

Wyoming Area SD
Special Education Plan Report
07/01/2019 - 06/30/2022

District Profile

Demographics

252 Memorial St
Exeter, PA 18643
(570)655-3733
Superintendent: Janet Serino
Director of Special Education: Vanessa Nee

Planning Committee

Name	Role
Carmella Granteed	Ed Specialist - School Psychologist : Professional Education Special Education
Ann Giglio	High School Teacher - Special Education : Special Education
Vanessa Nee	Special Education Director/Specialist : Special Education

Core Foundations

Special Education

Special Education Students

Total students identified: 584

Identification Method

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

The district currently utilizes the Discrepancy Model to identify students with Specific Learning Disabilities (SLD). The district assumed its Psychological Services beginning in the 1999-2000 school year resulting in more in-depth evaluations and more accurate identification and programming for our students. After a student is referred for an evaluation for special education, a Permission to Evaluate is issued, and once it is returned the school psychologist works with a team of people, including parents and teachers, to gather appropriate information. When considering if a student has a specific learning disability, the school psychologist administers and/or interprets individual cognitive tests and tests of achievement. If a severe discrepancy exists in one or more area between cognitive functioning and achievement and contributing social, behavioral and instructional factors can be ruled out a specific learning disability is identified.

Enrollment

Review the Enrollment Difference Status. If necessary, describe how your district plans to address any significant disproportionalities.

The data is publicly available via the PennData website. You can view your most recent report. The link is: <https://penndata.hbg.psu.edu/PublicReporting/DataataGlance/tabid/2523/Default.aspx>

There is a significant disproportionality at Wyoming Area in the overall enrollment of students in special education programs with that of the state. Based on the 2017-2018 Special Education Data Report, Wyoming Area had a special education percentage of 20.4% as compared with the PA State Average of 16.9%, with a 3.5% difference. The Special Education Data Report indicated that Wyoming Area had two disability categories that showed a higher percentage of district enrollment over the state percentage. The category of "Other Health Impairment" (OHI) had a higher percentage (24.8%) as compared with the state average (15.7%). This disability category is used to qualify students with ADD/ADHD and many other mental health diagnoses. It is the belief that the district has done our due-diligence and exercised prudent judgment when assigning disability categories during the evaluation process. Often we are provided documentation from outside medical professionals regarding diagnoses which we always consider during the evaluation process.

It is our belief that the slightly underrepresented categories of “Emotional Disturbance” and “Specific Learning Disability” may contribute to this higher number of students with OHI. In many cases, the students with the primary disability category of OHI have been assigned secondary categories as well. Also, the category of “Intellectual Disability” (ID) had a slightly higher percentage (7.6%) than the state average (6.4%). We will review our criteria and evaluation procedures in order to make sure that we are assigning disability categories in accordance with federal and state regulations. Also, the data from the Special Education Data Report will be shared with the district Child Study Teams in order to modify procedures for the start of the 2019-2020 School Year.

Non-Resident Students Oversight

1. How does the District meet its obligation under Section 1306 of the Public School Code as the host District at each location?
2. How does the District ensure that students are receiving a free appropriate public education (FAPE) in the least restrictive environment (LRE)?
3. What problems or barriers exist which limit the District's ability to meet its obligations under Section 1306 of the Public School Code?

Wyoming Area School District does not host any locations that fall under Section 1306 of the Public School Code. If a Wyoming Area became a host district to a 1306 facility we would immediately establish communication and rapport with facility educational liaisons in order to provide a free and appropriate public education (FAPE) in the least restrictive environment (LRE) to any residents who may be in need of special education services.

The following steps would be taken if a 1306 facility was established in the physical boundaries of the Wyoming Area School District:

1. The district would assume responsibility for students in the facility and would contact the home school district of any students identified as being in need of special education services. Students in the 1306 facility would be considered residents of the Wyoming Area School District and have access to any and all educational services provided.
2. The district would provide any and all specially designed instruction and continually progress monitor for students in the facility.
3. If barriers arose, the district would work with all concerned parties, including representatives from the 1306 facility, home school district representatives and parents to ensure that the provision of FAPE in the LRE.

Incarcerated Students Oversight

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).

The Wyoming Area School District has no facilities for incarcerated students within the district's boundaries. If such facility should open the district would take the following steps to ensure FAPE:

1. The district would hold monthly meetings with facility to discuss possible incoming students and their current educational plans in order to locate possible students with disabilities.
2. The district would gather any and all records of incoming students and review such records for indication that a disability may be present.
3. The district would perform evaluations or reevaluations as necessary in order to assess the students' needs.
4. The district would use any and all assessment information to formulate an IEP for students who are in need of special education. IEPs would be implemented and collaboration with facility would continue.

Least Restrictive Environment

1. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled children, and that removal from the regular education environment only occurs when education in that setting with supplementary aids and services, cannot be achieved satisfactorily.
2. Describe how the District is replicating successful programs, evidence-based models, and other PDE sponsored initiatives to enhance or expand the continuum of supports/services and education placement options available within the District to support students with disabilities access the general education curriculum in the least restrictive environment (LRE). (Provide information describing the manner in which the District utilizes site-based training, consultation and technical assistance opportunities available through PDE/PaTTAN, or other public or private agencies.)
3. Refer to and discuss the SPP targets and the district's percentages in the Indicator 5 section - Educational Environments. Also discuss the number of students placed out of the district and how those placements were determined to assure that LRE requirements are met.

Procedure

A local education agency (LEA) representative attends every IEP meeting, including those held in locations outside the district, to ensure that every eligible student is provided the supplementary aides and services necessary to remain included with non-disabled peers to the maximum extent practical. The continuum of placements is considered and discussed at all IEP meetings prior to the decision on location of the program. IEP teams are trained to consider the LRE when planning. During IEP meetings, the team makes every effort to ensure to educate students with disabilities with their non-disabled peers. Students are removed from the regular education classroom only when the child's present levels and annual goals require specially designed instruction that cannot occur in the regular education class with supplementary aides and services.

Programs

The district has Learning Support Programs at every grade level. Paraprofessionals are utilized at all levels to provide assistance for students with disabilities within the general curriculum. The paraprofessionals have all completed the state training modules and have all received the

competency certificate or they the equivalent of 2 years post-secondary education at a credentialed educational institution. They also receive training by the district at least 20 hours per school year. Wyoming Area School District has increased the number of co-taught classes at the Elementary, Middle, and High School to provide for more opportunities for exceptional students to be included with their peers. Through the utilization of the co-teaching model, our students are integrated more into the general curriculum in a regular education classroom. All students receiving learning support services in grades K-12 are fully included for science, social studies, and non-academic subjects. Many of those students are also included successfully into Math, Reading and English classes. A district wide training has been provided on "Inclusive Practices."

The district operates two Emotional Support Class at the Primary and Intermediate school level. Staff have been trained in Safety Care Training and Applied Behavior Analysis. The District also has a Life Skills Support program at the primary level in response to an increasing need. The location of the class allows us to educate students with a higher level of need in the home school. Previously, these students may have had to have been sent to a class in a neighboring school district operated by the Luzerne Intermediate Unit (LIU). Wyoming Area also hosts programs at the secondary level for students with low-incidence disabilities. These programs are run by the LIU and having them located in our district allows us to have our students in need of that intensive level and type of support to be educated in their home school.

The District employs a two speech/language clinicians and contracts services occupational therapy, physical therapy, vision support, and deaf/hard of hearing support in order to provide the services those students need in order access the regular education program within the district.

We have teachers and paraprofessionals trained in Safety Care in order to support students with behavior problems. Special education teachers and the school psychologist can conduct functional behavioral assessments and to write and implement positive behavior support plans as part of the specially designed instruction for individual students. This allows teams to plan for interventions in the LRE prior to considering any out-of-district placement for students with behavioral needs.

SPP/Educational Environments

The district did not meet SPP targets for one of three categories in Indicator 5. We continue to strive and make gains in this area. Professional development continues to take place for IEP teams in LRE.

In addition, guiding documents are being developed in order to facilitate useful and meaningful progress towards the LRE. New remedial reading programs have been implemented for the early elementary years and in turn will have a positive effect on inclusionary practices. The Wyoming Area SD needs to review the calculation formula used to identify these students as it is believed errors may have been occurring to produce these numbers.

Behavior Support Services

1. Provide a summary of the District policy on behavioral support services including, but not limited to, the school wide positive behavior supports (PBS).
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.
3. If the district also has School-Based Behavioral Health Services, please discuss it.

The District Policy 113.2 addresses Behavior Support. It ensures that students with disabilities shall be educated in the least restrictive environment and shall only be placed in settings other than the regular education class when the nature or severity of the student's disability is such that education in the regular education class with the use of appropriate supplementary aids and services cannot be achieved satisfactorily. The district's behavior support programs shall be based on positive rather than negative behavior techniques to ensure that students shall be free from demeaning treatment and unreasonable use of restraints or other aversive techniques. The Wyoming Area School District shall provide regular training and re-training as needed, of staff in the use of specific procedures, methods and techniques that will be used to implement positive behavior supports or interventions in accordance with students' IEPs and Board policy. School-wide expectations and systems of rewards and consequences exist in all of our school buildings.

The district works closely with behavioral health teams that service students in our district. We have implemented the use of the SCCBH teams in our schools to provide behavioral supports to meet our student's needs.

Wyoming Area intends to expand on our school-wide supports and provide training and support to our teachers in the area of classroom and behavioral management. The district has trained teachers and associates in Safety Care. The training focuses on preventative measures and has specific protocols for the de-escalation of students who may be experiencing behavioral difficulties.

The district hired their own Social Worker to provide direct group and individual services to those students who it may benefit.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

1. If the LEA is having difficulty ensuring FAPE for an individual student or a particular disability category, describe the procedures and analysis methods used to determine gaps in the continuum of special education supports, services and education placement options available for students with disabilities.
2. Include information detailing successful programs, services, education placements as well as identified gaps in current programs, services, and education placements not available within the LEA. Include an overview of services provided through interagency collaboration within the LEA.
3. Discuss any expansion of the continuum of services planned during the life of this plan.

Ensuring a Free Appropriate Public Education (FAPE) for students with more complex needs is difficult.

The district has utilized the LIU and other local agencies to ensure FAPE for these difficult to place students. As always the LRE is considered when placing students. Typically it is students with intensive behavioral or medical needs that require outside placement. When such cases arise the district makes every effort to educate those students in their home schools. We have provided Personal Care Assistants (PCA) to those students in need. We have worked well with outside nursing and behavioral agencies and welcomed their support of students within the school. The district has also worked with and contracted with behavioral specialists to conduct assessments and help draft and oversee plans in the LRE.

When necessary, the district seeks placement outside the home school. Fortunately there are several options available within a reasonable distance. Such options all specialize in students with complex and diverse needs. The IU can offer educational settings both within public schools and in separate facilities. We have also developed successful partnerships with New Story, The Graham Academy and Children Service Center, all of which have had proven successes with difficult to place students and use research-based intervention strategies. The Director of Special Education and Assistant Director of Special Education attends all IEP meetings at such placements and return to the home-school is always discussed.

The district continues to collaborate with the Luzerne Intermediate Unit to expand our continuum of services to service students with significant needs.

The District uses Child and Adolescent Service System Program (CASSP) services at all levels when providing FAPE becomes a challenge.

Assurances

Special Education Assurances

The Local Education Agency (District) has verified the following Assurances:

- Implementation of 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.
- Implementation of 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 District implements mechanisms to disseminate child find information to the public, organizations, agencies and individuals on at least an annual basis.
- Assurances of 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.
- Compliance with the PA Department of Education, Bureau of Special Education's report revision notice process.
- Following 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.
- Assurance of 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.

24 P.S. §1306 and §1306.2 Facilities

There are no facilities.

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
New Story	Other	Emotional Support and Autistic Support	9
Graham Academy	Other	Autistic Support and Emotional Support	5
Alternative Learning Center	Special Education Centers	Emotional Support	3
Dallas MS	Neighboring School Districts	Autistic Support and Emotional Support	1
Kistler Elementary	Neighboring School Districts	Multidisabilities Support	1
Liberty Academy	Special Education Centers	Dual Diagnosis / Emotional Support / Partial Hospitalization	4
Martin Mattei MS	Neighboring School Districts	Life Skills Support / Emotional Support	6
LCCC (Transition Program ages 18-21)	Other	Life Skills Support	4
West Side CTC	Neighboring School Districts	Life Skills Support	3
Lynwood Learning Center	Special Education Centers	Emotional Support / Partial Hospitalization	3
Children's Service Center Partial Hospitalization and TEP	Other	Emotional Support / Partial Hospitalization	2
Instruction in the Home	Instruction in the Home	Autistic Support and Life Skills Support	1
West Side CTC	Neighboring School Districts	Learning Support	29
Wyoming Valley West School District	Neighboring School Districts	Emotional Support	4

Special Education Program Profile

Program Position #1

Operator: Intermediate Unit

PROGRAM DETAILS

Type: Position

Implementation Date: July 1, 2019

Reason for the proposed change: Update program profile date

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	18 to 21	8	1
Locations:				
Wyoming Area Secondary Center	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #2*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Class*Implementation Date:* July 1, 2019*Reason for the proposed change:* Update program profile**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	19 to 21	8	1
Locations:				
Wyoming Area Secondary Center	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #3*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* July 1, 2019*Reason for the proposed change:* Updated program profile**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 6	23	0.4
Justification: Speech therapist pulls students into sessions by grade/age level. There is never a group exceeding the 3 year age span.				
Locations:				
Wyoming Area Kindergarten Center	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	6 to 10	35	0.6
Justification: Speech therapist pulls students into sessions by grade/age level. There is never a group exceeding the 3 year age span.				
Locations:				
Wyoming Area Primary Center	An Elementary School Building	A building in which General Education programs are operated		

Program Position #4*Operator:* School District**PROGRAM DETAILS***Type:* Class and Position

Implementation Date: July 1, 2019

Reason for the proposed change: Updated program profile

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	10 to 13	40	0.62
Justification: Speech therapist pulls students into sessions by grade/age level. There is never a group exceeding the 3 year age span.				
Locations:				
Wyoming Area Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	13 to 18	20	0.36
Justification: Services are delivered to students based on need.				
Locations:				
Secondary Center	A Junior High School Building	A building in which General Education programs are operated		

Program Position #5

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: July 1, 2019

Reason for the proposed change: Update program profile.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 6	6	0.63
Justification: K students are serviced at the K Center.				
Locations:				
Wyoming Area Kindergarten Center	An Elementary School Building	A building in which General Education programs are operated		

Program Position #6

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: July 1, 2019

Reason for the proposed change: Update program profile.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 18	43	1
Locations:				
Wyoming Area Secondary Center	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #7

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: July 1, 2019

Reason for the proposed change: Update program profile.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 16	36	1
Locations:				
Wyoming Area School District	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #8

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: July 1, 2019

Reason for the proposed change: Updated program profile

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	18	1
Locations:				
Wyoming Area Secondary Center	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #9

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: July 1, 2019

Reason for the proposed change: Updated program profile

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	16	1
Locations:				
Wyoming Area Secondary Center	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #10

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: July 1, 2019

Reason for the proposed change: Updated program profile.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	18	1
Locations:				
Wyoming Area Secondary Center	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #11*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2019*Reason for the proposed change:* Updated program profile.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 17	18	1
Locations:				
Wyoming Area Secondary Center	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #12*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2019*Reason for the proposed change:* Updated program profile**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 16	15	1
Locations:				
Wyoming Area Secondary Center	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #13*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2019*Reason for the proposed change:* Updated program profile**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 19	18	1
Locations:				
Wyoming Area Secondary	A Junior/Senior High	A building in which General		

Center	School Building	Education programs are operated		
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Program Position #14*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2019*Reason for the proposed change:* Updated program profile**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 13	25	1
Locations:				
Wyoming Area Intermediate Center	An Elementary School Building	A building in which General Education programs are operated		

Program Position #15*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2019*Reason for the proposed change:* Change in age range and adjustment in caseload.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 11	17	1
Locations:				
Wyoming Area Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #16*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2019*Reason for the proposed change:* Update program profile.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12	15	1
Locations:				
Wyoming Area Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #17*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2019

Reason for the proposed change: Change in age range and adjustment in caseload.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 13	20	1
Locations:				
Wyoming Area Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #18

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: July 1, 2019

Reason for the proposed change: Change in type of support and an adjustment in caseload

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	10 to 13	7	1
Justification: Services delivered to students in their home district.				
Locations:				
Wyoming Area Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #19

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: July 1, 2019

Reason for the proposed change: Change in age range and adjustment in caseload.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 7	13	1
Justification: Students receive instruction based on their level of need.				
Locations:				
Wyoming Area Primary Center	An Elementary School Building	A building in which General Education programs are operated		

Program Position #20

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: July 1, 2019

Reason for the proposed change: Change in age range and adjustment in caseload.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80%)	Learning Support	7 to 8	15	1

but More Than 20%)				
Locations:				
Wyoming Area Primary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #21*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2019*Reason for the proposed change:* Update program profile.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 9	19	1
Locations:				
Wyoming Area Primary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #22*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* July 1, 2019*Reason for the proposed change:* Adjustment in caseload.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	6 to 9	12	1
Locations:				
Wyoming Area Primary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #23*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Class*Implementation Date:* July 1, 2019*Reason for the proposed change:* Updated program profile**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	10 to 13	6	1
Locations:				
Wyoming Area Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #24*Operator:* School District

PROGRAM DETAILS*Type: Class**Implementation Date: July 1, 2019**Reason for the proposed change: Change in age range and adjustment in caseload.***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 9	27	1
Locations:				
Wyoming Area Primary Center	An Elementary School Building	A building in which General Education programs are operated		

Program Position #26*Operator: School District***PROGRAM DETAILS***Type: ClassandPosition**Implementation Date: July 1, 2019**Reason for the proposed change: Update program profile.***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	6 to 9	12	1
Locations:				
Primary Center	An Elementary School Building	A building in which General Education programs are operated		

Program Position #27*Operator: Intermediate Unit***PROGRAM DETAILS***Type: ClassandPosition**Implementation Date: July 1, 2019**Reason for the proposed change: Updated program profile***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	13 to 18	10	0.15
Justification: Speech therapist pulls students into sessions by grade/age level. There is never a group exceeding the 3 year age span.				
Locations:				
Wyoming Area Secondary Center	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #28*Operator: School District***PROGRAM DETAILS***Type: ClassandPosition**Implementation Date: July 1, 2019**Reason for the proposed change: Update program profile.***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 11	15	0.75
Locations:				
Wyoming Area Intermediate Center	An Elementary School Building	A building in which General Education programs are operated		

Program Position #29*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2019*Reason for the proposed change:* Update program profile.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12	13	1
Locations:				
Wyoming area Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #30*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* July 1, 2019*Reason for the proposed change:* Update program profile.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 13	19	1
Locations:				
Intermediate Center	An Elementary School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
School Psychologist	All School District Buildings	1
Special Education Director	All School District Buildings	1
Special Education Secretary	All School District Buildings	1
Personal Care Aides	Various School District Buildings	7
Special Education Aides	All School District Buildings	22
Nursing Services	All School District Buildings	3
Assistant Director of Special Education	All School District Buildings	1

Social Worker	All School District Buildings	1
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Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Physical Therapist	Intermediate Unit	9 Hours
Occupational Therapist	Intermediate Unit	5 Days
Transition Specialist	Intermediate Unit	3 Days
Nursing Services	Intermediate Unit	5 Hours

District Level Plan

Special Education Personnel Development

Autism

Description	Teachers and staff will gain skills on how to identify and understand the characteristics of students with ASD and will effectively implement strategies that allow such students to be successfully included within the general education classroom.
Person Responsible	Director and Assistant Director of Special Education
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Professional Education, Special Education, Student Services

Professional Development Details

Hours Per Session	3.0
# of Sessions	3
# of Participants Per Session	25
Provider	LIU 18 & PATTAN
Provider Type	IU
PDE Approved	Yes
Knowledge Gain	Research-based instructional strategies to utilize with students with ASD.
Research & Best Practices Base	Research on interventions for students with ASD.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA	Provides the knowledge and skills to think and plan strategically,

administrators, and other educators seeking leadership roles	<p>ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	Series of Workshops
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</p> <p>Paraprofessional</p> <p>Related Service Personnel</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Peer-to-peer lesson discussion</p>
Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Classroom student assessment data</p>

Behavior Support

Description	Effective Behavioral Intervention and Positive Supports
Person Responsible	Director and Assistant Director of Special Education & Director of Curriculum
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Professional Education, Special Education, Student Services

Professional Development Details

Hours Per Session	3.0
# of Sessions	6
# of Participants Per Session	24
Provider	Behavioral Specialists
Provider Type	IU
PDE Approved	Yes
Knowledge Gain	Effective Behavioral Strategies
Research & Best Practices Base	Research based practices on Positive Behavior Support as per PDE
For classroom teachers, school counselors and education specialists	<p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	Series of Workshops
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator

	and/or peers Data reviews
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

Paraprofessional

Description	Paraeducators will demonstrate increased knowledge of the issues related to students with disabilities. They will be able to better meet the needs of these students in all areas of the curriculum.
Person Responsible	Director and Assistant Director of Special Education
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	3.0
# of Sessions	21
# of Participants Per Session	20
Provider	LIU 18
Provider Type	IU
PDE Approved	Yes
Knowledge Gain	7 sessions per school year (20 hours approx.) are offered - topic areas are those offered by the PATTAN Training center for Paraprofessionals for that year.
Research & Best Practices Base	All topics are based on best practices for paraeducators as per PDE.
For classroom teachers, school counselors and education specialists	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
For school or LEA administrators, and other educators seeking	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students

leadership roles	are aligned to each other as well as to Pennsylvania's academic standards.
Training Format	Series of Workshops
Participant Roles	Paraprofessional
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Observation by teachers.
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

Reading

Description	Implementation of Research-based Reading Programs and Progress Monitoring Systems.
Person Responsible	Director and Assistant Director of Special Education
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	6.0
# of Sessions	6
# of Participants Per Session	25
Provider	Curriculum Specialists
Provider Type	For Profit Company
PDE Approved	Yes
Knowledge Gain	Research-Based Intervention

Research & Best Practices Base	Research-based reading/progress monitoring interventions
For classroom teachers, school counselors and education specialists	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	Series of Workshops
Participant Roles	Classroom teachers Paraprofessional
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8)
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p>

Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Classroom student assessment data</p> <p>Review of participant lesson plans</p>
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Transition

Description	Student transition plans within the IEP and transition activities will effectively address student needs.
Person Responsible	Director & Assistant Special Education Director and LIU Transition Coordinator
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Professional Education, Special Education, Student Services

Professional Development Details

Hours Per Session	2.5
# of Sessions	12
# of Participants Per Session	13
Provider	LIU 18 & WASD
Provider Type	IU
PDE Approved	Yes
Knowledge Gain	Teachers will become more knowledgeable about what activities should occur within the transition plan. Indicator 13 Training has been provided. Training on Bridges Career Exploration has been provided. Teachers are utilizing the PDE Transition resources to develop a scope and sequence to follow in the transition process and within the IEP.
Research & Best Practices Base	Indicator 13 and Transition Resources through PDE
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and</p>

	community partners.
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	Series of Workshops
Participant Roles	<p>Classroom teachers</p> <p>School counselors</p> <p>Parents</p>
Grade Levels	<p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Review of IEP Transition plans</p>
Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Review of IEP Transition Plans; student transition portfolios</p>

Special Education Affirmations

We also affirm our understanding that any requests for any deviations from the Chapter 14 regulations, standards, policies, and procedures must be made in writing to the Pennsylvania Department of Education. The school district understands that the Special Education Component of the District Level Plan will be approved by PDE in accordance with the following criteria as set forth in 22 Pa. School Code § 14.104 and as part of the District Level Plan:

1. 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.
2. 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.
3. 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.
4. The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.
5. 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.
6. 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.

We affirm that the school district has completed a 28 day public inspection and comment period as required under 22 PA Code § 4.13 (d) prior to the school entity's governing board approval and submission to the Department of Education (Bureau of Special Education).

Affirmed by Deanna Farrell on 4/9/2019

Board President

Affirmed by Janet Serino on 4/9/2019

Superintendent/Chief Executive Officer