What Is a School Building Level Committee (SBLC)?

A Parent & Family Guide

According to Louisiana State Bulletin 1508, §303, The Pupil Appraisal Handbook, the School Building Level Committee (SBLC) is a general education, data-driven, decision-making committee. Standing members include at least the principal or designee, a classroom teacher, and the referring teacher. When the team discusses an individual student's difficulties, the parent or guardian is an invited participant.

The SBLC focuses on one student at a time and reviews screening data, including Response to Intervention (RTI) results, to determine the most beneficial next step for the student.

POSSIBLE SBLC ACTIONS

1. Conduct no further action at this time.
2. Continue the 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 for 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 AN SBLC TEAM?

REQUIRED / CORE PARTICIPANTS	RECOMMENDED SUPPORTS
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 develops solutions based on identified strengths.
- Analyzes screening and assessment data and background information from school, home/family, and health to identify solutions.

- Develops an action plan of interventions and supports designed to address the student's needs and assigns responsibility for action items.
- Monitors action items and conducts a follow-up SBLC meeting to review results, adjust interventions, and continue problem-solving.

WHO CAN BE REFERRED?

Students who exhibit difficulties with academics, attendance, behavioral or emotional concerns, health issues, social adjustment, or retention may be referred to the SBLC.

TEAM ROLES AND RESPONSIBILITIES

Facilitator: Guides the flow of the meeting, coordinates logistics, maintains a positive tone, respects all participants, and supports colleagues, parents, and students without dominating the meeting.

Recorder: Documents the discussion, including student strengths, concerns, interventions, action items, and results.

Team Members: Come prepared with student information and contribute constructive, solution-focused ideas linked to the student's strengths.

Parents/Caregivers: Are full-fledged team members. They provide the family perspective, share information from home, discuss effective and ineffective interventions, ask questions, and participate in developing and implementing strategies.

Student: When appropriate, the student is an essential team member whose input should be welcomed and valued.

HELPFUL PRACTICES FOR EFFECTIVE SBLC MEETINGS

- Speak with the parent/guardian in advance so they know what to expect.
- Schedule translators when appropriate.
- Use a separate facilitator and note-taker.
- Begin positively, explain the purpose, and identify the student's strengths before concerns.
- Use specific work samples and concrete behavioral examples.
- Explain formal and informal screenings or assessments.
- Prioritize concerns and action items rather than treating many concerns superficially.
- Encourage parent/caregiver questions and discussion.
- Have consent, release, and community-referral forms available when appropriate.
- Set a follow-up date, summarize the action plan, and provide the caregiver a copy of the completed SBLC meeting summary.

FOLLOW-UP MATTERS

The SBLC action plan is only as effective as its implementation and follow-up.

1. Case Management: Clearly identify who is responsible for each action item and designate a contact person or case manager to monitor implementation.

2. Feedback: Provide timely feedback to the referral source or referring teacher and involve them in appropriate ownership of the plan.

3. Student & Family Support: Treat the parent/caregiver as an equal partner in developing the action plan and maintain supportive communication during implementation.

4. Ongoing Monitoring: Set a follow-up SBLC meeting at the end of the initial meeting, preferably within 4-6 weeks. Review action items, discuss progress, document the meeting, and modify or add interventions as needed.

ADVOCACY SUPPORT NOTE

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