

Exceptional Student Services Handbook

City of Baker School System



CITY OF BAKER SCHOOL SYSTEM

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Exceptional Student Services

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POLICY STATEMENT AND OVERVIEW OF SERVICES

The City of Baker School System's Exceptional Student Services Handbook is intended to comply with the Louisiana Administrative Code, Bulletin 1508- Pupil Appraisal Handbook, (effective, March, 2016), and other federal and state legislation governing exceptional student services. This handbook provides a resource for City of Baker School System personnel with reference to district policies, procedures, and forms.

The City of Baker School System ensures that a full and individual evaluation in accordance with the procedures in the Bulletin 1508- Pupil Appraisal Handbook is conducted for each student being considered for special education and related services. Reevaluations are conducted in compliance with the Bulletin 1508- Pupil Appraisal Handbook.

MISSION STATEMENT

Our mission is to meet the diverse needs of students with disabilities by providing individualized instruction and services that will result in measurable and meaningful student growth.

COLLECTIVE COMMITMENTS

The City of Baker School System Department of Exceptional Student Services shall:

1. Support building level staff as they work to implement the procedural requirements of the Individuals with Disabilities Education Act (**IDEA**).
2. Support Child Find responsibility in a manner consistent with the Individual with Disabilities Education Act (**IDEA**).
3. Support the inclusion of students with cognitive disabilities into the general education classroom.
4. Support high standards for all students with disabilities.

OVERVIEW OF SERVICES

Exceptional Student Services (ESS) is an integral part of the total instructional program of the school system. The purpose of ESS is to assist students who have learning difficulties, adjustment issues or other special needs by providing services to students, parents, teachers, and other school personnel. Some examples follow:

- Assistance to teachers in the development and implementation of behavioral and/or instructional interventions
- Evaluation of students to determine if an exceptionality and need of special education services exist
- Consultation with parents, students, teachers, and other personnel on topics such as instructional or behavioral modifications, exceptionalities, and student development
- Providing professional development with school personnel on selected topics
- Interpretation of evaluation findings to school personnel and parents
- Direct support services to students with learning and/or behavioral issues
- Related services to students with exceptionalities

ESS personnel are not limited to providing services solely to students referred for an individual evaluation. Many students experiencing learning issues can be helped through recommendations made by ESS personnel and related service providers for use in the regular classroom, enabling the student to benefit from instruction in the general education curriculum and eliminating the need for referral for an individual evaluation. A major function of pupil appraisal personnel is to assist students to remain in and profit from their regular education program whenever possible. When a student, as a result of an individual evaluation, qualifies for special education services, pupil appraisal personnel will recommend services needed to assist the teachers and parents of the student in providing an appropriate special education program.

CONFIDENTIALITY

Confidentiality is one of the most critical and important aspects of a professional's job. Students and parents have a legal and ethical right to privacy.

The main purpose of privileged communication is to offer a relationship in which all parties concerned will be able to deal with what concerns him/her without fear of disclosure. Confidential written documentation or notes of oral confidential communications should be stored in secured locations. When in use, they should be shielded from the view of others approaching the desk and should not be left out on a desk at all when the staff member has occasion to leave the desk. With the passage of the Family Education Rights and Privacy Act, Public Law 93- 380, (The Buckley Amendment), which speaks to the rights and privacy of parents and students, great care should be taken with recorded information. All schools should have an explicit policy on the confidentiality of students' information/records. If you have concerns with your school's policies regarding confidential information, they should be initially addressed with the principal.

Some guidelines to follow:

- Consider what you would like said about your own child and what you would like to be said about you as a parent.
- Personnel should **NOT** make public statements concerning any referrals.
- Confidentiality does not end when you leave the school building.
- Do not share other student's names or share information regarding their programs with parents during meetings, conferences, or informal conversations.
- Information regarding specific students and programs of services should not be shared in the lunch rooms, staff lounges, hallways, recess, or out in the community.
- Confidential information should not be shared with co-workers. Only necessary information will be shared with those who have an "educational interest" in the student.
- Confidentiality should be maintained regardless of how the information is obtained (written, oral, electronic) and **ALL STAFF** should be held to the same standard of confidentiality.
- Telephone communication should be handled with caution. A request for information must be made in writing on official stationery.
- Confidential information should not be left as a message with a secretary, on a voice mail, or on an e-mail.
- Confidential information that must be mailed or hand delivered should be placed in an envelope marked confidential.

CHILD FIND POLICY & PROCEDURES

WHAT IS CHILD FIND?

Child Find is a part of the federal Individuals with Disabilities Education Act (IDEA). Child Find is a way for the State Department of Education and the local school district to find children who may need special education services. Child Find is a way to help parents know what to do if they think their child may have an exceptionality.

WHAT ARE THE AGE REQUIREMENTS?

Any child who has a disability must be between the ages of birth to 21 years, and not receiving special education services, or any child who may be gifted and/or talented must be between the ages of 3 and 21 years

.
****Please note:** Any referrals received by the Child Find Coordinator on children younger than 3 years-old will be referred to Early Steps. Early Steps is an agency that provides services to infants and toddlers with disabilities from birth to age three. Individuals may contact that office the City of Baker School System Child Find Coordinator at (225)774-5795 for further information.

WHAT SERVICES ARE AVAILABLE?

With parental permission, the student may receive the following: screening to determine if the student should be tested/evaluated; additional small group response to intervention (RTI) instruction; and if warranted, due to results of screening and RTI data, an individual evaluation to determine what type of help the student may need. If the evaluation finds the student is in need of services, the services may include the following: special education instruction, speech therapy, physical therapy, occupational therapy, adapted physical education, school health services, school counseling/social work/psychological services, assistive technology services, orientation & mobility services, hearing impairment services, Braille services, and gifted/talented services.

City of Baker School System shall ensure that:

- All students with exceptionalities residing in the district, including students with exceptionalities who are homeless children or who are wards of the State, and student with exceptionalities attending private schools, regardless of the severity of their disability, and who are in need of special education and related services, are identified, located, and evaluated; and
- A practical method is developed and implemented to determine which students are currently receiving needed special education and related services.

City of Baker School System Child Find shall also include:

- Students who are suspected of being students with exceptionalities and in need of special education, even though they are advancing from grade to grade; and highly mobile students, including migrant students.

WHAT SHOULD A PARENT DO IF THEY THINK THEIR CHILD HAS AN EXCEPTIONALITY?

Parents may contact the Child Find Coordinator at the school board office at (225) 774-5795.

They may also contact their child's school and ask for the school counselor, if their child is enrolled in the local school district.

WHAT SHOULD PARENTS OF STUDENTS WHO ATTEND PRIVATE SCHOOL DO IF THEY THINK THEIR CHILD HAS AN EXCEPTIONALITY?

For students that are enrolled by their parents in a private school, the parent must contact the local education agency (LEA) where the private school is located for child find and provision of services, or have their school counselor or school representative contact the LEA on their behalf. Preschool children with disabilities ages 3-5 can be considered parentally placed children under IDEA only if they are enrolled in a private school that is considered an elementary school; otherwise, they must contact the LEA in the geographical area in which they reside.

WHAT SHOULD TEACHERS DO IF THEY THINK A STUDENT HAS AN EXCEPTIONALITY?

Teachers should contact the guidance counselor at their school and follow the School Building Level Committee (SBLC) procedures for students enrolled in their class. If the student is enrolled in another school within the school district, the teacher should contact the guidance counselor at the school which the student attends, or contact the Child Find Coordinator at the school board office.

WHAT SHOULD SCHOOL COUNSELORS DO ONCE THEY RECEIVE A REFERRAL FROM A PARENT, TEACHER, CHILD FIND COORDINATOR, OR OTHER CONCERNED PERSONS?

School Counselors should review referrals, the student's cumulative folder, current grades, attendance history, and discipline records, as well as consult with the student's teacher regarding student's current level of functioning in the classroom. Upon reviewing that information, the school counselor should contact the parent within 10 days of obtaining the referral and (1) suggest that the parent schedule a parent/teacher conference, based on the information gathered, if they have not already completed this step; or (2) advise the parent that an SBLC meeting is necessary.

If option 1 is chosen, the school counselor must follow up with the parent within two weeks to ensure that the student's needs are being met. If not, the school counselor shall schedule an SBLC meeting and invite required personnel. The school counselor shall send out an SBLC meeting notice to the parent and necessary staff informing them of the date, time, and location of the meeting. Upon completion of the meeting, the school counselor will log the student's information on the SBLC Log Form. If a referral was received from the Child Find Coordinator, the school counselor will complete the bottom of the Child Find Referral Form and return it to Child Find Coordinator via email or hand delivery. All other information regarding the meeting will be documented on the SBLC Summary Form.

City of Baker School System shall:

- ***Document that on-going identification activities*** are conducted to identify, locate, and evaluate each student who is suspected of having an exceptionality, is in need of special education and related services, and meets the criteria listed below:
 - is enrolled in an educational program operated by or under jurisdiction of a public agency;
 - is enrolled in a private school program within the geographical jurisdiction of a public agency;
 - is enrolled in a public or private preschool or daycare program; or
 - is not enrolled in a school (This does not apply to students who have graduated with a regular high school diploma.)

Child Find documentation of on-going identification activities:

- ***Each school must keep an SBLC Log*** of students referred and processed. This information shall be documented by the SBLC Chairperson or a person appointed by the school principal.
 - Student's name, grade, gender, & race/ethnic group
 - Name of person & position who referred student
 - Reason for referral (academic, behavior, medical, all, other)
 - RTI Tier (i.e. 1,2, or 3) or (1B, 2C...if interventions had to be revised within a tier)

- Number of times per week student attends RTI (i.e. 3X wk, 2X wk, etc.)
- Length of time per day student is in RTI (i.e. 30 min/day, 1hr. /day, etc.)
- Number of weeks in intervention
- Was student's issue(s) resolved with SBLC recommendations and required no additional follow up
- Was student's issue(s) resolved with RTI interventions
- Was student referred for 504 or 1508 evaluation
- If referred for 504, was student found eligible for services
- Was a 504 plan written
- If referred for 1508 evaluation, was student evaluated by pupil appraisal
- Was the student found eligible for special education services, if so, what type of placement (inclusion, resource, self-contained, etc.)

Records should be submitted monthly to the school district's Child Find Coordinator.

Responsibilities of the Child Find Coordinator:

- Help fulfill the requirements set forth by the Individuals with Disabilities Act.
- Work collaboratively with all schools in the district to identify, locate, and evaluate students suspected of having an exceptionality and those students already identified as having an exceptionality, as well as students who are homeless, migrant, wards of the State, students who have dropped out of school, and students who are highly mobile.
- Work collaboratively with all private schools within the school district's geographical jurisdiction to identify, locate, and evaluate students suspected of having an exceptionality and those students already identified as having an exceptionality.
- Work collaboratively with all local daycare centers and private preschools within the school district's geographical jurisdiction to identify children with early intervention needs.
- Work collaboratively with parents and students who are not enrolled in a public or private school who live within the geographical jurisdiction of CCSS (i.e. home school, 3-5-year-old children not attending daycare/preschool programs, drop-outs, etc.).
- Make available relevant resource material for parents and students, and be knowledgeable of available community resources.
- Maintain professionalism when conducting intake interviews, providing information to the public regarding information about the school system and available services, and information on how to obtain those services.
- Schedule screening appointments for children who are not enrolled in school. Collect required documents to verify proof of residence prior to appointment date.
- Accept referrals from Early Steps and attend Part B/Part C Transition meetings (*document attendance of meeting on Part B/ Part C Transition Meeting Form*), and monitor compliance of Part B/Part C.
- Work collaboratively with third party agencies for referral purposes, provision of services, continuity of services, or to obtain medical documentation after obtaining parental written consent.

- Works collaboratively with other school personnel to meet common goals of identifying, locating, and evaluating students suspected of having an exceptionality and those students who are already identified as having an exceptionality who are attending public schools, private school, and/or daycare or preschools within the geographical jurisdiction of the CBSS.
- Be available for consultation with Pupil Appraisal, School Counselors, and other school personnel to assist with problem solving and resources as it relates to child find activities and providing services to students suspected of having an exceptionality or those who are already identified with an exceptionality.
- Review monthly SBLC logs submitted by all School Counselors and follow up as needed.
- Ensure that a Child Find poster is placed at each school.
- Ensure that Child Find brochures are placed at local daycare centers, local physician offices, local hospitals, local dental offices, and given out at community events, at a minimum.
- Twice per year, send home Child Find flyers with each student in the school district.
- Child Find Coordinator will document monthly activities on an activity log sheet.
- All intake referrals shall be documented on the Child Find Referral Form.
- If an intake referral is received on a student that is enrolled in one of the CBSS's schools, the Child Find Coordinator will email a copy of the referral to the school counselor who is responsible for that student.
- The Child Find Coordinator shall establish a procedure to follow up on all referrals obtained via the Child Find intake process.



CHILD SEARCH

CITY OF BAKER SCHOOL SYSTEM



WE SEARCH FOR CHILDREN WHO MAY:

- Not walk or talk at the appropriate time
- Not hear/see well
- Have trouble following directions
- Have any developmental problems
- Have discipline problems
- Have any other problem that makes school a difficult experience
- Excel in academics
- Have talents in music arts, visual arts, and/or theatrical arts

What to do?

If your child is **enrolled in school**, and you feel that he or she is experiencing a delay in development **OR** excelling in academic and talented arts, **PLEASE CONTACT YOUR CHILD'S SCHOOL GUIDANCE COUNSELOR.**



If your child is **not enrolled in school**, contact the district's **Child Search Coordinator at 225-775-5795.**

SCHOOL BUILDING LEVEL COMMITTEE (SBLC)

GOALS

The City of Baker School Building Level Committee will:

- Screen students in kindergarten through grade 3, at least once, and any grade thereafter, for any impediments to learning.
- Intervene when a student is suspected of not benefiting from his/her current educational program.
- Serve as a child advocate.
- Intervene as early as possible in the student's educational experience to reduce any impediments to a successful learning environment.
- Aid in the development of the total student:
 - Academics
 - Attendance
 - Health
 - Behavior
 - Personal
 - Social

Aid in developing an educational program for students identified as in need of services.

OVERVIEW

The School Building Level Committee (SBLC) is a general education, data driven, decision-making committee. The SBLC will meet on a scheduled basis to resolve problems or address concerns from teachers, parents, or other professionals on individual students who are experiencing difficulty in school because of academic and/or behavior problems. The SBLC shall review and analyze all data, including RTI results, to determine the most beneficial option for the student.

The School Building Level Committee exists to ensure that each student referred is provided a free and appropriate public education and an opportunity to receive instruction that meets his/her individual needs. The School Building Level Committee has the following functions:

- Accepts referrals from persons concerned about the academic progress and well-being of students known to them. These persons may be teachers, parents, administrators, physicians, private provider agencies, or anyone knowledgeable about the students.
- Communicates with parents or guardians about committee functions and responsibilities.
- Informs parents and guardians about specific legal rights that they or their children possess.
- Provides for the coordination of screening, assessment, and the gathering of pertinent data that will assist the committee members in making educational recommendations.

- Plans appropriate interventions and/or accommodations for students who are exhibiting various kinds of difficulties in the school (including those not suspected of being disabled).
- Provides coordination for the delivery of services for individual students who require accommodations, support services, and/or supplemental assistance (e.g. services from public health agencies).
- Assists in determining appropriate school-based instructional programs, utilizing all available resources at the school level (e.g. Title I, counseling, remedial programs/credit recovery).
- Attempts to provide the greatest number of services to students with the least amount of duplication.
- Facilitates communication and problem solving among school staff members.
- Makes Section 504 evaluation and services available for students with disabilities under Bulletin 1903.
- Screens each student in grades K-3 at least once for dyslexia and other related disorders, ADD/ADHD, and social/emotional “at risk” factors pursuant to Act 1120.
- Refers students suspected of being disabled under IDEA to Pupil Appraisal for evaluation or support services.
- Refers students suspected of being Gifted and/or Talented to Pupil Appraisal for evaluation.
- Keeps a record of meetings, correspondence, and matters pertaining to the internal function of the committee.
- Submits statistical data to the district’s Child Search Coordinator in the form of monthly logs.
- Stays abreast of changes in laws and new or innovative changes in educational programming.
- Acts as a child advocate. Concerns him/herself with what will educationally benefit the child and the rights the child has to those benefits.

MEMBERSHIP

Each school must establish a committee of knowledgeable persons to conduct referrals, screenings, and assessment activities. The SBLC Chairperson shall be the guidance counselor or the principal’s designee. The school principal and guidance counselor (SBLC chairperson) shall select the committee members of each school. Team membership may change according to the agenda (type of referral) and the resource personnel available at each school site, but there must be at least three persons knowledgeable of the student and/or the suspected condition/disability.

Members include:

Referring teacher(s) – Mandatory

Referring person (if other than teacher) – Mandatory

Principal or Assistant Principal or Official Designee - Mandatory

Guidance Counselor/Coordinator - Mandatory

Grade Level Lead Teacher (Elem/Middle)

Department Chair Teacher (Middle/High)

Parent (must be notified)

Special Education Lead Teacher

Speech Therapist

School Nurse

RESPONSIBILITIES

SCHOOL SYSTEM:

- To create and adopt school system policies and procedures for implementation of the law in accordance with Bulletin 741: Handbook for School Administrators
- To assure that each school with the system selects personnel to oversee the SBLC

PRINCIPAL/DESIGNEE:

- Ensures that proper SBLC procedures are implemented
- Sets meeting time and place

CHAIRPERSON:

- Reports to principal/designee
- Chairs all meetings
- Facilitates the functions of the committee
- Assigns responsibilities to committee members
- Schedules meetings
- Ensures that all relevant information regarding the referred student is provided at the meeting, including all screening information (i.e. vision, hearing, sensory, etc.)
- Facilitates focus and time effectiveness of the meetings
- Maintains the necessary forms
- Keeps accurate records of proceedings.
- Ensures that each student's record is kept in a secure place
- Disseminates and receives all necessary information to committee, teacher, parents, etc.
- Sends notification of referral/appointment to parent
- Sends notification to parent of student's progress every 6-9 weeks on an on-going case
- Maintains a SBLC log and submits a monthly log to principal and district Child Search Coordinator at the end of each month, and no later than the 5th of the following month.
- Ensure SBLC procedures are in compliance with district guidelines.

At the beginning of the school year, the Chairperson will:

- Assist principal/designee in establishing committee members.
- Notify all members of their responsibilities.
- Schedule a bi-monthly meeting date, time and place.
- Plan teacher in-service about SBLC members, guidelines and procedures.
- Update previous end-of-the-year referrals.
- For 504 students, give teacher(s) a copy of current IAP's. (Please have them sign on IAP Receipt Form).
- Continue to send monthly SBLC logs to Child Search Coordinator

During the school year, the Chairperson will:

- Secure Parent Screening Consent Form for any student being referred for screening.
- Log all referrals on the SBLC Tracking Log Form
- Log all SBLC referrals in the SBLC book
- Continue to send monthly SBLC logs to Child Search Coordinator

At the end of the school year, the Chairperson will:

- Close all pending cases or notify parent, committee, principal, and Pupil Appraisal representative of carry-over cases with necessary documentation.
- Finalize end-of-the-year reports for principal and Child Search Coordinator.

REFERRING TEACHER:

- Refers students that appear to have sensory concerns, speech delays, significant disabilities; those who are not responding to RtI interventions (academic/behavior) or who are suspected of being gifted and/or talented
- Conducts a parent/teacher conference and documents discussions
- Provides academic, behavioral, and/or any other relevant information pertaining to the student Conducts RtI interventions (academic and/or behavioral)
- Carries out Individual Accommodation Plan (IAP) developed by the committee
- Completes all appropriate forms

EXCEPTIONAL STUDENT SERVICES/ PUPIL APPRAISAL:

Each school has a designated Pupil Appraisal representative who may attend scheduled SBLC meetings, when warranted. A representative must be present at all meetings when a referral is made to Pupil Appraisal Services (PAS), when all regular education RtI interventions have been exhausted, and satisfactory progress has not been made. Pupil Appraisal's role in the SBLC process is to serve as an additional member on the committee. Services provided by the PAS representative shall include, but are not limited to the following:

- Provides assistance to teachers and interventionists in the development and implementation of interventions
- Consults with parents and other personnel on topics such as instructional/behavioral accommodations; review of progress monitoring data; test analysis; and student development
- Consults/collaborates with community agencies as it relates to service delivery and continuity of services for students, as needed
- Interprets evaluation findings to school personnel and parents
- ESS members also provide valuable information in the decision making process of the committee.

SBLC MEETINGS

The committee shall have regular scheduled bi-monthly meetings, but may schedule additional meetings for individual students as needed. The chairperson will inform the committee members prior to the meeting of the names of students being referred for discussion.

INITIAL REFERRAL PROCEDURES

Prior to All Meetings:

- Referring teacher conducts a parent /teacher conference to discuss concerns regarding the student and documents parent's response.
- Referring teacher requests a SBLC Request Form/Parent Notification Form (SBLC-A) from the SBLC Chairperson for any student who is consistently struggling or having difficulty making expected progress.
- After receiving the referral from the teacher, the chairperson talks with the student's parents regarding the referral. Ask if the parents would like to attend a committee meeting. Document summary of phone call.
- Chairperson makes sure there is a signed Screening Assessment Consent Form sent home to parent in order that some obvious screenings can be conducted prior to SBLC #1.
- Chairperson will notify committee members of scheduled meeting with a week's notice.

REFERRAL ANALYSIS:

SBLC Meeting #1 - Data Gathering -Identification Without Labeling

- Referring person presents (orally) information to committee with supporting documentation. Include student work samples, documentation of previously tried interventions, documentation of communication with parent about concerns and the results of the communication(s).
- Committee analyzes/reviews information presented, to include discussion of the following:
 - Is this a proper referral?
 - What problem(s) does child exhibit?
 - What are the student's grades?
 - Are there any discipline referrals?
 - Are there signs of a disability?
 - Is there documentation of prior attempts of informal classroom interventions?
 - Is there documentation of communication with parents about concerns/results?
 - Are the interventions research-based?
 - Is there baseline/pre-test data available for review?
 - Are the interventions implemented with integrity and fidelity?
 - Was the student progress monitored at appropriate intervals?

Document Committee decision after submission of all information documented on School Building Level Committee Summary Form

For Cases Not Requiring RtI

*****An immediate referral may be made to Pupil Appraisal for any student suspected of a severe or low-incidence impairment (e.g. visual impairment, hearing impairment, deaf-blindness, traumatic brain injury, mental disability, moderate-severe, multiple disabilities, and some students with severe autism, orthopedic impairments, and/or significant health issues). Screening activities should be completed during the evaluation of these students.

Additionally, gifted and talented referrals do not require RtI. Student must pass district's screening assessment for those respective areas.

Lastly, pre-school aged students are not required to undergo the RtI intervention process. They may be referred directly to SBLC.

- Referring teacher/person logs student's name in the SBLC log book & contacts the SBLC chairperson
- Referring teacher/person completes the SBLC-A form to request SBLC meeting and notify parent
- SBLC Chairperson schedules the meeting, copies, and mails the notification form to parents
- SBLC Chairperson notifies all committee members of the scheduled meeting
- SBLC Chairperson facilitates the meeting with an agenda
- Referring teacher/person usually presents their case, describing their concern and presenting any supportive materials
- Input is obtained from all personnel involved in the student's education program
- Parent makes statement and provides pertinent information
- Medical information is provided/discussed
- Parent's written consent/signature is obtained for medical, screenings, etc.
- After full discussion of the available information, the committee cooperatively plans the initial step(s) in assisting the student (e.g. supplemental instruction, trying a new teaching technique, counseling, conducting screenings, etc)
- Follow-up meeting is scheduled as needed according to need and referral reason(s)

*****Note: ALL referrals for an evaluation to Pupil Appraisal shall be made through the SBLC with the approval of the principal/principal designee. If it is the opinion of the SBLC that the student be referred for an initial evaluation, pupil appraisal staff shall be present to review the supporting documentation to ensure there is adequate data to suspect the student may have an exceptionality.

For Cases Requiring RtI

INTERVENTIONS ARE REQUIRED FOR STUDENTS SUSPECTED of having Autism, Developmental Delay, Emotional Disturbance, Intellectual Disability, Orthopedic Impairment, Other Health Impairment, and Specific Learning Disability.

SBLC MEETING #1

- Complete SBLC initial referral form
- Check Vision & Hearing (within 2 years is acceptable)
- Request medical release if it is a medical concern or if the student takes medication
- Teacher/Interventionist presents RtI documentation (student's work samples, charts/graphs)
- SBLC reviews the referral and interventions
- Discuss needs, plan activities
- Conduct screenings (ADHD, Dyslexia, Speech, etc.)
- Reviews RtI data and determines level of intervention (return to Tier I, remain in Tier II, or move to Tier III)
- Schedule follow up SBLC meeting in 6-9 weeks

Completes SBLC Meeting Summary and Status Form with Principal or Designee signature and provide copies to parent and pupil appraisal.

SBLC MEETING #2

- Committee reviews information from SBLC #1
- SBLC confirms & completes all required parts on initial referral form
- Teacher/Interventionist presents Tier III intervention documentation data to include all of student's work samples, daily logs, graphs/charts
- SBLC reviews the referral and interventions
 - Discusses needs, plans activities
 - Conducts screenings (ADHD, Dyslexia, etc.)
 - Reviews RtI data and determines level of intervention (return to Tier I/Tier II or remain in Tier III), discontinues interventions, refer to 504, refer to Speech Therapist for Speech only evaluation, or refer for Pupil Appraisal for full evaluation
 - Complete SBLC –B with Principal or Designee signature
 - Request parent's written permission on appropriate form if referral is made to Pupil Appraisal (this must be done by Pupil Appraisal Staff member only)
 - If parent's permission is obtained at the meeting, provide parent with a copy of the *Student with Disabilities Rights Booklet*.
 - Request APE screening (if evaluation is requested)
 - Initiate other screenings (i.e. sensory processing, assistive technology, and social/emotional)- if evaluation is requested.

ALL referrals for an evaluation to Pupil Appraisal shall be made through the SBLC with the approval of the principal/principal designee. If it is the opinion of the SBLC that the student be referred for an initial evaluation, pupil appraisal staff shall be present to review the supporting documentation to ensure there is adequate data to suspect the student may have an exceptionality.

STUDENTS WITH AN EXCEPTIONALITY

Students identified with an exceptionality can be referred to SBLC when there are new concerns that cannot be properly managed through his/her IEP. For example, a student with an exceptionality of Speech or Language Impairment that exhibits characteristics of a gifted or talented student must be referred to SBLC to address those new concerns. A speech only student that now demonstrates academic concerns is another example.

Another example could be the following: a six year-old student with a current exceptionality of developmental delay who presents with explosive behavior, sensory dysfunctions, communication issues, interpersonal/social issues, bizarre behavior patterns with a new medical diagnosis of Autism.

Also, students transferring from out-of-state with an evaluation that does not meet Louisiana's eligibility criteria must go through the SBLC process.

Due to the fact that these students will have to meet the criteria for a new suspected exceptionality, they must undergo RtI. Please follow the attached procedures for addressing new concerns for students with exceptionalities. These students should continue to receive the services on their current IEP until the re-evaluation is completed. Please be aware of the date of the current IEP and evaluation. They should not expire due to this process. Please complete all required forms/screenings when a Pupil Appraisal evaluation is requested.

RESPONSE to INTERVENTION (RtI) OVERVIEW

The **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. Essential components of the process include three tiers of instruction and intervention, use of standard protocols and/or problem-solving methods, and an integrated data collection/assessment system to inform decisions at each tier of instruction and/or intervention. The process incorporates increasing intensities of instruction and/or intervention that are provided to students in direct proportion to their individual needs. Embedded in each tier is a set of unique support structures or activities that help teachers implement, with fidelity, research-based curricula, instructional practices, and interventions designed to improve student achievement. RtI is designed for use

when making decisions in both general and special education, creating a well-integrated system of instruction and intervention guided by student outcome data.

In other words, RtI is a process that provides high-quality research based instruction and interventions that are matched to a student's academic and behavioral needs. RtI in Louisiana follows a three-tiered process.

RTI THREE- TIERED PROCESS:

- **Tier I** is the level at which students are achieving grade-level success. (Tier I determination is based upon LLI, Fountas and Pinnell, DRA, SuccessMaker Reading/Math, Benchmark and State Assessment results).
- **Tier II** is implemented when students need strategic support to achieve grade-level success. (Consistent with Basic Scores on State Assessments).
- **Tier III** is the level at which students need intensive support to achieve grade-level success. (Consistent with Unsatisfactory scores on State Assessments).

RtI Requires Integrity, Fidelity, & Diligence

RtI TEAM

RtI TEAM FUNCTIONS:

- Through universal screening, assist school personnel to identify students who are experiencing challenges to academic and/or behavioral success.
- Provide teachers and support staff with the training, support, and materials necessary to implement research –based interventions in the general education setting.
- Facilitate the intervention process.
- Assist teachers in monitoring the progress of students receiving interventions.
- Assist with analyzing data from the intervention process.
- Participate in data-driven decisions about the student's progress.

RtI TEAM MEMBERS/ROLES:

Suggested team members include the referring teacher, department chair teacher, reading/math interventionists, curriculum accountability personnel, special education lead teacher, appraisal staff, and any other person the principal may designate. ** Note: School Nurse, Speech Pathologist, Social Worker, and School Psychologist will be consulted as needed). The roles are designed as follows:

RtI Team Leader (Guidance Counselor)

- Schedules RtI meetings and informs team members of meeting dates
- Initiates the meeting with a broad overview of the meeting's agenda, records minutes of the meeting, and keeps a log of the reviewed data

- Facilitates the process for Tier I review and Tier II intervention plans
- At Tier III consideration, provides appropriate Tier III forms to teachers, invites parents to the RtI meetings and informs the RtI team of the meeting agenda
- Maintains files for RtI team paperwork
- Processes referrals for Special Education evaluation through the RtI team

Curriculum/Instructional Accountability Personnel

- Provides leadership to the meetings
- Assists with the development of classroom intervention plans
- Reviews student progress monitoring data
- Provides support and mentoring to teachers as interventions are being implemented

Reading / Math Interventionist

- Works directly with students to provide necessary interventions services
- Assists with the universal screening
- Implements Tier II and Tier III interventions as appropriate
- Facilitates the use of progress monitoring techniques and analysis of data
- Collects data on the student's performance over time and with the teacher, appraises the student's parents of the student's progress
- Regularly reviews school-wide student progress monitoring data

Referral Teacher

- Seeks the expertise of the RtI team due to academic or behavioral at-risk performance by a student in his/her class
- Implements Tier I interventions as appropriate
- Implements core-curriculum interventions and assists with Tier II and Tier III interventions when appropriate
- When Tier III or evaluation referral decisions are considered, the teacher completes the appropriate forms and provides documentation of screenings and the progress monitoring data to the RTI team or the SBLC team as appropriate

Department Chair Teacher (High School)

- Provides leadership at the cluster meetings
- Assists with the development of classroom intervention plans
- Reviews student progress monitoring data
- Provides support and mentoring to teachers as interventions are being implemented

Pupil Appraisal Staff Member

- Educational Diagnostician, Behavior Intervention Strategist, or School Social Worker (or Speech Pathologist who assists the school with the RTI and the Appraisal process on an as needed basis when there is a speech/language concern).

- Collaborates with teachers and support staff in facilitating Universal Screening and collection and interpretation of student progress data
- Assists the teacher, paraprofessionals, and interventionists in implementing appropriate interventions, progress monitoring and data analysis
- Reviews collected data as needed (generally, every 1 to 3 weeks) and assists with data based decisions about the interventions. When review of student data by the Referral team indicates a suspected exceptionality as defined by State Bulletin 1508, this professional becomes the coordinator of the evaluation process.

Speech Pathologist (as needed)

- Conducts screenings regarding the student's speech and language ability, participates in interventions that impact these areas and facilitates progress monitoring and analysis
- Participates in the assessment of students who are identified through screening to needing evaluation for Special Education Services

School Social Worker/ Behavior Intervention Strategist/School Psychologist (as needed)

- Provides support in behavior areas [assists with the Functional Behavior Assessments (FBAs) and Behavior Intervention Plans (BIPs) as needed]
- Works collaboratively with the student, teacher, parent and support staff to maximize positive behavioral outcomes for the student
- Promotes School-Wide Positive Behavior Support and a positive school climate
- Participates in classroom observations to collect data on challenging behaviors
- Provides appropriate report/assessment for the Multidisciplinary Evaluations

School Nurse (as needed)

- Monitors and provides data regarding the student's health and physical factors e.g. vision, hearing and medical concerns
- Participates in RtI team meetings for students whose health may be impacting academic or behavioral success

Parent

- Provides relevant information about his/her child to the RtI Team and assists in the decision- making process
- Participates in the development of intervention plans and decisions about the best ways to meet the student's academic and/or behavioral challenges
- Provides support at home for the intervention process
- Receives reports about instructional strategies and his/her child's progress
- Parents do not have to attend RTt meetings, but they must be informed of their child's progress at least once every six to nine weeks (i.e. at least once during each grading period).

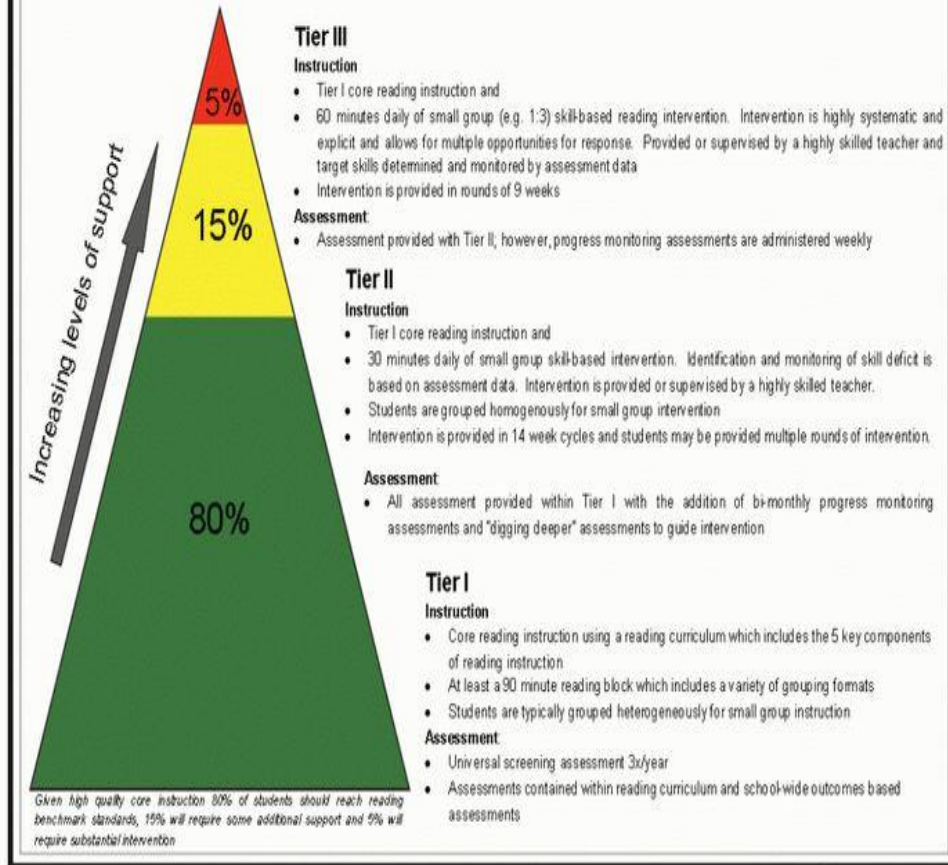
TEAM MEETINGS

During the first part of the school year and whenever data indicates that close attention is necessary in a particular area, the RtI team meets at a minimum of once every two weeks. This may be adjusted according to need as the school year progresses. All meetings should adhere to the following procedures:

- A printed agenda is provided which defines the meeting purpose.
- All participants sign in.
- Pertinent data is reviewed.
- Data drives meeting decisions.
- When evaluation reveals progress that is below expectations, support systems are notified and adjustments are made.
- Goals and expectations are clearly defined and outlined for the next meeting.
- Meetings may be held less frequently when there is less need.
- Meetings are **not** held on days that are devoted to SBLC & principal/administrator's meetings.
- Notify the parents of students not responding to interventions.

Note: The overall purpose of the RtI Team is to assist the teacher/interventionist. The team will suggest additional strategies if needed and/or determine if the student needs to be placed in one of the tiers based on results of progress monitoring.

Response to Intervention– 3 Tiered Model



RtI SUMMARY FLOW SHEET

Tier I Intervention

Focus	For all students
Program	Scientifically Based Curricula
Grouping	Multiple grouping formats to meet student needs
Time	90 minutes per day or more
Assessment	Benchmark assessments at beginning, middle, and end of the academic year (i.e. LLI, Probes from Fountas and Pinnell, SuccessMaker Reading and Math, CBM assessments & State assessments can be used). Progress monitoring every three weeks on target area.
Interventionist	General education teacher
Setting	General education classroom

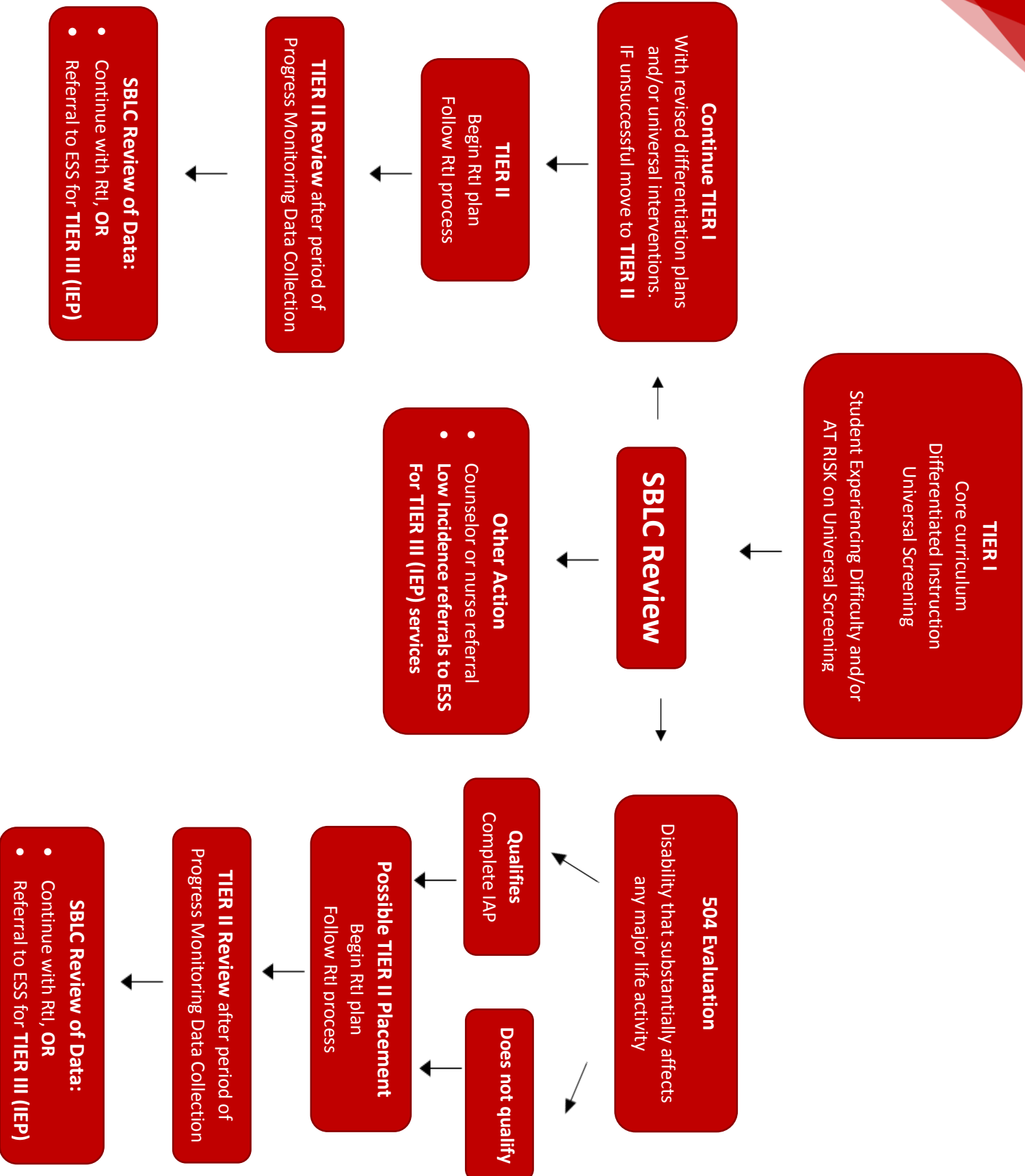
Tier II Intervention

Focus	For students identified with marked difficulties, and who have not responded to Tier I efforts
Program	Programs, strategies, and procedures designed and employed to supplement, enhance, and support Tier I (This is not necessarily mean putting a child on a computer program. For example, a second grader with poor decoding skills who is receiving oral reading fluency interventions is not getting what he needs, thus the ORF intervention is not appropriate for this student. This child needs interventions to develop decoding skills which will lead to increased reading fluency)
Grouping	Homogeneous small group instruction (1:3; 1:4; or 1:5)
Time	Minimum of 30 minutes per day 2 – 3 x per week in small group in addition to 90 minutes of core instruction. Run intervention 9-12 weeks & some cases 6-12 weeks.
Assessment	Progress monitoring every two weeks on target skills to ensure adequate progress and learning (preferably weekly). If limited or no progress, schedule RtI meeting to discuss Tier II intervention B before moving to Tier III.
Interventionist	Personnel determined by the school (e.g., a classroom teacher, a specialized teacher, an interventionist).
Setting	Appropriate setting designated by the school; may be within or outside of the classroom.

Tier III Intervention

Focus	For students identified with marked difficulties, and who have not responded to Tier I or Tier II efforts
Program	Sustained, intensive scientifically based interventions (Not a total computer program. If student is working on a computer software program, he/she must also be provided with the curriculum that comes with the program or a modification of that instruction).
Grouping	Homogeneous small group instruction (1:1; 1:2; or 1:3)
Time	Minimum of two 30 minutes per day in small group or individually in addition to 90 minutes of core instruction. Run intervention 6-12 weeks.
Assessment	Progress monitoring twice a week or at a minimum weekly on target skill to ensure adequate progress and learning.
Interventionist	Personnel determined by the school (e.g., a classroom teacher, a specialized teacher, or interventionist)
Setting	Appropriate setting designated by the school; may be within or outside of the classroom.

SCHOOL BUILDING LEVEL COMMITTEE (SBLC) REFERRAL FLOW CHART



SBLC LOG

Counselor: _____ **School:** _____ **Grade**
Levels(s): _____

Student: _____ Teacher: _____ Grade: _____

SBLC mtg date: _____ **SBLC mtg date:** _____ **SBLC mtg date:** _____
SBLC mtg date: _____

Decision(s): CHECK ONE _____ Resolved, no further action needed ___Refer 1508 eval
(gifted or talented)

RTI Tier: 1 2 3 _____ Refer for 504 eval _____ IAP written _____ Refer
1508 eval (disability)

Student: _____ Teacher: _____ Grade: _____

SBLC mtg date: _____ **SBLC mtg date:** _____ **SBLC mtg date:** _____
SBLC mtg date: _____

Decision(s): CHECK ONE _____ Resolved, no further action needed ___Refer 1508 eval
(gifted or talented)

RTI Tier: 1 2 3 _____ Refer for 504 eval _____ IAP written _____ Refer
1508 eval (disability)

Student: _____ Teacher: _____ Grade: _____

SBLC mtg date: _____ **SBLC mtg date:** _____ **SBLC mtg date:** _____
SBLC mtg date: _____

Decision(s): CHECK ONE _____ Resolved, no further action needed ___Refer 1508 eval
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RTI Tier: 1 2 3 _____ Refer for 504 eval _____ IAP written _____ Refer
1508 eval (disability)

Student: _____ Teacher: _____ Grade: _____

SBLC mtg date: _____ SBLC mtg date: _____ SBLC mtg date: _____
SBLC mtg date: _____

Decision(s): CHECK ONE _____ Resolved, no further action needed ___Refer 1508 eval
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RTI Tier: 1 2 3 _____ Refer for 504 eval _____ IAP written _____ Refer
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Student: _____ Teacher: _____ Grade:

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SBLC mtg date: _____

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SBLC mtg date: _____ SBLC mtg date: _____ SBLC mtg date: _____
SBLC mtg date: _____

Decision(s): CHECK ONE _____ Resolved, no further action needed ___Refer 1508 eval
(gifted or talented)

RTI Tier: 1 2 3 _____ Refer for 504 eval _____ IAP written _____ Refer
1508 eval (disability)

Student: _____ Teacher: _____ Grade:

***FAX MONTHLY TO THE CHILD SEARCH COORDINATOR (225-774-5797)**



**CITY OF BAKER SCHOOL SYSTEM
SCHOOL BUILDING LEVEL COMMITTEE
INITIAL REFERRAL FORM/REFERRAL SOURCE INTERVIEW**

_____ Date

Student: _____
DOB: _____

Student ID#: _____

Teacher: _____
Grade: _____

School: _____

Referral initiated by: _____

1. Has this student been previously evaluated? SpEd, Gifted, Talented, 504 Services, or Private

Yes No If yes: Date: _____ By whom: _____

Has this student previously received support services or related services? Yes
 No

If yes: Date: _____ Explain: _____

2. Grades student was retained in: _____

3. Reason for Referral to SBLC: _____

4. Academic Performance:

<p>A. Achievement Test (List the last standardized achievement test scores recorded for student.)</p> <p>Name: _____</p> <p>Date of Test: _____</p> <table border="0" style="width: 100%;"> <tr> <td></td> <td align="center"><u>Percentile</u></td> </tr> <tr> <td>Total Reading</td> <td align="center">_____</td> </tr> <tr> <td>Total Language</td> <td align="center">_____</td> </tr> <tr> <td>Total Math</td> <td align="center">_____</td> </tr> <tr> <td>Total/Composite</td> <td align="center">_____</td> </tr> </table>		<u>Percentile</u>	Total Reading	_____	Total Language	_____	Total Math	_____	Total/Composite	_____	<p>B. Report Card Grades</p> <table border="0" style="width: 100%;"> <tr> <td></td> <td align="center" colspan="2"><u>Previous Years</u></td> </tr> <tr> <td></td> <td align="center"><u>Present Year</u></td> <td></td> </tr> <tr> <td></td> <td align="center">Date _____</td> <td align="center">Date _____</td> </tr> <tr> <td>Math</td> <td align="center">_____</td> <td align="center">_____</td> </tr> <tr> <td>Reading</td> <td align="center">_____</td> <td align="center">_____</td> </tr> <tr> <td>Language</td> <td align="center">_____</td> <td align="center">_____</td> </tr> <tr> <td>Conduct</td> <td align="center">_____</td> <td align="center">_____</td> </tr> <tr> <td>Days Absent</td> <td align="center">_____</td> <td align="center">_____</td> </tr> </table>		<u>Previous Years</u>			<u>Present Year</u>			Date _____	Date _____	Math	_____	_____	Reading	_____	_____	Language	_____	_____	Conduct	_____	_____	Days Absent	_____	_____
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Total Reading	_____																																		
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	Date _____	Date _____																																	
Math	_____	_____																																	
Reading	_____	_____																																	
Language	_____	_____																																	
Conduct	_____	_____																																	
Days Absent	_____	_____																																	

C. Statewide Assessment Test (LEAP, EOC)

Date of Test: _____ Reading Score: _____ Math Score: _____
 Language Score: _____

5. General Health: Explain any yes answers to the following questions.

Does the student.....	Yes	No	Explain
Regularly take medication?	<input type="checkbox"/>	<input type="checkbox"/>	
Have a known medical problem?	<input type="checkbox"/>	<input type="checkbox"/>	
Receive professional treatment?	<input type="checkbox"/>	<input type="checkbox"/>	
Has a current health plan?	<input type="checkbox"/>	<input type="checkbox"/>	

6. SBLC must provide documentation that lack of educational progress is not primarily due to:

- Lack of appropriate, explicit, and systematic instruction in reading or math: Yes
 No N/A
- Limited English proficiency: Yes
 No N/A
- Cultural factors: Yes No
 N/A

7. Gifted and Talented Only

- Is the student currently participating in art/music/theater class in school? Yes
 No
- Do you feel the student's creative potential and/or academic needs can be met in the regular classroom?
 Yes No If not, explain why:

Signature: _____ **Date:** _____



CITY OF BAKER SCHOOL SYSTEM
SCHOOL BUILDING LEVEL COMMITTEE
SBLC REQUEST FORM – PARENT NOTIFICATION

Student: _____ Student ID#: _____
 DOB: _____

Teacher: _____ School: _____

Grade: _____

Person Requesting Review: _____

Relationship to Student:

____ Teacher ____ Parent ____ Guardian ____ Surrogate Parent
 _____ Court Officer ____ Result of Child Search ____ Other

Check all appropriate boxes of concern discussed at meeting:

Academic Difficulties		Communication Difficulties	
Reading Difficulties		Emotional Concerns	
Mathematics Difficulties		Behavior Concerns	
Written Language Difficulties		Attentional/Focus Concerns	
Listening Comprehension Difficulties		Gifted	
Dyslexia		Talented <input type="checkbox"/> Music <input type="checkbox"/> Visual Arts <input type="checkbox"/> Theater/Drama	
Developmental Delays		Motor Difficulties <input type="checkbox"/> Fine or <input type="checkbox"/> Gross	
Sensory Processing Difficulties		Health Concerns	
Hearing Difficulties		Administration of Medication	
Visual Difficulties		Other:	

Attach additional data: ADHD rating scale, medical documents, outside evaluation, SBLC forms, medical release forms, etc.

*****Give this form to the SBLC Coordinator for Scheduling**

Signature of Referring Person	Date	Signature of SBLC Coordinator
Date		

Dear Parent,

Your child has been recommended to the School Building Level Committee to review concerns discussed at your Parent-Teacher Conference held on _____. This SBLC meeting has been scheduled for _____ (date) at _____ (time) at your child's school. Please complete the bold section below and the attached parent interview form and return to the SBLC Coordinator listed above.

- Yes, I plan to attend the above scheduled meeting.**
- I would like to attend the meeting; however, this time is inconvenient for me. If possible, I would like to have the meeting rescheduled for _____ (date) at _____ (time).**
- No, I will not be able to attend the meeting. Please keep me informed.**

Parent/Guardian/Surrogate Parent Signature: _____



CITY OF BAKER SCHOOL SYSTEM
SCHOOL BUILDING LEVEL COMMITTEE
PARENT INTERVIEW

Student's Name: _____ Date: _____

Name of Person completing form: _____

Mother Father Guardian Step-Parent Foster Parent Grand
 Parent

Aunt/Uncle Other: (specify) _____

With whom does the child live?

Both parents (same home) Both parents (different homes) Mother
 Father
 Mother & Stepfather Father & Stepmother Foster Parent
 Other: _____

Education Screening

Do you have any academic/cognitive concerns? Yes No If yes, what academic
 area(s)? reading math
 language comprehension speech Other: _____

Has your child ever been retained? Yes No If yes, what grade(s): _____

Medical Screening

Does your child have a medical/behavioral diagnosis? Yes No If yes, explain: _____

Does your child take medication? Yes No If yes, please list current
 medications: _____

Social/Emotional/Behavioral Checklist (Check if characteristic is currently present)

	Short attention span		Overactive
	Excessive talking		Behavior problems
	Social skills problems		Low self-esteem
	Puts others down		Manipulative
	Frequently angry		Aggressive
	Discipline problems in academic classes		Poor impulse control
	Discipline problems in P.E., recess, etc.		Excessive moodiness
	Temper outburst, explosive & unpredictable		Suspended this year
	Excitable		Expelled this year

What are your main areas of concern? _____

When did you first become aware of the concern(s)? _____



CITY OF BAKER SCHOOL SYSTEM
SCHOOL BUILDING LEVEL COMMITTEE
PARENT INTERVIEW (continued)

Indicate some ways you have tried to address the concern(s)? _____

List home activities/programs which have helped your child in the area(s) of concern. _____

List home activities/programs which have not helped. _____

Ways teachers in the past have helped your child in the classroom: _____

Possible solutions to the problem as viewed by you (the parent). _____

Your expectation(s) of your child: _____

Date received by SBLC coordinator: _____



**CITY OF BAKER SCHOOL SYSTEM
SCREENING CONSENT FORM**

Student's Name

Date of Birth

Date

Parent's Name

Teacher's Name/Grade Level

Street Address

Parent's Phone (Home)

City, State, Zip

Parent's Phone (Cell/Other)

The School Building Level Committee (SBLC) at your child's school is in the process of screening your child for the following reason(s):

- Health Vision Hearing Sensory Processing
 Communication
- Motor Dyslexia Academic Assistive Technology
 Adaptive Behavior
- Gifted Behavior Social Behavior Talented – Music
 Talented – Theater
- Talented – Visual Arts Other _____

Please indicate your permission or refusal below, sign, and return to your child's school as soon as possible.

_____ I *give* permission for my child to be screened.

_____ I *refuse* permission for my child to be screened.

Parent's Signature

Date

Date received by SBLC coordinator: _____



CITY OF BAKER SCHOOL SYSTEM

SBLC Meeting Summary and Status

Date: _____

Meeting #: _____

Student:		Student ID#:	DOB:
Grade:	Teacher:	School:	RTI: <input type="checkbox"/> Yes <input type="checkbox"/> No If yes: Tier <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
Special Education Student: <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, list exceptionality:		504 Student: <input type="checkbox"/> Yes <input type="checkbox"/> No	Retained: <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, which grade:

Name Parent/Guardian
Coordinator

Name SBLC

Name Classroom Teacher
Pathologist

Name Speech

Name Principal/Designee

Name Position

Name Pupil Appraisal Representative

Name Position

Name Special Education Representative

Name Position

Check all appropriate boxes of concern discussed at meeting:

Academic Difficulties		Communication Difficulties	
Reading Difficulties		Emotional Concerns	
Mathematics Difficulties		Behavior Concerns	
Written Language Difficulties		Attentional/Focus Concerns	
Listening Comprehension Difficulties		Gifted	
Dyslexia		Talented <input type="checkbox"/> Music <input type="checkbox"/> Visual Arts <input type="checkbox"/> Theater/Drama	
Developmental Delays		Motor Difficulties <input type="checkbox"/> Fine or <input type="checkbox"/> Gross	
Sensory Processing Difficulties		Health Concerns	
Hearing Difficulties		Administration of Medication	
Visual Difficulties		Other:	

Recommendations

- Tier 1 and 2 RTI interventions
- Tier 3 RTI interventions
- Interventions were successful, further evaluation not necessary; continue regular education **without** modifications/accommodations.
- Interventions were successful, further evaluation not necessary; continue regular education **with** modification/accommodation plan developed.
- 504 evaluation and modification/accommodation plan needed (initial or review)
- Individual evaluation for special education needed. (Pupil Appraisal team member required).
- Support services needed. (Pupil Appraisal team member signature required).
- Conduct Screenings: _____

Additional Information: _____

Evaluation

EXCEPTIONALITIES

Louisiana Administrative Code, Bulletin 1508 – Pupil Appraisal Handbook list thirteen possible exceptionalities as disabilities and two non-disability exceptionalities. The disabilities are as follows:

- Autism
- Deaf-Blindness
- Developmental Delay (DD)
- Emotional Disturbance (ED)
- Hearing Impairment (HI)
- Intellectual Disability (ID-must be distinguished as mild, moderate or severe)
- Multiple Disabilities
- Orthopedic Impairment (OI)
- Other Health Impairment (OHI)
- Specific Learning Disability (SLD)
- Speech or Language Impairment (SLI)
- Traumatic Brain Injury (TBI)
- Visual Impairment (VI)

Non-disability exceptionalities are listed as Gifted and Talented.

TWICE EXCEPTIONAL*

The term **twice exceptional**, often abbreviated as **2e**, has only recently entered educators' lexicon and refers to intellectually gifted children who have some form of disability. These children are considered exceptional both because of their intellectual gifts and because of their special needs.

A 2e child usually refers to a child who, alongside being considered intellectually above average, is formally diagnosed with one or more disabilities. The disabilities are varied: dyslexia, visual or auditory processing disorder, obsessive-compulsive disorder, sensory processing disorder, autism, Asperger syndrome, Tourette Syndrome, or any other disability interfering with the student's ability to learn effectively in a traditional environment. The child might have a diagnosis of attention deficit hyperactivity disorder, or diagnoses of anxiety or depression.

There is no clear-cut profile of twice-exceptional children because the nature and causes of twice exceptionality are so varied.

*Twice exceptional is not currently a recognized exceptionality in the Louisiana Administrative Code, Bulletin 1508 – Pupil Appraisal Handbook.

Academic Performance:

15. Date Initiated: _____

Reason for Request:

- Reading Difficulties
- Math Difficulties
- Other Academic Difficulties
- Behavior Problems
- Motor Difficulties
- Health Problems
- Visual Difficulties
- Hearing Difficulties
- Communication Difficulties
- Gifted
- Talented
 - Visual Arts
 - Music
 - Theater

16. Initiated by:

- School
- Parent(s)
- Public Agency
- Private Agency: _____
- Other: _____

17. Attach Copies of RTI Folder documents

18. Attach Copies of SBLC Meeting Summary and Status Forms

19. Attach the last achievement test
KBIT Score: _____

20. Current Placement:

- Regular Class
- Day Care Program
- Not in School
- Other: _____

21. SBLC Decision:

- Regular Class (No Further Action)
- Interventions revised/continued
- Regular Class w/Support Services
- Dyslexia/ADHD Screening (1903)
- 504 Evaluation
- Individual Evaluation (IDEA – 1508)

Date of Decision: _____

22. Dates of Screening _____ to _____

(Name given (Final Decision) to chairperson)

23. Consent signed by parent

Date: _____

24. Referral given to PAS

Date: _____

25. **Screening:** (if no record, schedule immediate screening) Complete the following:

Hearing _____ Date	<input type="checkbox"/> Normal <input type="checkbox"/> At Risk	Assist. Tech _____ Date	<input type="checkbox"/> Normal <input type="checkbox"/> At Risk
Vision _____ Date	<input type="checkbox"/> Normal <input type="checkbox"/> At Risk	Educational _____ Date	<input type="checkbox"/> Normal <input type="checkbox"/> At Risk
Health _____ Date	<input type="checkbox"/> Normal <input type="checkbox"/> At Risk	Social/Emot./Bx. _____ Date	<input type="checkbox"/> Normal <input type="checkbox"/> At Risk
Speech/Lang _____ Date	<input type="checkbox"/> Normal <input type="checkbox"/> At Risk	Sensory _____ Date	<input type="checkbox"/> Normal <input type="checkbox"/> At Risk
Motor _____ Date	<input type="checkbox"/> Normal <input type="checkbox"/> At Risk		

To ensure that the information contained in this referral is complete and has been conducted with fidelity, have the Principal/Designee review and sign.

Principal/Designee: _____

Date: _____

Coordinator's Signature: _____

Date: _____

Timelines Begin: _____

Timelines End: _____