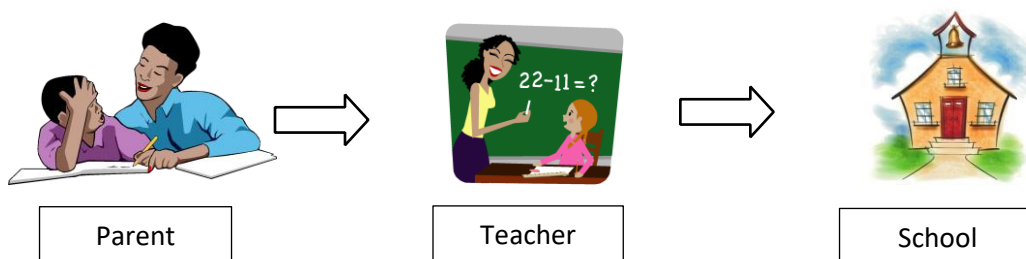


From the Beginning

An SBLC (School Building Level Committee) meeting is called.

An SBLC meeting can be called from a variety of ways-

1. Parent request- A parent can request an SBLC meeting at any time they have a concern for school support that goes beyond a Parent/Teacher meeting. Such as ongoing failing grades due to suspected or known learning deficits. Behavior issues that are related to behaviors that could be linked to mental health diagnosis or a learning deficit.
2. The teacher requested SBLC meeting- A meeting can be called by any teacher that has concerns about a student's performance that could be related to any of the same concerns that are listed above. Grades, behaviors or possible learning deficits.
3. School SBLC meeting- There are times that the student may be flagged for an SBLC meeting due to grades, behaviors or progression/retention reasons.



What's Needed

1. When you go into the SBLC meeting be prepared, have notes, any questions written down that you want to be addressed. Have a list of concerns that you have. The first question that is usually asked is, why was this meeting called? So if you as the parent requested the meeting you will be better prepared if you ARE prepared.
2. Take someone with you. Most often you walk into the school for a meeting and the school has their support system you should have yours too.
3. Medical documentation, take copies with you, any diagnosis, and medications that are current. This may help to speed up the process. (The process is what direction you will like the final outcome to be for your child, rather it's support in the classroom, for the school to be aware of the diagnosis or possible special educational services.) Just know that when the SBLC process is started it is a process, you will have more than 1 meeting.

What's Next

In the SBLC meeting as a team, you will talk about what the issues are. If they are academic then as a team you will talk about where the strengths and weaknesses are. The best way to do this is teacher reports. When the first meeting is called the school may already have some reports from the student's current teachers, this will help in the discussion. If not, the school will start the process of getting information in all areas. From the reports, the team will be able to meet back and start working on a plan to see how the student can best be supported. This is called RTI (Response to Interventions). RTI can go on for about 27 weeks if needed. I don't recommend this.

The reason for the RTI process is to be able to determine if the student needs more than just basic education supports if the student will be better served through special education. I think its best practice to meet about every three weeks to see if additional supports need to be put into place, remain the same or see if it would be best to request a special education evaluation. On average, it will take about 3 RTI meetings to have a full understanding of what's best for the student. After that time, the team should be able to determine if the student needs ongoing RTI support for the remained of the year in order to get caught up if the student needs a 504 plan (IAP) (Individual Accommodation Plan), or an IEP (Individual Education Plan) is needed.

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