

Profile and Plan Essentials

LEA Name		AUN	
Wyoming Area SD		118409203	
Address 1			
252 Memorial St			
Address 2			
City		State	Zip
Exeter		PA	18643
Director of Special Education Name			
Stephanie Anuszewski			
Director of Special Education Email			
sanuszewski@wyomingarea.org			
Director of Special Education Phone Number		Director of Special Education Ext	
570-655-2836		2429	
Chief Administrator Name			
Dr Jon W Pollard			
Chief Administrator Email			
jpollard@wyomingarea.org			

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
David Pacchioni	Director of Curriculum	Wyoming Area SD	dpacchioni@wyomingarea.org
Eric Speece	Building Principal	Wyoming Area Sec Ctr	espeece@wyomingarea.org
Douglas Piazza	Building Principal	Wyoming Area Kindergarten Ctr	dpiazza@wyomingarea.org
William Wright	Building Principal	Wyoming Area Primary Ctr	wwright@wyomingarea.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 Fasciana	Special Education Teacher	Wyoming Area Intermediate Ctr	afasciana@wyomingarea.org
Ann Giglio	Special Education Teacher	Wyoming Area Sec Ctr	agiglio@wyomingarea.org
Jennifer Conflitti	Parent	Wyoming Area Intermediate Ctr	jconflitti@wyomingarea.org
Stephanie Anuszewski	Director of Special Education	Wyoming Area SD	sanuszewski@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
<p>Improvement Plan: FSA 11/11A Least Restrictive Environment...</p>	<p>The Wyoming Area School District (WA) is committed to ensuring that to the maximum extent appropriate, all students identified as exceptional under IDEA are educated with their non-disabled peers in the least restrictive environment (LRE) with the use of supplemental aids and services to allow for them to be successful. WASD provides a cadre of services to encourage and promote the Least Restrictive Environment (LRE) to all students. 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 based on data review and student performance. Identification for services under Chapter 14 begin with the Child Study Referral system. WASD utilizes the child study referral procedure in all buildings - kindergarten, primary (1-3) intermediate (4-6) and high (7-12+) and includes the input of parents / guardians, student, guidance counselors, Director of Special Education, general education teacher(s), specialty teacher(s), related service providers, Title I providers, building nurse, building administrators, and if necessary, representatives from outside agencies. Prior to an identified student being placed in an out-of-district educational placement, the student's Individualized Education Program (IEP) team will convene. All members of the student's IEP team will be invited to participate to assist in determining the appropriate placement of a student who has not demonstrated success in his/her current educational placement. All relevant data will be discussed / reviewed / revised / analyzed as needed. This data may include and will not be limited to: educational progress monitoring; behavioral data collection sheets; disciplinary records; attendance; work samples; previous and current grades; team input; etc. If additional data is needed to assist in determining an appropriate educational placement, a Permission to Re-evaluate Consent Form / Prior Written Notice (PTR/PWN) will be issued and the evaluation process will be followed and concluded in a reevaluation. If additional data is not warranted, a reevaluation will be conducted upon record review and team input. An alternative educational placement will not be determined until parents / guardians have the opportunity to visit proposed placement(s) and to meet with appropriate faculty / staff. Upon parent / guardian agreement, the student's educational team will convene to prepare / discuss a smooth transition. WASD maintains close contact with all out-of-district placements in order to monitor the progress of all district sponsored students. A WASD representative participates, either in person or via phone conference, with IEP meetings to which he/she is invited as well as other team meeting as needed. The WASD also participates in an appropriate transition plan to ensure a successful transition when the student either returns to his/her home district or is in need of a more restrictive educational environment. WASD considers a wide range of supplementary aids and services in the general education classroom such as instructional arrangement that supports collaboration (e.g. co-teaching and para professional support). Testing modification as are provided; methods of presentation are changed to professional learning communities, the success of the co-teaching environment should increase. These strategies would also affect the following percentages in a positive manner; inside general education less than 40%. The district is currently at 13.2 % with a future target of 8.3%.</p>

Identification Method

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

Discrepancy Model

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

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

No

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

The 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).**

Currently, there are no facilities for incarcerated students located within our school district for which we would be responsible to ensure the location, identification, evaluation, and (when deemed eligible) provision of a free appropriate public education (FAPE). The district works with juvenile probation and the districts where facilities are located in order to ensure free and appropriate public education for our students. If any resident students were incarcerated, an LEA representative would attend meetings either in person or via telephone conference. The district does not have any incarcerated students at this time. In the event the district were required to provide incarcerated student oversight, WASD would collaborate with the facility to review inmate rosters, request and review school records, help provide screenings, and when appropriate conduct an evaluation per Chapter 14 and IDEA requirements.

Least Restrictive Environment

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

The Wyoming Area School District is dedicated to ensuring that students with disabilities are educated in classrooms with students without disabilities to the maximum extent appropriate for each student. As indicated in the data below the district has been improving their State Performance Plan (SPP) target for students with disabilities served inside the regular classroom less than 40%. While the Wyoming Area School District did not meet the SPP targets for students with disabilities served inside the regular classroom 80% or more and in Other Settings, progress was demonstrated in the 80% or more category over three years. Moving forward, we hope to create more programmatic offerings, specifically autistic support, to bring more students back to be educated with their peers.

2021-2022	80% or more	Less than 40%	Other Settings	State: 61.8%	State: 9.9%	
State: 4.4%	WASD: 55.0%	WASD: 7.5%	WASD: 9.0%	2022-2023:	80% or more	Less than 40%
Other Settings	State: 61.6%	State: 10%	State: 4.5%	WASD: 56%	WASD: 5.6%	
WASD: 10.2%	2023-2024	80% or more	Less than 40%	Other Settings	State: 61.7%	State: 10.3%
State: 4.4%	WASD: 61.7%	WASD: 6.5%	WASD: 7.5%			

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 daily at the secondary center. Each building also has a CSBBH team operated through the LIU18. The Wyoming Area School District also has 3 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 to 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, TACT 2, 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 area of middle school and high school emotional support and life skills support . The Wyoming Area School District is considering expanding our continuum of services to include autistic support services beginning with our kindergarten center and elementary programs (grades 1-3). The overarching plan is to create numerous autistic support classrooms from kg through grade 12. The Wyoming Area School District is exploring the options of adding additional supports in speech and language as well as additional occupational therapy supports. The Wyoming Area School District is currently training teachers throughout the grade bands to expand our Wilson Reading Program offerings. The need for increased reading performance k-12 is evident. The Wyoming Area School District is expanding remediation programs at the elementary and intermediate center to provide global remediation in the foundational areas of math and ELA. Also, title one services will be offered to a multitude of students within the elementary center. Wyoming Area School District has invested in building a social emotional learning program to help support the needs of all students.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
The LIU Lighthouse Academy	Other	Intermediate Unit 18	Luzerne Intermediate Unit	Emotional Support	4
LIU PAL Academy	Other	Intermediate Unit 18	Luzerne Intermediate Unit	Emotional Support	4
Children's Service Center	Licensed Private Academic		Children's Service Center	Emotional Support	3
New Story Wyoming	Licensed Private Academic		New Story	Emotional Support	7
The Graham Academy	Licensed Private Academic		SESEIS SCHOOLS	Autistic Support	15
New Story Wyoming	Licensed Private Academic		New Story	Autistic Support	2
The Graham Academy	Licensed Private Academic		SESEIS Schools	Emotional Support	3

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?

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. Wyoming Area Kindergarten and Primary School is 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. Wyoming Area High School incorporates 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. At the secondary center, five school counselors, one school psychologist, and two at risk counselors offer support to individuals and small groups of students who are in need of specific supports. We also have a school social worker on staff in each building.

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 TACT 2 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.

To best support students, the WASD 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."

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

The Wyoming Area School District has school based teams within each building in 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 5 days a week at the Secondary 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 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, Children's Service Center 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 TACT1. 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 TACT 2 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 2024-2025 school year, there were 2 students identified receiving home bound instruction. Wyoming Area School District has 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
Inter. Speech	Elementary	Part-time (0.5)	03/04/2025 09:39 AM

Building Name		
Wyoming Area Intermediate Ctr		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		17
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	8 to 11
Age Range Justification		FTE %
		0.26

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Speech Primary	Elementary	Full-time (1.0)	03/04/2025 09:33 AM

Building Name		
Wyoming Area Primary Ctr		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		35

Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
		0.54

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KG Speech	Elementary	Full-time (1.0)	03/04/2025 09:32 AM

Building Name		
Wyoming Area Kindergarten Ctr		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		14
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 6
Age Range Justification		FTE %
		0.22

Building Name		
Wyoming Area Sec Ctr		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		22
Identify Classroom	Classroom Location	Age Range
School District	Elementary	12 to 18

Age Range Justification	FTE %
Supports whole high school; does not take groups over appropriate age range	0.34

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Emotional Support 10-12	Secondary	Full-time (1.0)	03/03/2025 02:26 PM

Building Name		
Wyoming Area Sec Ctr		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 18
Age Range Justification		FTE %
		0.22

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%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 18
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support 10-11	Secondary	Full-time (1.0)	03/04/2025 07:52 AM

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%)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 16
Age Range Justification		FTE %
		0.35

Building Name		
Wyoming Area Sec 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	Secondary	15 to 16
Age Range Justification		FTE %
		0.16

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
7th and 8th Grade Learning Support	Secondary	Full-time (1.0)	03/04/2025 07:58 AM

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%)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.3

Building Name		
Wyoming Area Sec Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.18

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
4th Grade Learning Support	Elementary	Full-time (1.0)	03/04/2025 08:01 AM

Building Name		
Wyoming Area Intermediate 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	8 to 9
Age Range Justification		FTE %
		0.16

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%)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 9
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
6th Grade Learning Support	Elementary	Full-time (1.0)	03/04/2025 08:05 AM

Building Name		
Wyoming Area Intermediate Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		16
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 12
Age Range Justification		FTE %
		0.32

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%)		9
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 12
Age Range Justification		FTE %
		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support grade 2-3	Elementary	Full-time (1.0)	03/04/2025 08:09 AM

Building Name		
Wyoming Area Primary Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 9
Age Range Justification		FTE %
		0.1

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%)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Emotional Support	Elementary	Full-time (1.0)	03/04/2025 08:13 AM

Building Name		
Wyoming Area Primary Ctr		

Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 9
Age Range Justification		FTE %
		0.1

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%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 9
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support 6th	Elementary	Full-time (1.0)	03/04/2025 08:16 AM

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%)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	12 to 13
Age Range Justification		FTE %
		0.15

Building Name		
Wyoming Area Intermediate Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	12 to 13
Age Range Justification		FTE %
		0.06

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support 3rd	Elementary	Full-time (1.0)	03/04/2025 08:18 AM

Building Name		
Wyoming Area Primary Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		

Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 9
Age Range Justification		FTE %
		0.1

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%)		11
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 9
Age Range Justification		FTE %
		0.55

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Life Skills Primary	Elementary	Full-time (1.0)	03/04/2025 08:24 AM

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%)		7

Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
Students are in grades 1st to 3rd.		0.35

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
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
Students are in grades 1st to 3rd		0.05

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
Full-Time (80% or More)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
Students are in grades 1-3		0.17

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support 11-12th	Secondary	Full-time (1.0)	03/04/2025 08:27 AM

Building Name		
Wyoming Area Sec Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 18
Age Range Justification		FTE %
		0.3

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%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 18
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support Resource 10-12	Secondary	Full-time (1.0)	03/04/2025 08:35 AM

Building Name		
Wyoming Area Sec Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		22
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.44

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%)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.55

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support 9th	Secondary	Full-time (1.0)	03/04/2025 08:39 AM

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%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 15
Age Range Justification		FTE %
		0.25

Building Name		
Wyoming Area Sec Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		13
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 15
Age Range Justification		FTE %
		0.26

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support 1st	Elementary	Full-time (1.0)	03/04/2025 08:43 AM

Building Name		
Wyoming Area Primary Ctr		

Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 7
Age Range Justification		FTE %
		0.1

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%)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 7
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support 5th Grade	Elementary	Full-time (1.0)	03/04/2025 08:45 AM

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%)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 12
Age Range Justification		FTE %
		0.15

Building Name		
Wyoming Area Intermediate Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 12
Age Range Justification		FTE %
		0.14

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Life Skills Support	Elementary	Full-time (1.0)	03/04/2025 08:49 AM

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%)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 12
Age Range Justification		FTE %
Students are in grades 4th to 6th.		0.2

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
Full-Time (80% or More)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 12
Age Range Justification		FTE %
		0.17

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support 4th	Elementary	Full-time (1.0)	03/04/2025 08:52 AM

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%)		4

Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11
Age Range Justification		FTE %
		0.2

Building Name		
Wyoming Area Intermediate Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		9
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11
Age Range Justification		FTE %
		0.18

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support 2nd	Elementary	Full-time (1.0)	03/04/2025 08:54 AM

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

Building Name		
Wyoming Area Primary Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 9
Age Range Justification		FTE %
		0.04

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support K	Elementary	Full-time (1.0)	03/04/2025 09:08 AM

Building Name		
Wyoming Area Kindergarten Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 6
Age Range Justification		FTE %
5-6		0.1

Building Name		
Wyoming Area Kindergarten Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 6
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Emotional Support Secondary	Secondary	Full-time (1.0)	03/04/2025 09:11 AM

Building Name		
Wyoming Area Sec Ctr		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %
		0.24

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%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support 7th	Secondary	Full-time (1.0)	03/04/2025 09:15 AM

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%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 13
Age Range Justification		FTE %
		0.05

Building Name
Wyoming Area Sec Ctr

Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 13
Age Range Justification		FTE %
		0.18

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support Resource 7-9	Secondary	Full-time (1.0)	03/04/2025 09:18 AM

Building Name		
Wyoming Area Sec Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		34
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.68

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%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support 8th	Secondary	Full-time (1.0)	03/04/2025 09:21 AM

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%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 14
Age Range Justification		FTE %
		0.2

Building Name		
Wyoming Area Sec Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		

Level of Support		Case Load
Itinerant (20% or Less)		14
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 14
Age Range Justification		FTE %
		0.28

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Emotional Support Primary	Elementary	Full-time (1.0)	03/04/2025 09:23 AM

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%)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
Students are in grades 4th through 6th grade		0.2

Building Name		
Wyoming Area Intermediate Ctr		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		10

Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support 5th	Elementary	Full-time (1.0)	03/04/2025 09:24 AM

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%)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 12
Age Range Justification		FTE %
		0.15

Building Name		
Wyoming Area Intermediate Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 12

Age Range Justification	FTE %
	0.14

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support 7th	Secondary	Full-time (1.0)	02/26/2025 02:36 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%)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 13
Age Range Justification		FTE %
		0.55

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Life Skills Secondary	Secondary	Full-time (1.0)	03/04/2025 09:28 AM

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%)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 18
Age Range Justification		FTE %
waivers provided;		0.35

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
Full-Time (80% or More)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 18
Age Range Justification		FTE %
waivers provided to parents		0.13

Special Education Facilities

Building Name		Room #
Wyoming Area Sec Ctr		273
School Building		Building Description
		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		

1Assurance Check

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

Building Name		Room #
Wyoming Area Primary Ctr		104
School Building		Building Description
		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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Wyoming Area Sec Ctr		175
School Building		Building Description
		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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Wyoming Area Intermediate Ctr		110-A
School Building		Building Description
		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		

4Assurance Check

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

Building Name		Room #
Wyoming Area Primary Ctr		218
School Building		Building Description
		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

5 Assurance Check

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

Building Name		Room #
Wyoming Area Intermediate Ctr		M-05
School Building		Building Description
		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		

6 Assurance Check

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

The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Wyoming Area Sec Ctr		213
School Building		Building Description
		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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Wyoming Area Sec Ctr		187
School Building		Building Description
		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

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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Wyoming Area Intermediate Ctr		M-08
School Building		Building Description
		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		

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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Wyoming Area Sec Ctr		276
School Building		Building Description
		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		

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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Wyoming Area Primary Ctr		112
School Building		Building Description
		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		

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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Wyoming Area Sec Ctr		261
School Building		Building Description
		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		

12 Assurance Check

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

Building Name		Room #
Wyoming Area Intermediate Ctr		106-A
School Building		Building Description
		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		

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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name	Room #
Wyoming Area Intermediate Ctr	Lib-1

School Building		Building Description
		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		

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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Wyoming Area Primary Ctr		119
School Building		Building Description
		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		

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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Wyoming Area Intermediate Ctr		106-B
School Building		Building Description
		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		

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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name	Room #
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Wyoming Area Sec Ctr		274
School Building		Building Description
		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		

17Assurance Check

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

Building Name		Room #
Wyoming Area Sec Ctr		188
School Building		Building Description
		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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Wyoming Area Sec Ctr		189
School Building		Building Description
		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		

19 Assurance Check

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

Building Name		Room #
Wyoming Area Kindergarten Ctr		410
School Building		Building Description
		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		

20Assurance Check

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

Building Name		Room #
Wyoming Area Primary Ctr		125
School Building		Building Description
		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		

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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Wyoming Area Primary Ctr		209
School Building		Building Description
		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		

22 Assurance Check

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

Building Name		Room #
Wyoming Area Sec Ctr		179
School Building		Building Description
		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		

23Assurance Check

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

Building Name		Room #
Wyoming Area Intermediate Ctr		205
School Building		Building Description
		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		

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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Wyoming Area Intermediate Ctr		110-B
School Building		Building Description
		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		

25 Assurance Check

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

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	3	District Wide	District
Paraprofessionals	26	District Wide	District
Occupational Therapist	1	District Wide	District
Physical Therapist	1	District Wide	Contractor
Guidance Counselor	5	District Wide	District
Transition Coordinator	1	Secondary	Contractor
Other	1	District Wide	Contractor

Special Education Personnel Development

Autism

Description of Training			
Autism: Teachers and Staff will gain an understanding on the unique learning and behavioral aspects of students identified with Autism.			
Lead Person/Position		Year of Training	
The Gregory Center		2025 2026 2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
1	4	Intermediate Unit Other	Building Administrators Central Office 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		2025 2026 2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
4	2	District Intermediate Unit PaTTAN	Building Administrators Central Office Administrators General Education Teachers Parents

		Other	Paraprofessionals Special Education Teachers Other
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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		2025 2026 2027 2028	
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	2025 2026 2027 2028

Hours Per Training	Number of Sessions	Provider	Audience
10	5	PaTTAN	Paraprofessionals

Description of Training			
TACT 2- Therapeutic Aggression Control Techniques			
Lead Person/Position		Year of Training	
Stephanie Anuszewki, Director of Special Education		2025 2026 2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
18	1	District	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Transition

Description of Training			
Indicator 13 refresher and reminders ; Compliance and Student Future Planning			
Lead Person/Position		Year of Training	
Director of Special Education/ Transition Coordinator		2025 2026 2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Parents Paraprofessionals

			Special Education Teachers
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Science of Literacy

Description of Training			
Structured Literacy and the Science of Literacy k-3, overview 4-12			
Lead Person/Position		Year of Training	
Director of Curriculum/ LIU18		2025 2026 2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
5	5	District	General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
Co Teaching Training			
Lead Person/Position		Year of Training	
District Staff/Principals		2025 2026 2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
6	3	District	General Education Teachers Paraprofessionals Special Education Teachers

Parent Training

Description of Training			
Parent Trainings are offered on going throughout the school year.			
Lead Person/Position		Year of Training	
Director of Special Education		2025 2026 2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
1	3	District	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

IEP Development

Description of Training			
IEP Compliance and Requirements			
Lead Person/Position		Year of Training	
Director of Special Education		2025 2026 2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience

5	5	District	Special Education Teachers
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Signatures & Affirmations

Approval Date

Uploaded Files

- 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

