

## Profile and Plan Essentials

<b>LEA Name</b>		<b>AUN</b>
Laurel SD		104374003
<b>Address 1</b>		
2497 Harlansburg Rd		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip</b>
New Castle	PA	16101
<b>Director of Special Education Name</b>		
Nicole Bell		
<b>Director of Special Education Email</b>		
nbell@laurel.k12.pa.us		
<b>Director of Special Education Phone Number</b>		<b>Director of Special Education Ext</b>
7246588940		2940
<b>Chief Administrator Name</b>		
Mr Leonard A Rich		
<b>Chief Administrator Email</b>		
lrich@laurel.k12.pa.us		

## Special Education Students

**Total Number of Students Receiving Special Education** 115

**School District Total Student Enrollment** 971

**Percent of Students Receiving Special Education** 11.8

## Steering Committee

<b>Name</b>	<b>Position/Role</b>	<b>Building</b>	<b>Email</b>
Nicole Bell	Director of Special Education	Laurel SD	nbell@laurel.k12.pa.us
Jessica Miles	Special Education Teacher	Laurel MS	jmiles@laurel.k12.pa.us
Monica Rich	Special Education Teacher	Laurel El Sch	mrich@laurel.k12.pa.us
Kim Stewart	General Education Teacher	Laurel El Sch	kstewart@laurel.k12.pa.us
Jennifer Horodyski	General Education Teacher	Laurel HS	jhorodyski@laurel.k12.pa.us
John and Jennifer Drew	Parent	Laurel El Sch	jrdrew4@hotmail.com
Ryan and Kelly Rossman	Parent	Laurel HS	rossmarp@gmail.com
Mr. Leonard Rich	Superintendent	Laurel SD	lrich@laurel.k12.pa.us
Dan Svirbly	Building Principal	Laurel El Sch	dsvirbly@laurel.k12.pa.us
Kirk Lape	Building Principal	Laurel HS	klape@laurel.k12.pa.us
Timothy Redfoot	Board Member	Laurel SD	tredfoot@laurel.k12.pa.us

## School District Areas of Improvement and Planning - Indicators

### Suspension/Expulsion by Race/Ethnicity (Indicator 4B)

**Indicator not flagged at this time.**

### Disproportionate Representation by Race/Ethnicity (Indicator 9)

**Indicator not flagged at this time.**

### Disproportionate Representation by Race/Ethnicity/Disability (Indicator 10)

**Indicator not flagged at this time.**

### Timely Initial Evaluations (Indicator 11)

**Indicator not flagged at this time.**

### Secondary Transition (Indicator 13)

**Indicator not flagged at this time.**

## Graduation (Indicator 1)

**Indicator not flagged at this time.**

## Drop Out (Indicator 2)

**Indicator not flagged at this time.**

## Assessment (Indicator 3)

**Indicator not flagged at this time.**

## Education Environments (Indicator 5)

**Indicator not flagged at this time.**

## Parent Involvement (Indicator 8)

**Indicator not flagged at this time.**

## Early Childhood Transition (Indicator 12)

**Indicator not flagged at this time.**

## Post-School Outcomes (Indicator 14)

**Indicator not flagged at this time.**

## Resolution Sessions (Indicator 15)

**Indicator not flagged at this time.**

## Mediation (Indicator 16)

**Indicator not flagged at this time.**

School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.

## Identification Method

Identify the District's method for identifying students with specific learning disabilities

Discrepancy Model

Building Name	AUN	Branch Number	RTI	Approved RTI Use
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## Non-Resident Students Oversight

1. **Is your district currently a host district for a 1306 facility?**

No

1. **Describe the host's educational oversight to ensure students with disabilities are educated in the least restrictive environment while in the 1306 facility? (If not a host, answer as if you were.)**

The district is not a host for a 1306 facility. No matter what, Laurel School District is committed to providing FAPE to any eligible student residing in the District. When the District is made aware of a student who is in need of special education or thought to be in need of special education, the District procedures are followed as would be for any other student. An evaluation process would be initiated and an IEP, if necessary, would be generated, based on the Evaluation Report. Programming, location, related services and specially designed instruction would be addressed to ensure the student's educational success. The District has not encountered any barriers that would limit its obligations under Section 1306 of the Public School Code.

2. **Describe the district's procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school?**

The district would be contacted by the 1306 facility and all special education documentation would be transferred over in IEPWriter. Programming, location, related services, specially designed instruction, and transition would be addressed to ensure the student's educational success through the IEP and IEP team.



## Incarcerated Students Oversight

1. **Does the district have an adult correctional facility that houses juveniles within its geographical boundaries?**

No

1. **Describe the system of oversight the District would implement to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated and when deemed eligible, are offered a free appropriate public education (FAPE).**

There are no prisons or other locations for incarcerated students located within the District. If a facility were to locate within the District, the District would utilize existing Child Find procedures and design a system to ensure a free appropriate public education (FAPE) is available and provided for any student identified and in need of special education services and participate in the IEP process. The Laurel School District is committed to providing FAPE to any eligible student residing in the District, including those that may be incarcerated. When the District is made aware of an incarcerated student who is in need of special education or thought to be in need of special education, the District procedures are followed as would be any other student. An evaluation process would be initiated and an IEP would be generated based on the Evaluation Report. Programming, location, related services, transition services, and specially designed instruction would be addressed to ensure the student's educational success.

## Least Restrictive Environment

### 1. **Review the district's data for Least Restrictive Environment. Highlight areas of improvement.**

Trend data in the LEA tables and six year longitudinal data from our Special Education Data Report has maintained a healthy LRE percentage (less than state percentage). Each year show a decrease in the number of students with an IEP served in general education classrooms for increased portions of the school day. The Special Education Data Report shows over the past 10 years, from 15-16 to 22-23 increased LRE by 17.3%. Over the past six years an increase of 2.1% in the number of students receiving itinerant level of support (inside reg ed class 80% or more). So the district has made correction in LRE and continues to maintain a healthy balance in LRE over the last six years. Special Education Data Report (Educational Environments) - The percentage of Itinerant level of support is as follows: (15-16 school year, 54.5% itinerant services [state 61.8]; 16-17 school year, 63% itinerant [state 62.4]; 17-18 school year, 69.6% itinerant [state 62]; 18-19 school year, 72.5% [state 61.5]; 19-20 school year, 69.7% [state 61.5]; 20-21 school year, 67.6% [state 62.1]; 21-22 school year, 70.2% [state 61.8]; 22-23 school year, 71.8% [state 61.6]. I feel the implementation and revamping of our Core Team to incorporate more MTSS services has drastically improved our Special Education numbers to be more in-line with the state's target percentages.

### 2. **What universal practices does the district utilize to address the academic and social/emotional needs of all students in need of accommodations to their learning environments?**

Within the last four years the district administrators have really revamped and focused on providing Multi-Tiered System of Support - MTSS to ensure we are meeting the needs of the children in the Least Restrictive Environment. This has built upon our successful practices and implementation of District and Building level Core teams that have addressed student academic, social, emotional and behavioral needs for the past 10 plus years. We have been designated as a model site by PDE for our core team process and implementation with fidelity. This has resulted in student's needs being met by Tier I or II interventions therefore not needing special education services. For example, data from our School-wide Positive Behavior Support Program indicates a decrease in the number of students being identified as Emotionally Disturbed. In addition, the implementation of MTSS in our speech program has caused a drastic decrease in our speech needs. This is related to the effective supports and research-based practices that occur in the regular education classroom as well. The IEP teams work cooperatively to determine the most appropriate, least restrictive environment for each student to be educated. Students placed outside the school district are placed primarily on the recommendation of the Mental Health, Human Services or Court systems. When the IEP team determines the placement of all students, the least restrictive environment is always considered first. If a student is in need of a specific program that is not offered within the District, the team determines what setting is most appropriate. The supplementary aids and services in the general education classroom that were discussed prior to recommending removal are identified in their individual IEP, based upon need including: modifications and accommodations to the general education curriculum; supports that could be provided to enable the student to participate in general education (testing accommodations, small group instruction, individual instruction, adapted materials, instructional modifications, and para support, etc.); benefits from individualized instruction at the child's instructional level and pace; benefits for the opportunity for social interaction of typical peers; student behavior that would interfere with learning of others or self; if the use of assistive technology would enable the student to participate in general education; and what skills needed to be taught to ensure full participation.

### 3. **Describe the academic programming and training efforts the LEA utilizes to ensure meaningful participation of students with disabilities in the general education curriculum.**

Activities have included completion of the Integrating Differentiated Instruction with Understanding by Design. We continue to make year to year progress. Professional development and IEP team continue to focus on the regular education classroom and regular education curriculum as the starting points regarding planning for appropriate programs. Teams continue to consider supplemental aides and services to support eligible students in the Least

Restrictive Environment. Placements are based on individual student needs and not specifically related to any particular type of disability . Professional development continues to focus on building capacity within our regular education.

**4. Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities.**

Students have the same opportunity as typical peers to participate in nonacademic, academic, and extracurricular activities. All special education students are encouraged to participate in nonacademic activities and classes. All students are included in Music, Physical Education, Art and Technology, regardless of their disabilities. At the High School, all students are included in non-academic courses according to their schedule selection. All special education student are encouraged to participate in extracurricular activities. This information is reviewed and discussed as part of the IEP process. If the students needs support in the extracurricular or nonacademic class, it is provided. Support has been provided to students both during and after school. The staff goes to extensive measures to ensure that all students are fully included in nonacademic activities.

**5. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities placed in private institutions are educated with non-disabled children and have the opportunity to participate in district lead extracurricular activities?**

Students have the same opportunity as typical peers to participate in nonacademic, academic, and extracurricular activities. All special education students are encouraged to participate in nonacademic activities and classes. All special education student are encouraged to participate in extracurricular activities. This information is reviewed and discussed as part of the IEP process. The IEP team reviews the options for educational placement during the meeting. Supplemental support and services are discussed and documented on the IEP and evaluation process, the team discusses which supports and services are needed and the options of how and where that support will be delivered. Parents take an active role in the decision-making. The discussion of the student remaining in the general education setting for the entire day is always a consideration both with and without supplementary supports and services. This discussion is part of every IEP.

**6. Discuss the district’s need to build capacity and expand programs and services in an effort to provide a continuum of services. (Consider the out of district placement chart)**

The Laurel School District has continually increased supports that would enable students to participate in the general education and within the home district. We have very few students placed out of the district and at this time it was determined by the IEP team that the needs of those few students placed out of the district are best met in their current placement. If additional supports are identified, this would be addressed immediately. At this time, the current supports are sufficient to meet the needs of each student with an IEP.

**Out of District Placements**

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
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Watson Institute Education Center	Approved Private School (APS)		Watson Institute Education Center	Life Skills Support	1
Cray Education Center	Licensed Private Academic	Emotional Support Program	Cray Education Center	Emotional Support	2
Cray Challenges AEDY	Licensed Private Academic		Cray Education Center	Learning Support	1

## Positive Behavior Support

### Date of Approval

2020-04-07

### Uploaded Files

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#### 1. **How does the district support the emotional, social needs of students with disabilities?**

The District's Positive Behavior Support Policy includes all of the required components of the state code. Please see the attached Policy. The district's behavioral management policy is reviewed by the new staff members as part of the teacher induction program. The district school psychologist works individually with teams regarding the development of individual behavior plans and strategies. The district in-services the teaching and paraprofessional staff yearly regarding behavioral concerns. The district has utilized the behavioral consultant from MIU-IV for consultation regarding specific students. Yearly, information from the Bureau of Special Education regarding School-wide Behavioral Support is disseminated to the teaching staff and others. The district has adopted Policy Number 113.2 "Behavior Support". We reviewed the Midwestern Intermediate Unit IV (MIU-IV) approved and Pennsylvania School Board Association (PSBA) recommended behavior management policies. Students with disabilities that have disciplinary issues are considered with regard that the disability contributes to the behavior of concern. This is examined through a manifestation determination process. Emphasis is on teaching pro-social and preventative techniques, gathering appropriate evaluation data, constructing effective positive behavior plans and instruction that is consistent with the student's educational, behavioral and emotional needs. Students identified with Intellectual Disability are not denied FAPE through suspensions. Our data indicates that the District is maintaining appropriate behavioral management methods and that students with disabilities are not being excluded. Both the special education and the regular education population maintain low rates of suspension and expulsion. This is due in part to the positive behavioral climate created in the district in addition to the philosophy that students need the benefit of instruction and alternative behavioral strategies in lieu of suspension. It is the practice of the IEP teams to meet and review students demonstrating behavioral difficulties and to develop an effective Behavioral Intervention Plan. The District practices the implementation of functional behavioral assessment, manifestation determination, and IEP review prior to a change in placement. The School Psychologist regularly meets with building principals regarding student attendance. Students with disabilities are not sent home for disciplinary reasons. Data over the last several years indicate that the District is able to successfully maintain students within the school settings. As per Laurel School District Board Policy, parents are informed immediately and the district either files a report with the local authorities or the police are called to the school and appropriate actions are taken. Parents are notified according to Emergency Contact information provided by the parent or guardian to the school district. The Laurel School District utilizes the procedures outlined in Pennsylvania State Board of Education (22.PA code Chapters 14 and 432 Standards and Regulations for Special Education Programs and Services. If a decision needs to be made about a suspension or expulsion of a special education student, the Principal contacts the Special Education Administrator, and the team discusses the infraction, takes into consideration the student's disability, current supports in place and contacts the parents to make them aware of the situation. If suspension/expulsion is considered for a student with Intellectual Disability, or if the suspension will exceed 10 consecutive days or 15 cumulative days for any other (Non-ID) student, the district holds a Manifestation Determination meeting to determine the student's behavior was or was not a manifestation

of their disability. The parent, LEA, teacher(s), support staff and any other person that works with the student are part of the team to determine the appropriate disciplinary action. A Notice of Recommended Educational Placement (NOREP) is issued as needed and/or an alternative placement is determined. Information discussed in suspension/expulsion meetings include (but is not limited to the following): evaluation information, medical information, IEP, implementation of IEP, student input, teacher input, parent input, nurse and school psychologist input, behavior (SWIS) data, progress monitoring data (academic and behavioral/emotional), academic progress and administrator input.

2. **Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention.**

The LEA's PBS Policy includes a description of personnel training on use of PBS, de-escalation techniques, and emergency responses. The District's Positive Behavior Support Policy includes all of the required components of the state code (Please see the attached Policy). The district's behavioral management policy is reviewed by all new staff members as part of the Teacher Induction Program. The district school psychologist works individually with teams regarding the development of individual behavior plans and strategies. The District in-services the teaching and paraprofessional staff yearly regarding behavioral concerns. The district has utilized the behavioral consultant from MIU-IV for consultation regarding specific students. Yearly, information from the Bureau of Special Education regarding School-wide behavioral Support is disseminated to the teaching staff and others. The Laurel School District's PBS procedures include research-based practices and ensure that restraints are used only as a last resort. Laurel School District's PBS procedures include description of personnel training regarding the use of PBS, de-escalation techniques, and emergency responses. The Laurel School District employs PBS as the primary method of addressing problem behaviors. The Laurel School District maintains and report data on restraints as required. When restraints have been needed, the district makes every attempt to use positive behavioral supports, first. Students who require specific intervention to address behavior that interferes with learning have behavior support plans included as part of the IEP. Students' IEPs that include the use of restraints explain how restraints will be used only with specific component elements of PBS, in conjunction with teaching of socially acceptable alternative skills. Personnel are authorized and trained in PBS and crisis restraint procedures on a regular basis. When a student is referred to law enforcement, an IEP meeting will be held, the Functional behavioral Assessment will be updated or developed (with parent permission if FBA is not part of the current IEP/progress monitoring), and a PBS Plan will be developed/revised by the team. The district does have a written discipline policy (Please see attached school calendar that includes a summary of the policy). This calendar is provided to all families residing in the district. In addition, this summary is detailed on the District Web Page. The District continues its involvement with the PDE, PaTTAN, and Midwestern Intermediate Unit IV for implementing School Wide Positive Behavior Support trainings and interventions. We have been able to restructure our student and teacher expectations, building structure and management, all with the end result of incorporating positive, pro-active behavior models and expectations that everyone is aware of and understands. Students, staff, and parents have been in-serviced on what the District expectations are and how everyone is to interact and behave in order to reach those expectations. Several programs have been put into place K-12 to encourage students and faculty in displaying expected behaviors. On-going trainings, conferences, inservices, and assemblies have been organized and scheduled to assist in reaching our goals of positive behavior. The District has also utilized the School -Wide Information System (SWIS) behavior tracking system will allows District Core Teams to review trends and highlight problematic behaviors for interventions. The District will continue to partner and provide professional development opportunities regarding confidentially accessing behavioral health supports. This ongoing process assists in making linkages with mental health agencies and schools through building level Core Teams. This partnership assists all involved in strengthening our ties and supports with community agencies and ultimately improving family/student outreach with mental health needs. Current SWPBS models include use of the embedded PATHs & Lion's Quest Social Skills Curriculum, Service Learning and Dr. Scott Ross' "Stop, Walk & Talk" Bully Prevention Program. The district will continue to seek research-based programs that support the social, emotional and behavioral growth of our students.

**3. Describe the district positive school wide support programs.**

The District's behavior policy indicates how students with disabilities are to be disciplined and what behavior interventions should be utilized. All interventions are predicated upon clear, direct, specific and concrete communications, with the communication pattern being a strong partnership between the school, parent, and student. The system involves the use of a three-tier hierarchical model based upon the best practices sited within the current professional literature. It is a Tiered system that works positively to achieve acceptable behaviors by students. The three levels of intervention are: Level I: Good classroom management strategies. Level I does not require a Behavioral Management Plan attached to the IEP. Level II: Specific interventions designed for individual students. Level II requires a Behavioral Management Plan attached to the IEP. Level III: Very restrictive interventions which can only be considered after Level II interventions are determined ineffective. Level III interventions require the IEP Team to reconvene. Aversive techniques, restraints, or discipline procedures may not be used as a substitute for a behavioral management program. The following aversive techniques are considered inappropriate and may NOT be used by agencies in educational programs: (PA Standards 342.36) 1. Corporal punishment 2. Punishment for a manifestation of a student's disability 3. Locked rooms, locked boxes, other locked structures or spaces for which the student cannot readily exit 4. Noxious substances 5. Deprivation of basic human rights, such as withholding meals, water, or fresh air 6. Serial suspensions 7. Treatment of a demeaning nature 8. Electric shock 9. Method is implemented by untrained personnel 10. Methods which have not been outlined in agency's plan

Level I: Classroom management traditionally has been associated with discipline, control, or other terms that connote reducing unacceptable student behavior. Classroom management is commonly viewed as a prerequisite to instruction, something that must be accomplished so that teaching can occur. Successful classroom management involves not merely responding effectively when problems occur, but also preventing problems from occurring by creating environments that encourage learning and appropriate behavior. Thus, comprehensive classroom management incorporates both proactive planning for an encouragement of productive behavior as well as reactive responding to unproductive student behavior. Proactive classroom management activities involve the establishment and maintenance of a productive learning environment that fosters high levels of student engagement and prevention of student disruptions. The effectiveness of behavior control strategies will be maximized when used in conjunction with preventive methods. Without proactive management methods, behavior change interventions will have limited long-term effectiveness. Research evidence has revealed that engaging students at their instructional level will decrease negative behavior.

Level II: The twin goals of behavioral intervention are: 1. Increase appropriate or adaptive behavior and 2. Decrease inappropriate or maladaptive behavior. The underlying assumption of any behavioral intervention is that students' behavioral problems represent either deficits in adaptive behavior, or excesses in behavior that prove maladaptive in the student's environment. If a student is unable to carry out a required task or behavior because of deficits in prerequisite skills, the task of instruction may be to develop the lacking skills. In contrast, a student may be capable of performing a target skill or behavior but may for some reason not demonstrate the skill at a level commensurate with ability. In addition to basic acquisition or performance deficits, consideration must be given to other potential interfering behaviors.

Level III: These interventions are formal behavior programs, which are restrictive in nature and may modify the student's rights during implementation. They specifically focus on restraining strategies and are considered more intrusive to personal freedom than either Level I or Level II interventions. Level III interventions may not be employed as punishment. Level III interventions may not be employed for the convenience of staff. Level III interventions may not be employed as a substitute for an educational program. The District also outlines the student expectations within the student handbook, which is distributed to every student within the District. In the event that a student with an IEP is assigned to an Alternative Education for Disruptive Youth (AEDY) facility (i.e., Cray Challenges), the student's IEP will be implemented while temporarily assigned in the AEDY facility.

**4. Describe the district school-based behavior health services.**

We continue to support our community mental health partners in engaging the Systems of Care (SOC) and the Integrated Systems Framework (ISF). Through

partnership with Midwestern Intermediate Unit IV and Lawrence County support providers we continue to support a coalition focused on facilitating student, family and educator confidential access to community-based supports. Successes have included transition from the Juvenile Advisory Council model to the Communities That Care model that focuses on data-based problem-solving and structuring of community-based supports. Added resources have included a countywide maintained website of community-based resources and lots of the 211 call support system where families can call for assistance in gaining access to community-based resources. We have partnered with Lawrence County Mental Health (Human Service Center), Angelus Therapeutic Services (Wellness Program), Value Behavioral Health, and Sharon Regional (Sharon, Pennsylvania) to provide on-site, mental health counseling for students and families. This partnership has removed barriers to families and students who seek mental health counseling and supports as well as medication management.

**5. Describe the district restraint procedure.**

The LEA maintains and reports data on restraints as required by the Secretary. When restraints have been necessary, reports have been reported through the RISC system and the IEP team and district continue to make every attempt to use positive behavioral supports first and utilize preventative practices. Parents are given notice when a restraint is used and, unless waived in writing, an IEP meeting takes place within 10 school days. Students who require specific intervention to address behavior that interferes with learning have behavior support plans as part of their IEPs. When less restrictive methods have not adequately met the students needs, a Permission to Evaluate or Permission to Re-Evaluate is requested to complete a Functional Behavioral Assessment (FBA) that is included in an Evaluation Report and then incorporated into a Positive Behavior Support Plan in the student's IEP. For student with an existing behavior plan, consistent, ongoing monitoring occurs. Students' IEPs that include the use of restraints explain how restraints will be used only with specific component elements of PBS, in conjunction with the teaching of socially acceptable alternative skills. Personnel are authorized and trained in PBS and crisis restraint procedures. Annual in-services training is conducted for staff, administrators, school resource officers and para-professional each school year (through MIUIV Safety-Care). We acknowledge that the use of restraints is an intervention of "last resort" and is detailed in the students IEP. In the event that a student needs restrained, we would follow established procedures including documentation of restraint, reporting to parents within 24 hours, and reporting to the RISC web-based program established by the Pennsylvania Department of Education. In the event that a student is restrained, an IEP meeting is held with 10 school days.



## Intensive Interagency

**Please address any areas of concern with students who are placed on Instruction Conducted in the Home or who are at a substantial risk of waiting more than 30 days for an appropriate educational placement.**

The District has been successful in securing and locating programs for students with disabilities to ensure the provision of FAPE. In the past, the District has worked collaboratively with the Local Interagency Team to identify programming and placement needs for students with disabilities. The District has consulted with the Intermediate Unit IV, CASSAP meetings, Lawrence County System of Care and resources from outside agencies such as mental health when considering appropriate programming to meet student needs while keeping them as close to the home as possible. The District would use the Midwestern Intermediate Unit IV liaison and PaTTAN as well as the Interagency Coordinators for assistance in placement issues with students with disabilities as needed. The District would use the Midwestern IU IV liaison and PaTTAN as well as the Interagency Coordinators for assistance in placement issues with students with disabilities as needed. The District ensures the provisions of instruction for any student placed on Instruction in the Home due to ongoing placement needs. The District would comply with any reporting procedures as required by the department. There are no students with disabilities on Instruction in the Home in the District.

## Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Mrs. Rich	Elementary	Full-time (1.0)	03/22/2024 01:02 PM

<b>Building Name</b>		
Laurel El Sch		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades K-6)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
There are 3 students outside the allowed age range on her caseload. IEP team has completed an age-range waiver for each of the students.		0.05

<b>Building Name</b>		
Laurel El Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
There are three students outside the allowed age range. IEP team has completed an age-range waiver for each of these students.		0.25

<b>Building Name</b>
Laurel El Sch

<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
IEP team has completed an age-range waiver for each of these students.		0.67

<b>Building Name</b>		
Laurel El Sch		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
IEP team has completed an age-range waiver for each of these students on her roster.		0.02

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Mrs. Long	Secondary	Full-time (1.0)	03/25/2024 09:28 AM

<b>Building Name</b>		
Laurel HS		
<b>Support Type</b>		
Life Skills Support		

<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 21
<b>Age Range Justification</b>		<b>FTE %</b>
There are three students outside the allowed age range. The IEP team has completed an age-range waiver for each of these students.		0.4

<b>Building Name</b>		
Laurel HS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 21
<b>Age Range Justification</b>		<b>FTE %</b>
The IEP team has completed an age-range waiver for each of these students.		0.38

<b>Building Name</b>		
Laurel MS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.12

<b>Building Name</b>		
Laurel MS		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Jessica Miles	Secondary	Full-time (1.0)	03/25/2024 11:43 AM

<b>Building Name</b>		
Laurel MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.35

<b>Building Name</b>
Laurel MS

<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		12
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.24

<b>Building Name</b>		
Laurel HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.16

<b>Building Name</b>		
Laurel HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>

	0.25
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Mrs. Jacobs - Speech Therapist	Multiple	Full-time (1.0)	03/27/2024 01:02 PM

<b>Building Name</b>		
Laurel SD		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		50
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Multiple	5 to 21
<b>Age Range Justification</b>		<b>FTE %</b>
No student outside the age range attend speech together. They are individual sessions or never outside the age range. Although we still have the parents sign an age range waiver just in case.		0.77

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Jenna Petronelis	Secondary	Full-time (1.0)	07/27/2023 02:17 PM

<b>Building Name</b>
Laurel HS
<b>Support Type</b>

Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		15
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.3

<b>Building Name</b>		
Laurel HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.2

<b>Building Name</b>		
Laurel HS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.08



<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Mrs. Prossen	Elementary	Full-time (1.0)	03/27/2024 02:41 PM

<b>Building Name</b>		
Laurel El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		12
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.24

<b>Building Name</b>		
Laurel El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Kelly Bintrim	Secondary	Full-time (1.0)	03/27/2024 02:44 PM

<b>Building Name</b>		
Laurel HS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.04

<b>Building Name</b>		
Laurel HS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
There are four students outside the allowed age range. IEP team has completed an age-range waiver for each of these students.		0.25

<b>Building Name</b>
Laurel HS
<b>Support Type</b>

Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>Building Name</b>		
Laurel HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		11
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.22

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Ms. Sherwood	Elementary	Part-time (0.5)	03/27/2024 02:46 PM

<b>Building Name</b>		
Laurel El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		

Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>Building Name</b>		
Laurel El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.16

## Special Education Facilities

<b>Building Name</b>		<b>Room #</b>
Laurel El Sch		418
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
30 feet, 0 inches x 24 feet, 0 inches	720sqft	25
<b>Implementation Date</b>		
2018-08-13		
<b>Uploaded Files</b>		
Map Laurel Elementary.pdf		

### 1Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

<b>Building Name</b>		<b>Room #</b>
Laurel HS		403
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
35 feet, 0 inches x 27 feet, 0 inches	945sqft	33
<b>Implementation Date</b>		
2016-05-13		
<b>Uploaded Files</b>		
Map of Laurel Middle High School.pdf		

### 2 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

<b>Building Name</b>		<b>Room #</b>
Laurel MS		127
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
21 feet, 0 inches x 29 feet, 0 inches	609sqft	21
<b>Implementation Date</b>		
2016-08-15		
<b>Uploaded Files</b>		
Map of Laurel Middle High School.pdf		

### 3 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

<b>Building Name</b>		<b>Room #</b>
Laurel HS		212
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
31 feet, 0 inches x 21 feet, 0 inches	651sqft	23
<b>Implementation Date</b>		
2021-08-13		
<b>Uploaded Files</b>		
SKM_C45822042813401.pdf		

#### 4Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

<b>Building Name</b>		<b>Room #</b>
Laurel El Sch		403/405
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
20 feet, 0 inches x 40 feet, 0 inches	800sqft	28
<b>Implementation Date</b>		
2000-08-13		

<b>Uploaded Files</b>
SKM_C45822042813400.pdf

5 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

<b>Building Name</b>		<b>Room #</b>
Laurel El Sch		412
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
30 feet, 0 inches x 24 feet, 0 inches	720sqft	25
<b>Implementation Date</b>		
2021-08-23		
<b>Uploaded Files</b>		
Map Laurel Elementary.pdf		

6 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	



The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

<b>Building Name</b>		<b>Room #</b>
Laurel MS		120 and 122
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
31 feet, 0 inches x 42 feet, 0 inches	1302sqft	46
<b>Implementation Date</b>		
2022-05-13		
<b>Uploaded Files</b>		
Map of Laurel Middle High School.pdf		

7Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

<b>Building Name</b>		<b>Room #</b>
Laurel El Sch		098/099
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
32 feet, 0 inches x 54 feet, 0 inches	1728sqft	61

<b>Implementation Date</b>
2011-08-15
<b>Uploaded Files</b>
Map Laurel Elementary.pdf

**8Assurance Check**

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

## Special Education Support Services

### 9Special Education Support Services

<b>Special Education Support Services</b>	<b>Numerical Value</b>	<b>Primary Location</b>	<b>Contractor or District</b>
School Psychologist	1	District Wide	District
Director of Pupil Services	1	District Wide	District
Guidance Counselor	2	Secondary	District
Paraprofessionals	6	Elementary	District
Paraprofessionals	6	Secondary	District

## Special Education Personnel Development

### Autism

Description of Training			
Classroom Strategies for ASD			
Lead Person/Position		Year of Training	
Director of Pupil Services		2025	
Hours Per Training	Number of Sessions	Provider	Audience
6	2	District Intermediate Unit PaTTAN Other	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

### Positive Behavior Support

Description of Training			
SWPBIS Regional Coaches Day			
Lead Person/Position		Year of Training	
Director of Pupil Services and Principals		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
3	3	Intermediate Unit PaTTAN	Building Administrators Special Education Teachers Other

Description of Training
-------------------------

Safety Care Training			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Jessica Neofotistos		2024 2025 2026 2027	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
4	2	Intermediate Unit	Building Administrators Special Education Teachers Other

### Paraprofessional

<b>Description of Training</b>			
Para Summer Series			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
MIU - IV		2024 2025 2026 2027	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
7	4	Intermediate Unit	Paraprofessionals

### Transition

<b>Description of Training</b>	
Secondary Transition Coordinators Work Group	
<b>Lead Person/Position</b>	<b>Year of Training</b>
Transition Teacher/Mrs. Bintrim	

Hours Per Training	Number of Sessions	Provider	Audience
2	2	Intermediate Unit	Special Education Teachers

### Science of Literacy

Description of Training			
Structured Literacy			
Lead Person/Position		Year of Training	
Mrs. Columbus		2024 2025 2026	
Hours Per Training	Number of Sessions	Provider	Audience
2	5	District	Building Administrators General Education Teachers Special Education Teachers

### Parent Training

Description of Training			
The Virtual Family Series			
Lead Person/Position		Year of Training	
Director of Pupil Services			
Hours Per Training	Number of Sessions	Provider	Audience
1	9	Intermediate Unit Other	Parents

## IEP Development

<b>Description of Training</b>			
Writing IEPs Designed for Educational Benefit and Compliance			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Director of Pupil Services		2026	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
6	1	Intermediate Unit	Special Education Teachers

## Signatures & Affirmations

Approval Date  
2022-06-08

### Uploaded Files

Affirmation of the Special Education Plan Laurel SD 2022.pdf

- x There are a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.
- x The school district has adopted a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The school district implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.
- x The school district has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.
- x The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.
- x The school district follows the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.
- x The school district affirms the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

### Superintendent/Chief Executive Officer

Leonard A. Rich

### Date

2022-06-27



