



LPS Student Supports

Lawrence Elementary School

- ❖ Multi Tiered System of Supports (MTSS)
 - ❖ Positive Behavior Intervention and Support (PBIS)
 - ❖ Collection of Formative Data: Daily-Weekly-Monthly-Quarterly
 - ❖ WIN Time (What I Need / Tier 2 and 3 supports)
 - ❖ Reading Specialist, Title Services, and At Risk (Jeni Beal)
 - ❖ Instructional Coach, Title Services, and At Risk (Laura VanNiman)
 - ❖ Behavior Specialist, At Risk, and Homelessness Liaison (Tara Lampe)
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- ❖ Special Education Director (Aaron Tennant)
- ❖ EL (English Learner) Teacher (Saul Romero EL)
- ❖ Reading and Math Specialist (Jenny Combs)
- ❖ Social Worker (Melissa Shultz SSW)
- ❖ Mental Health Clinician (Crystal Hughes MHC)
- ❖ Speech Language Pathologist (Katy Harman SLP)
- ❖ Direct Teacher Consultant for Special Education (Beth Baker DTC)
- ❖ School Psychologist (Aimee Beehler PSY)
- ❖ Special Education Paraprofessionals (3)
- ❖ At Risk Paraprofessional (.5)
- ❖ Title Paraprofessional (3)
- ❖ Maple Creek Alternative Education

Lawrence Jr/Sr High School

- ❖ Multi Tiered System of Supports (MTSS)
 - ❖ Positive Behavior Incentive System (PBIS)
 - ❖ Collection of Formative Data: Daily-Weekly-Monthly-Quarterly
 - ❖ Seminar (Time for Tier 2 and 3 supports)
 - ❖ Special Education Director (Aaron Tennant)
 - ❖ Social Emotional Support (Greg Rozefeld)
 - ❖ Dean (Noah Wiswary)
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- ❖ Social Worker (Melissa Shultz SSW)
- ❖ EL Teacher (Saul Romero EL)
- ❖ Mental Health Clinician (Crystal Hughes MHC)
- ❖ Special Education Paraprofessionals (2)
- ❖ Bilingual Paraprofessional (1)

Classroom Supports (partial list)

Differentiated instruction, scaffolding, visual aids, graphic organizers, menu learning, assistive technology, clear routines, positive reinforcement, sentence starters, study skills instruction, accessible materials, text-to-speech, and SIOP

Multi-Tiered System of Supports (MTSS)

What is MTSS

Multi-Tiered System of Support (MTSS) is a format for organizing school staff and resources to meet the needs of all kinds of children – those who do well, and those who may need an extra boost. Services are provided in levels, from regular classroom instruction, to small groups, to highly individualized interventions. Help can be provided with academics, behavior, or both.

- **How MTSS Resources Are Managed**

Teams meet on a scheduled basis to review data and make decisions about how students are progressing. Team members include:

- Teachers
- Intervention Providers
- Administrators
- Other Professionals

- **How MTSS Data is Collected**

Data is collected for screening, progress monitoring, diagnostic assessment and program evaluation.

- State assessments, interim assessments, and district assessments are currently being designed and selected to add to our understanding of students.

What MTSS Looks Like

The Tiers in MTSS are three levels of service that provide increasing amounts of support.

Tier 1

- Includes all students within a school
- Focus is on prevention
- Short screening tests may be used to evaluate how the grade level is doing, and identify individual students who might need extra help
- Class grades, previous tests, and other records may help identify students for assistance
- Grade and team meetings provide a structure to review data and make decisions together

Tier 2

- Primary level of intervention
- Small groups are formed around students with similar needs
- Strategies and programs with demonstrated track records are used
- New scores and test data are collected as often as once a week, or once a month, to evaluate whether or not the program is working for that student
- An intervention that is not producing gains can be intensified or even changed
- Older students often need to spend much longer in an intervention to demonstrate an impact

Tier 3

- Individualized interventions
- Provided to students who continue to struggle despite work at Tier II

How MTSS Works

MTSS is a continuing cycle during the school year, and even between school years. Information about the student's skills is used to determine when the intervention is successful, or when it needs to be changed or intensified.

- **Screening Measures**

A variety of short tests or data review techniques are used to check on the progress of all students within a building. These can include screening tests like DIBELS, AIMSweb or math screeners. They can also include reviews of existing information, such as discipline records, current grades, or test results from previous years.

- **Interventions are planned to target skill areas.**

- **Monitoring:** Just like screening, this includes a wide range of activities to measure how a student is performing. Short, repeatable tests fall into this category, as well as grades and intervention program records.
- Teams determine if intervention is successful, needs to continue, or if it needs to be more intense.



What is WIN Time

All students take part in a daily 45 minute block time that is called WIN Time for both literacy and math. WIN is an acronym that stands for “What I Need,” and this time is built into our master schedule. It is a time set aside for teachers and staff to deliver specific instruction (Tier 2 and 3) targeting the individual needs of each student.

Using our grade-level assessment performance data, all students are placed in an area of instruction during WIN time that fits exactly “What he/she Needs.” These groupings are fluid, and staff will collaborate to make adjustments on placements of their students each month.

Throughout the day all students will receive 90 minutes of daily instruction in math and 120 minutes in literacy. WIN Time is an additional 45 minutes of instruction that takes place each day. All staff are assigned a WIN Time group. This includes classroom teachers, support staff, and administrators. All students in each grade level will go to one of the WIN time sessions to receive direct, skill-based instruction based on their individual needs.

We are very proud of the opportunities that WIN Time offers every student in the building and believe this allows us to meet students where they are academically. This is without question dynamic support for our students’ learning at the highest level.

Key Points to WIN Time:

Focus on Individual Needs:

Teachers use data to identify areas where each student needs additional support, whether it's remediation, enrichment, or social-emotional learning.

Personalized learning:

WIN Time allows for a more individualized approach to education, catering to diverse student abilities and learning styles

Flexible grouping:

Students are grouped based on their specific needs, allowing for small group interventions with targeted instruction.

Differentiated Instruction:

Activities and lessons are designed to address the unique learning needs of each student within a group.

Potential Activities:

This time can be used for re-teaching concepts, reviewing material, working on specific skills, participating in enrichment activities, or receiving support from specialists like reading interventionists or speech therapists.

Benefits of WIN Time:

Improved Student Achievement:

By providing targeted support, students can close learning gaps and make greater academic progress.

Increased student engagement:

When students are receiving instruction that directly addresses their needs, they are more likely to be engaged and motivated.



Mental Health Supports

If you are experiencing an emergency, please call 911 immediately.

If you would like to report an immediate mental health concern, please call 269-539-5905.

Mental Health and Social Emotional Well Being Guidelines

Lawrence Public Schools recognizes the social emotional well being and mental health needs of our students, families, and staff. We also recognize the critical importance of developing systems to best identify, support, and monitor the members of our learning community.

Processes and resources, outlined below, are available to ensure families, students, and staff receive the support they need.

VanBuren County/VBISD/Statewide

[VanBuren County Mental Health Supports](#)
[VanBuren County Youth Intervention Programs](#)
[VanBuren County Family Intervention Services](#)
[VanBuren County Adult and Family Services](#)
[VBISD Mental Health Student Resources](#)
[VBISD Coordinated School Health](#)
[VBISD Youth Initiative](#)
[Mental Health Support \(MI\)](#)
[NAMI West Michigan](#)
[988 Suicide Crisis Line](#)
[Youth Suicide Preventions](#)

LPS

[Ok2Say \(Anonymous Tip Line\)](#)
[Navigate 360 \(Holistic Safety/SEL\)](#)
[School Psychologist \(Partnership with VBISD\)](#)
[School Counselor \(Greg Rozefeld\)](#)
[School Social Worker \(Partnerships with VBISD\)](#)
[LES Programming \(Ken Mohny\)](#)
[Jr/Sr HS Programming \(Holly Bruning\)](#)
[VBISD Mental Health Clinicians](#)
[SW Michigan Behavioral Support](#)
[McKinney-Vento Program \(Homelessness\)](#)

Lawrence Public Schools

- ❖ Mental health and social-emotional well-being will be part of daily discussions and informal screening every day in classrooms
- ❖ The district has a Crisis Team who meets to ensure our systems and resources are appropriately documented and managed
- ❖ Students may work with a School Psychologist or Social Worker to determine what ongoing supports are best.
- ❖ School Counselor is available to meet with students on a personal basis and routinely checks in with students.
- ❖ Students receive IEP and 504 support as required/needed.
- ❖ MTSS/PBIS teams will develop programming in regards to multi tiered supports and positive behavior interventions.
- ❖ Please contact the building principal regarding specific details regarding social emotional learning and support provided by LPS.
- ❖ All staff are Mandatory Reporters.

