

Profile and Plan Essentials

Special Education Students

Total Number of Students Receiving Special Education 546
School District Total Student Enrollment 2147
Percent of Students Receiving Special Education 25.4

Steering Committee

Name	Position/Role	Building	Email
Jon Pollard	Superintendent	Wyoming Area SD	jpollard@wyomingarea.org
Robert Galella	Director of Curriculum	Wyoming Area SD	rgalella@wyomingarea.org
Eric Speece	Building Principal	Wyoming Area Sec Ctr	espeece@wyomingarea.org
Shaun Rohland	Building Principal	Wyoming Area Kindergarten Ctr	srohland@wyomingarea.org
David Pacchioni	Building Principal	Wyoming Area Primary Ctr	dpacchionni@wyomingarewa.org
Brian Strazdus	Building Principal	Wyoming Area Intermediate Ctr	bstrazdus@wyomingarea.org
Courtney Pentka	Special Education Teacher	Wyoming Area Primary Ctr	cpentka@wyomingarea.org
Amanda Amitia	Special Education Teacher	Wyoming Area Intermediate Ctr	aamitioa@wyomingarea.org
Ann Giglio	Special Education Teacher	Wyoming Area Sec Ctr	agiglio@wyomingarea.org
Jennifer Conflitti	Parent	Wyoming Area Intermediate Ctr	jconflitti@wyomingarea.org
Vanessa Nee	Director of Special Education	Wyoming Area SD	vnee@wyomingarea.org

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)

Improvement and Planning Activity
Procedure: A Local education agency (LEA) representative attends every IEP meeting, including those held in locations outside of the district to ensure that every eligible student is provided the supplementary aids 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 their program. IEP teams are trained to consider the LRE when planning 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.

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

Corrective Action	Improvement and Planning Activities
Improvement Plan: FSA 11/11A Least Restrictive Environment...	There has been an extension given with this correction instituted during the school year of 2016-2017. In order to improve the school district's LRE percentage, continual and ongoing training must be had to effectively implement co-teaching at the secondary center. This training will continue through the 2022-2023 school year. Also, an effective MTSS team must meet and guarantee that all children are receiving multiple support options prior to the implementation of a more restrictive placement within the arena of special education. Wyoming Area primary center is increasing its efforts with Title 1 reading intervention along with the inclusion of i-Ready remediation, daily, in the subject areas of math and ELA. i-Ready will be used for remediation at least 10-15 minutes daily in both subject arenas.

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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Significant Disproportionality - Placement

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends	Improvement Planning and Activities

Significant Disproportionality - Discipline

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Significant Disproportionality - Identification

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

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 Wyoming Area School District currently has no children's institution within its borders. The district does understand that under Section 1306 of the School Code, the host school district is required to allow nonresident students in children's institutions, including detention homes, drug and alcohol treatment centers and others, located within their borders, to attend the public schools of the host school district. If any 1306 facilities come within our school boundaries, the WA would follow the same processes for our resident students. Once students enroll in our district we would request records from their previous educational institutions. Wyoming Area would honor their child find responsibilities. For a child with a disability with an IEP or Service Agreement, when not prohibited by court order, the Wyoming Area school district must consider the educational placement options to educate the student in the Wyoming Area district's public schools. If the Wyoming Area school district and parent through the IEP or Service Agreement process determine that an alternative educational setting will appropriately address the student's educational needs, the Wyoming Area School district is responsible for providing the student with FAPE and any needed special education or services consistent with 22 PA Code Chapter 14 and the IDEA or with 22 PA Code Chapter 15 and Section 504 of the Rehabilitation Act of 1973. For students eligible for services under 22 PA Code Chapter 14, this means the Wyoming Area school district is responsible for making decisions regarding the goals, specially designed instruction, and educational placement for each student through the IEP Team process. Similarly, the Wyoming Area school district is responsible for conferring or meeting with the family and for developing a Service Agreement for a qualified handicapped student pursuant to 22 PA Code Chapter 15. In addition to ensuring that an appropriate educational program is provided, the Wyoming Area school district has a Child Find responsibility per 34 CFR § 300.111 Child Find for children thought-to-be-eligible for special education services and/or accommodations within the Wyoming Area school district's jurisdiction. This responsibility includes locating, identifying, and evaluating all § 1306 students with suspected disabilities, including but not limited to, evaluating students for whom a request for an evaluation has been made. In fulfilling the Child Find obligation, the Wyoming Area school district cannot rely entirely on information from the facility, but must make independent efforts to ascertain whether eligible students are present. If the Wyoming Area school district suspects that a child may be eligible for special education or for a Service Agreement under 22 PA Code Chapter 15, the Wyoming Area school district must seek informed consent to initiate evaluation procedures from an individual who meets the definition of parent in the IDEA, a surrogate parent appointed by the Wyoming Area school district, or a person appointed by a court to provide such consent. If a child who is handicapped under Section 504 or is identified by a school district as thought-to-be disabled and in possible need of specially designed instruction under the IDEA and Chapter 14, the Wyoming Area school district should procedurally move forward with a special education evaluation under the IDEA and Chapter 14. One indication that a child is thought-to-be-eligible may include a determination by the Wyoming Area school district, parent, or a professional that the child's educational needs cannot be met in a regular public school setting. For children suspected as IDEA eligible students, Wyoming Area school district is responsible for maintaining contact with the student's resident school district for the purpose of keeping the resident school district informed of its plans for educating the student and seeking the advice of that district with respect to the student. The Wyoming Area school district is legally obligated to ensure that all Non-Residential Students receive their education by a certified special education teacher.

Wyoming Area collaborates with all host districts who maintain a 1306 facility to ensure that WA students are being provided FAPE, IDEA compliance, and compliance with Chapters 14, 15, and 16 of Title 22 of the Pennsylvania Code to prepare to meet any applicable promotion and / or graduation requirements. Wyoming Area participates in student team meetings to ensure adequate programming and works collaboratively to ensure Child Find.

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

The Wyoming Area School district would meet as an IEP team including the parents to review and discuss the current IEP from the previous school. The team would determine the most appropriate services to meet the student's needs, make any necessary revisions to the existing IEP and issue a NOREP to begin services. The practice of providing an education in the least restrictive environment would apply regardless if the student were a resident or 1306 student. Wyoming Area would answer the guiding questions in section VII part A of the IEP to ensure students are educated in the least restrictive environment. The residential facility must also notify the Wyoming Area and resident school districts at least two (2) weeks prior to the anticipated discharge date for the child, if possible. The residential facility must also cooperate on an on-going basis with Wyoming Area and resident school districts to facilitate the education of the student, the provision of FAPE, and discharge planning. Such cooperation also includes providing staff from Wyoming Area or resident school districts or another educational entity access to the facility. If the student does not have an individual acting as a parent on their behalf, the residential facility will notify the host school district and DHS to assure appointment of a proper education decision-maker. When a student is placed in a 1306 facility, WA will collaborate with the host district to ensure a smooth transition from a school setting into a 1306 facility setting. Paperwork is shared and a team meeting is conducted regarding the needs of the student regarding educational programming. A district representative will participate in team meetings to address progress and transitions. Upon notification of a dismissal / discharge from a 1306 facility, WA will participate in team meetings to review progress and recommendations to ensure a smooth transition back into the school setting. Programming and services are collaboratively arranged to assist in the student's transition from a 1306 facility back into the school / home setting.

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).
The Wyoming Area School District has no facilities for incarcerated students within the district's boundaries. If such a facility should open the district would take the following steps to ensure FAPE: 1. The district would hold monthly meetings with the 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. IEP's would be implemented and collaboration with the facility would continue.

Least Restrictive Environment

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

The Wyoming Area School District does not offer a full continuum of services for all areas of special education. The Wyoming Area School District is currently in the process of opening a Secondary School Emotional Support class. With the approval, we will have a full continuum of services for Emotional Support and Life Skills Support. Right now, Wyoming Area does not offer the level of support needed for several of our students on campus, in turn students are placed in alternative settings so their needs can be met. We will continue to monitor our students needs to ensure we are offering appropriate age range of services for students with needs. The Wyoming Area School District is committed to ensuring that all students are provided a free and appropriate public education in the least restrictive environment. The Wyoming Area School District employs procedures to ensure to the maximum extent appropriate, that children with disabilities, including those in private institutions, are educated with non-disabled children, and that removal from the general education environment only occurs when education in that setting with supplementary aides and services, cannot be achieved satisfactorily. The district provides itinerant, supplemental, and full time support in learning support, life skills support, and emotional support. Services in each area are determined on an individual basis with members of the IEP team. In reviewing five (5) years of data, Wyoming Area has continued to decrease the percentage of students receiving special education programming / services inside of the general educational environment greater than 80% of their academic day: 54.8% in 2016-17 to 50.1% in 2019-20. Wyoming Area has also increased the percentage of students requiring out-of-district placements from 6.6% in 2016-17 to 8.9% in 2019-20. Wyoming Area must continue to work on the improvement of LRE and increase their numbers. Through co-teaching initiatives, teacher trainings, increased trainings and implementation of MTSS and the use of remediation periods focusing on growth in the area of Math and ELA, Wyoming Area will meet this target.

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?

The Wyoming Area School District has partnered with the Children's Service Center in order to provide support and services to our students through school based outpatient services. A therapist is on site 2 days a week with the anticipation of that time increasing to 3 days a week. The Wyoming Area School District also has 2 district hired Social Workers as well as 5 School Counselors who offer on going services to our students. The district is also working on implementing an SEL curriculum district wide.

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

The Wyoming Area School district is committed to ensuring that to the maximum extent appropriate, that all students identified as exceptional under IDEA are educated with their non-disabled peers in the least restrictive environment (LRE) with the use of supplementary aids and services to allow success in all classes. Students who qualify for and are in need of specially designed instruction under IDEA, begin in the least restrictive environment with the use of supplementary aids and services and may move into a more restrictive environment/placement if deemed appropriate and necessary by the student's IEP team. The decision is made based on all data review and student performance. The district has continued to make improvements in the area of LRE consistently. Prior to an identified student being placed in an out of district educational placement, the student's IEP team will convene and review all data. This data may include but is not limited to: educational progress monitoring, behavioral data collection sheets, disciplinary records, attendance, work samples, previous and current grades, team input, etc. The Special Education Director maintains a close relationship to other building administrators and outside agencies to ensure that the students of the Wyoming Area School District receive a full continuum of services/supports within the LRE. The Wyoming Area School District contracts with the Luzerne Intermediate Unit and other private facilities when a student's needs cannot be met within the

district. When this occurs the Wyoming Area School District works closely with the family to secure their input in the process. The Wyoming Area School District makes it possible wo work closely with the family in understanding that although the student is placed outside the district they continue to be a member of the Wyoming Area School District. The LEA participates in all IEP meetings. The Wyoming Area School District makes certain that students who are able to participate in extra curricular and athletic activities participate to the fullest extent possible. The Wyoming Area School District works diligently on collaborating and developing a plan for bringing back to their home district. The Wyoming Area School District uses site based training, consultation and technical assistance opportunities offered through PATTAN and PDE by attending various webinars offered at LIU 18, vital trainings, or by traveling to local PATTAN sites. Members of the Wyoming Area School District faculty and staff have received extensive training in a variety of programs exclusively in I-Ready, Aimsweb Plus, CPR/First Aid, Safety Care, State Assessments, Indicator 13 Transition Methods. Differentiated Instruction, Co-Teaching, Positive Behavior Supports. Career Artifacts and Diversity/Transgender. Education,

4. Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities. The Wyoming Area School District makes use of all supplementary aids and services possible in order to ensure meaningful participation of students with disabilities in extracurricular activities. This list is not limited to transportation, access to the a paraprofessional , personal care aide and/or 1:1 support.
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?

The Special Education Director also maintains a close relationships with the building administrators, related service providers and outside agencies to ensure that the students of the Wyoming Area School District receive a full continuum of services/supports within the LRE. The Wyoming Area School District contracts within the Luzerne Intermediate Unit and other private facilities when a students needs cannot be met within the district. When this occurs, The Wyoming Area School District works closely with the family to secure their input in the process. The Wyoming Area School District makes it possible to work closely with the parents /guardians in understanding that although the student is placed outside of the district they continue to be a member of the Wyoming Area School District. The LEA participates in all IEP meetings. The Wyoming Area School District makes certain that students who are able to participate in extra curricular and athletic activities participate to the fullest extent possible. The Wyoming Area School District works diligently on collaborating and developing a plan for bringing back to their home district.

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 Wyoming Area School District has found a need to expand in the are of Secondary Center Emotional Support. and Life Skills support We are working on securing Board approval for the additional class. Once this is solidified we will create a SERPN in order to gain approval for the classroom.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
LIU PAL Academy	Other	Intermediate Unit 18	Luzerne Intermediate Unit	Emotional Support	3
LIU PAL Academy	Other	Intermediate Unit 18	Luzerne Intermediate Unit	Learning Support	2
Children's Service Center	Licensed Private Academic		Children's Service Center	Emotional Support	2
New Story West Wyoming	Licensed Private Academic		New Story	Emotional Support	6
The Graham Academy	Licensed Private Academic		SESEIS SCHOOLS	Autistic Support	7
The LIU Lighthouse Academy	Other	Intermediate Unit 18	Luzerne Intermediate Unit	Emotional Support	4

Positive Behavior Support

Date of Approval
2020-12-15

Uploaded Files

Policy 113.2 Behavior Support.pdf

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

The Wyoming Area School District is committed to the implementation of a school wide positive behavior support program, primarily within the K, Primary and Intermediate Centers within the district. This program was implemented in 2016-2017 school year and continues to provide successful positive reinforcements to all students. The team members include school counselors, administration, teachers, paraprofessionals, personal care aides, school social workers, parents and students. The ultimate goal of the Wyoming Area School District is to further implement a school wide positive behavior support program at the Secondary Center. The district will continue to collaborate with the Luzerne Intermediate Unit for on-going training and retraining and collaboration for our faculty and staff.

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 Wyoming Area School district teachers, paraprofessionals, personal care aides and principals are offered the opportunity to participate, get trained and certified in Safety Care Training. This training focuses on preventive measures and has specific protocols for the de-escalation of students who are experiencing behavioral difficulties. The staff is trained to respond to behavior that may require immediate interventions using de-escalation techniques, and if necessary restraint techniques. The district is going to be transitioning to TACT 2 through professional development opportunities in de-escalation strategies. These trainings will continue throughout the remainder of the current plan. Trainings will be provided within the time span of this plan to the emotional support teachers, school psychologist, school counselors, paraprofessional and other identified staff on meeting the emotional, social and behavioral needs of students within the classroom.

3. Describe the district positive school wide support programs.

The Wyoming Area School District is committed to the implementation of a school wide positive behavior support program, primarily within the K, Primary and Intermediate Centers within the district. This program was implemented in 2016-2017 school year and continues to provide successful positive reinforcements to all students. The team members include school counselors, administration, teachers, paraprofessionals, personal care aides, school social workers, parents and students. The ultimate goal of the Wyoming Area School District is to further implement a school wide positive behavior support program at the Secondary Center. The district will continue to collaborate with the Luzerne Intermediate Unit for on-going training and retraining and collaboration for our faculty and staff.

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

The Wyoming Area School District has school based teams within the district. The team consists of a master's levels counselors and behavior technicians whom service students in all 4 school buildings within the Wyoming Area School District. The district also collaborates with The Children's Service Center for

a Master level therapist to service students 2 days a week at the Secondary Center. To begin the 2022-2023 school year, the district has requested additional days for services from the Children's Service Center.

5. Describe the district restraint procedure.

In order to support student behavioral needs, the district implements multi-tiered initiatives. To facilitate the development of prosocial behavior, a variety of strategies are employed. Students who demonstrate a need beyond universal behavioral supports along with specific behavioral interventions may be referred for a multidisciplinary evaluation to determine the need for special education support. School Wide Positive Behavioral Supports Wyoming Area Primary and Intermediate Schools are very active in the use of Positive Behavioral Intervention & Supports (PBIS) which is a school-wide system that includes proactive strategies for defining, teaching, and supporting appropriate student behaviors to create a positive school environment. Emphasis is placed on teaching and reinforcing important social and behavioral skills. The district uses positive behavior support to link the application of research-validated practices to the environments in which teaching and learning occurs. Bullying Prevention The Jr/Sr High School incorporates a newly formed PBIS program which is a comprehensive "evidence-based" approach with a focus on long-term change that creates a safe and positive school climate. The program's goals are to reduce and prevent bullying problems among students and to improve peer relations at school. This program is in accordance with the LIU18. The program has been found to reduce bullying among students and improve the social climate of classrooms. School Based Behavioral Health The school counselors, one school psychologist, and the at risk counselors offer support to individuals and small groups of students who are in need of specific supports. Additionally, Scranton Counseling also provides mental health therapy within the classroom for students who have been medically referred for partial hospitalization services. Crisis Prevention Training Within the district, three individuals have been trained to provide staff with professional development opportunities in de-escalation strategies through the use of Safety Care. The school district will be transitioning during the course of this plan to TACT 2. The trainers have will begin training teams within the district. These trainings will continue throughout the remainder of the current plan. Trainings will be provided within the time span of this plan to the emotional support teachers, school psychologist, school counselors, paraprofessionals, and other identified staff on meeting the emotional, social, and behavioral needs of students in the classroom. Positive Behavior Support Plans To best support students, the Wyoming Area uses the guidelines in accord with Pennsylvania Chapter 14 regulatory requirements to establish direction for formulating behavior support plans for eligible students with disabilities The Individualized Education Program (IEP) of each student who exhibits behaviors which interfere with his/her ability to learn or with the learning of others includes provisions for positive behavior support. The process begins with a Functional Behavioral Assessment (FBA) which is a process of gathering information to understand the function (purpose) of behavior in order to write an effective Positive Behavior Support Plan. Decisions for behavior supports are made based upon analyses of the data in the FBA. Behavior supports and techniques used with students with disabilities are varied and individually designed to promote the development of skills that will enable students to receive a free and appropriate public education (FAPE). Behavior support plans include a variety of techniques to develop and maintain skills that will enhance opportunities for learning and self-fulfillment. The methods of intervention chosen for a particular student are the least intrusive necessary. District personnel work collaboratively and with parents/guardians to provide appropriate behavioral supports. According to the District policy on behavior support: "The Board directs that 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 use of restraints shall be considered a measure of last resort and shall only be used after other less restrictive measures, including de-escalation techniques. Behavior support programs and plans shall be based on a functional behavioral assessment and shall include a variety of research-based techniques to develop and maintain skills that will enhance students' opportunity for learning and self-fulfillment." Wyoming Area does recognize the importance of restraints should a student pose a threat of harm to self or a threat of harm to others. When an intervention is necessary, the type of intervention shall be as least intrusive as possible.

Restraints may be included in an IEP only if: the restraint is used with specific component elements of a PBSP; the restraint is used in conjunction with teaching socially appropriate alternative skills / behaviors; and/or a PBSP that includes efforts to eliminate the use of restraints. Should a restraint be utilized, the documentation will be reported via RISC reporting and an IEP team meeting will be scheduled to review the incident and to discuss possible revisions / adaptations / accommodations / modifications to programming and services. Wyoming Area School District utilizes Safety Care with a Crisis Prevention / Intervention team trained in each of its four (4) buildings. All team members have been trained by in-house trainers with a focus on de-escalation techniques as well as the safe management of disruptive and aggressive behaviors.

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 Wyoming Area School District has utilized the Luzerne Intermediate Unit (LIU) and other local agencies to ensure a Free Appropriate Public Education (FAPE) for these difficult to place students. The LRE is always a priority when considering placement and programming for students. Typically students that have intensive behavioral and medical needs require outside placement. When such cases arise the district makes every effort to educate those student in their home school(s). We have provided personal care aides (PCA) to support students in need. We have also worked with outside agencies to secure nursing and behavioral supports. The district uses Child Adolescent Service System Program (CASSP) to conduct the Intensive Interagency meetings which allows for the district to utilize a continuum of services and programs while eliminating various barriers to the educational process. Meeting participants include, but are not limited to, members of the student's educational team members- including Director of Special Education, parent/ guardian, student- if appropriate, school psychologist, case manager, general education teacher(s) , related service providers as well as outside agencies. The Interagency (IA) meeting allows the district to utilize a continuum of programs and services wile eliminate various barriers to the educational process. Wyoming Area has utilized the IA process to locate programming within neighboring districts, including school-based and center based partial hospitalization programming. The Local Interagency Coordinator has provided assistance and guidance in organizing the IA meetings by acting as the point of contact and by managing the meeting in an efficient and effective manner. Results of the IA have included, but are not limited to, the development of hybrid programming, program development and program location. Wyoming Area is in the process of exploring the possibility of programming expansion in regards to providing a continuum of services within the district and/ or by working collaboratively with neighboring school districts in developing consortium programming. During the 2021-2022 school year, there were 13 students identified receiving home bound instruction. As of the start of the 2022-2023 school year, we have 2 students identified as receiving instruction in the home due to extreme medical necessity. The Wyoming Area Special Education team is monitoring these students and meeting frequently to keep abreast of the continuation and necessity of this placement.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Emotional Support Secondary	Secondary	Full-time (1.0)	07/19/2022 04:21 PM

Building Name		
Wyoming Area Sec Ctr		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %
		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Life Skills Secondary	Secondary	Full-time (1.0)	07/19/2022 04:22 PM

Building Name		
Wyoming Area Sec Ctr		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		10

Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support 12th	Secondary	Full-time (1.0)	07/19/2022 04:19 PM

Building Name	
Wyoming Area Sec Ctr	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	Case Load
Supplemental (Less Than 80% but More Than 20%)	15
Identify Classroom	Classroom Location
School District	Secondary
Age Range Justification	FTE %
	0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support 11th	Secondary	Full-time (1.0)	07/19/2022 04:18 PM

Building Name	
Wyoming Area Sec Ctr	
Support Type	

Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 17
Age Range Justification		FTE %
		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support 10th	Secondary	Full-time (1.0)	07/19/2022 04:17 PM

Building Name		
Wyoming Area Sec Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 16
Age Range Justification		FTE %
		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support 9th	Secondary	Full-time (1.0)	07/19/2022 04:16 PM

Building Name		
Wyoming Area Sec Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 15
Age Range Justification		FTE %
		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support 8th	Secondary	Full-time (1.0)	07/19/2022 04:16 PM

Building Name		
Wyoming Area Sec Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 14
Age Range Justification		FTE %
		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support 7th	Secondary	Full-time (1.0)	07/19/2022 04:15 PM

Building Name		
Wyoming Area Sec Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 13
Age Range Justification		FTE %
		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support Resource 10-12	Secondary	Full-time (1.0)	07/19/2022 04:14 PM

Building Name		
Wyoming Area Sec Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		45
Identify Classroom	Classroom Location	Age Range

School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.9

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support Resource 7-9	Secondary	Full-time (1.0)	07/19/2022 04:13 PM

Building Name		
Wyoming Area Sec Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		45
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.9

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Emotional Support Intermediate	Elementary	Full-time (1.0)	07/19/2022 04:11 PM

Building Name		
Wyoming Area Intermediate Ctr		
Support Type		
Emotional Support		

Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		12
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 12
Age Range Justification		FTE %
Students can be in grades 4th to 6th.		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Life Skills	Elementary	Full-time (1.0)	07/19/2022 04:01 PM

Building Name		
Wyoming Area Intermediate Ctr		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 12
Age Range Justification		FTE %
Students are in grades 4th to 6th.		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support 6thb	Elementary	Full-time (1.0)	07/19/2022 04:01 PM

Building Name		
Wyoming Area Intermediate Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		12
Identify Classroom	Classroom Location	Age Range
School District	Elementary	12 to 13
Age Range Justification		FTE %
		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support 6th	Elementary	Full-time (1.0)	07/19/2022 03:56 PM

Building Name		
Wyoming Area Intermediate Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		12
Identify Classroom	Classroom Location	Age Range
School District	Elementary	12 to 13
Age Range Justification		FTE %
		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support 5thb	Elementary	Full-time (1.0)	07/19/2022 03:55 PM

Building Name		
Wyoming Area Intermediate Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		12
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 12
Age Range Justification		FTE %
		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support 5th	Elementary	Full-time (1.0)	07/19/2022 03:52 PM

Building Name		
Wyoming Area Intermediate Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		12
Identify Classroom	Classroom Location	Age Range

School District	Elementary	11 to 12
Age Range Justification		FTE %
		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support 4thb	Elementary	Full-time (1.0)	07/19/2022 03:51 PM

Building Name	
Wyoming Area Intermediate Ctr	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	Case Load
Supplemental (Less Than 80% but More Than 20%)	12
Identify Classroom	Classroom Location
School District	Elementary
Age Range Justification	FTE %
	0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support 4th	Elementary	Full-time (1.0)	07/19/2022 03:50 PM

Building Name	
Wyoming Area Intermediate Ctr	
Support Type	
Learning Support	

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		12
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11
Age Range Justification		FTE %
		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Emotional Support Primary	Elementary	Full-time (1.0)	07/19/2022 03:43 PM

Building Name		
Wyoming Area Primary Ctr		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
Students are in grades 1st to 3rd.		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Life Skills Primary	Elementary	Full-time (1.0)	07/19/2022 03:45 PM

Building Name		
Wyoming Area Primary Ctr		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
Students are in grades 1st to 3rd.		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support 3rd	Elementary	Full-time (1.0)	07/19/2022 03:36 PM

Building Name		
Wyoming Area Primary Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 9
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support 2nd	Elementary	Full-time (1.0)	07/19/2022 03:35 PM

Building Name		
Wyoming Area Primary Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 8
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support 3rd	Elementary	Full-time (1.0)	07/19/2022 03:35 PM

Building Name		
Wyoming Area Primary Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range

School District	Elementary	8 to 9
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support K	Elementary	Full-time (1.0)	07/19/2022 03:30 PM

Building Name		
Wyoming Area Kindergarten Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 7
Age Range Justification		FTE %
		0.16

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support 1st	Elementary	Full-time (1.0)	07/19/2022 03:34 PM

Building Name		
Wyoming Area Primary Ctr		
Support Type		
Learning Support		

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 7
Age Range Justification		FTE %
6-7		0.2

Special Education Facilities

Building Name		Room #
Wyoming Area Kindergarten Ctr		410
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 31 feet, 0 inches	744sqft	26
Implementation Date		
2022-07-19		
Uploaded Files		

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	

Building Name		Room #
Wyoming Area Primary Ctr		104
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 32 feet, 0 inches	768sqft	27
Implementation Date		
2022-07-19		
Uploaded Files		

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	

Building Name		Room #
Wyoming Area Primary Ctr		112
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 32 feet, 0 inches	768sqft	27
Implementation Date		
2022-07-19		
Uploaded Files		

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	

Building Name		Room #
Wyoming Area Primary Ctr		209
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 31 feet, 0 inches	744sqft	26
Implementation Date		
2022-07-19		
Uploaded Files		

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	

Building Name		Room #
Wyoming Area Primary Ctr		218
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 0 inches x 32 feet, 0 inches	736sqft	26
Implementation Date		
2022-07-19		
Uploaded Files		

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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	

Building Name		Room #
Wyoming Area Primary Ctr		119
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 0 inches x 29 feet, 0 inches	667sqft	23
Implementation Date		
2022-07-19		
Uploaded Files		

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	

Building Name		Room #
Wyoming Area Primary Ctr		125
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 0 inches x 31 feet, 0 inches	713sqft	25
Implementation Date		
2022-07-19		
Uploaded Files		

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	

Building Name		Room #
Wyoming Area Intermediate Ctr		M-05
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 20 feet, 0 inches	440sqft	15
Implementation Date		
2022-07-19		
Uploaded Files		

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8 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	

Building Name		Room #
Wyoming Area Intermediate Ctr		106-A
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 20 feet, 0 inches	440sqft	15
Implementation Date		
2022-07-19		
Uploaded Files		

9 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	

Building Name		Room #
Wyoming Area Intermediate Ctr		110-B
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
21 feet, 0 inches x 17 feet, 0 inches	357sqft	12
Implementation Date		
2022-07-19		
Uploaded Files		

10Assurance 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	

Building Name		Room #
Wyoming Area Intermediate Ctr		110-A
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
21 feet, 0 inches x 17 feet, 0 inches	357sqft	12
Implementation Date		
2022-07-19		
Uploaded Files		

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11 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	

Building Name		Room #
Wyoming Area Intermediate Ctr		Lib-1
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
21 feet, 0 inches x 17 feet, 0 inches	357sqft	12
Implementation Date		
2022-07-19		
Uploaded Files		

12 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	

Building Name		Room #
Wyoming Area Intermediate Ctr		205
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
21 feet, 0 inches x 17 feet, 0 inches	357sqft	12
Implementation Date		
2022-07-19		
Uploaded Files		

13Assurance 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	

Building Name		Room #
Wyoming Area Intermediate Ctr		M-08
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
21 feet, 0 inches x 17 feet, 0 inches	357sqft	12
Implementation Date		
2022-07-19		
Uploaded Files		

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14 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	

Building Name		Room #
Wyoming Area Intermediate Ctr		106-B
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
21 feet, 0 inches x 17 feet, 0 inches	357sqft	12
Implementation Date		
2022-07-19		
Uploaded Files		

15 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	

Building Name		Room #
Wyoming Area Sec Ctr		213
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 0 inches x 31 feet, 0 inches	713sqft	25
Implementation Date		
2022-07-19		
Uploaded Files		

16Assurance 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	

Building Name		Room #
Wyoming Area Sec Ctr		188
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 0 inches x 31 feet, 0 inches	713sqft	25
Implementation Date		
2022-07-19		
Uploaded Files		

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17 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	

Building Name		Room #
Wyoming Area Sec Ctr		273
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 0 inches x 31 feet, 0 inches	713sqft	25
Implementation Date		
2022-07-19		
Uploaded Files		

18 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	

Building Name		Room #
Wyoming Area Sec Ctr		274
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 32 feet, 0 inches	768sqft	27
Implementation Date		
2022-07-19		
Uploaded Files		

19Assurance 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	

Building Name		Room #
Wyoming Area Sec Ctr		276
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 32 feet, 0 inches	768sqft	27
Implementation Date		
2022-07-19		
Uploaded Files		

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20 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	

Building Name		Room #
Wyoming Area Sec Ctr		175
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 32 feet, 0 inches	768sqft	27
Implementation Date		
2022-07-19		
Uploaded Files		

21 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	

Building Name		Room #
Wyoming Area Sec Ctr		189
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 31 feet, 0 inches	744sqft	26
Implementation Date		
2022-07-19		
Uploaded Files		

22Assurance 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	

Building Name		Room #
Wyoming Area Sec Ctr		261
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 0 inches x 31 feet, 0 inches	713sqft	25
Implementation Date		
2022-07-19		
Uploaded Files		

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23 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	

Building Name		Room #
Wyoming Area Sec Ctr		179
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 0 inches x 31 feet, 0 inches	713sqft	25
Implementation Date		
2022-07-19		
Uploaded Files		

24 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	

Building Name		Room #
Wyoming Area Sec Ctr		187
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 31 feet, 0 inches	744sqft	26
Implementation Date		
2022-07-19		
Uploaded Files		

25Assurance 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	

Special Education Support Services

26Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
School Psychologist	2	District Wide	District
Director of Special Education	1	District Wide	District
Social Worker	2	District Wide	District
Paraprofessionals	26	District Wide	District
Occupational Therapist	1	District Wide	Contractor
Physical Therapist	1	District Wide	Contractor
Guidance Counselor	5	District Wide	District
Transition Coordinator	1	Secondary	Contractor

Special Education Personnel Development

Autism

Description of Training			
Autism: 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 setting. tudents with Autism.			
Lead Person/Position		Year of Training	
LIU-18		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
4	4	Intermediate Unit Other	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Positive Behavior Support

Description of Training			
Positive Behavior Supports- How to effectively and efficiently offer and provide supports to students who are struggling with participating in the educational settings.			
Lead Person/Position		Year of Training	
LIU-18		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
4	2	District Intermediate Unit PaTTAN Other	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Description of Training

Mindfulness in Schools -- Mindfulness is a set of techniques that help you become present by calming the mind and increasing awareness to your body, thoughts and emotions. Implementing this in the classroom will assist with teaching techniques and classroom learning benefits.

Lead Person/Position		Year of Training	
LIU 18		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District	Building Administrators Central Office Administrators Parents Paraprofessionals Special Education Teachers Other

Paraprofessional

Description of Training			
Paraprofessional Trainings via Pattan Framewelder: Paraprofessionals will demonstrate knowledge of issues related to students with disabilities. They will be able to increase their skills to assist students in all areas of the curriculum.			
Lead Person/Position		Year of Training	
Pattan Framewelder		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
10	5	PaTTAN	Paraprofessionals

Transition

Description of Training			
Indicator 13 refresher and reminders			
Lead Person/Position		Year of Training	
Director of Special Education/ Transition Coordinator		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District	General Education Teachers Paraprofessionals

			Special Education Teachers
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Description of Training			
Transition Opportunities			
Lead Person/Position		Year of Training	
LIU 18 Transition Coordinator		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	Intermediate Unit	Special Education Teachers

Science of Literacy

Description of Training			
Curriculum Enhancements across all curricula's to align with standards and best practices.			
Lead Person/Position		Year of Training	
Director of Curriculum/ Department Heads		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
5	5	District	General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
Co-Teaching			
Lead Person/Position		Year of Training	
District Staff/Principals		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
6	3	District	General Education Teachers Paraprofessionals Special Education Teachers

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Parent Training

Description of Training			
Parent Trainings are offered on going throughout the school year.			
Lead Person/Position		Year of Training	
Administration/Guidance		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
4	4	District	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

IEP Development

Description of Training			
IEP review and refresher			
Lead Person/Position		Year of Training	
Director of Special Education		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
4	4	District	Special Education Teachers

Description of Training	
IEP's how to develop and maintain legal and defensible IEP's	
Lead Person/Position	Year of Training

Special Ed Attorney			
Hours Per Training	Number of Sessions	Provider	Audience
2.5	1	Other	Building Administrators Special Education Teachers

Signatures & Affirmations

Approval Date
2022-08-03

Uploaded Files
2022 August 3 Signature Page of Approval of Special Ed Plan.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

Date

