

## Student Support Resources – Lakeridge Elementary School



### Classroom Resources and Instructional Practices

- Differentiation and personalization appropriate to individual students
- K-2 research-based, comprehensive literacy program focused on language acquisition, phonological awareness, fluency, and vocabulary
- K-5 handwriting curriculum directed at building writing fluency in manuscript and cursive
- Accommodations designed by a student-centered team, provided by educators, and described in appropriate 504 plans and Individual Education Programs
- Formative and ongoing assessments ensure identification of struggling and advanced student skills
- K-5 universal administration of early literacy and reading assessments using AIMSweb
- Online math and reading supports for additional practice and repetition of skills
- Paraeducator assistance in the general education, learning support, and special education classrooms

### Building Resources

- **Learning Support Program (LSP)**- Learning Support is best described as our second tier of the three-tier Response to Intervention (RtI) support model
  - Early identification of students' literacy and numeracy needs
  - Targeted assessments administered at frequent intervals to monitor progress
  - Additional diagnostic assessments given to students to further uncover specific learning challenges and plan instructional programs accordingly
  - Collaborative use of interventions between classroom teachers (Tier I) and learning support teachers (Tier II)
  - Pull-out and push-in programming to meet student needs
  - Research-based curriculum deployment according to student need
  - Use of the Building Guidance Team (BGT) resources when students do not make adequate progress toward closing personal achievement gaps
- **Learning Support Program (LSP) Qualification Process**
  - The school team, including the classroom teacher, learning support teacher, and other school specialists meet regularly to collaborate about students
  - The team offers recommendations for targeted interventions
  - If the student does not respond to the intervention the team may recommend the student for Learning Support
  - Students participate in Learning Support until the team feels that the student has made the appropriate progress or needs a more comprehensive intervention
- **Behavior Support and Academic Interventionist**
  - Additional paraprofessional intervention provides positive behavior support to all students
- **Social and Emotional Development**
  - Access to Mercer Island Youth and Family Services Counselor inside the school day
- **Special Education Program (See Student Support Services-District-Wide)**

### Out of District Resources

Mercer Island School District recognizes that parents may choose to avail themselves of off campus educational opportunities for their children. Parents may access a variety of third party service providers:

- Tutors
- Private schools
- Online courses or support
- Special educational programs for quarter/trimester/year

## **Student Support Services - District-Wide**

### **Special Education**

Approximately 10% of the Mercer Island School District K-12 student population qualifies for one or more special education services. Special education is a federal and state mandated program that districts are obligated to provide.

### **Building Guidance Team (BGT)**

- Parents and teachers who suspect a child may have a disability and may be in need of specially designed instruction or special services may, at any time, refer a student to the Building Guidance Team
- This team is a multidisciplinary group of individuals and may include several of the following participants: principal, psychologist, special education teacher, speech and language pathologist, occupational therapist, counselor, nurse, general education teacher, parent
- The team meets to review data for children who are not progressing as expected, despite documented classroom interventions
- The outcome of the meeting is to determine if additional classroom support or interventions are needed, if the child may be in need of a formal plan for accommodations/modifications (via a 504), or if an evaluation to determine eligibility for special education is required. Depending on the team decision, the BGT may meet again.
- If an evaluation is required, and if the child is found eligible for special education, parents and professionals form an Individual Education Program (IEP) team and meet to develop a written plan
- Special education services are delivered in both general and special education settings based on the unique needs of the child
- Plans are reviewed by the team at least once annually and re-evaluations are conducted triennially.

### **Preschool**

Some preschool children with disabilities may receive special education services in the District Preschool, located at the Boys and Girls Club. Others may attend local preschools, but come to the district to receive speech, occupational, and/or physical therapy.

### **Resource Rooms**

Resource Room teachers primarily design individual academic programs (e.g., reading, writing, math, etc.) for children who require specially designed instruction. In addition, they may also provide non-academic support in areas such as social skills, behavior, and organizational study skills.

### **Personalized Learning Programs (PLP)**

Personalized Learning Programs teachers primarily design individual programs for children with an emphasis on supporting social, emotional, and behavioral growth. Children in the PLP program may receive academic instruction by the PLP teacher, or may receive this support from the Resource Room or classroom teacher. Significant changes to content, methods and/or pacing of instruction are generally required in a PLP program. These programs may also provide instruction in life skills, recreation and leisure and vocational training.

### **Therapy**

Some students with disabilities may require therapy, such as speech and language therapy, occupational and/or physical therapy, in order to obtain benefit from education. Services are provided during the school day and are described in the child's individualized education plan.

### **Transition Program for Students from 18-21**

The Transition Program is for young adults who require one or more additional years of instruction prior to graduation. The transition program is located at Crest, but spend most of the day in the community and job sites.

### **English Language Learner Program (ELL)**

The English Language Learner Program (ELL), located primarily at Island Park Elementary School, Islander Middle School, and Mercer Island High School, facilitates the development of ELL students' proficiency in English. The primary goal of the program is to support language acquisition to allow students to participate fully in the regular classroom setting. Students develop English language proficiency through direct instruction in a pullout setting as well as sheltered support in the classroom. All ELL students attend regular classes while participating in the ELL Program. Eligible K-5 students are considered for placement at Island Park Elementary or in classrooms where their needs can most appropriately be met. Eligible 6-12 students take one period of ELL class at their respective school and receive additional assistance from the ELL teacher when appropriate.