

Profile and Plan Essentials

LEA Name		AUN	
Wyomissing Area SD		114069353	
Address 1			
630 Evans Ave			
Address 2			
City	State	Zip	
Wyomissing	PA	19610	
Director of Special Education Name			
Jessica Lengle			
Director of Special Education Email			
jlengle@wyoarea.org			
Director of Special Education Phone Number		Director of Special Education Ext	
6103740739		1112	
Chief Administrator Name			
Mr Robert Scoboria			
Chief Administrator Email			
rscoboria@wyoarea.org			

Special Education Students

Total Number of Students Receiving Special Education 304

School District Total Student Enrollment 1855

Percent of Students Receiving Special Education 16.4

Steering Committee

Name	Position/Role	Building	Email
Jessica Lengle	Director of Special Education	Wyomissing Area SD	jlengle@wyoarea.org
Karen Ostrander	Special Education Teacher	West Reading El Ctr	kostrander@wyoarea.org
Kristin McLaughlin	Special Education Teacher	Wyomissing Area JSHS	kmclaughlin@wyoarea.org
Matthew Redcay	Building Principal	Wyomissing Area JSHS	mredcay@wyoarea.org
Mindy Devlin	Special Education Teacher	Wyomissing Hills El Ctr	mdevlin@wyoarea.org
Terrie Taylor	Board Member	Wyomissing Area SD	terrie.taylor@wyoarea.org
Melissa Brand	Parent	Wyomissing Hills El Ctr	MelissaBrand01@gmail.com
Kami Fecho	General Education Teacher	Wyomissing Area JSHS	kfecho@wyoarea.org
Robert Scoboria	Superintendent	Wyomissing Area SD	rscoboria@wyoarea.org
Melissa Woodard	Director of Curriculum	Wyomissing Area SD	mwoodard@wyoarea.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
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itinerant is approximately 10% higher than the state average
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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
FSA 11 Least Restrictive Environment	The District will be working with PDE and PaTTAN to develop corrective action plan in August - September of 2022.
FSA 15A Parent Surveys	The District will be working with PDE and PaTTAN to develop corrective action plan in August - September of 2022.
FSA 19A Teacher Surveys	The District will be working with PDE and PaTTAN to develop corrective action plan in August - September of 2022.

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 Wyomissing Area School District does not currently have any of these facilities located within its boundaries, however, should this situation arise, the IEP team, including parents/guardians, would convene to assess the needs of individual students. The District would work to provide these students appropriate educational programming and transportation to ensure the provision of FAPE, just as we do for students who reside within the district. The District would communicate with the 1306 facility to ensure students are receiving a FAPE through the IEP process. For students with a suspected disability, the District would ensure the evaluation process is started with a school district employed/contracted school psychologist. Additionally, for students who are not making progress in their educational setting, the district would work with the 1306 facility to hold an IEP team meeting and make revisions as appropriate. Finally, the district would ensure staff working with special needs students are certified to do so by communicating with the HR department to review certifications.

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

The District would receive regular progress reports related to educational programming, including attendance and disciplinary records. Following a discharge from a 1306 facility, the school counseling office is notified of the student's return to school date. If time allows, the District will communicate with the sending placement to gather information on the student's needs and a meeting will be held with the student and their family. If time does not allow, the student will be welcome to return and the school counselor will meet with them privately to ensure they set up for a successful return to school. Finally, if new needs are suspected during the child's return to their home school, the District will initiate a Chapter 14 evaluation.

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 District works directly with facilities for incarcerated students to ensure FAPE. We provide records to juvenile detention centers when students are detained and request records when students are returning to their home school to ensure a seamless transition and little, to no, lost instructional time. When we have a student with a Juvenile Probation Officer, we work very closely with them to ensure we are always aware of our students' court placements. If we have a student become incarcerated who did not previously qualify for special education services, the District will review the student's file to determine if an evaluation is warranted.

Least Restrictive Environment

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

Although it is still an area of improvement, the District has increased the number of students being programmed for with an itinerant level of services since our previous special education plan and CMCI corrective action plans were written. Following the pandemic, the District has had to increase some services in response to student need. Compensatory services and/or revisions based on student need have been added to student IEPs. Compared to the state averages, the District continues to report significantly higher percentages of students with autism and emotional disturbances. Although we provide this type of support in each building, there are a few students within these disability categories who require a more restrictive level of programming and are placed outside of the district. To further support these students in their neighborhood school, we have increased our BCBA supports and provided additional professional development opportunities to our professional and support staff.

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 Wyomissing Area School District utilizes the discrepancy model in conjunction with data collection through the Multi-Tiered System of Support (MTSS). Our MTSS model allows all three schools, Wyomissing Hills Elementary Center, West Reading Elementary Center, and the Wyomissing Area Junior-Senior High School, to enhance academic, behavioral, and social-emotional outcomes for all students. Cross-disciplinary grade-level teams use a problem-solving process to provide targeted systematic, evidence-based practices and interventions matched to student needs. Educators are offered a framework to engage in data-based decisions about high-quality instruction, intervention, and positive behavioral support. Our MTSS framework comprises four essential components: screening, progress monitoring, multi-level interventions, and data-based decisions. Our proactive MTSS process helps ensure that a lack of exposure to appropriate reading and math instruction is not the cause of poor academic performance and allows our district to provide students with their instructional needs. Tier 1 includes a high-quality, rigorous academic, social, emotional, and behavioral curriculum and evidence-based teaching practices that address the required state common core standards. Tier 1 has formative, summative and diagnostic assessments to identify students needing additional support and provides differentiated instruction within the classroom, including small group guided instruction to address gaps in learning, re-teaching essential criteria, and enrichment to students who have demonstrated mastery. Tier II includes smaller instructional group sizes and interventions that target specific skill deficiencies beyond the general curriculum. Tier III includes individualized intensive interventions based on a student's quantified specific need(s) they are still experiencing after Tier II interventions. After all tiers have been implemented, and the student has not made adequate gains in skill deficits, the student is referred for a Chapter 14 evaluation.

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 WASD is committed to integrating students with disabilities in the general education environment as much and possible and exposing them

to the general education curriculum to the greatest extent possible. In order to do so, the District has adopted a culture of utilizing and exhausting supplemental aids and services to ensure integration into the LRE. Additionally, the district implements academic programming and training under the District Professional Development Plan. The focus on the District's professional development is to increase knowledge to meet individual student needs for academic skills, functional skills and mental health needs.

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

The WASD utilizes both district employed staff and contracted staff to provide the following areas of service: speech and language, occupational therapy, physical therapy, counseling services and social skills to address unique needs that could be a barrier to student participation in extracurriculars. The LEA maintains communication and effectively collaborates with a student's IEP team to ensure meaningful participation in school-sponsored activities. Supplementary aids and services continue to be considered for access to, and participation in, extracurricular activities.

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

In the event the District determines a private institution placement is necessary to meet a student's needs, the IEP team will encourage appropriate and meaningful opportunities to participate in school-sponsored activities.

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 WASD continues to build capacity and expand programs to provide a continuum of services. This is evidenced by the reduction in the number of students requiring an out of district placement. We offer special education, supplementary aids, services and supports across the entire spectrum of instruction settings. We also continue to be innovative in our instruction practices and models to maintain the least restrictive environment.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
River Rock Academy	Licensed Private Academic		River Rock Academy	Emotional Support	3
Chester County Intermediate Unit	Approved Private School (APS)		Chester County Intermediate Unit		1
Wilson School District	Other		Public School District		3
Elwyn Opportunities School			Elwyn		1
New Story	Licensed Private Academic		New Story		1
Devereux Cares	Approved Private School (APS)		Chester County Intermediate Unit		1
Hogan Learning Academy	Licensed Private Academic		Hogan Learning Academy		1

Positive Behavior Support

Date of Approval

2004-01-26

Uploaded Files

Policy 113.2.pdf

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

Board Policy No. 113.2 incorporates all of the requirements and limitations of Section 14.133 of the regulations of the State Board of Education, 22 Pa. Code Sec. 14.133, as the policy of the District and ensures that the Superintendent or his or he designee "shall provide the regular training and re-training, as needed, of personnel in the use of specific procedures, methods, and techniques that those personnel will be expected to employ in the implementation of behavior supports or interventions in accordance with IEP(s) of ... child(ren) with disabilities." The District requires that all IEPs developed for children with behaviors that interfere with their learning or that of their peers, include goals for the development of appropriate replacement behaviors and behavior intervention strategies that emphasize the use of positive behavior teaching and shaping techniques. Use of physical restraining methods is permitted only when necessary to control acute or episodic behaviors that present a danger to the child or others and only when less restrictive measures have proven to be, or are, ineffective. Such restraints are never used for the convenience of staff, as a substitute for an educational program, or as punishment. Behavior interventions and strategies are based on functional behavior assessments completed by the special education case manager, a school psychologist, and/or a contracted behavior support consultant. Any staff member who may have to restrain a student is certified in Safety-Care Behavioral Safety Training.

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 District has leveraged resources to allow us to have five of our staff members trained as certified Safety-Care trainers. In addition to the Trainers, we also have 44 various staff members throughout the District who are certified in Safety-Care. This training includes behavior interventions and strategies that are based on functional behavior assessments completed by the special education case manager, a school psychologist and/or a contracted behavior support consultant. It is delivered in a least to most restrictive format and includes incident prevention, incident minimalization, physical safety procedures and physical management procedures. Incident prevention trains staff in antecedent strategies of using differential reinforcement and creating a safe and therapeutic environment. The incident minimalization portion of the training focuses on de-escalation strategies to utilize with students in the beginning stages of behavioral crisis. Physical safety procedures

provide trainees with instruction in managing student aggression like biting, grabbing, and hair pulls. And finally, the physical management training teaches staff to use physical interventions to safely manage very aggressive behavior.

3. Describe the district positive school wide support programs.

Our K-4 building also employs a positive behavior support teacher. The main focus of this position is to provide behavioral support to both students and teachers. This is done in various ways. The positive behavior support teacher provides training to teachers in many areas, including data collection and the ABC framework of behavior. In addition, the behavior support teacher works with other staff to help create and implement individualized behavior plans for students. The creation of individualized behavior plans ties directly to the district's MTSS program. Behavior concerns often add to student academic needs. The positive behavior support teacher is part of the building's core MTSS team to help address social and behavioral needs. Another responsibility of the positive behavior support teacher is to help improve the behavior of all students using the school-wide positive support behavior program. Reward systems have been established around this program to help reinforce students daily in all school settings including the classroom, cafeteria and bus. Consequences have also been established for behaviors including student "Think Sheets." Collaboration with faculty and staff is a vital part of this process. In order to monitor behaviors across the building, data collection and analysis is conducted monthly. Our 5-6 building utilizes a set of building rules to determine when students receive reinforcement of appropriate behaviors through a ticket system. The following rules are consistently enforced in all areas of the school: 1. Follow directions from all staff. 2. Put forth your best effort. 3. Come to class prepared. 4. Communicate respectfully. Teachers and staff members give out tickets when they see students exhibiting appropriate behaviors. Students can use the tickets to purchase items at the school store or they can use them to gain rewards from individual teachers. Individual teachers have created a menu of options for students to choose from. When necessary for individual students, individual positive behavior support plans are developed. Students are rewarded for positive behavior and proactive measures to decrease negative behaviors are put into place. Rewards and accommodations are faded out as behavior goals are met. Our 7-12 building runs a program that positively effects 100% of the students. All students, administrators, professional staff and support staff participate. The first four letters of the word graduate were made into an acronym that identifies the behaviors a student needs to graduate from the Wyomissing Area School District, and transition into their adult life. GRAD stands for G - get to class on time and be prepared, R - respectfully communicate, A - appropriately interact, D - do what's expected and do the right thing. Tickets are used to visually reinforce appropriate behaviors. The idea is to "catch the student being good." When appropriate behavior is observed, a staff member will give the student a ticket and tell the student why they gave them the ticket. Students can enter ticket(s) into a monthly drawing or use them to purchase items at the school store. Behavioral data is collected and organized in a web-based program for grades 5-12 and analyzed by an administrator and team of teachers bi-weekly. Trends are identified for specific students, specific grade levels and relevant to calendar changes.

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

The District provides school-based behavior health services to both general education and special education students. We have a full-time social worker who acts as a liaison between outside mental health and social services and families in the district. The social worker also

provides direct therapeutic support to students who are identified in need. SAP and/or eSAP programs run in all three of our buildings with a partnership from the Caron Foundation and Center for Mental Health. The District has seen an increase in referrals to these programs and has been able to adjust services to meet student needs. We run many small groups for students to provide instruction and/or support on a number of topics to include: grief and loss, anger management, developing healthy friendships and drug and alcohol trends. Most recently, the District has developed a partnership with a local counseling agency to provide school-based counseling services to students in their academic day. For students in special education, we contract with a BCBA for nearly full-time hours. The BCBA supports students identified with behavioral needs in autistic support or emotional support classes. Additionally, the District employs a behavior support teacher to provide additional therapeutic support to students in our JSHS emotional support classroom.

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

The District uses Safety-Care Behavioral Safety Training to support deescalation practices and non-harmful restraint practices. Safety-Care promotes and emphasis on prevention over management. Staff are taught evidence-based procedures as the basis of interventions. A least restrictive approach is emphasized, which requires staff to be taught a range of options. Restraints are only used when there are no other safe options and must end as quickly as possible. The District has leveraged funds to allow for four staff members to be certified Safety-Care trainers. These trainers have helped us to develop trained teams in each of our buildings to supports students in behavioral crisis. Annual recertifications are held, as well as monthly refreshers for staff to practice the skills learned. Staff will always debrief after a physical restraint occurs and will complete required paperwork for state reporting as a team. Students who require physical restraint related to their behavioral needs will have the process documented in their IEP.

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 Wyomissing Area School District identifies programming options for hard-to-place students by collaborating with other school districts, the Berks County Intermediate Unit, non-educational agencies through the monthly meetings of the Berks Administrators of Special Education (BASE) and by convening interagency team meetings to address child-specific issues. These activities have resulted in successful placement in alternative education facilities, in approved private schools, in partial hospitalization programs, and in residential treatment facilities. The District works to always attempt services in the least restrictive environment before looking at more restrictive placement options. Additionally, we have added a virtual instruction option to our available programming and have developed creative ways of meeting student needs when they are participating in our virtual learning program. Interagency collaboration for children of transition age is identified through regular participation with the Berks County Transition Coordinating Council (BCTCC). The District's Transition Coordinator attends these bi-monthly meetings and participates on committees within the Council. Additionally, our Transition Coordinator helps students open and maintain cases with the Office of Vocational Rehabilitation (OVR) and Service Access and Management. Our Transition Coordinator will also offer support to students when registering for Selective Service and when completing Voter Registration documents. We have partnered with the Summer Work Experience and Placement program to allow for paid work opportunities to our students during the summer months, as well as with the OVR, Work Partners and the Berks Career and Technology Center for paid work experiences during the school year. The District contracts social work services in all three buildings. The social worker, assigned to our District from the Reading Hospital, assists families in linkages with services provided through other agencies, such as Medical Assistance, Service Access Management, Juvenile Probation, Berks County Children and Youth Services and others. She also ensures that the services accessed are coordinated with school-based services and, when appropriate, are made part of the free appropriate public education described in the individual student's IEP. We have strategically equipped our eSAP and SAP teams to consist of administrators, nurses, psychologists, teachers, counselors and social workers. We continue to look for opportunities to increase the number of staff members we have on our eSAP and SAP teams.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WREC Speech 1	Elementary	Part-time (0.5)	04/25/2022 02:05 PM

Building Name	
West Reading El Ctr	
Support Type	
Speech And Language Support	
Support Sub-Type	
Speech And Language Support	
Level of Support	Case Load
Itinerant (20% or Less)	5
Identify Classroom	Classroom Location Age Range
School District	Elementary 10 to 12
Age Range Justification	FTE %
	0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WHEC Speech 1	Elementary	Part-time (0.5)	04/25/2022 02:05 PM

Building Name	
Wyomissing Hills El 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 9
Age Range Justification		FTE %
This position case manages students outside of the allowable age range, however he/she does not instruct these students at the same time. In the rare case that students outside the allowable age range are in the same instructional environment at the same time, the LEA seeks parental permission through the IEP process and documents parent approval in the IEP.		0.22

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JSHS Speech 1	Secondary	Full-time (1.0)	04/25/2022 01:23 PM

Building Name		
Wyomissing Area JSHS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	8 to 13

Age Range Justification	FTE %
This position case manages students outside of the allowable age range, however he/she does not instruct these students at the same time. In the rare case that students outside the allowable age range are in the same instructional environment at the same time, the LEA seeks parental permission through the IEP process and documents parent approval in the IEP.	0.17

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JSHS LS 8	Secondary	Full-time (1.0)	04/25/2022 01:22 PM

Building Name	
Wyomissing Area JSHS	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	Case Load
Itinerant (20% or Less)	5
Identify Classroom	Classroom Location
School District	Secondary
	Age Range
	13 to 16
Age Range Justification	FTE %
	0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JSHS ES 1	Secondary	Full-time (1.0)	04/25/2022 01:21 PM

Building Name		
Wyomissing Area JSHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 16
Age Range Justification		FTE %
		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JSHS LS 7	Secondary	Full-time (1.0)	04/25/2022 01:19 PM

Building Name		
Wyomissing Area JSHS		
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 15
Age Range Justification		FTE %
		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JSBS LSS 1	Secondary	Full-time (1.0)	05/09/2022 09:42 AM

Building Name		
Wyomissing Area JSBS		
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%)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 19
Age Range Justification		FTE %
This position case manages students outside of the allowable age range, however he/she does not instruct these students at the same time. In the rare case that students outside the allowable age range are in the same instructional environment at the same time, the LEA seeks parental permission through the IEP process and documents parent approval in the IEP.		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JSBS AS 2	Secondary	Full-time (1.0)	04/25/2022 01:18 PM

Building Name		
Wyomissing Area JSHS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
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 15
Age Range Justification		FTE %
		0.88

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JSHS AS 1	Secondary	Full-time (1.0)	04/25/2022 01:17 PM

Building Name		
Wyomissing Area JSHS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range

School District	Secondary	12 to 17
Age Range Justification		FTE %
This position case manages students outside of the allowable age range, however he/she does not instruct these students at the same time. In the rare case that students outside the allowable age range are in the same instructional environment at the same time, the LEA seeks parental permission through the IEP process and documents parent approval in the IEP.		0.58

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JSBS LS 6	Secondary	Full-time (1.0)	04/25/2022 01:16 PM

Building Name		
Wyomissing Area JSBS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		16
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.8

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JSBS LS 5	Secondary	Full-time (1.0)	04/25/2022 01:16 PM

Building Name		
Wyomissing Area JSHS		
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
JSHS LS 4	Secondary	Full-time (1.0)	04/25/2022 01:15 PM

Building Name		
Wyomissing Area JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		16

Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 17
Age Range Justification		FTE %
		0.8

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JSHS TC 1	Secondary	Full-time (1.0)	04/25/2022 01:14 PM

Building Name	
Wyomissing Area JSHS	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	Case Load
Itinerant (20% or Less)	3
Identify Classroom	Classroom Location
School District	Secondary
Age Range Justification	Age Range
	13 to 16
	FTE %
	0.06

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JSHS LS 3	Secondary	Full-time (1.0)	04/25/2022 01:11 PM

Building Name		
Wyomissing Area JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		19
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 17
Age Range Justification		FTE %
		0.95

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JSHS LS 2	Secondary	Full-time (1.0)	04/25/2022 01:34 PM

Building Name		
Wyomissing Area JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		21
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 15
Age Range Justification		FTE %
		0.42

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JSHS LS 1	Secondary	Full-time (1.0)	04/25/2022 01:09 PM

Building Name		
Wyomissing Area JSHS		
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	7 to 17
Age Range Justification		FTE %
This position case manages students outside of the allowable age range, however he/she does not instruct these students at the same time. In the rare case that students outside the allowable age range are in the same instructional environment at the same time, the LEA seeks parental permission through the IEP process and documents parent approval in the IEP.		0.28

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WREC AS 1	Elementary	Full-time (1.0)	04/25/2022 01:05 PM

Building Name		
West Reading El Ctr		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic 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 %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WREC LS 2	Elementary	Full-time (1.0)	04/25/2022 01:04 PM

Building Name		
West Reading El 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	Elementary	10 to 12
Age Range Justification		FTE %
		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WREC LS 1	Elementary	Full-time (1.0)	04/25/2022 01:01 PM

Building Name		
West Reading El Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		13
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11
Age Range Justification		FTE %
		0.65

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WREC ES 1	Elementary	Full-time (1.0)	04/25/2022 01:01 PM

Building Name		
West Reading El Ctr		
Support Type		

Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		11
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12
Age Range Justification		FTE %
		0.55

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WHEC ES 2	Elementary	Full-time (1.0)	04/25/2022 01:01 PM

Building Name		
Wyomissing Hills El Ctr		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 9
Age Range Justification		FTE %
		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WHEC AS 3	Elementary	Full-time (1.0)	05/09/2022 09:43 AM

Building Name		
Wyomissing Hills El Ctr		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WHEC AS 2	Elementary	Full-time (1.0)	04/25/2022 01:00 PM

Building Name		
Wyomissing Hills El Ctr		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		

Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WHEC AS 1	Elementary	Full-time (1.0)	05/09/2022 09:43 AM

Building Name		
Wyomissing Hills El Ctr		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 10
Age Range Justification		FTE %
This position case manages students outside of the allowable age range, however he/she does not instruct these students at the same time. In the rare case that students outside the allowable age range are in the same instructional environment at the same time, the LEA seeks parental permission through the IEP process and documents parent approval in the IEP.		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WHEC LS 4	Elementary	Full-time (1.0)	04/25/2022 12:59 PM

Building Name		
Wyomissing Hills El 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	Elementary	6 to 8
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WHEC ES 1	Elementary	Full-time (1.0)	04/25/2022 12:37 PM

Building Name		
Wyomissing Hills El Ctr		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		

Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	
School District	Elementary	
Age Range Justification		FTE %
This position case manages students outside of the allowable age range, however he/she does not instruct these students at the same time. In the rare case that students outside the allowable age range are in the same instructional environment at the same time, the LEA seeks parental permission through the IEP process and documents parent approval in the IEP.		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WHEC LS 3	Elementary	Full-time (1.0)	04/25/2022 12:59 PM

Building Name		
Wyomissing Hills El 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	5 to 8
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WHEC LS 2	Elementary	Full-time (1.0)	04/25/2022 12:58 PM

Building Name		
Wyomissing Hills El Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 9
Age Range Justification		FTE %
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WHEC LS 1	Elementary	Full-time (1.0)	04/25/2022 12:58 PM

Building Name		
Wyomissing Hills El 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	7 to 9
Age Range Justification		FTE %
		0.45

Special Education Facilities

Building Name		Room #
Wyomissing Area JSHS		410
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 13 feet, 0 inches	299sqft	10
Implementation Date		
2022-05-09		
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 #
Wyomissing Area JSHS		408
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
32 feet, 0 inches x 23 feet, 0 inches	736sqft	26
Implementation Date		
2022-05-09		

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 #
Wyomissing Area JSHS		405
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 20 feet, 0 inches	460sqft	16
Implementation Date		
2022-05-09		
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 #
Wyomissing Area JSHS		404
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 33 feet, 0 inches	759sqft	27
Implementation Date		
2022-05-09		
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 #
Wyomissing Area JSHS	225

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 24 feet, 0 inches	552sqft	19
Implementation Date		
2022-05-09		
Uploaded Files		

5Assurance 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 #
Wyomissing Area JSHS		226
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
28 feet, 0 inches x 28 feet, 0 inches	784sqft	28
Implementation Date		
2022-05-09		
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 #
Wyomissing Area JSHS		211 A
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
20 feet, 0 inches x 10 feet, 0 inches	200sqft	7
Implementation Date		
2022-05-09		
Uploaded Files		

7 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	
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Building Name		Room #
Wyomissing Area JSHS		211 B
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
20 feet, 0 inches x 20 feet, 0 inches	400sqft	14
Implementation Date		
2022-05-09		
Uploaded Files		

8Assurance Check

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

Building Name		Room #
Wyomissing Area JSHS		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 18 feet, 0 inches	414sqft	14
Implementation Date		
2022-05-09		
Uploaded Files		

9Assurance 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 #
Wyomissing Area JSHS		206
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
18 feet, 0 inches x 27 feet, 0 inches	486sqft	17
Implementation Date		
2022-05-09		
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 #
Wyomissing Area JSHS		510
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
20 feet, 0 inches x 23 feet, 0 inches	460sqft	16
Implementation Date		
2022-05-09		
Uploaded Files		

11Assurance 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 #
Wyomissing Area JSHS		507
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
20 feet, 0 inches x 30 feet, 0 inches	600sqft	21
Implementation Date		
2022-05-09		
Uploaded Files		

12Assurance 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 #
Wyomissing Area JSHS		BCTC Liaison Room
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
15 feet, 0 inches x 10 feet, 0 inches	150sqft	5
Implementation Date		
2022-05-09		
Uploaded Files		

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13 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 #
Wyomissing Area JSHS		Speech Room - Library
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
18 feet, 0 inches x 12 feet, 0 inches	216sqft	7
Implementation Date		
2022-05-09		
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	

Building Name		Room #
West Reading El Ctr		302
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
11 feet, 0 inches x 20 feet, 0 inches	220sqft	7
Implementation Date		
2022-05-09		
Uploaded Files		

15Assurance 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 #
West Reading El Ctr	311
School Building	Building Description

Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 0 inches x 23 feet, 0 inches	621sqft	22
Implementation Date		
2022-05-09		
Uploaded Files		

16 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 #
West Reading El Ctr		107
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		
2022-05-09		
Uploaded Files		

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 #
West Reading El Ctr		101
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 27 feet, 0 inches	864sqft	30
Implementation Date		
2022-05-09		
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 #
Wyomissing Hills El Ctr		402
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
35 feet, 0 inches x 25 feet, 0 inches	875sqft	31
Implementation Date		
2022-05-09		
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 #
Wyomissing Hills El Ctr		C
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom

15 feet, 0 inches x 22 feet, 0 inches	330sqft	11
Implementation Date		
2022-05-09		
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	

Building Name		Room #
Wyomissing Hills El Ctr		300A
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
17 feet, 0 inches x 20 feet, 0 inches	340sqft	12
Implementation Date		
2022-05-09		
Uploaded Files		

21Assurance 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 #
Wyomissing Hills El Ctr		133
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 27 feet, 0 inches	675sqft	24
Implementation Date		
2022-05-09		
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 #
Wyomissing Hills El Ctr		118
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 25 feet, 0 inches	625sqft	22
Implementation Date		
2022-05-09		
Uploaded Files		

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 #
Wyomissing Hills El Ctr		400
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
35 feet, 0 inches x 35 feet, 0 inches	1225sqft	43
Implementation Date		
2022-05-09		
Uploaded Files		

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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 #
Wyomissing Hills El Ctr		Speech Room - Library
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
16 feet, 0 inches x 10 feet, 0 inches	160sqft	5
Implementation Date		
2022-05-09		
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	

Special Education Support Services

26Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Paraprofessionals	34	District Wide	District
School Psychologist	2	Elementary	District
School Psychologist	1	Secondary	District
Physical Therapist	.25	District Wide	Contractor
Occupational Therapist	1.25	Elementary	Contractor
Occupational Therapist	.25	Secondary	Contractor
Behavior Specialist	.75	District Wide	Contractor
Transition Coordinator	.75	Secondary	District
Other	.2	District Wide	Contractor
Other	1.75	District Wide	Contractor
Other	.25	District Wide	Contractor
Other	.2	District Wide	Contractor

Special Education Personnel Development

Autism

Description of Training			
Verbal Behavior Training			
Lead Person/Position		Year of Training	
Jessica Lengle/Director of Pupil Services			
Hours Per Training	Number of Sessions	Provider	Audience
.5	18		Paraprofessionals

Positive Behavior Support

Description of Training			
Safety-Care Training			
Lead Person/Position		Year of Training	
Jessica Lengle/Director of Pupil Services			
Hours Per Training	Number of Sessions	Provider	Audience
6-12	9	District	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Description of Training	
Functional Behavioral Assessment Training	
Lead Person/Position	Year of Training

Jessica Lengle/Director of Pupil Services			
Hours Per Training	Number of Sessions	Provider	Audience
.5	6		Special Education Teachers

Description of Training			
Positive Behavioral Support Plan Training			
Lead Person/Position		Year of Training	
Jessica Lengle/Director of Pupil Services			
Hours Per Training	Number of Sessions	Provider	Audience
.5	6	District	Special Education Teachers

Paraprofessional

Description of Training			
First Aid/CPR			
Lead Person/Position		Year of Training	
Jessica Lengle			
Hours Per Training	Number of Sessions	Provider	Audience
4	3	District	Paraprofessionals

Description of Training			
Training related to individual student needs			
Lead Person/Position		Year of Training	
Various Special Education Casemanagers			
Hours Per Training	Number of Sessions	Provider	Audience

2	unlimited	District	Paraprofessionals
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Description of Training			
Master Teacher Online Courses			
Lead Person/Position		Year of Training	
Jessica Lengle/Director of Pupil Services			
Hours Per Training	Number of Sessions	Provider	Audience
1	30	Other	Paraprofessionals

Transition

Description of Training			
Graduation Pathways			
Lead Person/Position		Year of Training	
Transition Coordinator			
Hours Per Training	Number of Sessions	Provider	Audience
2	2	District	Special Education Teachers Other

Description of Training			
Indicator 13 Training			
Lead Person/Position		Year of Training	
Transition Coordinator			
Hours Per Training	Number of Sessions	Provider	Audience

1	3	District	Special Education Teachers
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Science of Literacy

Description of Training			
Various Direct Instruction Reading Program Trainings			
Lead Person/Position		Year of Training	
Jessica Lengle/Director of Pupil Services			
Hours Per Training	Number of Sessions	Provider	Audience
3	3	Other	Special Education Teachers

Parent Training

Description of Training			
Speech and Language Training			
Lead Person/Position		Year of Training	
Director of Pupil Services; SLPs			
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Parents Special Education Teachers

Description of Training	
Post-Secondary Transition	
Lead Person/Position	Year of Training

Director of Pupil Services; Transition Coordinator			
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Parents Special Education Teachers

IEP Development

Description of Training			
IEP Alignment			
Lead Person/Position		Year of Training	
Transition Coordinator			
Hours Per Training	Number of Sessions	Provider	Audience
3	2	District Intermediate Unit	Special Education Teachers

Signatures & Affirmations

Approval Date

2022-06-13

Uploaded Files

Wyomissing Area SpEd Plan

- 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

Robert Scoboria

Date

2022-08-03

