

All students entering the Wyoming Girls School are immediately assessed regarding earned high school credits, as well as, mathematic, reading and written language skill proficiency. As a Wyoming Accredited High School, students have the opportunity to earn and recover any lost credits while attending school or earn a GED if warranted. Our teaching staff offers all core academic classes, as well as a variety of elective courses required for high school diplomacy. As academics are a major focus of case planning for each student, individual strengths and weaknesses are always considered when developing an educational plan.

Our initial planning team strives to maintain a collaborative effort between the Wyoming Girls School and the student's home school district in our effort to provide services. Notification by phone and mail is sent to the student's school case manager in their community. This collaboration includes, but is not limited to, Change of Placement and Least Restrictive Environment review, phone conferencing, the assignment of a surrogate parent, monthly updates of goals and objectives to all interested parties and continued provisions for annual review and triennial evaluation to determine a continuation or revision of services. As students begin the process of discharging from our facility, a similar collaboration process will take place to ensure that special services/accommodations are offered at the community school or post-secondary educational settings to ensure the students success.

When students arrive at WGS with an active IEP, our facility will follow all federal and state guidelines regarding Individual Education Plans, 504 plans and Title I services.

Child Find/ReferralProcess

Child-find services at WGS mimics any initial referral for Special Education Services. The Wyoming Girls School has the responsibility to identify students, based on their behavior and/or school performance, whom are reasonably suspected to have a disability. Part of that responsibility is the obligation to refer students for and evaluation – regardless of age, school credits etc.

During a student's placement at the Wyoming Girls School, they may be considered an "at-risk learner" by our teaching and therapeutic staff. Students may then be evaluated by the Building Intervention Team and referred for Special Education testing if deemed a necessary. If a student is identified by Wyoming Girls School Special Education Staff and other educational professionals to require special services, the same process of educational collaboration with the student's home district applies for continued delivery of services.

- Identification of a student who may be in need of Special Education Services (this can come through a parent, teacher, counselor etc. request)
- Parent consent (or guardian) is obtained
- Evaluation process (both internally – and appropriate external evaluation)
 - All reasonable efforts are made to complete the special education process within 60 school days from the time a parent/guardian consents to and evaluation or referral for re-evaluation
- IEP Initial Meeting is held with parents, child, district of residence, and other appropriate professionals to make decisions about eligibility and create IEP
- Recommendation – recommending and initiating appropriate services at WGS.
- Consent to initiate services
- Communication with home district/school throughout stay at WGS and upon transition to ensure seamless continuum of appropriate services.