

Wyomissing Area School District Comprehensive Plan and Special Education Plan



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“Inspiring Excellence, One Spartan at a Time”

Why Plan?

- A primary aim of the school district's Comprehensive Plan is to facilitate unity of purpose, or alignment. Alignment is the process of reaching a mutual understanding about common goals. It gives shared meaning to the work of the school district, thereby enabling successful accomplishment of the goals of the organization.

PDE requires the submission of several sub-plans along with the Comprehensive Plan, including:

- Induction Plan - Chapter 49
- Professional Development Plan - Act 48
- Gifted Plan - Chapter 16
- Academic Standards and Assessment Requirements - Chapter 4
- Student Services Assurances - Chapter 12

The Special Education Plan is one part of the Comprehensive Plan. It represents a school district's commitment to providing a quality education to all students identified with a disability eligible for special education services. The District Level Special Education Plan is due to the Pennsylvania Department of Special Education by June 30, 2022, spans three years, and begins on July 1, 2022. It describes the programs and services that are provided within the school district, as well as those accessed outside of the school district's geographic boundaries.

Comprehensive Planning Process

- Planning team consisted of:
 - 6 Administrators
 - 3 Board Members
 - 3 Community Members
 - 6 Staff Members
 - 3 Parents
- Planning team met three times between October 2021 and January 2022
- Planning team engaged in learning and researched resources suggested by PDE to identify strengths and challenges for Plan's focus
- Special Education Planning Process - similar stakeholders, but smaller groups; some individual meetings related to specific stakeholder input

WASD Mission Statement

Inspiring Excellence, One Spartan at a Time!

Vision Statement

The Wyomissing Area School District aspires to:

- Prepare students to excel in their global community
- Offer rigorous academics and enriching extracurricular opportunities
- Provide innovative opportunities to support all learners
- Attract and retain educators of impact
- Create a culture that fosters strong relationships, dignity and growth

Measurable Goals - Curriculum Development and Alignment

- To create an aligned and articulated K-7 math curriculum that improves student proficiency based on state assessments by 15% by the conclusion of the three-year period.
- To create an articulated K-12 science curriculum that is aligned to the new PA Science Standards
- To create an aligned and articulated K-12 ELA curriculum that improves student proficiency based on state assessments by 6% by the conclusion of the three-year period

Math Instructional Resources K-7



Proposed Math Instructional Resources - Eureka Math²

- Eureka Math² is designed to ensure that students move beyond rote memorization to build enduring math knowledge.
 - Includes consistent math models, rigor to support the productive struggle, and coherence across lessons, modules, and grades
 - Every lesson includes opportunities for student discourse because peer-to-peer discussion helps students solidify their understanding of math concepts.
 - Students learn to think like mathematicians as they tackle tough problems and answer their own questions.

Total Amount of Math Requests = \$70,921.70

Oceanography and Meteorology

These courses are both semester-long elective courses for juniors and seniors.

The current textbook is seriously outdated for the upcoming Next Generation Science Standards (NGSS)

Title: Inspire Science Earth

- 6-year license bundle for all textbooks including digital courseware

Total Amount of Science Requests = \$7,757.03



Reasoning for this Textbook

Input by Dr. John Yoder:

- Appropriate reading level for high school students and aligned to NGSS standards.
- Online text available and compatible with iPads
- Increased focus on hands-on experiments and virtual investigations to challenge students.
- Textbook also contains literacy connections to help students develop the skills to become better readers and writers.
- This single textbook has the ability to encompass both semester courses of Meteorology and Oceanography.

English JSHS Text Requests

- AP Research
 - 100 Questions (and Answers) about Research Methods
 - Statistics for People Who (Think They) Hate Statistics
- AP Language and Composition
 - Ideas in Argument: Building Skills and Understanding for the AP English Language Course
 - Born a Crime: Stories from a South African Childhood

English JSHS Text Requests

- Grade 10 English - Core Course Text
 - The Other Wes Moore: One Name, Two Fates
- Grade 9 Honors - Literature Circles Texts (choice)
 - Far from the Tree
 - In the Wild Light
 - Dragon Hoops
- Grade 8 Accelerated English - Summer Reading Text
 - March, Book One

Total Amount of English Requests: \$13,271.75

JSHS Social Studies Text Requests

- Academic/Honors Government Textbooks
 - 80 textbooks
 - Approximate total = \$8000
- The teacher's guide has an organized, clear and flexible lesson plan to teach each topic and lesson, including days and time allot for each topic. This would be extremely helpful for new instructors.
- A sample of the [student's text](#) shows the organization of the unit, complete with key vocabulary. Note there is a video embedded showing a brief profile of James Madison. The end of the chapter has review questions and a document based question.

Measurable Goals - Career Ready

- By the conclusion of the plan, increase the number of students by 25% who engage in career- focused learning experiences during their high school education (i.e. internships, work- study options).
- Increase the enrollment of students in higher-level courses compared to "All Students", including students with Disabilities, English Learners, Hispanic and Black students by 15%.

Measurable Goals - SEL and Mental Health

- WASD will identify student mental health needs, review and align resources to address student needs, solicit ongoing feedback from stakeholders to set goals and measure the effectiveness of District services

Special Education Profile



Special Education Data Report School Year 2020-2021

Pennsylvania

Enrollment (School Age)

Source: December 1, 2020 Child Count

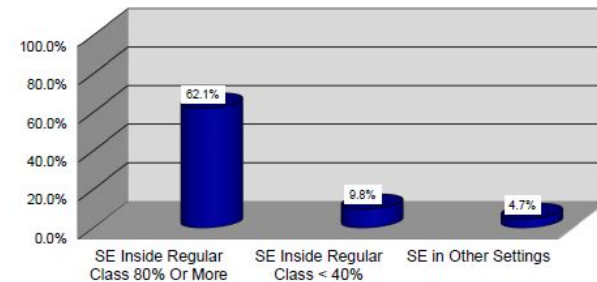
	State
Total Enrollment ^	1,698,870
Total Special Ed Enrollment	307,594
Percent of Special Education	18.1%
Percent of Special Education Enrollment by Disability	
Autism	12.1%
Deaf-Blindness	0.0%
Emotional Disturbance	8.5%
Hearing Impairment Including Deafness	0.9%
Intellectual Disability (Mental Retardation)	6.2%
Multiple Disabilities	1.0%
Orthopedic Impairment	0.2%
Other Health Impairment	17.4%
Specific Learning Disability	39.2%
Speech or Language Impairment	14.1%
Traumatic Brain Injury	0.2%
Visual Impairment Including Blindness	0.3%

^ Total Enrollment, for Special Education reporting purposes, includes all students enrolled in an LEA regardless of the location where a student is receiving services.



Educational Environments (Ages 6-21, Age 5 School Age)

Source: December 1, 2020 Child Count



Race/Ethnicity (School Age)

Source: December 1, 2020 Child Count

	Spec ED	State
American Indian/Alaska Native	0.2%	0.2%
Asian	1.8%	4.3%
Black or African American	17.6%	14.7%
Hispanic	14.0%	13.1%
Multiracial	5.2%	4.6%
Native Hawaiian/Other Pacific Islander	0.1%	0.1%
White	61.1%	63.0%



Staff Throughout the District

WHEC

- ✓ Kindergarten through 4th grades
- ✓ 4 Learning Support Teachers
- ✓ 3 Autistic Support Teachers
- ✓ 2 Emotional Support Teachers
- ✓ 1 Speech Pathologist
- ✓ 17 Paraprofessionals

WREC

- ✓ 5th through 6th grades
- ✓ 3 Learning Support Teachers
- ✓ 1 Autistic Support Teacher
- ✓ .25 Speech Pathologist
- ✓ 3 Paraprofessionals

JSHS

- ✓ 7th through 12th grades
- ✓ 6 Learning Support Teachers
- ✓ 2 Autistic Support Teachers
- ✓ 1 LSS Teacher
- ✓ 1ES Teacher
- ✓ 1 Behavior Support Specialist
- ✓ .75 Speech Pathologist
- ✓ 14 Paraprofessionals

District-wide Staff: 3 School Psychologists; 1 Social Worker; 4 PT Occupational Therapists; 1 Physical Therapist; BCBA; Department Chair; Transition Coordinator

Trends in Enrollment Data (7/1/21 – 1/10/22)

- ✓ 41% of new registrations are students with disabilities
- ✓ 48% of all new registrations are Hispanic; of those 48%, 78% of them were already identified as having a disability
- ✓ Early Intervention number expected to increase by 60% for the 2022-2023 school year

Least Restrictive Environment

- ❖ Commitment to a full continuum of services, as evidenced by:
 - ❖ Differentiated instruction
 - ❖ School wide positive behavior support plans
 - ❖ MTSS, including bi-weekly data team meetings
 - ❖ Contracted BCBA
 - ❖ eSAP and SAP teams with support from the Center for Mental Health and Caron Foundation
 - ❖ Support and consultation from the BCIU
 - ❖ Training on Differentiated Reinforcement from QBS, Inc.
 - ❖ Highly qualified paraeducators
 - ❖ Learning Support, Emotional Support and Autistic Support programming in all three buildings
 - ❖ Compensatory services through next academic year

Students Placed Outside the District

- ✓ Data driven decision making
- ✓ Parental involvement
- ✓ Partner with neighboring school districts first to ensure access to typical peers
- ✓ District-level or building level administrator attend all IEP meetings; for students with poor attendance and/or behavioral needs, LEA monitors their attendance on a bi-weekly basis
- ✓ Student's placement is reviewed annually, at a minimum
- ✓ Student who are placed by their families in mental health facilities are offered an individualized transition plan to move back into the public school setting

Strengths and Highlights

❖ Transition

- ❖ Keys2Work; RFVII-2; County-wide meetings; BCTCC; Naviance; Community Based Instruction; volunteer and/or paid work opportunities in our community

❖ Progress Monitoring

- ❖ AIMSweb; DIBELS; SRI; SMI; IRI; QRI; benchmarks assessments; WADE; VB-MAPP

❖ Professional Development

- ❖ Legal issues; federal and state regulations; Special Programs;; data analysis; student specific research-based instructional practices

❖ Highly-qualified Paraeducators

- ❖ Required 20 hours – PaTTAN; BCIU; CPR/First Aid; Safety-Care; Master Teacher (online trainings)

❖ Extended School Year (ESY) Programs

- ❖ Many district staff members deliver the instruction; transition to next school building when appropriate; opportunities for Community Based Instruction and Work Experience

❖ Research-based Teaching Materials

- ❖ SRA programs; Wilson Reading; LMB; Read Naturally; Saxon Math; Early Literacy Skills Builder; Edmark

❖ Pre-referral Interventions

- ❖ 3 tiered model; bi-weekly data team meetings; program oversight by our Supervisor of Assessments and Instructional Interventions; involvement of school psychologists

Strengths and Highlights continued...

❖ Evaluations/IEP paperwork

- ❖ Staff work expeditiously to meet Chapter 14 mandated timelines; School Psychologists are fully staffed

❖ Technology

- ❖ Special Programs; Performance Tracker; eSchoolPlus; PVASS; Educere

❖ Assistive Technology

- ❖ AT Specialist; SETT framework meetings conducted by BCIU personnel; Bookshare; Kurzweil; word prediction software; laptops; iPads; Augmentative and alternative communication devices; numerous apps that are specific to individual student need

❖ Communication with our Department, Parents, General Education Teachers and Related Service Providers

- ❖ Monthly, at minimum, department meetings; participation in data team meetings; parent trainings and meetings

❖ Contracted Consultants

- ❖ BCBA's; TAC team at BCIU

❖ Continuum of Special Education Services

- ❖ Trainings to first address student needs in the general education classroom with supplementary aids and services

❖ Early Intervention Planning

- ❖ Work with the BCIU to ensure a seamless transition for early intervention programming to a school aged program

Special Education Personnel Development

- ❖ Autism
- ❖ Positive Behavior Support
- ❖ Paraprofessional
- ❖ Science of Literacy
- ❖ Parent Training
- ❖ IEP Development
- ❖ Transition

*All goals include a description of training, lead person or positions, year(s) the training will be conducted, the provider of the training and the intended audience.

Next Steps

- May 10, 2022 - June 6, 2022 - 28 days of public viewing of the draft plans (will be available on the District website and a hard copy will be available in the District Office)
- June 10, 2022 - Executive Summary of both plans will be provided to the School Board of Directors, will include any changes related to public input
- June 13, 2022 - Board action to approve plans
- Week of June 14, 2022 - Plans submitted to PDE

Questions?