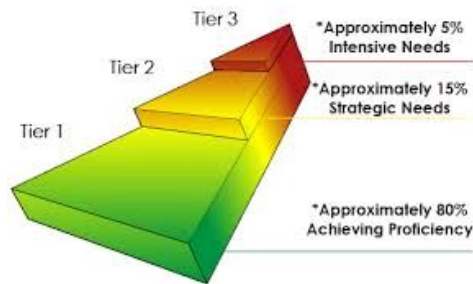


# Laurel Park Elementary School

## *How do we support our students at Laurel Park?*

If you find your student is struggling with any aspect of development (academic, behavioral, and emotional), you should know that there is a system of support in place at Laurel Park Elementary that is aligned with the district, state, and national model of intervention. The model is multi-tiered and involves support through three primary tiers.



**Tier 1/Proficient** refers to the practice of providing all students with sound research-based curriculum and school-wide positive behavioral support through the use of a range of proven instructional strategies (i.e. Common Core, Positive Behavioral Intervention and Supports). Data is collected to determine that all students are responding to instruction. Parents will receive information on how a student is performing at parent/teacher conferences, through report cards, interims, and other communication.

**Tier 2/Strategic** support is provided to any student who is not meeting the academic or behavioral standards. Using data the most foundational need is identified. The teacher and team of school professionals collaborate to develop plans for students who are in need of this level of support. An intervention that is designed to address targeted student needs will be provided either within the regular classroom or in a smaller learning setting. Students receiving Tier 2 support are monitored more frequently to help determine the effectiveness of the additional support. Parents will be notified by the teacher if their child is identified to receive Tier 2 support.

**Tier 3/Intensive** refers to the most intensive level of intervention support and is reserved for the small percentage of students who continue to demonstrate significant academic or behavioral delays after receiving support at Tier 2. These interventions are also provided to all retained students if they are currently not meeting grade-level standards. Using the data collected, a Tier 3 team identifies additional interventions to accelerate student progress based on goals that are closely monitored.

**Special Education Services** might be considered for students who continue to struggle and show a slow rate of response to Tier 3 interventions and strategies, as this might indicate the presence of an educational disability. A referral for special education testing requires a team of school-based professionals (that may include an administrator, special education teacher, school psychologist, and others) to do a comprehensive review of the previous intervention support, present performance, and historical data. Before reaching this point a student should have had regular access to interventions in Tier 2 and 3 and demonstrated a continued struggle to make progress. There are legal guidelines that must be followed to determine if a student is eligible to qualify for Special Education services.

**The work of MTSS is accomplished** in weekly PLTs (Professional Learning Teams) where teachers meet with other school professionals. Together they analyze the data of individual students or groups of students. They work to provide instruction for each child that meets his or her needs for additional support or enrichment based on the data. This is a part of an ongoing process at Laurel Park that includes knowing our students, collecting data, analyzing data, and planning appropriate instruction. This strategic approach to problem-solving is intended to ensure that all students at Laurel Park are successful.

**If you are concerned about your child's** academics or behavior, please contact your child's teacher. He or she will be happy to talk to you about the supports being provided here at school. We believe strongly in the process of tiered supports through which we are able to determine the most appropriate supports to provide success for your child.