcare plan
- If the student has experienced a pattern of suspensions
- If the student fails to qualify for special education
- If the student has been "declassified" from special education eligibility
- If the student has a history of substance abuse
- If the student returns to school after a serious injury or illness
- If the student does not respond well to tiered interventions
- If the student is being considered for retention
- If the student's parent has requested a special education or Section 504 evaluation
- If the student displays a pattern of inappropriate behavior regardless if suspended/expelled
- If the student has excessive absences
- If the student takes medication at school

Examples of physical or mental conditions that may fall under the umbrella of Section 504 include (but are not limited to) the following:

Allergies
Anxiety
Asthma
Attention-deficit/hyperactivity disorder (ADHD)
Autism
Autoimmune disorders
Bipolar disorder
Cancer
Cardiac conditions
Cerebral palsy
Conduct disorder
Diabetes
Dyscalculia
Dysgraphia
Dyslexia
Depression/Major depressive disorder
Drug/alcohol addiction
Eating disorders
Hearing difficulties
Hepatitis
HIV/AIDS
Juvenile rheumatoid arthritis
Movement/motor disorders
Muscular dystrophy
Multiple sclerosis
Obesity
Obsessive-compulsive disorder
Partial amputee
Post-traumatic stress disorder (PTSD)
Schizophrenia
Seizure disorder
Sickle-cell disease
Temporary or transient conditions
Tourette syndrome
Tuberculosis
Vision difficulties

Some of these conditions may also be covered by special education. It is up to the SBLC to determine what the best course of action is. One way to look at these situations is to consider whether the student's limitations can be addressed through the use of accommodations only (Section 504) or if the student limitations are so significant that not only are accommodations needed but also any combination of either modifications to the curriculum, adjustments to how the student experiences the educational process, or the use of specialized instruction is needed.

Note:
A student cannot receive services under IDEA (i.e., special education) if they are classified as Section 504, and vice versa. It is either one or the other.

Once a student has been identified as being eligible for special education services, they are no longer eligible to receive services through Section 504.

IX. ADDITIONAL POINTS

- If a parent makes a request in writing, the SBLC must respond in writing.
- A parent request for an initial special education or Section 504 evaluation does **not** mean the student bypasses the SBLC process. SBLC procedures still apply and the SBLC may feel that an evaluation is not warranted.
- Students who receive accommodations under Section 504 will no longer be able to receive those accommodations if they are found eligible to receive special education services.
- Situations with students who are already identified as being "1508"/"SPED" are to be addressed by the IEP team, not the SBLC. While the two teams may overlap in some capacity, the function of and what is handled by each team is different.
- Administrators must ensure that
  - SBLC meetings are documented.
  - parents are invited when decisions are to be made and are given opportunities to participate in the decision-making process.
  - parents receive reports of the student's progress using reports each grading period.
  - interventions are evidence-based and implemented with fidelity.
  - the pupil appraisal contact reviews documentation before referral.

X. TIPS

- Prepare ahead of time by having key members present as needed for specific student situations
- Speak with the parent/guardian in advance to let them know what to expect at a SBLC meeting
- Schedule translators when appropriate
- Come prepared with data
- 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 to explain the student's level of development, socialization, and personal adjustment
- Explain any evaluation or screening processes
- Encourage team participation
- Remember that decisions are not made by individual team members but rather by the consensus of the team
- Use concrete examples to suggest how parents/caregivers may help/support their child at home
- Prioritize concerns and action items
- 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
- Designate a contact person or "case manager" to monitor the implementation of any plan of action made
- 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

SBLC PROCESS QUICK REFERENCE GUIDE

SBLC CORE PROCESS

STEP 1: SBLC MEMBERS

Required Members

- Principal/designee
- Classroom teacher
- Referring teacher
- Pupil appraisal team member (if a SPED evaluation is being considered)

Other Members

- ELL teacher, Student being discussed
- Designated recorder of minutes
- 504 coordinator
- School nurse
- School counselor
- Any other individual able to make educational decisions

Note: Parent/guardian must be invited in writing and given an opportunity to participate if their child is to be discussed. They do not need to be in attendance.

STEP 2: REVIEW DATA

SBLC must review:

- Universal screening data (e.g., i-Ready, DIBELS, Lexia, etc.)
- RTI intervention data – Tier 1, Tier 2, and Tier 3 Interventions
- Progress monitoring data
- Screening results (e.g., sensory, health, speech, motor, etc.)
- Educational history and testing
- Parent/teacher input

STEP 3: VERIFY RTI COMPLIANCE

Before referral, confirm:

- Student received 100% core instruction
- Interventions were research-based
- Implemented with fidelity (documented)
- Progress monitored at reasonable intervals
- Data graphed relative to peers
- Rate of progress inadequate

STEP 4: RULE OUT EXCLUSIONARY FACTORS

Document that lack of progress is not primarily due to:

- Inadequate reading instruction
- Inadequate math instruction
- Limited English proficiency
- Environmental/economic disadvantage
- Cultural factors

If >50% of class fails benchmark → investigate instruction.

STEP 5: SBLC DECISION OPTIONS

The committee may:

- Take no further action
- Continue current intervention
- Intensify intervention
- Refer to Section 504
- Refer to pupil appraisal for support services
- Refer for individual evaluation

SBLC PROCESS QUICK REFERENCE GUIDE

SCREENING & REFERRAL CHECKPOINTS

REQUIRED SCREENING AREAS:

Must be coordinated and documented before recommending evaluation:

- Hearing
- Vision
- Sensory processing
- Health
- Speech/language
- Motor
- Assistive technology
- Social/emotional/behavioral
- Educational

Screening ≠ Evaluation.

INTERVENTIONS REQUIRED FOR SUSPECTED:

- Autism (unless severe characteristics are present)
- Developmental delay
- Emotional disturbance
- Mild intellectual disability
- Orthopedic impairment
- Other health impairment
- Specific learning disability
- Most behavior concerns

Interventions are NOT required for:

- Preschool children
- Gifted/talented suspicion
- Severe/low-incidence impairments (see next section)

IMMEDIATE REFERRALS ALLOWED:

These suspected low-incidence concerns may require screening but are permitted to bypass RTI progression:

- Deafness/hard of hearing
- Visual impairment
- Deaf-blindness
- Traumatic brain injury
- Moderate/severe intellectual disability
- Multiple disabilities
- Severe autism (some cases)
- Significant orthopedic impairment
- Students who are likely to significantly injure self/others

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PARENT REQUIREMENTS:

- Provide written progress summary at least once each grading period.
- If parents disagree → provide a copy of their rights.

MINIMUM DOCUMENTATION REQUIRED FOR REFERRAL

- Intervention fidelity documentation
- Progress monitoring data
- Data showing inadequate growth that can be graphed
- Exclusionary factors ruled out
- SBLC suspects disability

General SBLC Process*

THE STUDENT HAS DIFFICULTIES AFFECTING EDUCATIONAL PERFORMANCE

- NOTIFY AND INVITE PARENT/GUARDIAN TO MEETING
- DISCUSS CONCERNS

Low-Incidence Disabilities:
- Deafness/Hard of hearing
- Significant vision impairment
- Deaf-Blindness
- Traumatic brain injury
- Moderate/Severe intellectual disability
- Multiple disabilities
- Severe autism
- Significant orthopedic impairment
- Concerns regarding significant harm to self or others

Student will most likely be referred for immediate evaluation.

- Are there concerns that appear to be related to having a low-incidence disability?
- If yes, PAS contact MUST be present at the meeting to discuss the needs of the student.

- Is the student an ELL/non-English language student?
- If yes, the ELL teacher MUST be present at the meeting to address and discuss English language concerns.

Note: The SBLC must receive informed consent from the parent/guardian for speech-language interventions

- BEGIN SBLC SCREENING PROCESS
- REFER/BEGIN RTI IN AREA(S) OF CONCERN
- DISCUSS OPTIONS FOR THE TEACHER(S) TO TRY
- EXPLAIN PROCESS/EXPECTATIONS TO CAREGIVER
- MONITOR STUDENT PERFORMANCE WITH INTERVENTIONS

The SBLC screening process addresses nine major areas:
- *Hearing*
- *Vision*
- *Sensory Processing*
- *Health*
- *Speech-Language*
- *Motor (Gross and Fine)*
- *Assistive Technology*
- *Social/Emotional/Behavioral*
- *Educational/Academic*

Consult with PAS for assistance.

IS THE STUDENT MAKING ADEQUATE PROGRESS WITH THE INTERVENTION(S) USED?

Note: "Making adequate progress" does not mean making As and Bs.

Is the student beginning to learn the material using the intervention? If so, then the intervention is the "fix" and should be continued.

YES

- NOTIFY PARENT/GUARDIAN OF PROGRESS
- CONTINUE INTERVENTION(S)
- ADJUST INTERVENTION(S) AS NEEDED
- MONITOR STUDENT PERFORMANCE
- SLOWLY FADE SUPPORTS

NO

- NOTIFY PARENT/GUARDIAN OF PROGRESS
- CONSIDER OTHER INTERVENTION OPTIONS
- CHANGE THE INTERVENTION APPROACH
- INCREASE THE INTENSITY OF THE INTERVENTION(S)

HAS THE STUDENT SHOWN ANY IMPROVEMENT IN RESPONSE TO THE INTERVENTIONS?

YES

NO

CAN THE STUDENT'S DIFFICULTIES BE RELATED TO:
- ENGLISH LANGUAGE DIFFICULTIES?
- CULTURAL DIFFERENCES?
- LACK OF INSTRUCTION (i.e., attendance issues)?
- ENVIRONMENTAL/ECONOMIC FACTORS?

NO

YES

DOES THE STUDENT APPEAR TO HAVE A DISABILITY THAT WOULD BENEFIT FROM 504 ACCOMMODATIONS?

YES

- INVITE PARENT/GUARDIAN TO MEETING
- DISCUSS SECTION 504 OPTIONS
- MONITOR STUDENT PERFORMANCE
- ADDRESS CONCERNS THROUGH IAP TEAM
- RECONVENE SBLC TEAM IF DIFFICULTIES PERSIST OR INTENSIFY.

NO

- ADDRESS CONTRIBUTING FACTOR(S)
- CONTINUE RTI
- ADJUST INTERVENTION(S) AS NEEDED
- REVIEW INSTRUCTIONAL APPROACH
- MONITOR STUDENT PERFORMANCE
- NOTIFY PARENT OF PROGRESS
- ADDRESS ISSUES AS THEY DEVELOP

ARE THE STUDENT'S DIFFICULTIES THOUGHT TO BE SIGNIFICANT ENOUGH TO REQUIRE SPECIAL EDUCATION SERVICES**?

NO

- INVITE PARENT/GUARDIAN TO MEETING
- ADDRESS AREAS OF CONCERN FOUND THROUGH SCREENING WITH INTERVENTIONS
- DISCUSS OTHER OPTIONS TO HELP STUDENT

YES

- NOTIFY AND INVITE PARENT TO MEETING
- INVITE PAS CONTACT TO REVIEW SCREENING RESULTS
- DISCUSS POSSIBLE SPED EVALUATION REFERRAL

* = This flowchart provides the basic framework for the SBLC process. It does not cover all possible scenarios.

** = The need for SPED services depends on whether the student's difficulties cause an adverse effect on the student's educational performance to an extent that warrants specialized instruction.

RESPONSE TO INTERVENTION

I. WHAT IS RTI:

Response to intervention (RTI) is a systematic approach to identifying and assisting struggling students before they fall too far behind their peers academically or behaviorally. It is designed to do the following:

- provide students in need with appropriate high-quality, researched-based instruction, interventions, and supports in order to address academic and behavioral difficulties in the classroom setting,
- aid in making decisions regarding the need for additional supports or if services through Section 504 or IDEA (i.e., special education),
- help schools validate the effectiveness of teaching approaches, and
- assist teachers with determining where students are struggling, setting individual goals for students, monitoring student growth, and tracking student progress over time.

RTI also helps schools create and establish more effective general education practies that are supported by special education and based on evidence-based instruction and intervention for all students such as

- having differentiated instruction based on individual learning characteristics
- preventing the over-identification of students for special education services
- reducing disproportionality in eligibility (particularly by race), and
- creating more collaboration between general and special education in the referral and evaluation process.

RTI is a required component for Section 504 and IDEA evaluations.

II. GENERAL RTI PROCESS OVERVIEW:

The RTI process consists of three main components: Universal screening, a three-tiered approach to interventions, and progress monitoring.

Universal Screening:

RTI begins with universal screening methods (e.g., DIBELS, Star Reading, any general performance screening approach).

The results from the screening process helps schools identify areas of need, establish baseline performance, and determine if changes need to be made in instruction.

RTI Tiers:

RTI incorporates a three-tiered intervention approach. Each Tier relies on evidence-based instructional interventions designed to target areas of need in the general education setting.

Tier 1 – Class- or school-wide instruction and general interventions; 80-90% of students

Tier 2 – Targeted interventions with increased intensity given directly to student groups; 10-15% of students

Tier 3 – Intensive, individualized interventions given very frequently and at longer durations; 3-5% of students (required for Section 504 and IDEA evaluations)

More information about the RTI Tiers is provided further in this guide.

Progress Monitoring:

As the interventions are used, the student's progress must be accurately monitored on a frequent basis in order to determine the effectiveness of the intervention being used.

Progress monitoring data is what allows the school's intervention team and/or SBLC to make decisions regarding how to best support the student. If the student is not responding to an intervention, then

a. Should we give more time?
b. Should we add another intervention from the same Tier?
c. Should we discontinue the intervention and try a different one within the same Tier?
d. Should the student "move" to a more intensive Tier that is more intensive in terms of the frequency, duration, and skill-level of the intervention approach, and with how the interventions are deployed (i.e., either in groups or individually)?
e. If the most intensive RTI Tier is already being used (i.e., Tier 3), then should the student be referred for services under Section 504 or IDEA?

Additional points:

- Progress monitoring must be documented.
- Progress monitoring data is required for most special education.

III. THE RTI PROCESS—STEP BY STEP:

There are five basic steps involved in the RTI process. These steps apply in both academic and behavioral situations.

Step 1: Define the problem

The RTI process begins by identifying the specific area of concern in measurable terms.

During this step, the team should discuss the student's response to school-wide instruction, relevant data about the student's performance, and factors that may be contributing to the student's difficulties.

Data looked at during this step includes the following:

- Results from DIBELS, Star Reading, Star Math, Lexia, i-Ready, etc.
- ELPT scores
- State test performance
- Performance on curriculum-based measurements
- History of minor infractions or major referrals
- Grades
- Participation in PBIS
- Any other screening data used with students

Step 2: Plan an intervention

After defining the areas of difficulty for the student, the team must develop a proactive intervention plan designed to address these areas. Key points:

1. Interventions used in the RTI process are legally required to be scientific and research-based. They should be backed by rigorous, systematic, and objective procedures that are reliable, valid, and relevant to the area of need.

2. True interventions change the intensity, frequency, or duration of instruction in order to directly remediate a specific skill deficit. They typically include having:
   - A decreased group size ranging from small-group to individualized settings
   - Supplemental, explicit, and direct teaching time dedicated entirely to the target skill gap
   - Guided and independent practice opportunities specifically designed to target and improve the area of difficulty
   - Increased opportunities for student engagement (e.g., writing, reading aloud, answering questions) and immediate feedback

3. Interventions should not be the same as what is already being used with class. Instead, they should be tailored specifically to the student's area of need and go beyond what is already being done in terms of intensity, frequency, and duration.

4. Interventions should be provided with a realistic, attainable, and measurable goal in mind. Examples include:
   - Incremental growth with a specific skill area
   - Improved grades in a specific subject area
   - Benchmark performance (see note below)
   - A specific reduction in minor infractions or behavior referrals
   - A reduction in the number of times the student is to "clip down" or other similar behavioral response
   - Performance on a specific skill or subject area
   - Performance on Star Reading or Star Math
   - Incremental improvement in conduct grades

   Note: The choice of goal will determine how progress monitoring is done in Step 4. Be sure it is something that can be effectively and routinely used as a basis of comparison for progress monitoring purposes.

Step 3: Implement the Intervention

After an intervention has been selected, the next step is to implement the plan. Key points:

- Be sure to have some form of recent, usable baseline data to that is tied to the measurable goal mentioned in Step 2. This data will be used as a basis of comparison that will determine overall student growth.
- Interventions should be used long enough to make decisions about their effectiveness. The length of time varies, depending on the situation, **but most interventions should run at least 5 – 9 weeks** in order to effectively determine whether a student is responding as needed or if changes need to be made. (Sometimes, interventions may need to run longer.)
- Implement the intervention as it is designed to be used.
- Document the implementation of the intervention using the SBLC – RTI Intervention Log or some other similar documentation approach.

Step 4: Progress Monitoring

The final step in the RTI process is to evaluate intervention data to determine how the student is responding to the intervention and if adjustments need to be made. This is an on-going process that occurs on a weekly basis (minimum) as a way to determine the effectiveness of the intervention.

Student progress can be measured in different ways, depending on what the goal is.

Examples:

a) If the goal is to see incremental growth in a specific skill area such as recognizing vowel sounds or letters, understanding math facts, and so on, then progress can be monitored by comparing the student's performance at the beginning of each week the intervention is used to the student's performance at the end of the week.

b) If the goal is to see improvements in grades for a certain class, then progress monitoring may be done by using weekly quizzes or tests given to the entire class at the end of each week.

Step 5: Make a Decision

At the conclusion of the intervention period, the intervention team/SBLC will review the progress monitoring data and make decision regarding how to best support the student.

1. *Fade/Discontinue the intervention* (if the student met the goal): If the student meets the goal, then the intervention can be discontinued and the student returns to receiving only Tier 1 instruction.
2. *Continue the intervention* (if the student is making steady progress but hasn't fully closed the gap): If the student is making progress but hasn't yet met the goal, then the intervention needs to continue.
3. *Modify or intensify the support* (if progress is insufficient): If the student is not making progress, then either a) the intervention needs to be changed to another within the same Tier group, or b) the intensity, frequency, and duration of the intervention needs to increase (i.e., move to Tier 3)
4. *Consider other solutions* (if Tier 3 interventions have been applied but no progress is seen): If Tier 3 interventions have been used with the student but the student still is not making progress, the SBLC may need to consider other possible options such as services through Section 504 or IDEA.

Important points to remember:

- Generally, an intervention should run for a minimum of **5 to 9 weeks** (longer if needed)
- Collect progress monitoring data points throughout the intervention process. The more data that can be collected, the better the intervention team/SBLC will be with determing how effective the intervention is. Fewer data points make it difficult to establish a reliable trend line.
- Adjust the intervention in response to the progress monitoring data.
- If the student is not showing any progress after two weeks of consistent, high-fidelity implementation, then the intervention team/SBLC should adjust the intervention immediately.
- Student absences do not count towards the implementation of the intervention.

RTI TIER 1:
GENERAL EDUCATION CURRICULUM INSTRUCTION

Tier 1 RTI takes place in the regular education classroom. It is the general instructional approach that most students receive on a daily basis.

At Tier 1, all students receive core instruction that emphasizes grade-level standards and school-wide behavioral expectations.

Some of the features of Tier 1 instruction include:

- *Standards-Based Curriculum* – A curriculum based upon state and district standards.
- *Systematic Explicit Instruction* – Instruction begins by introducing less-complex concepts first, using direct, clear, and concise language.
- *Differentiated Instruction* – Instruction is presented in a way that engages each student in active learning according to his/her needs.
- *Flexible Grouping* – Whole group, small group, and individual instruction is used to meet the needs of all students.
- *Active Student Engagement* – Students should be actively involved during instruction and are not passive recipients. This allows for increased opportunities to respond, ample time to practice, and quick corrective feedback.
- *Classroom Behavior Strategies* – Teachers should proactively and explicitly teach expected behaviors and routines, provide quick and efficient transition times, frequently use of reinforcement and praise, and give consistent instructional responses to misbehavior.

Tier 1 instruction should be sufficient to help 80% of students meet or exceed grade level expectations. If Tier 1 instruction is not successful in meeting the needs of 80% of the school's population, then the school should consider ways to create a better match the needs of the students and the core curriculum and instruction.

Interventions used with Tier 1 instruction are done with the whole class and within the general framework of the classroom. As class performance is monitored, it can become clear which students are performing as expected and which are not.

Students whose performance in class significantly deviates from that of their peers should be considered for Tier 2 instructional interventions.

Examples of Tier 1 Interventions:

Most teachers already incorporate Tier 1 interventions in their daily instruction. They include using things such as

- mnemonic cues
- visual charts and graphics
- group discussions/collaborative learning practices
- active and involved learning/participation, modeling
- using manipulatives and visuals during instruction
- PBIS
- classroom-wide social skills or "character counts" lessons
- classwide "clip-up/clip-down" reinforcement
- redirecting students as needed

Summary:

The table below provides a brief summary of Tier 1 instruction.

What kind of instruction is this?	Class-wide, high quality, general curriculum instruction
Who receives instruction?	All students
How long does the instruction last?	Ideally, at least 90 minutes for core subject areas
How frequent is progress monitoring?	Often, through student participation, performance, grades, and behavior

RTI TIER 2:
SMALL GROUP INSTRUCTIONAL INTERVENTIONS

Tier 2 instructional interventions are used with students who are not making adequate progress in the general Tier 1 curriculum, learning at a much slower rate than their grade-level peers, and performing significantly lower academically and/or behaviorally than their grade-level peers.

How Tier 2 differs from Tier 1:

- Tier 2 would typically make up approximately 10 – 15% of the student body.
- Tier 2 interventions provide more focused instruction than what is received in typical classroom instruction.
- Tier 2 interventions can be used to help remediate skill deficits, preteach/review skills used in Tier 1 lessons, and provide multiple opportunities for practice and immediate corrective feedback.
- Tier 2 interventions are typically delivered in a small group setting, ranging anywhere from three to seven students in size, for at least 30-45 minutes a day, two to three each week. This is in addition to the 90+ minutes of core instruction that all students receive at Tier 1.
- Tier 2 instructional interventions should be provided with modeling/multiple examples, repeated instructions, corrective feedback, and opportunities for students to demonstrate what they are doing.

Delivery:

The time used for Tier 2 instructional interventions can be taken from different times during the day. Examples of how this can be done include (but are not limited to):

- providing Tier 2 interventions 20 minutes in the morning, 20 minutes in the afternoon
- providing Tier 2 intervention during different subjects (e.g., 15 minutes from social studies and science)
- providing Tier 2 intervention during time alotted for other activities (e.g., music, art, library, etc.)
- providing Tier 2 intervention during lunch (e.g., “lunch group intervention time”)

Ideally, Tier 2 instructional interventions are given by an intervention specialist or a different teacher due to the amount of time it takes to provide interventions while attempting to meet the demands of the ongoing curriculum.

Whether done by the student’s main teacher or a different teacher, teachers who are providing Tier 2 interventions should make sure the interventions are aligned with Tier 1 instruction and are targeting the student’s area of need.

Progress Monitoring:

- Progress monitoring for Tier 2 interventions should occur at least once every two weeks.
- If a student appears to be making progress through the interventions (again, as determined by progress monitoring data), then the teacher should continue the interventions until progress monitoring data and student performance indicates the student no longer needs the intervention. At that point, the student can return to the general Tier 1 instructional curriculum.
- If progress monitoring data and student performance indicates that a) the student is continuing to struggle with the concepts taught through the interventions and b) the student is unlikely to achieve the established learning goal, then the intervention program should be modified. Progress monitoring continues in order to determine if the modifications to the interventions are working.
- If the student continues to struggle, it may indicate the student is in need of Tier 3 interventions.

Examples of Tier 2 Interventions:

Check-in/Check-out	Lexia Reading program
Teacher-made small group interventions	Corrective Reading program
Letter cube blending	Early Interventions in Reading program
Structured breaks	Symphony Math program
Small group instruction focused on missing skill areas	Language! program
Social skills groups	Success for All program
Structured mentoring	Wilson Reading program
Check-Connect-Expect	Reading Mastery Interventions program
i-Ready Reading and Math programs	UMathXI (Neufeld Math program)

Simplified Tier 2 Academic Intervention Example:

Below is a very general example of how a Tier 2 intervention can be incorporated with ongoing Tier 1 instruction.

Tier 1 Lesson (General Curriculum)
Phonemic Awareness

1. Say the sounds for the following words, and have students say what the word is ([/m/ /a/ /s/ /t/ = mast]: mast, mats, mist, mitts, past, pest, pets, pats).
2. Using the same list, say the words and have students say the individual sounds (mast = [/m/ /a/ /s/ /t/]).

Tier 2 Intervention Lesson
Phonemic Awareness

1. Review short-a sound words with this exercise. Only when students have mastered the /a/ words will the teacher introduce /i/ words.
   - Use visual cues to help the students associate the sounds with letter names.
   - Provide more opportunities for students to practice.
2. After students have mastered consonant-vowel-consonant, add words with the /st/ blend that the general education teacher has already taught (i.e., Tier 1 instruction).
3. Preteach sounds that will be introduced later in the week.

As can be seen, activities for Tier 1 and Tier 2 instruction appear to have comparable content. During Tier 1 instruction, teachers will have to prioritize what the struggling students need to learn or practice during Tier 2 interventions.

Summary:

The table below provides a brief summary of Tier 2 interventions.

What kind of instruction is this?	Small group instructional interventions
Who receives instruction?	Students who are not making adequate progress with general Tier 1 instruction
How is the instruction given?	Small groups with a teacher-to-student ratios between 1:3 and 1:7
How much instruction is given?	Instruction may vary, depending on the age of the student, from **30–45 minutes per day** (in addition to Tier 1 instruction), **2-3 days each week**.
When is the instruction provided?	Scheduling options for Tier 2 might include: • Tier 2 intervention twice a day (e.g., 15 minutes each morning and afternoon) • Tier 2 intervention during non-essential classes
How long does the instruction last?	Varies from student to student—it may be weeks or months
How frequent is progress monitoring?	Weekly is ideal but at minimum, once every two weeks

RTI TIER 3:
INTENSIVE INDIVIDUALIZED INSTRUCTIONAL INTERVENTIONS

Tier 3 instructional interventions are intensive and individualized interventions that are based on research-validated instructional strategies and appropriately modified and adapted to the individual needs of each student.

Students who are in Tier 3 should be those students who have not responded adequately to effective general curriculum Tier 1 instruction and Tier 2 instructional interventions.

How Tier 3 differs from Tier 2:

- Tier 3 interventions should be used with approximately 1 – 10% of the student body.
- Tier 3 intervention goals are individualized and may not be necessarily tied to grade level
- Tier 3 interventions are more intensive – 45 to 60 minutes each day (if not longer), either individually or in very small groups with no more than a 1:3 teacher-to-student ratio
- Tier 3 interventions rely heavily on progress monitoring data to determine effectiveness.

Delivery:

The time used for interventions must be taken from the daily schedule. Examples of how this can be done include (but are not limited to):

- providing Tier 3 interventions twice a day (e.g., 25 minutes in the morning and 25 minutes in the afternoon),
- providing Tier 3 interventions three times a day (e.g., 15 minutes in the morning, 15 minutes at lunch, and 15 minutes in the afternoon),
- providing Tier 3 interventions for the target student at the same time as Tier 2 interventions are given.

The duration of the Tier 3 intervention may vary by individual but at minimum, they should last at least 3 to 5 weeks prior to moving forward with other options.

Because of how intensive Tier 3 interventions are, they should ideally be given by an intervention specialist. This may not be an option in each school. Regardless of who implements the intervention, it is important to make sure the intervention is targeting the specific area of need for the student.

Progress Monitoring:

- Progress monitoring for Tier 3 interventions should be done very frequently—on a daily and weekly basis.
- If the student appears to be making progress through the interventions, then the teacher should continue the interventions while remediating the skill deficit present in the area being addressed. Once the student meets his or her goal, then the student can return to the general Tier 1 instructional curriculum.
- If the student is continuing to struggle with the concepts taught through the interventions and is unlikely to achieve the established learning goal, the components of the intervention program should be modified.
- Progress monitoring continues in order to determine if the modifications to the interventions are working.
- If the student continues to struggle in spite of modifications, it may be an indication that more specialized programming or services are needed (i.e., special education, 504 services).

Examples of Tier 3 Interventions:

Behavior intervention plans

Direct teacher-made individualized interventions

Phonological awareness training (PK, communication/language)

Peer tutoring and response groups (ELL students)

Letter cube blending

Tailored visual schedules

Colorful Letter Scramble

Language! program

Corrective Reading program

Wilson Reading System

High-dose tutoring

Simplified Tier 3 Phonemic Awareness Lesson Example:

Todd is able to discriminate whether two words begin or end with the same sound. He is also able to identify the number of syllables in a word. However, he has difficulties with blending, segmenting, and manipulating sounds. One of Todd's individualized goals is to blend sounds.

At the beginning of the daily intervention session, Todd's teacher, Ms. Smith, quickly measures Todd's ability to blend sounds using a list of 10 words similar to those used in class. Doing this will help with monitoring his progress.

Ms. Smith begins the intervention lesson by teaching Todd how to "push words together" using compound words. (Note: It is important to remember that this phonological awareness activity only requires auditory discrimination skills and oral responses from Todd. He is not yet required to read the words used here.)

base ball	→	baseball	hot dog	→	hotdog
bath tub	→	bathtub	sand wich	→	sandwich

Next, she has Todd practice "pushing" two-syllable words together (i.e., words that are not compound words).

/noo/ /dle/	→	noodle	/pic/ /nic/	→	picnic
/mar/ /ble/	→	marble	/chi/ /cken/	→	chicken

When Todd is progressing adequately, Ms. Smith will require him to blend "/m/ /ou/ /sss/" instead of"/m/ /ouse/."

Ms. Smith also practices rhyming with Todd.

map	clap	gap	lap
tap	slap	rap	zap

Ms. Smith prepares a list of words. She reviews the letters and sounds of the words with Todd and then asks Todd to say the word after she gives him the individual sounds. Ms. Smith stretches the sounds more and decreases the amount of time she pauses between sounds. For example, instead of "/mmm/ /a/ /nnn/" she asks Todd to say /mmmmmmannnnnn/."

Ms. Smith repeats this process with each daily intervention. Todd's progress is monitored on a daily basis and at the end of the last intervention session given during the week. This shows whether incremental progress is being made with the specific skill area. Ms. Smith conducts a broader measure of Todd's progress every two weeks by comparing his performance to that of his classmates on a curriculum-based reading fluency assignment using words similar to those used during the intervention.

As progress is seen, Ms. Smith collaborates with the intervention team/SBLC and decides that Tier 3 interventions are no longer needed. Todd is moved into a Tier 2 small group before eventually receiving only Tier 1 instruction.

Summary:

The table below provides a brief summary of Tier 3 interventions.

What kind of instruction is this?	Intensive, individualized, and specific to a student's needs
Who receives instruction?	Students who are not making adequate progress with Tier 2 intervention
How is the instruction given?	Individualized or in very small groups with a teacher-to-student ratios **no greater than 1:3**
How much instruction is given?	Instruction may vary, depending on the age of the student, from **40–60 minutes per day** (in addition to Tier 1 instruction) **every day**
When is the instruction provided?	Scheduling options for Tier 3 might include: Tier 3 intervention twice a day (e.g., 20 minutes each morning and afternoon) Tier 3 intervention during non-essential classes Tier 3 intervention at the same time as another teacher provides the Tier 2 intervention to other students
How long does the instruction last?	Varies by individual—it may be weeks or months (**minimum 4-6 weeks**).
How frequent is progress monitoring?	Daily and weekly

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Online Resources:

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Branching Minds (https://www.branchingminds.com/)

Corrective Reading (https://www.mheducation.com/prek-12/program/corrective-reading/MKTSP-URA04M0.html)

Early Interventions in Reading (https://mh.my.salesforce.com/sfc/p/#80000000LRIl/a/0y000000PkIa/yIXlHMlCp_p5FAU2j.UN1t2mjqidNFPI5eaVVQuvMgQ)

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Features of Tier 2 Interventions - Colorado Department of Education (https://ed.cde.state.co.us/mtss/pbis/features-of-tier-2-interventions)

Florida Center for Reading Research (https://fcrr.org/)

Frontline Education (https://www.frontlineeducation.com/blog/monitor-progress-tier-1-classroom-interventions/)

Ideas that Work (https://ceedar.education.ufl.edu/wp-content/uploads/2015/11/Behavior-Management-tier-two-and-three-strategies.pdf)

Intervention Central (https://www.interventioncentral.org/response-to-intervention)

Iris Center (https://iris.peabody.vanderbilt.edu/module/rti03/cresource/q1/p01/#content)

iSTEEP (https://isteep.com/)

Jim Wright Online (https://www.jimwrightonline.com/pdfdocs/brouge/rdngManual.PDF)

LiveSchool | School Culture & Behavior Management Solution (https://www.whyliveschool.com/)

Menu of Interventions (https://www.ilispa.org/assets/docs/ResourceLibrary/Natalie%20Nordlund_Menu%20of%20Academic%20Interventions1.pdf)

National Center on Intensive Intervention (https://intensiveintervention.org/)

Navigate360 (https://navigate360.com/blog/examples-of-tier-1-behavior-interventions/)

PBISWorld (https://www.pbisworld.com/tier-1/)

Reading Mastery Transformations (https://www.mheducation.com/prek-12/program/reading-mastery-transformations/MKTSP-UQV01M01.html)

Reading Rockets (https://www.readingrockets.org/classroom/evidence-based-instruction/tier-2-tier-3)

RTI4Success (https://mtss4success.org/)

SpellRead Works! (https://www.spellreadworks.com/)

Symphony Math | Family Literacy Centers (https://www.lexiaforhome.com/symphony-math/)

The Meadows Center Resources - Learn More & Explore Now (https://meadowscenter.org/resources/)

The Ultimate Guide to Tier 2 Behavior Interventions in PBIS | LiveSchool (https://whyliveschool.com/blog/tier-2-behavior-interventions)

Tier 3 Reading Programs: Intensive, Evidence-Based Support (https://pridereadingprogram.com/reading-programs-tier-3/)

UMathX (https://umathx.com/)

Universal Screening Tools (http://www.trinastoolbox.com/PAth/MTSS%20Assessment.pdf)

Vocabulary Interventions for RTI: Tiers 1, 2, and 3 (https://prakovic.edublogs.org/files/2016/10/1757_Montgomery_Judy-research-on-Vocabulary-1ddu9df.pdf)

What are Tier 1, Tier 2, and Tier 3 in education? | Renaissance (https://www.renaissance.com/2016/11/03/blog-what-are-tier-1-tier-2-and-tier-3-interventions-in-education/)

What Works Clearinghouse (https://ies.ed.gov/ncee/wwc/)

Wilson Reading System - Wilson Language Training (https://www.wilsonlanguage.com/programs/wilson-reading-system/)

RTI PROCESS QUICK REFERENCE GUIDE

1. RTI KEY CONCEPTS

- RTI should be used to assist student growth as a required component in our educational system.
- RTI is used to address academic and behavioral difficulties.
- RTI requires the use of research-backed interventions.
- RTI is required for the SBLC decision-making process.
- RTI is required for most Section 504 and IDEA (special education) evaluations.
- RTI requires the use of frequent progress monitoring.

2. THE THREE TIERS OF RTI

- The RTI process utilizes a three-tiered approach to interventions
- Students move in and out of each tier as needed.
- Progress monitoring determines if the intervention is working or needs to be changed, or if the student needs to transition from one tier to another.

Tier 1

- **General instructional intervention approach used with approximately 80% of the student population**
- **Examples of Tier 1 instructional interventions include but are not limited to:**

mnemonic cues
visual charts and graphics
group discussions/collaborative learning
active and involved learning/participation
modeling
using manipulatives during instruction
PBIS
circulating around the room
classroom-wide social skills lessons
redirecting students as needed

Tier 2

- **Used with approximately 10 – 15% of the student population**
- **Small group interventions (1:3 to 1:7 teacher-to-student ratio)**
- **30-45 minutes in duration (in addition to Tier 1 instruction)**
- **Given 2-3 times each week for a minimum of 5 – 9 weeks**
- **Requires weekly progress monitoring (or biweekly if needed)**
- **Examples of Tier 2 interventions include but are not limited to:**

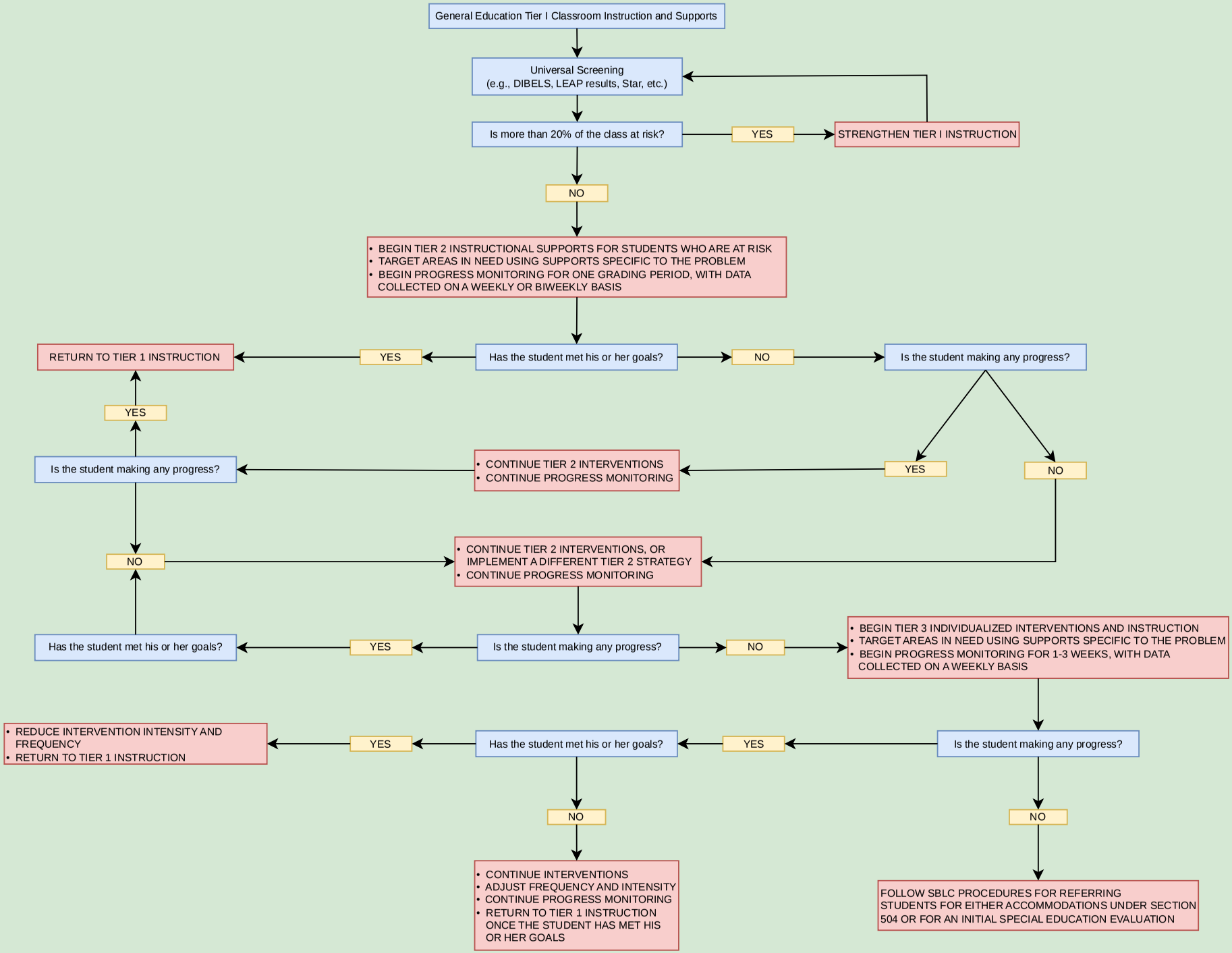
Check-in/Check-out
Teacher-made small group interventions
Letter cube blending
Small group instruction directly on missing skill areas
Social skills groups
Check-Connect-Expect
i-Ready Reading and Math programs
Lexia Reading program
Corrective Reading program
Early Interventions in Reading program
Language! program
Success for All program
Wilson Reading program
Reading Mastery Interventions program

Tier 3

- **Used with approximately 1 – 10% of the student population**
- **Intensive interventions given individually or in very small groups (<1:3 teacher-to-student ratio)**
- **45-60 minutes in duration (in addition to Tier 1 instruction)**
- **Given daily for a minimum of 3 – 4 weeks**
- **Requires weekly—if not daily—progress monitoring**
- **Examples of Tier 3 interventions include but are not limited to:**

Behavior intervention plans
Direct teacher-made individualized interventions
Phonological awareness training
One-on-one peer tutoring and response groups
Letter cube blending
Counseling/Therapy
Tailored visual schedules
Colorful Letter Scramble
Language! program
Wilson Reading System
High-dose tutoring
One-on-one social skills training

Standard RTI Flowchart



APPENDICES

The following Appendices contain forms that can be used for different situations related to activities involved during SBLC meetings. A digital version of each of these forms can be found on the OPSB website. Please notify PAS if corrections or changes need to be made, if the forms found on the OPSB website do not function as they should, or if forms are needed to address other situations or for different purposes (including situations unrelated to SBLC).

Contents

- Adjustment to RTI Letter (OPSB letterhead)
- Adjustment to RTI Letter (use with school letterhead)
- RTI Fidelity Checklist
- RTI Intervention Log
- RTI Intervention Pull-Out Notification Letter (OPSB letterhead)
- RTI Intervention Pull-Out Notification Letter (use with school letterhead)
- RTI Progress Monitoring Summary (OPSB letterhead)
- RTI Progress Monitoring Summary (use with school letterhead)
- RTI Summary and Exit Form
- Parent Invitation Letter (OPSB letterhead)
- Parent Invitation Letter (use with school letterhead)
- SBLC Decision Notification (OPSB letterhead)
- SBLC Decision Notification (use with school letterhead)
- SBLC - Gifted Screening Notification - DID NOT PASS (OPSB letterhead)
- SBLC - Gifted Screening Notification - DID NOT PASS (use with school letterhead)
- SBLC - Gifted Screening Notification - PASSED (OPSB letterhead)
- SBLC - Gifted Screening Notification - PASSED (use with school letterhead)
- SBLC Screening Forms for Parents and Teachers

Appendix 1
SBLC Screening Forms

- SBLC Health Screening Form (Parent)
- SBLC Communication Checklist (Teacher)
- SBLC Sensory Processing Interventions and Checklist (Teacher)
- SBLC Assistive Technology Checklist (Teacher)
- SBLC Motor Screening Form (Teacher)
- SBLC Social/Emotional/Behavioral Screening Form (Teacher)

Digital versions of all forms can be provided by PAS.

OUACHITA PARISH SCHOOLS
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PARENT/GUARDIAN HEALTH SCREENING FORM

Date: _____

Student's Name: _____ **Person Completing Form:** _____

Relationship to Student: _____

Below are questions pertaining to your child's health, birth, and development. The information provided on this form will help with better understanding your child and any difficulties he or she may have. Please answer each question to the best of your ability.

Vision: Does your child wear glasses or contact lenses? __ Yes __ No If yes, please describe _____

Hearing: Does your child wear hearing aids/devices? __ Yes __ No If yes, please describe _____

Birth and Development:

1. Was your child born premature? __ Yes __ No If yes, how early? _____
2. Were there any complications during pregnancy? __ Yes __ No
   If yes, please describe _____
3. Were there any problems during delivery? __ Yes __ No
   If yes, please describe _____
4. List the approximate age for when your child met each developmental milestone:
   Crawling _____ Walking _____ Talking _____ Comments (if any): _____

General Health:

1. Who is your child's pediatrician/general physician? _____
2. Has your child met his or her scheduled check-ups? __ Yes __ No When was your child's last check-up? _____
3. Did your child's doctor have any concerns at that time? __ Yes __ No
   If yes, please describe _____
4. Does your child have any known allergies? __ Yes __ No If yes, please describe _____
5. Is your child prescribed any medications? __ Yes __ No
   If yes, please list the medications prescribed and the reason/purpose for each:

Medication Prescribed	Reason/Purpose

6. Is your child receiving counseling/therapy? __ Yes __ No
   If yes, please describe _____
7. Do you have any concerns about your child's health? __ Yes __ No
   If yes, please describe _____

Any other comments/additional information:

_____

_____

OUACHITA PARISH SCHOOLS
Building Bridges to the Future

OUACHITA PARISH SCHOOLS

1600 North 7th Street ~ West Monroe, Louisiana 71291
Phone: (318) 432-5000 Fax: (318) 432-5326

ASSISTIVE TECHNOLOGY CHECKLIST

Student's Name: _____ Screening Date: _____ Teacher: _____

The Assistive Technology Screening Checklist documents physical, fine/gross motor, communication, sensory, academic, recreation/leisure, vocational, and self-help skills areas in which assistive technology may be considered as a way of enabling a student who has a disability access to the general education curriculum. It serves an organized way of considering those skills and activities in which assistive technology would benefit a student's functioning in an academic setting.

Directions: Check *yes* or *no* for each of the following statements. Add comments as needed.

Physical Functioning/Motor Abilities			
Task	**Yes**	**No**	**Comments**
The student can sit upright while completing tasks at his/her desk (i.e. not slouched, can hold head upright).			
The student maintains an appropriate posture while seated and is actively engaged in a motor task (i.e. keyboarding, cutting).			
The student participates in playing and running activities without atypical postures.			
The student has the motor skills necessary to get to/from school and/or get around within the school.			
The student participates in physical and navigates within the classroom without tripping or stumbling.			
The student climbs and descends stairs independently.			
The student is able to open doors independently.			
The student maintains his/her balance while performing an activity (e.g. getting up from the floor).			
The student is able to carry objects (e.g. books, papers) while walking independently.			
Additional Comments:			

Fine Motor Skills			
Task	**Yes**	**No**	**Comments**
The student cuts and/or handles scissors independently.			
The student uses writing utensils (i.e., markers, pencils, etc.) independently.			
The student copies materials from a book.			
The student turns pages in a book.			
The student ties shoes and uses buttons, snaps, and/or zippers independently.			
The student operates door handles, faucets, and uses manipulatives.			
The student uses a standard keyboard to access a computer (if applicable).			
The student draws, forms letters, stays within the lines, and/or traces accurately with writing utensils.			
Additional Comments:			

Communication Functioning			
Task	**Yes**	**No**	**Comments**
The student speaks to communicate.			
If “no”, indicate which mode of communication is used: ☐ Picture Communication ☐ Electronic Device ☐ Sign Language ☐ Gestures ☐ None of the above (comment)			This question is only applicable if the answer to the first question is “No”.
The student’s mode of communication is understood by others.			
The student’s communication is effective in his/her environment.			
The student responds to speech and noises in the environment.			
Additional Comments:			

Vision and Hearing			
Task	**Yes**	**No**	**Comments**
The student is able to see printed materials presented in the classroom.			
The student is able to see toys/objects in the classroom environment.			
The student is able to transfer information from a book, chart, and/or Smartboard to paper.			
The student has some degree of usable vision.			
The student has some degree of usable hearing.			
The student is able to hear sounds outside of his/her field of vision.			
The student responds best to speech when the stimulus is within six feet of the speaker.			
The student speaks in an unusually loud voice.			
Additional Comments:			

Recreation and Leisure			
Task	**Yes**	**No**	**Comments**
The student uses the playground equipment independently.			
The student participates in group recreational activities such as sports and/or group games.			
The student participates in activities requiring fine motor skills, such as board games or art.			
The student participates in extra-curricular activities such as clubs and community organizations (e.g., Boy/Girl Scouts).			
Additional Comments:			

Academic Functioning			
Task	**Yes**	**No**	**Comments**
The student understands basic cause and effect.			
The student is able to make choices.			
The student has age-appropriate attention span needed to handle school/daily living tasks.			
The student has sequencing skills.			
The student can remember the steps required to accomplish a task.			
The student visually tracks along a line of print.			
The student reads text independently.			
The student writes legibly.			
The student writes legibly at a reasonable rate of speed.			
The student accomplishes written tasks (e.g., paragraphs, essays, short answer responses, etc.).			
The student correctly spells words needed to communicate in written form.			
The student performs mathematical tasks needed for school and/or daily living.			
The student takes notes at the level needed in school and/or daily living.			
Additional Comments:			

General Health			
Task	**Yes**	**No**	**Comments**
The student breathes without difficulty.			
The student demonstrates sufficient stamina to maintain academic involvement throughout the school day.			
The student independently uses stairs, elevators, lockers, etc., within the school/work/community environment.			
The student's health is adequate for satisfactory school performance.			
The student demonstrates the physical strength needed to participate in school activities.			
Additional Comments:			

Self-Help			
Task	**Yes**	**No**	**Comments**
The student independently uses a variety of clothing fasteners.			
The student organizes and maintains his/her school supplies and materials.			
The student independently files through a lunch line, selects meal items, and proceeds to a table to eat.			
The student maintains appropriate personal hygiene.			
The student uses the restroom independently.			
The student manages meal-time utensils adequately.			
Additional Comments:			

Vocational Functioning (if applicable)			
Task	**Yes**	**No**	**Comments**
The student demonstrates sufficient stamina to work in a job.			
The student maintains a position for extended periods of time.			
The student uses a computer without modifications.			
The student holds the telephone and dials independently.			
The student independently uses equipment at a vocational training program.			
Additional Comments:			

(For Pupil Appraisal Use)

Results of AT Screening:

___ 1. Further action is not required at this time.

___ 2. Additional screening in the following areas is recommended:

_____

_____

_____

___ 3. The following “low tech” solutions are recommended:

_____

_____

_____

___ 4. A referral for a full assistive technology assessment is recommended.

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TEACHER COMMUNICATION SKILLS CHECKLIST

Date: _____

Student's Name: _____ **Teacher Completing Form:** _____

Note: This form should be completed only if the student is not receiving speech-language pathology services at school.

Articulation (Speech Production)

___ Yes ___ No The student's speech contains speech sound errors that are not typical for his or her age and social/cultural background. Sounds in words may be omitted, distorted, or substituted.

___ Yes ___ No The student's speech is consistently difficult to understand, especially when the topic is not known.

Voice

___ Yes ___ No The student's speaking voice is unusually loud or soft.

___ Yes ___ No The student has an unusual quality to his or her voice (i.e. harsh, hoarse, nasal, breathy).

Speech Fluency

___ Yes ___ No The student's speech contains disfluencies that interfere with communication (i.e. stuttering, sound syllable, or word repetitions; sound prolongations, blocks or abnormal hesitations, abnormal speech rate)

___ Yes ___ No The student uses excessive filler phrases (i.e. "um", "uh", "you know")

___ Yes ___ No The student appears to be frustrated when speaking.

Language

___ Yes ___ No The student has difficulty understanding or following age-appropriate directions.

___ Yes ___ No The student has difficulty answering or responding to age-appropriate questions and other verbal information.

___ Yes ___ No The student does not comprehend or speak using age-appropriate vocabulary.

___ Yes ___ No The student does not request clarification when understanding is not clear.

___ Yes ___ No The student does not answer or understand comprehension questions about age-appropriate stories.

___ Yes ___ No The student speaks in incomplete sentences and phrases.

___ Yes ___ No The student's oral language contains numerous grammatical errors that are not typical for students of the same age (this may not apply to English language learners or those known to speak a dialect of English).

___ Yes ___ No The student has difficulty providing age-appropriate explanations and directions.

___ Yes ___ No The student does not use age-appropriate conversational skills (i.e. turn-taking, staying on topic, initiating conversation).

Please check one:

___ In my opinion, this student's communication skills (articulation, voice, fluency, and language) appear to be adequate. There does not appear to be any communication difficulties present that would adversely affect this student's educational progress in relation to grades, behavior, class participation, or oral speaking abilities.

___ In my opinion, this student appears to have communication difficulties that adversely affect his or her educational progress in a significant way.

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MOTOR SCREENING FORM

Date: _____

Student Name: _____ **Grade:** _____ **Teacher:** _____

Directions:
Below are different motor activities commonly performed in most schools.

As you review each motor activity listed below, consider what is typical for children of the same age and developmental level as the student.

For each activity, indicate in column A whether the student shows any problems or concerns performing the task at an age-appropriate level.

If a problem or concern is noted, please also indicate in **Column B** whether you feel the difficulty significantly interferes with the student's ability to perform as needed for their age and/or grade level. Then, use **Column C** to note where the problem most often occurs.

	A	B	C
Is the student able to…	**Is there a problem or concern?**	**If yes in column A, is it significantly affecting the student's performance?**	**If yes in column A, where does it occur the most?**
…access all areas of the school as needed?	__ Yes __ No __ n/a	__ Yes __ No	
…open and close containers?	__ Yes __ No __ n/a	__ Yes __ No	
…manipulate scissors well-enough to cut paper?	__ Yes __ No __ n/a	__ Yes __ No	
…hold a writing utensil well enough to write, color, or draw?	__ Yes __ No __ n/a	__ Yes __ No	
…demonstrate age- and/or developmentally-appropriate handwriting?	__ Yes __ No __ n/a	__ Yes __ No	
…access, pick up, carry, and put down items?	__ Yes __ No __ n/a	__ Yes __ No	
…use eating utensils correctly when eating?	__ Yes __ No __ n/a	__ Yes __ No	
…get up from and sit down at tables in the classroom or lunchroom?	__ Yes __ No __ n/a	__ Yes __ No	
…manage clothes during restroom breaks?	__ Yes __ No __ n/a	__ Yes __ No	
…wash and dry their hands?	__ Yes __ No __ n/a	__ Yes __ No	
…negotiate stairs or curbs safely when needed?	__ Yes __ No __ n/a	__ Yes __ No	
…navigate easily from room to room or to different areas of the room?	__ Yes __ No __ n/a	__ Yes __ No	
…open and close doors?	__ Yes __ No __ n/a	__ Yes __ No	
…walk, run, and play without falling excessively?	__ Yes __ No __ n/a	__ Yes __ No	
…play on playground equipment?	__ Yes __ No __ n/a	__ Yes __ No	
…throw and catch a ball?	__ Yes __ No __ n/a	__ Yes __ No	

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Teacher Sensory Process Screening

Instructions for Use:

1. Prior to the first SBLC meeting, the Sensory Processing Screening Checklist (SPS1) is completed by the student's general education teacher(s).
2. The SBLC chairperson reviews the completed screening checklists to determine if there are difficulties that require intervention according to the Sensory Processing Screening Criteria (SPS2)
3. When interventions are necessary, the SBLC targets the sensory area of greatest concern.
4. Sensory Processing Intervention Strategies (SPS3) are then selected to address the targeted area of concern.
5. Intervention strategies are implemented by the student's teacher(s) for the length of time designated by the SBLC.
6. Following the intervention period, the teacher records the intervention results on the SPS3.
7. Intervention results are reviewed by the SBLC.
8. For students who are "at risk" for sensory processing deficits, but are not suspected of having a disability, the SBLC targets additional interventions to be implemented by the classroom teacher(s).
9. For students who are suspected of having a disability, the SBLC obtains a second Sensory Processing Screening Checklist (following intervention) to determine if further assessment is warranted according to Sensory Processing Screening Criteria (SPS2).

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Student: _____ **Teacher:** _____ **Grade:** _____ **Date:** _____

Teacher Sensory Processing Screening Checklist (SPS1)

Place a check the column that best describes how frequently the student exhibits each behavior.

SENSORY AREAS	Almost Never (>25%)	Occasionally (<50%)	Frequently (<75%)	Almost Always (>75%)
VISUAL				
Visual details/stimuli interfere with task completion				
Unable to locate and/or organize materials and supplies				
Reacts to small changes in classroom				
Comments:				
AUDITORY				
Overreacts to loud or unexpected noises (e.g., intercom, fire drill)				
Exhibits distress during loud situations (e.g., lunch, PE, assemblies, etc.)				
Background noises hinder task completion				
Talks incessantly				
Requires repeated oral directions in class more than others				
Comments:				
TACTILE				
Overreacts to unexpected or light touch				
Withdraws/isolates self from others				
Touches people or their things to the point of irritation				
Fidgets with objects				
Has difficulty standing in line or being close to other people				
Uses only fingertips to manipulate classroom materials				
Refuses to participate in messy activities				
Comments:				
VESTIBULAR/PROPRIOCEPTIVE				
Displays movement that disrupts class (e.g., leaves area, wanders, etc.)				
Fidgets during activities (e.g., wiggles in seat, taps on desk, etc.)				
Leans out of desk or seat; rests head on desktop				
Becomes overly excited after movement activity				
Bumps/pushes/hits/runs into things or others				
Withdraws from active environments or situations				
Avoids climbing or using playground equipment				
Comments:				
OLFACTORY AND GUSTATORY				
Chews/eats non-edible items (e.g., clothing, pens, pencils, etc.)				
Comments:				
BEHAVIORAL RESPONSE				
Has tantrums for no apparent reason				
Has difficulties with changes in routines				
Is rigid or set in his/her ways				
Overreacts or is dramatic compared to peers				
Appears lethargic				
Comments:				

Teacher Sensory Processing Screening Criteria
(SPS2)

Description:
Based upon the results of the Sensory Processing Screening Checklist (SPS1), the following screening criteria are used to determine when:

A. Interventions are necessary

B. Further assessment is needed should the student be referred for evaluation

Criteria for Intervention:
The student exhibits either:

- 8 or more behaviors in the “> 75%” category
  OR
- 11 or more behaviors in the “< 75%" and “> 75%" categories combined.

Application:

- Suggested interventions for each sensory area (i.e., visual, auditory, tactile, etc.) are included in the Sensory Processing Intervention Strategies (SPS3).
- The interventions should initially target the sensory area of greatest concern.
- More than one strategy may be required.
- Report results to the SBLC on a weekly basis

Teacher Sensory Processing Interventions (SPS3)

SPS3 INTERVENTIONS	Date Intervention Starts	Date Intervention Ends
Visual		
Limit/eliminate visual clutter within the classroom such as busy bulletin boards, artwork items, things hanging from the ceiling, etc.		
Organize classroom materials in bins or behind curtained shelves		
Provide preferential seating for better view the lesson area and to reduce visual distractions		
Color code and clearly label materials and supplies		
Modify classroom lighting by dimming lights, closing or opening blinds, etc.		
Provide a consistent, independent work area with visual boundaries as needed (e.g., use partitions, carrels, tape, etc.)		
Intervention Results:		
Auditory		
Provide white noise or classical music as appropriate to mask background noises		
Cover the intercom to mute/reduce volume level		
Use headphones or earplugs to muffle sounds		
Provided verbal or visual warnings when possible for fire drills, bells, and school announcements		
Give visual cues and directions rather than verbal		
Teach positive self-talk (e.g., “It’s only a fire drill—it won’t hurt me.”)		
Encourage the child to put his/her hands over his/her ears and let the child know everything is “okay”		
Place tennis balls on the legs of chairs, rugs on the classroom floor, or carpet squares under the desk to reduce noise		
Provide either verbal or physical cues such as touching lips or tapping the student on the shoulder to remind him/her to be quiet		
Provide a “talk card” to the student when it is an appropriate time to talk in class		
Give oral directions when in close proximity to the student. Break the directions down into small steps.		
Have the student repeat the directions back to the teacher.		
Intervention Results:		
Tactile		
Limit the amount of touching; warn student ahead of time of possible touch		
Have a student who touches too much carry a weighted object (e.g., a binder or book)		
When walking in a line, have all students fold their arms or put their fingers on their lips		
Place student either at the front of the line or the back of the line in order to decrease the student’s proximity to others		
Use preferential seating to avoid touch (e.g., place desk at the outside edge of classroom desks)		
When possible, have students sit at every-other-seat in the cafeteria		
Have wipes readily available for immediate clean-up of possible messy activities to avoid student anxiety		
Allow the student to perform less-preferred tactile activities with some sort of tool (e.g., a brush, stick, etc.) or while wearing gloves		
Use novel or fun manipulatives to desensitize such as dried beans, Mardi Gras beads, Easter grass, a water table, etc.		
Intervention Results:		

SPS3 INTERVENTIONS	Date Intervention Starts	Date Intervention Ends
Vestibular/Proprioceptive (Movement)		
Do not penalize the student by removing recess time as this provides an appropriate time and place for movement activities		
Provide naturally occurring movement opportunities such as delivering messages, cleaning boards, returning books, etc.		
Have the student wear a backpack containing his/her books during transitions and movement breaks		
Provide clear boundaries for seating such as a taped area, carpet square, etc.		
Allow time for the student to “chill out” after a movement activity (e.g., deep breathing before the next activity, water breaks, etc.)		
Provide appropriate objects for fidgeting		
Have the student give “self bear hugs” or perform “chair pushups”		
Allow the student to assist the teacher with decorating bulletin boards (e.g., use stapler) or staple papers		
Allow the student to use the Ellison cutout machine (if available) for bulletin board decorations		
Allow the student to help rearrange desks or pick up chairs at the end of the school days		
Intervention Results:		
Olfactory and Gustatory		
Consider letting the student chew on candy, gum, a toothbrush, straws, or coffee stirrers		
Allow for crunchy, chewy, or spicy snack breaks (e.g., pretzels, dry cereal, chewy fruit candy, etc.)		
If the cafeteria bothers the student, consider allowing the student to eat in another area		
Consider allowing the student to use flavored ChapStick/lip balm		
Intervention Results:		
Behavioral Response		
Provide verbal warnings about changes in the schedule		
Provide a visual schedule		
Help the student transition between activities by using timers, music, or other transitional objects to “bridge” to the next activity		
For lethargic students, increase movement opportunities, incorporate multi-sensory experiences, and give spicy or crunchy snacks		
Intervention Results:		

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SBLC SOCIAL/EMOTIONAL/BEHAVIORAL SCREENING CHECKLIST

Student: _____ **DOB:** _____ **Grade:** _____ **School:** _____

Teacher: _____

Teacher:

Rate student according to the following scale: 0 = Never 1 = Sometimes 2 = Often 3 = Almost Always

Social Behavior Screening	**Rating**	**Emotional Behavior Screening**	**Rating**
Argumentative	_____	Sad	_____
Uncooperative with peers	_____	Fearful	_____
Temper outbursts	_____	Resistant to change	_____
Disruptive behavior	_____	Negative attitude	_____
Rude/socially inappropriate responses toward others	_____	Worrisome	_____
Impulsive	_____	Difficulty rebounding from setbacks	_____
Short attention span	_____	Withdraws from others	_____
Total Social Behaviors: __0__		Total Emotional Behaviors: __0__	

Scoring Guidelines*	**Not at Risk**	**At Risk**	*Use professional judgment with these guidelines. If the student has borderline scores or additional stressors/referrals, the SBLC should proactively move forward with appropriate interventions.
Social Behavior	0-12	13-21	
Emotional Behavior	0-14	15-21	

Number of minor infractions during the current school year: ____ Number of ISS/Detention during the current school year: ____

Number of major referrals during the current school year: ____ Number of OSS during the current school year: ____

Teacher and Parent:

The following is a list of psycho-social stressors that may impact a student's academic and social functioning.
Check any stressors that you are aware of *(Note: Information may need to be provided by the parent/guardian)*:

- ___ Severe illness of parent or family member
- ___ Death of parent or caretaker
- ___ Divorce or break-up of parent's primary relationship
- ___ Student has received a threat of violence
- ___ Witness to community violence
- ___ Severe illness of student
- ___ Experienced child abuse (physical, emotional, or sexual)
- ___ Witness to domestic violence in home
- ___ Placed in foster care
- ___ Moved from one foster home to another
- ___ Experienced natural disaster (hurricane, tornado, etc.)
- ___ Changed schools one or more times during a school year
- ___ Financial problems in the home
- ___ Alcohol or drug abuse in family
- ___ Substance abuse problem
- ___ Pregnancy
- ___ One or more psychiatric hospitalizations
- ___ Has attempted suicide or expressed suicidal thoughts
- ___ Sexual identity issues
- ___ Homelessness
- ___ Parent or caretaker incarcerated
- ___ Juvenile offender
- ___ Health problems (asthma, diabetes, sickle cell, etc.)
- ___ Other:_____

Does the child receive any counseling services from outside agencies? If so, list agency: _____

Does the child have a current functional behavior assessment/behavior intervention plan? If so, please attach.

Appendix 2
SBLC Decision Forms

- SBLC Decision Notification (OPSB letterhead)
- SBLC Decision Notification (use with school letterhead)
- SBLC - Gifted Screening Notification - DID NOT PASS (OPSB letterhead)
- SBLC - Gifted Screening Notification - DID NOT PASS (use with school letterhead)
- SBLC - Gifted Screening Notification - PASSED (OPSB letterhead)
- SBLC - Gifted Screening Notification - PASSED (use with school letterhead)

Digital versions of all forms can be found here:
https://www.opsb.net/departments/student-support-services/pupil-appraisal-services

OUACHITA PARISH SCHOOL BOARD

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GIFTED SCREENING NOTIFICATION

Date: _____

From: The School Building Level Committee (SBLC)

To the parents of _____:

The gifted screening process for your child has been completed. The results of the screening measures used are shown below as percentile scores, with points assigned in alignment with the gifted criteria established by the Louisiana Department of Education in Bulletin 1508. A minimum of 6 points is required for your child to be referred for a formal individual evaluation by Ouachita Parish Pupil Appraisal Services in order to determine if your child meets the state's criteria for a classification of gifted.

Based on the results from the screening process, your child did not meet the screening criteria used with our schools. Your child's academic progress will continued to be monitored to determine if future screening is appropriate.

Please feel free to contact the school if you have any questions.

Sincerely,

_____

Principal/Designee

Screening Area	Percentile	Points			
		0	1	2	3
Intellectual Functioning (RIST-2) Reading (_____) Math (_____)					
		<84th %	84th – 93rd %	94th – 97th %	≥98th %

Total Points Earned:
Required Points: 6

GIFTED SCREENING NOTIFICATION

Date: _____

From: The School Building Level Committee (SBLC)

To the parents of _____:

The gifted screening process for your child has been completed. The results of the screening measures used are shown below as percentile scores, with points assigned in alignment with the gifted criteria established by the Louisiana Department of Education in Bulletin 1508. A minimum of 6 points is required for your child to be referred for a formal individual evaluation by Ouachita Parish Pupil Appraisal Services in order to determine if your child meets the state's criteria for a classification of gifted.

Based on the results from the screening process, your child did not meet the screening criteria used with our schools. Your child's academic progress will continued to be monitored to determine if future screening is appropriate.

Please feel free to contact the school if you have any questions.

Sincerely,

_____

Principal/Designee

Screening Area	Percentile	Points			
		0	1	2	3
Intellectual Functioning (RIST-2) Reading (_____) Math (_____)					
		<84th %	84th – 93rd %	94th – 97th %	≥98th %

Total Points Earned:
Required Points: 6

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GIFTED SCREENING NOTIFICATION

Date: _____

From: The School Building Level Committee (SBLC)

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Based on the results from the screening process, your child met the screening criteria used with our schools and is now eligible to receive a formal evaluation. The SBLC will refer your child to the appropriate pupil appraisal contact, who will then reach out to you to obtain consent for the evaluation process.

Please feel free to contact the school if you have any questions.

Sincerely,

_____

Principal/Designee

Screening Area	Percentile	Points			
		0	1	2	3
Intellectual Functioning (RIST-2) Reading (_____) Math (_____)					
		<84th %	84th – 93rd %	94th – 97th %	≥98th %

Total Points Earned:
Required Points: 6

Date: _____

From: The School Building Level Committee (SBLC)

To the parents of _____:

The gifted screening process for your child has been completed. The results of the screening measures are presented below as percentile scores, with points assigned according to the gifted criteria established by the Louisiana Department of Education in Bulletin 1508. A minimum of 6 points is required for your child to be referred for a formal individual evaluation by Ouachita Parish Pupil Appraisal Services in order to determine if your child meets the state's criteria for a classification of gifted.

Based on the results from the screening process, your child met the screening criteria used with our schools and is now eligible to receive a formal evaluation. The SBLC will refer your child to the appropriate pupil appraisal contact, who will then reach out to you to obtain consent for the evaluation process.

Please feel free to contact the school if you have any questions.

Sincerely,

_____

Principal/Designee

Screening Area	**Percentile**	**Points**			
		0	**1**	**2**	**3**
Intellectual Functioning (RIST-2) Reading (_____) Math (_____)					
		<84th %	84th – 93rd %	94th – 97th %	≥98th %

Total Points Earned:
Required Points: 6

OUACHITA PARISH SCHOOL BOARD

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SBLC DECISION NOTIFICATION

Date: _____

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

On _____, the School's School Building Level Committee (SBLC) at your child's school reviewed and discussed the screening data collected on your child, as well as other information available, in an effort to make decisions regarding how to best assist your child at school. This letter serves as notification of the decisions made.

Based on this review, the SBLC made the following decision:

- ___ Continue current interventions through the RTI process.
- ___ Provide additional interventions through the RTI process in the following area: _____.
- ___ Refer student for services provided through Section 504 of the *Rehabilitation Act of 1973*.
- ___ Refer student to the Positive Behavior Interventions and Supports (PBIS) team.
- ___ Refer student to Pupil Appraisal personnel for support service.
- ___ Refer student to Pupil Appraisal personnel for an initial individual special education evaluation.
- ___ Other decision made: _____
- ___ No further action at this time. Your child's performance will continue to be monitored as needed by the SBLC. Concerns will be addressed as they develop and you will be notified accordingly.

You will be contacted as needed if other decisions are made. This notification is for your records. Please contact your child's school if you have any questions regarding this notification, the decision made, or the SBLC process.

_____

SBLC Chairperson

SBLC DECISION NOTIFICATION

Date: _____

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

On _____, the School's School Building Level Committee (SBLC) at your child's school reviewed and discussed the screening data collected on your child, as well as other information available, in an effort to make decisions regarding how to best assist your child at school. This letter serves as notification of the decisions made.

Based on this review, the SBLC made the following decision:

- ___ Continue current interventions through the RTI process.
- ___ Provide additional interventions through the RTI process in the following area: _____.
- ___ Refer student for services provided through Section 504 of the *Rehabilitation Act of 1973*.
- ___ Refer student to the Positive Behavior Interventions and Supports (PBIS) team.
- ___ Refer student to Pupil Appraisal personnel for support service.
- ___ Refer student to Pupil Appraisal personnel for an initial individual special education evaluation.
- ___ Other decision made: _____
- ___ No further action at this time. Your child's performance will continue to be monitored as needed by the SBLC. Concerns will be addressed as they develop and you will be notified accordingly.

You will be contacted as needed if other decisions are made. This notification is for your records. Please contact your child's school if you have any questions regarding this notification, the decision made, or the SBLC process.

_____

SBLC Chairperson

Appendix 3
Parent Invitation Forms

- Parent Invitation Letter (OPSB letterhead)
- Parent Invitation Letter (use with school letterhead)

Digital versions of all forms can be found here:
https://www.opsb.net/departments/student-support-services/pupil-appraisal-services

OUACHITA PARISH SCHOOL BOARD

1600 North 7th Street ~ West Monroe, Louisiana 71291
Phone: (318) 432-5000 Fax: (318) 432-5326

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

DEPARTMENT of EDUCATION
Louisiana Believes

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.

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

Appendix 4
RTI Forms

- Adjustment to RTI Letter (OPSB letterhead)
- Adjustment to RTI Letter (use with school letterhead)
- RTI Fidelity Checklist
- RTI Intervention Log
- RTI Intervention Pull-Out Notification Letter (OPSB letterhead)
- RTI Intervention Pull-Out Notification Letter (use with school letterhead)
- RTI Progress Monitoring Summary (OPSB letterhead)
- RTI Progress Monitoring Summary (use with school letterhead)
- RTI Summary and Exit Form

Digital versions of all forms can be found here:
https://www.opsb.net/departments/student-support-services/pupil-appraisal-services

OUACHITA PARISH SCHOOL BOARD

1600 North 7th Street ~ West Monroe, Louisiana 71291
Phone: (318) 432-5000 Fax: (318) 432-5326

DATE: _____

TO: Parent(s)/Guardian(s) of _____:

FROM: SBLC (School Building Level Committee)

RE: Adjustments to RTI (Response to Intervention)

The SBLC team has been monitoring your child's progress in the Response to Intervention (RTI) process and collecting data. After reviewing the data, the SBLC has adjusted the RTI intervention plan for your child. These adjustments include:

___ Increased number of intervention sessions

___ Increased minutes of each session

___ Change in intervention program: _____

___ Other adjustment: _____

This letter is for information purposes only and for you to keep for your records. Should you have questions, please contact your child's classroom teacher.

Sincerely,

_____

SBLC Chairperson

DATE: _____

TO: Parent(s)/Guardian(s) of _____:

FROM: SBLC (School Building Level Committee)

RE: Adjustments to RTI (Response to Intervention)

The SBLC team has been monitoring your child's progress in the Response to Intervention (RTI) process and collecting data. After reviewing the data, the SBLC has adjusted the RTI intervention plan for your child. These adjustments include:

___ Increased number of intervention sessions

___ Increased minutes of each session

___ Change in intervention program: _____

___ Other adjustment: _____

This letter is for information purposes only and for you to keep for your records. Should you have questions, please contact your child's classroom teacher.

Sincerely,

_____

SBLC Chairperson

SBLC RTI Fidelity Checklist

Student: _____ Grade: _____ Teacher: _____

ITEMS	YES	NO	N/A
Student folder was present	☐	☐	☐
Progress monitoring chart/Intervention log completed & present in the student folder	☐	☐	☐
Intervention selected matched the target area of concern	☐	☐	☐
A description of the intervention was included in the folder	☐	☐	☐
The intervention occurred as frequently as planned	☐	☐	☐
Progress monitoring occurred once every week (minimum requirement)	☐	☐	☐
The progress monitoring tool is appropriate for the targeted skill	☐	☐	☐
The student's expected rate of success/goal was set appropriately	☐	☐	☐
A graph was developed to show data obtained from progress monitoring	☐	☐	☐
Revisions and changes to instructional decisions were made using progress monitoring data	☐	☐	☐
Decisions about continuing or discontinuing the plan were appropriate and documented.	☐	☐	☐
Parent notification was completed every nine weeks (at least).	☐	☐	☐

Explain all "NO" responses:

☐ Interventions were done with fidelity.

☐ The fidelity of the interventions is questionable.

Comments:

Reviewed by: _____ Date: _____

RTI Intervention Log

Student: _____ Grade: _____ Teacher: _____

Targeted Area: _____ Intervention Used: _____

Frequency/Duration: _____ Date Started: _____

Week 1 Date: _____

	Skill Area	Duration	Initials
M			
T			
W			
Th			
F			

Weekly Pre-Intervention Score: _____

Weekly Post-Intervention Score: _____ Expected Score: _____

Week 6 Date: _____

	Skill Area	Duration	Initials
M			
T			
W			
Th			
F			

Weekly Pre-Intervention Score: _____

Weekly Post-Intervention Score: _____ Expected Score: _____

Week 2 Date: _____

	Skill Area	Duration	Initials
M			
T			
W			
Th			
F			

Weekly Pre-Intervention Score: _____

Weekly Post-Intervention Score: _____ Expected Score: _____

Week 7 Date: _____

	Skill Area	Duration	Initials
M			
T			
W			
Th			
F			

Weekly Pre-Intervention Score: _____

Weekly Post-Intervention Score: _____ Expected Score: _____

Week 3 Date: _____

	Skill Area	Duration	Initials
M			
T			
W			
Th			
F			

Weekly Pre-Intervention Score: _____

Weekly Post-Intervention Score: _____ Expected Score: _____

Week 8 Date: _____

	Skill Area	Duration	Initials
M			
T			
W			
Th			
F			

Weekly Pre-Intervention Score: _____

Weekly Post-Intervention Score: _____ Expected Score: _____

Week 4 Date: _____

	Skill Area	Duration	Initials
M			
T			
W			
Th			
F			

Weekly Pre-Intervention Score: _____

Weekly Post-Intervention Score: _____ Expected Score: _____

Week 9 Date: _____

	Skill Area	Duration	Initials
M			
T			
W			
Th			
F			

Weekly Pre-Intervention Score: _____

Weekly Post-Intervention Score: _____ Expected Score: _____

Week 5 Date: _____

	Skill Area	Duration	Initials
M			
T			
W			
Th			
F			

Weekly Pre-Intervention Score: _____

Weekly Post-Intervention Score: _____ Expected Score: _____

Week 10 Date: _____

	Skill Area	Duration	Initials
M			
T			
W			
Th			
F			

Weekly Pre-Intervention Score: _____

Weekly Post-Intervention Score: _____ Expected Score: _____

Week 11 Date: _____

	Skill Area	Duration	Initials
M			
T			
W			
Th			
F			

Weekly Pre-Intervention Score: _____

Weekly Post-Intervention Score: _____ Expected Score: _____

Week 12 Date: _____

	Skill Area	Duration	Initials
M			
T			
W			
Th			
F			

Weekly Pre-Intervention Score: _____

Weekly Post-Intervention Score: _____ Expected Score: _____

Week 13 Date: _____

	Skill Area	Duration	Initials
M			
T			
W			
Th			
F			

Weekly Pre-Intervention Score: _____

Weekly Post-Intervention Score: _____ Expected Score: _____

Week 14 Date: _____

	Skill Area	Duration	Initials
M			
T			
W			
Th			
F			

Weekly Pre-Intervention Score: _____

Weekly Post-Intervention Score: _____ Expected Score: _____

Week 15 Date: _____

	Skill Area	Duration	Initials
M			
T			
W			
Th			
F			

Weekly Pre-Intervention Score: _____

Weekly Post-Intervention Score: _____ Expected Score: _____

Week 16 Date: _____

	Skill Area	Duration	Initials
M			
T			
W			
Th			
F			

Weekly Pre-Intervention Score: _____

Weekly Post-Intervention Score: _____ Expected Score: _____

Week 17 Date: _____

	Skill Area	Duration	Initials
M			
T			
W			
Th			
F			

Weekly Pre-Intervention Score: _____

Weekly Post-Intervention Score: _____ Expected Score: _____

Week 18 Date: _____

	Skill Area	Duration	Initials
M			
T			
W			
Th			
F			

Weekly Pre-Intervention Score: _____

Weekly Post-Intervention Score: _____ Expected Score: _____

Week 19 Date: _____

	Skill Area	Duration	Initials
M			
T			
W			
Th			
F			

Weekly Pre-Intervention Score: _____

Weekly Post-Intervention Score: _____ Expected Score: _____

Week 20 Date: _____

	Skill Area	Duration	Initials
M			
T			
W			
Th			
F			

Weekly Pre-Intervention Score: _____

Weekly Post-Intervention Score: _____ Expected Score: _____

RTI Intervention Log

Student: _____ Grade: _____ Teacher: _____

Targeted Area: _____ Intervention Used: _____

Frequency/Duration: _____ Date Started: _____

Week 1 Date: _____

	Skill Area	Duration	Initials
M			
T			
W			
Th			
F			

Weekly Pre-Intervention Score: _____

Weekly Post-Intervention Score: _____ Expected Score: _____

Week 6 Date: _____

	Skill Area	Duration	Initials
M			
T			
W			
Th			
F			

Weekly Pre-Intervention Score: _____

Weekly Post-Intervention Score: _____ Expected Score: _____

Week 2 Date: _____

	Skill Area	Duration	Initials
M			
T			
W			
Th			
F			

Weekly Pre-Intervention Score: _____

Weekly Post-Intervention Score: _____ Expected Score: _____

Week 7 Date: _____

	Skill Area	Duration	Initials
M			
T			
W			
Th			
F			

Weekly Pre-Intervention Score: _____

Weekly Post-Intervention Score: _____ Expected Score: _____

Week 3 Date: _____

	Skill Area	Duration	Initials
M			
T			
W			
Th			
F			

Weekly Pre-Intervention Score: _____

Weekly Post-Intervention Score: _____ Expected Score: _____

Week 8 Date: _____

	Skill Area	Duration	Initials
M			
T			
W			
Th			
F			

Weekly Pre-Intervention Score: _____

Weekly Post-Intervention Score: _____ Expected Score: _____

Week 4 Date: _____

	Skill Area	Duration	Initials
M			
T			
W			
Th			
F			

Weekly Pre-Intervention Score: _____

Weekly Post-Intervention Score: _____ Expected Score: _____

Week 9 Date: _____

	Skill Area	Duration	Initials
M			
T			
W			
Th			
F			

Weekly Pre-Intervention Score: _____

Weekly Post-Intervention Score: _____ Expected Score: _____

Week 5 Date: _____

	Skill Area	Duration	Initials
M			
T			
W			
Th			
F			

Weekly Pre-Intervention Score: _____

Weekly Post-Intervention Score: _____ Expected Score: _____

Week 10 Date: _____

	Skill Area	Duration	Initials
M			
T			
W			
Th			
F			

Weekly Pre-Intervention Score: _____

Weekly Post-Intervention Score: _____ Expected Score: _____

Week 11 Date: _____

	Skill Area	Duration	Initials
M			
T			
W			
Th			
F			

Weekly Pre-Intervention Score: _____

Weekly Post-Intervention Score: _____ Expected Score: _____

Week 12 Date: _____

	Skill Area	Duration	Initials
M			
T			
W			
Th			
F			

Weekly Pre-Intervention Score: _____

Weekly Post-Intervention Score: _____ Expected Score: _____

Week 13 Date: _____

	Skill Area	Duration	Initials
M			
T			
W			
Th			
F			

Weekly Pre-Intervention Score: _____

Weekly Post-Intervention Score: _____ Expected Score: _____

Week 14 Date: _____

	Skill Area	Duration	Initials
M			
T			
W			
Th			
F			

Weekly Pre-Intervention Score: _____

Weekly Post-Intervention Score: _____ Expected Score: _____

Week 15 Date: _____

	Skill Area	Duration	Initials
M			
T			
W			
Th			
F			

Weekly Pre-Intervention Score: _____

Weekly Post-Intervention Score: _____ Expected Score: _____

Week 16 Date: _____

	Skill Area	Duration	Initials
M			
T			
W			
Th			
F			

Weekly Pre-Intervention Score: _____

Weekly Post-Intervention Score: _____ Expected Score: _____

Week 17 Date: _____

	Skill Area	Duration	Initials
M			
T			
W			
Th			
F			

Weekly Pre-Intervention Score: _____

Weekly Post-Intervention Score: _____ Expected Score: _____

Week 18 Date: _____

	Skill Area	Duration	Initials
M			
T			
W			
Th			
F			

Weekly Pre-Intervention Score: _____

Weekly Post-Intervention Score: _____ Expected Score: _____

Week 19 Date: _____

	Skill Area	Duration	Initials
M			
T			
W			
Th			
F			

Weekly Pre-Intervention Score: _____

Weekly Post-Intervention Score: _____ Expected Score: _____

Week 20 Date: _____

	Skill Area	Duration	Initials
M			
T			
W			
Th			
F			

Weekly Pre-Intervention Score: _____

Weekly Post-Intervention Score: _____ Expected Score: _____

OUACHITA PARISH SCHOOL BOARD

1600 North 7th Street ~ West Monroe, Louisiana 71291
Phone: (318) 432-5000 Fax: (318) 432-5326

DATE: _____

TO: Parent(s)/Guardian(s) of _____:

FROM: SBLC (School Building Level Committee)

RE: RTI -Tier II or Tier III (Pull Out Subject Identification)

The School Building Level Committee met on _____ to discuss concerns with your child's performance in class. During this meeting, it was determined that your child is in need of interventions in the area(s) of: _____.

In order for your child to receive these interventions, your child needs to be pulled out of the following subjects:

_____ Subject	_____ Amount of time
_____ Subject	_____ Amount of time
_____ Subject	_____ Amount of time

Your child will not be penalized for missing the time in these subjects.

This letter is for information purposes only and for you to keep for your records. Should you have questions, please contact the principal, your child's teacher, or the SBLC Chairperson for your child's school.

Sincerely,

_____

SBLC Chairperson

DATE: _____

TO: Parent(s)/Guardian(s) of _____:

FROM: SBLC (School Building Level Committee)

RE: RTI -Tier II or Tier III (Pull Out Subject Identification)

The School Building Level Committee met on _____ to discuss concerns with your child's performance in class. During this meeting, it was determined that your child is in need of interventions in the area(s) of: _____.

In order for your child to receive these interventions, your child needs to be pulled out of the following subjects:

_____	_____
Subject	Amount of time
_____	_____
Subject	Amount of time
_____	_____
Subject	Amount of time

Your child will not be penalized for missing the time in these subjects.

This letter is for information purposes only and for you to keep for your records. Should you have questions, please contact the principal, your child's teacher, or the SBLC Chairperson for your child's school.

Sincerely,

_____

SBLC Chairperson

OUACHITA PARISH SCHOOL BOARD

1600 North 7th Street ~ West Monroe, Louisiana 71291
Phone: (318) 432-5000 Fax: (318) 432-5326

DATE: _____

TO: Parent(s)/Guardian(s) of _____

FROM: SBLC (School Building Level Committee)

RE: RTI Progress Monitoring Summary

Dear Parent/Guardian:

This letter provides a brief summary of your child's progress in the intervention area noted below. Please contact your child's teacher or the SBLC Chairperson if you have any questions. This letter is yours to keep for your records.

Student: _____ Teacher: _____ Grade: _____

Intervention Area: ___ Reading/ELA ___ Math ___ Written Language ___ Speech/Language ___ Motor ___ Behavior

Intervention(s) Implemented: _____

Guide:

Reading/ELA – Phonics, all areas of reading, English (grammar and writing skills), language arts, etc.

Math – Areas of math appropriate to the student's grade and academic level, etc.

Written Language – Areas of written expression, use of words, fundamentals of writing, etc.

Speech/Language – Articulation (sounds), expressive/receptive language, fluency (stuttering), and/or voice quality

Motor – Visual motor and sensorimotor difficulties

Behavior – Measurable information regarding the student's performance at a particular time

Intervention(s) Implemented – Name/Type/Focus of intervention(s) being used

Reporting Period – Time period for the current summary of your child's progress using the interventions

Beginning Grade/Data Point – Measurable unit related to the intervention area at the beginning of the reporting period

Ending Grade/Data Point – Measurable unit related to the intervention area at the end of the reporting period

Goal – The score, grade, or other measurable unit the student is working toward

---

Reporting Period: _____

Beginning Grade/Data Point: _____

Ending Grade/Data Point: _____

Goal: _____

Comments:

Note: This form is to be completed by the SBLC and sent home at least once during each grading period. A copy of this document should be kept on file by the SBLC.

DATE: _____

TO: Parent(s)/Guardian(s) of _____

FROM: SBLC (School Building Level Committee)

RE: RTI Progress Monitoring Summary

Dear Parent/Guardian:

This letter provides a brief summary of your child's progress in the intervention area noted below. Please contact your child's teacher or the SBLC Chairperson if you have any questions. This letter is yours to keep for your records.

Student: _____ Teacher: _____ Grade: _____

Intervention Area: ___ Reading/ELA ___ Math ___ Written Language ___ Speech/Language ___ Motor ___ Behavior

Intervention(s) Implemented: _____

Guide*:*

Reading/ELA – Phonics, all areas of reading, English (grammar and writing skills), language arts, etc.

Math – Areas of math appropriate to the student's grade and academic level, etc.

Written Language – Areas of written expression, use of words, fundamentals of writing, etc.

Speech/Language – Articulation (sounds), expressive/receptive language, fluency (stuttering), and/or voice quality

Motor – Visual motor and sensorimotor difficulties

Behavior – Measurable information regarding the student's performance at a particular time

Intervention(s) Implemented – Name/Type/Focus of intervention(s) being used

Reporting Period – Time period for the current summary of your child's progress using the interventions

Beginning Grade/Data Point – Measurable unit related to the intervention area at the beginning of the reporting period

Ending Grade/Data Point – Measurable unit related to the intervention area at the end of the reporting period

Goal – The score, grade, or other measurable unit the student is working toward

---

Reporting Period: _____

Beginning Grade/Data Point: _____

Ending Grade/Data Point: _____

Goal: _____

Comments:

Note: This form is to be completed by the SBLC and sent home at least once during each grading period. A copy of this document should be kept on file by the SBLC.

SBLC RTI Summary/Exit/Transfer Form

School:

Check appropriate situation: ___ **Summary** - Used for the end of the school year to inform the next year teacher

___ **Exit** - Used when the student no longer needs RTI or leaves the Ouachita Parish School District

___ **Transfer** - Used when the student transfers within the Ouachita Parish School District

STUDENT'S NAME: _____ **GRADE:** _____ **TEACHER:** _____

CHECK ONE: ___**PASSED** or ___**FAILED** or ___**SBLC PROMOTED** **GRADE(S) PREVIOUSLY REPEATED:** _____

AREA(S) OF CONCERN: _____

Services Student Receives: ___ 504 for _____ ___ Counseling for _____

___ Speech (SPED) ___ Behavior Intervention Plan

___ Other: _____ ___ Not applicable/no formal services provided

Area Addressed: ___ **Reading** ___ **Math** ___ **Speech** ___ **Motor** ___ **Behavior** ___ **Other:** _____

___ **Tier II or** ___ **Tier III**

1ST _____ (Name of Intervention) Start Date: _____ Beginning Data Point/Grade/Percentage: _____

End Date: _____ Ending Data Point/Grade/Percentage: _____

2ND _____ (Name of Intervention) Start Date: _____ Beginning Data Point/Grade/Percentage: _____

End Date: _____ Ending Data Point/Grade/Percentage: _____

Outcome: ___ **Growth/Improvement** ___ **No Growth/Improvement** ___**Growth/Improvement Fluctuated**

Comments/Recommendations: _____

Area Addressed: ___ **Reading** ___ **Math** ___ **Speech** ___ **Motor** ___ **Behavior** ___ **Other:** _____

___ **Tier II or** ___ **Tier III**

1ST _____ (Name of Intervention) Start Date: _____ Beginning Data Point/Grade/Percentage: _____

End Date: _____ Ending Data Point/Grade/Percentage: _____

2ND _____ (Name of Intervention) Start Date: _____ Beginning Data Point/Grade/Percentage: _____

End Date: _____ Ending Data Point/Grade/Percentage: _____

Outcome: ___ **Growth/Improvement** ___ **No Growth/Improvement** ___**Growth/Improvement Fluctuated**

Comments/Recommendations: _____

Administrative Use:

Summary: Place form in student's red folder to be placed in the cumulative folder at the end of the school year.

Exiting District: Make copy of form and attach copies of fidelity check list, RTI description, data chart or graph, intervention log, and proof of parental notification to be forwarded to school requesting student's records

In-District Transfer: Place form in the student's cumulative folder then forward to school requesting records.
(Note: Schools may choose to forward copies and retain original documents for their SBLC files.)

Signature of person completing form: _____ Date: _____

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.