

Wyomissing Area School District

Executive Summary – Special Education Plan

June, 2022

- Developed every three years; the pandemic delayed our schedule
- Due June 30, 2022 to the Pennsylvania Department of Education

WASD Process

- Focus group meetings held throughout the District with individuals representing general education, special education, parents and administrators – some were group meetings and others individual
- Participation in a focus group was voluntary
- Director of Pupil Services presents and overview of the Special Education Plan to the WASD School Board on May 9, 2022
- Special Education Plan Draft will be made available for public viewing from May 10, 2022 to June 6, 2022
- Director of Pupil Services provides an Executive Summary to the School Board of Directors on June 10, 2022, to include any changes from the public viewing portion
- WASD School Board votes on finalized Special Education Plan on June 13, 2022
- WASD submits approved Special Education Plan to PDE the week of June 13, 2022

Specific Parts of the Plan

- Demographics – District Office address, Superintendent and Director of Pupil Services
- Planning Committee – Names and positions of the focus group participants
- Special Education Students – 338 students identified, as of December 1, 2017
- Identification Method – The WASD uses the “severe discrepancy” model to determine special education eligibility under a diagnosis of Specific Learning Disability.
- Enrollment – Based on the December 1, 2020 Child Count, the District’s Special Education percentage is 16.4%, which is below the state average of 18.1%. Areas of discrepancy include: our Autism population is 7.3% higher than the state average; our speech and language impaired population is 3.3% below the state average; our Hispanic population is 11.1% higher than what would be expected for our LEA; and, our white population is 11.9% lower than what would be expected for our LEA.
- Non-Resident Oversight – We currently do not have any institutions within WASD borders. If institutions were located within the District, we would provide students with a free appropriate public education (FAPE) in the most appropriate setting.
- Incarcerated Student Oversight – The District works directly with facilities for incarcerated students to ensure FAPE. When we have a student with a Juvenile Probation Officer, we work very closely with them to ensure we are always aware of our student’s 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 a special education evaluation is warranted.

- Least Restrictive Environment – Data is reviewed regularly for all students. Individual and/or small group replacement instruction is provided with research validated programs for students in need. The District offers a continuum of inclusive programming with Learning Support, Autistic Support and Emotional Support programming offered in all three buildings. Supplementary aids and services are reviewed annually at student IEP meetings to ensure students are included in the general education environment and curriculum to the greatest extent possible.
- Behavior Support Services – The District’s Behavior Support Policy is 113.2. The District utilizes positive behavior supports for all students. We contract with a Board Certified Behavior Analyst who conducts Functional Behavior Assessments and develops Positive Behavior Support Plans for Special Education students who are in need of additional behavior supports. Additionally, we contract with the Reading Hospital and the Caron Foundation for individual and group counseling services in each building.
- Intensive Interagency/Ensure FAPE/Hard to Place Students – All supports and services within the District are exhausted prior to considering an outside placement. When an outside placement is warranted, the District carefully considers all options available. Occasionally, the District has had students with significant learning and/or behavioral needs which made finding an appropriate placement for them difficult. In these cases, the District has had success in resolving this type of placement issue by collaborating with the Berks County Intermediate Unit and/or other Special Education Departments in the county.
- Strengths and Highlights – District strengths include: a strong post-secondary transition program; various progress monitoring tools and procedures; extensive opportunities for professional development; highly-qualified paraprofessionals; an in-house Extended School Year program; Summer School programming; various research-based teaching materials; growing pre-referral interventions; timely Evaluations and Individualized Education Plans; multiple technology and assistive technology options; strong communication between individual student teams; various contracted consultants; a continuum of Special Education services; early intervention transition planning; interagency collaboration; ACCESS billing; and, multiple options for parent conferences.
- 1306 and 1306.2 Facilities – There are no facilities of this type located within the borders of the Wyomissing Area School District.
- Least Restrictive Environment Facilities – These facilities are locations where students are placed outside of the District for their educational programming.
- Special Education Profile – This profile lists teacher positions by their building, type of support, level of support, age range and number of students on their caseload.
- Special Education Support Services – This section lists the number of school psychologists, instructional paraprofessionals, one-on-one paraprofessionals and related service providers that are District employees.
- Special Education Contracted Services – This section lists all contracted services from private providers and the Berks County Intermediate Unit.
- Special Education Personnel Development – This section outlines our trainings offered in the following areas: Autism, Positive Behavior Support, Paraprofessional, Science of Literacy, IEP Development, Parent Training and Transition.