

Appendix A

National SEEP Sampling Plan

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The nationally representative study sample will collect information about the implementation of special education programs in all of the states and in school districts and schools within those states. The Common Core of Data (CCD) Surveys will serve as the sampling frame for the selection of LEAs (school districts) and schools. This frame will be updated with information, provided by contractors working on ongoing U.S. Department of Education sponsored research efforts. This additional information will include lists of state schools for special education students (e.g., schools serving students with severe hearing and visual impairments) and lists of agencies that serve primarily or exclusively special education students (e.g., county offices of education, intermediate educational units, and other regional cooperative agencies).

State Sample. For each of the 50 states and the District of Columbia, existing documents and materials will be collected on the use of state and federal special education funds (IDEA) at the state level and suballocations of state and federal special education funds to school districts and other agencies.

District Sample. A sample of 250 LEAs (school districts) will be selected randomly, with a school district's probability of selection proportional to some function (e.g., the square root) of the total number of students enrolled in the district. These LEAs will be selected from among the universe of approximately 14,000 regular elementary and secondary school districts in the fifty states and the District of Columbia. The district sample will be nationally representative of all school districts and will be stratified to insure the inclusion of LEAs from every state and the District of Columbia.

Sample of Intermediate Educational Units (IEUs). In addition to the 250 regular LEAs, we will select up to a maximum of 30 IEUs. These IEUs will be selected from among those that serve students who reside in the 250 LEAs selected for the national sample and who are counted for state reporting purposes on the roles of the IEU. That is, only those IEUs that receive funding directly from the state to support one or more of the students they serve will be included in the sample.

Central office staff. A 100% sample (up to a maximum of 6) central office staff will be selected from each LEA to complete a survey about time allocation among various activities related to the administration and support of the special education program. These staff should include the director of special education, all psychologists up to a maximum of 2, and the remainder from among other administrative and support staff.

Base school sample. The sample will include 800 schools comprised of approximately 500 elementary schools, 200 secondary (i.e., middle, junior high, and high) schools, and 100 special education schools. Of the 100 special education schools, 50 will be selected from regular elementary and secondary school districts, up to 30 will be selected from IEUs affiliated with the national sample, and 20 will be selected from among the state schools for special education students. The number of elementary and secondary schools selected will be proportional to the district's enrollment; however, a minimum of two elementary schools will be selected in every district (except for districts with only a single school). This base school sample will be used for comprehensive data collection. Information about all personnel and non-personnel resources used by the school to provide both Regular and special education services will be collected. In addition, data from each school campus will be collected about any personnel or non-personnel resources deployed through any arrangements with local consortia, cooperatives, or IEUs with which the district is affiliated.

Clustered school sample. An additional sample of about 50 elementary and 20 secondary schools offering what we refer to as "clustered programs" will be selected. In these clustered programs, we will collect data only on special education teachers and related service providers in special programs for high-

cost and/or low incidence special education populations who have been clustered in selected elementary and secondary schools located within the districts selected for the national sample. (That is, these schools will not be targeted for the comprehensive data collection planned for the base school sample.) In these cases, special education students with certain low incidence disabilities or who exhibit severely involved disabilities are clustered into selected non-special education schools in order to take advantage of economies of scale in meeting their specific needs. These clustered schools will be identified based on discussions with the director of special education in the district. The sample of clustered programs will be selected based on a stratified sample determined by the various combinations of disabilities (both low and high incidence) served in each of the schools.

Teachers and other service providers. The study will sample five types of school staff: approximately 4,000 Regular education classroom teachers, 1,150 special class teachers, 2,000 special education resource specialists or teachers, 470 related service providers (e.g., speech/language specialists), and 1,800 special education teachers' assistants or aides. Each of these samples will be drawn from two sources: the **base school sample** and the **clustered school sample**. The **base school sample** includes Regular education staff, while the **clustered school sample** does not. Only special education teachers, related service providers, and special education aides will be sampled from the **clustered school sample**.

Special education students with internal placements. The sample of special education students with internal placements (i.e., served in public schools operated by the district) will be drawn from the classes and caseloads of the special education teachers and service providers described above. Each special education classroom or resource teacher and each related service provider will be asked to select two special education students at random from their classes or caseloads. Specifically, each teacher or service provider will be asked to select one low incidence and one high incidence student from their caseloads. If the individual is serving only one of these two categories (low or high incidence) of students, both students will be selected from that category. The total sample of special education students with internal placements will be approximately 7,200.

Special education students with external placements. The sample of special education students with external placements will be drawn from the list of students served in schools not operated by the district. This list should be available from the LEA director of special education. A 20% sample of special education students (up to a maximum of 6) will be randomly selected from each sampled LEA. The sample will be split in half among students with high and low incidence disabilities. If the sample does not split evenly, 1 more low incidence student will be selected than high incidence students. (For example, if a 20% sample turned out to be 5 students, we would select 3 low incidence and 2 high incidence students.) The total sample of special education students with external placements will be approximately 1,200.

Appendix B

National SEEP Data Collection Methods

National SEEP Data Collection Methods

To minimize reporting burden, the study is relying heavily on requesting existing documents and materials, in whatever form they are readily available, from states, school districts, and schools. Specifically, we are requesting documents that provide information related to the use of special education resources. These materials include budgets, enrollment reports, personnel listings, rosters, and schedules. Accompanying instructions will explain that the information requested can be sent in one of three forms: 1) submitting pre-existing printed reports, 2) providing electronic files on disk, or 3) completing hard copy forms provided with the package. AIR data collectors will be trained to aggregate the data, with telephone follow-ups as needed to ensure accurate identification of data categories.

At the district and school levels, self-administered surveys/questionnaires with multiple parts will gather information from staff most knowledgeable about special education programs and from Regular education staff who interact with special education students. These surveys are modular in design so that different sections can be completed by different individuals. In addition are surveys for teachers and teacher assistants that solicit information on how they spend their time, their participation in professional development, and the resources available in their classrooms. Insofar as possible, the surveys provide choices to be marked so that they can be completed and summarized easily.

Specific data collection instruments and their descriptions follow:

- **Request for Documents and Materials from the State Director of Special Education programs.**
A description of the information sought and the types of documents or materials that could provide it: state budgets for federal education funds retained at the state level, federal funding allocations for all districts and other agencies in the state, and other relevant reports.
- **District Questionnaire.** This questionnaire is divided into four sections:
 - Ø **Part I** focuses on Regular demographic and other information about the district.
 - Ø **Part II** focuses on detailed information about the special education program. The data requested include enrollments, levels of service, budgets, expenditures, decision making, professional development and other related items. We also request backup documentation for all information provided in the questionnaire items.
 - Ø **Part III** is directed toward the director of fiscal services and includes items about Regular revenues, expenditures, personnel benefit policies and payroll data for the sample schools. Part of the information is collected by specific questions, while the payroll information is requested in the form of electronic files or hardcopy records.
 - Ø **Part IV** is directed toward the director of transportation in the district and asks for information to help us determine the total costs of transportation and how much of these funds are used to support special education transportation services.
- **Intermediate Educational Unit (IEU) Questionnaire.** This questionnaire is similar to the district questionnaire.
- **Central office staff questionnaire.** This questionnaire is primarily for gathering information about how central office staff use their time. Specifically, it asks about time spent on coordination with other agencies, due process and mediation, litigation, IEP activities, and initial eligibility determination. To benchmark this information, we also ask about basic job and background characteristics for each individual.

- **School Questionnaire.** The school questionnaire is a five-part instrument that is analogous to the District Questionnaire. It is to be completed by persons knowledgeable about the special education programs and/or able to provide school demographic, budget, and staffing information. This questionnaire will be sent to all 800 schools in the sample. Each part is described in more detail below.
 - Ø **Part I** includes Regular information on school characteristics, demographics, and programs. It will include a request for documents or materials that could provide it: roster of all school employees, roster of teachers and class sizes or caseloads (or master class schedules), schedule of aide time allocations to classrooms, list of other personnel (paid or unpaid) who provide services in the school, and school-level budgets for specified federal education programs.
 - Ø **Part II** asks for detailed enrollment data for the special education program at the school. Part II itself is divided into three sections II-A, II-B, and II-C. Each part is virtually identical, but is focused on collecting data on three types of special education programs that may be operating at the school. Part II-A focuses on the standard special education program that is operating in virtually all regular elementary or secondary schools or any special education school. Part II-B focuses on special education programs that may be housed at the school site, but which are operated directly by the district office. Enrollments in these types of programs are Regularly not regarded as part of the total school enrollment. Part II-C focuses on special education programs that are housed at the school site, but which are operated by external agencies such as a county office of education or other intermediate education agencies. Again, enrollments in these types of programs are Regularly not regarded as part of the total school enrollment.
 - Ø **Part III** of the school data collection instruments is basically a request for certain documents and materials from the school. Specifically, it requests information on personnel (both Regular and special education) serving students at the school and non-personnel budgets for instructional supplies, equipment, etc. We are requesting a comprehensive list of personnel in order to obtain a complete picture of all services necessary for the operation of the school as well as to provide specific services to certain Regular and special populations of students. While electronic files are requested when available, we most commonly receive hardcopy materials from the schools that AIR staff use to code personnel and non-personnel expenditure information.
- **Special education teacher and service provider questionnaire.** This will be administered to virtually all special education teachers and service providers within the sample schools. The questionnaire is a self-administered survey. The major focus of this questionnaire is to obtain information on the specific structure and characteristics of the service delivery system for special education. We want to know how much time special education teachers spend in various settings such as the Regular education classroom, special classes, separate resource rooms as well as the class sizes, subjects taught, and composition of students (by disability and eligibility for other programs such as Title I). In addition, the questionnaire asks for information on the educational background, current job responsibilities, and professional development activities of teachers or related service providers and on the time spent on non-teaching activities and responsibilities.
- **Regular education teacher questionnaire.** This will be administered to a 20% sample of Regular education teachers (up to a maximum of 6 at the elementary level and 9 at the secondary level) selected from within the sample schools. The questionnaire is a self-administered survey. This questionnaire has the same basic items as the **Special Education Teacher Questionnaire** but has been customized for Regular Education Classroom Teachers. A primary goal is to determine the extent to which special education students are served in the Regular education classroom.
- **Special Education Teacher Aide Questionnaire.** This will be administered to virtually all special education teacher aides (about 1,700 respondents) from the sample schools. This questionnaire is a

self-administered survey. It is primarily focused on collecting information on how special education aides spend their time and their background and training.

- **Special Education Student Information Forms.** These include two different surveys: one for special education students with internal placements and one for special education students with external placements. We will sample about 8,400 students.
- ∅ **Students with internal placements.** Each special education teacher or service provider included in the sample are given procedures for selecting a sample of 3 students from within their own classes or caseloads and will be asked to complete a survey describing the detailed configurations of services provided to children with internal placements. The questionnaire will collect background information on student needs and functional abilities. These teachers and service providers will complete the special education student information form designed for internal placements (i.e., those served in the public schools within the district).
- ∅ **Students with external placements.** A somewhat different form will be completed for a 20% sample (up to a maximum of 6) of special education students who have been assigned to external placements (i.e., placements in private schools or public schools not operated by the district for which the district pays tuition or transfers funds). This questionnaire will collect information on student needs and functional abilities along with information on tuition paid or transfers of funds made.

Appendix C

Wyoming SEEP District and School Response Rates

**Wyoming SEEP District and School Response Rates, by Survey Type
2001-2002**

Survey Type	Response Rate
District Part I, Special Education Program	91%
District Part II, Transportation Programs	87%
Central Office Special Education Professional Staff	87%
Information About a Special Education Student with an External Placement	83%
Regular Education Teacher	82%
Special Education Teacher or Related Service Provider	67%
Information About a Special Education Student	63%

**Wyoming District-Level Response Rates, by Survey Type
2001-2002**

	A	B	C	D	E	F	G
Survey Type	Total Sent	Total Returned	Total Returned Complete	Total Extra Surveys Returned	Total Returned Incomplete	Total Outstanding	Response Rate
District Part I, Special Education Program ¹	56	52	51	0	1	4	91%
District Part II, Transportation Programs	56	50	48	1	1	7	87%
Central Office Special Education Professional Staff	288	278	153	112	13	10	87%
Information About a Special Education Student with an External Placement	147	147	39	100	8	0	83%

- The column “Total Outstanding” (F) = A-B
- The column “Response Rate” (G) = C/(A-D)

**Wyoming School-Level Response Rates, by Survey Type
2001-2002²**

	A	B	C	D	E	F	G	H
Survey Type	Total Sent	Total Returned	Total Returned Complete	Total Extra Surveys Returned	Total Returned Incomplete	Total Outstanding	Estimated Response Rate	Response Rate
Regular Education Teacher	1374	1174	1096	43	35	200	83%	82%
Special Education Teacher or Related Service Provider	2043	1608	1085	414	109	435	72%	67%
Information About a Special Education Student	4086	3151	2022	858	271	935	68%	63%

- The column “Total Outstanding” (F) = A-B
- The column “Estimated Response Rate” (G) = C/(A*(1-(D/B)))³
- The column “Response Rate” (H) = C/(A-D)⁴

¹ District-level surveys were sent to the state’s 48 districts, 3 BOCES, Girls’ School, Boys’ School, State Hospital, Cathedral Home for Children, and St. Joseph’s Children’s Home.

² The sample of regular education teachers included up to nine teachers from each secondary school and up to six teachers from each primary school. Using special education student populations from the 2001 Common Core of Data (CCD) compiled by the National Center of Education Statistics, the SEEP study team estimated the number of special education teachers and related service providers at each school, and sent surveys to each district accordingly. Our purpose was to sample every special education teacher and related service provider at every school in Wyoming. Principals were instructed to return to AIR any extra surveys – those that did not have a potential respondent – marked with an “X.”

³ The column “Estimated Response Rate” represents the number of complete surveys returned to AIR divided by an estimation of the actual respondent population. For example, 27 percent of all *Special Education Student* questionnaires returned were marked “X,” indicating they were extra surveys (858/3151). Applying this percentage to the surveys still outstanding produces an estimated response rate of 68 percent.

Wyoming Total Responses, by District and Survey Type 2001-2002

District Name	Regular Education Teacher	Special Education Teacher	Special Education Student	District Special Education Program	District Transportation	District Central Office	Externally Placed Student
WYOMING GIRLS' SCHOOL		1	2			1	
WYOMING BOYS' SCHOOL	2	1	2	1		1	1
WYOMING STATE HOSPITAL	1	2	2			1	
CATHEDRAL HOME FOR CHILDREN	3	1	2	1		4	
ST. JOSEPH'S CHILDREN'S HOME	2		4			1	
ALBANY CO SCHOOL DIST 01	50	54	110	1	1	6	3
FREMONT CO SCHOOL DIST 38	5	5	9	1	1	2	3
CARBON CO SCHOOL DIST 01	20	16	32	1	1	1	2
BIG HORN CO SCHOOL DIST 04	1	3	6	1	1	2	
SUBLETTE CO SCHOOL DIST 09		1	5	1	1		
BIG HORN CO SCHOOL DIST 01	15	12	22	1	1	1	
BIG HORN CO SCHOOL DIST 02	11	8	16	1	1	2	
CAMPBELL CO SCHOOL DIST 01	103	128	214	1	1	1	3
CARBON CO SCHOOL DIST 02	18	16	30	1	1	3	1
LARAMIE CO SCHOOL DIST 01	109	134	241	1	1	6	
PARK CO SCHOOL DISTRICT 06	25	23	46	1	1	3	
CONVERSE CO SCHOOL DIST 01	30	24	44	1	1	6	
CONVERSE CO SCHOOL DIST 02	9	10	18	1	1	1	1
CROOK CO SCHOOL DIST 01	25	12	24	1	1	6	
FREMONT CO SCHOOL DIST 02	5	7	14	1	1	1	1
UINTA CO SCHOOL DIST 01	41	50	80	1	1	3	1
FREMONT CO SCHOOL DIST 21	4	4	8	1	1	2	
FREMONT CO SCHOOL DIST 06	7	6	11	1	1	6	
FREMONT CO SCHOOL DIST 01	27	29	56	1	1	3	
GOSHEN CO SCHOOL DIST 01	32	23	45	1	1	5	1
BIG HORN CO SCHOOL DIST 03	3	1	2			2	
PLATTE CO SCHOOL DIST 02	5	6	11	1	1	1	
HOT SPRINGS CO SCH DIST 01	12	10	22	1	1	2	1
JOHNSON CO SCHOOL DIST 01	19	16	30	1	1	6	2
LINCOLN CO SCHOOL DIST 01	6	8	13	1	1	1	1
LINCOLN CO SCHOOL DIST 02	26	16	29	1	1	3	
LARAMIE CO SCHOOL DIST 02	16	13	24	1	1	1	
NIOBRARA CO SCHOOL DIST 01	7	4	8	1	1	3	3
UINTA CO SCHOOL DIST 06	13	8	16	1	1	5	3
PARK CO SCHOOL DISTRICT 16	6	3	6	1	1	1	
FREMONT CO SCHOOL DIST 14	14	12	23	1	1	3	2

⁴The "Response Rate" column is based on the respondent population reduced by the number of extra surveys returned.

District Name	Regular Education Teacher	Special Education Teacher	Special Education Student	District Special Education Program	District Transportation	District Central Office	Externally Placed Student
UINTA CO SCHOOL DIST 04	12	10	20	1	1	5	
NATRONA CO SCHOOL DIST 01	118	116	216	1	1	5	1
WESTON CO SCHOOL DIST 01	16	8	16	1	1	2	2
SUBLETTE CO SCHOOL DIST 01	3	4	8	1		1	1
PLATTE CO SCHOOL DIST 01	18	17	34	1	1	1	
PARK CO SCHOOL DISTRICT 01	23	21	41	1	1	5	
FREMONT CO SCHOOL DIST 25	29	40	77	1	1	1	
SWEETWATER CO SCH DIST 01	41	31	63	1	1	4	1
SHERIDAN CO SCHOOL DIST 03	4	3	5	1	1	1	
SHERIDAN CO SCHOOL DIST 01	19	13	23	1	1	2	3
SHERIDAN CO SCHOOL DIST 02	49	41	75	1	1	1	
FREMONT CO SCHOOL DIST 24	7	6	12	1	1	4	
SWEETWATER CO SCH DIST 02	33	44	86	1	1	1	1
WASHAKIE CO SCHOOL DIST 02	5	4	6	1	1	5	
TETON CO SCHOOL DIST 01	28	24	46	1	1	5	1
WESTON CO SCHOOL DIST 07	3	6	10	1	1	5	
WASHAKIE CO SCHOOL DIST 01	16	14	26			4	
NORTHWEST WYOMING BOCES		3	6	1	1	5	
NORTHEAST WYOMING BOCES		7	14	1	1		
REGION V BOCES		6	11	1	1		
WYOMING OVERALL	1096	1085	2022	51	48	153	39

**Wyoming Total Responses, by School and Survey Type
2001-2002**

District Name	School Name	Regular Education Teacher	Special Education Teacher	Special Education Student
WYOMING GIRLS' SCHOOL	WYOMING GIRLS' SCHOOL	0	1	2
WYOMING BOYS' SCHOOL	WYOMING BOYS' SCHOOL	2	1	2
WYOMING STATE HOSPITAL	WYOMING STATE HOSPITAL	1	2	2
CATHEDRAL HOME FOR CHILDREN	CATHEDRAL HOME FOR CHILDREN	3	1	2
ST. JOSEPH'S CHILDREN'S HOME	ST. JOSEPH'S CHILDREN'S HOME	2	0	4
ALBANY CO SCHOOL DIST 01	INDIAN PAINTBRUSH ELEMENTARY	5	4	8
	BEITEL ELEMENTARY	3	4	8
	SPRING CREEK ELEMENTARY	5	6	12
	CENTENNIAL ELEMENTARY	1	1	2
	HARMONY ELEMENTARY	1	1	2
	VELMA LINFORD ELEMENTARY	2	4	8
	RIVER BRIDGE ELEMENTARY	1	1	2
	SLADE ELEMENTARY	4	4	8
	THAYER ELEMENTARY	3	0	0
	VALLEY VIEW ELEMENTARY	1	1	2
	ROCK RIVER ELEMENTARY SCHOOL	2	3	6
	LARAMIE HIGH SCHOOL	8	9	18
	LARAMIE JUNIOR HIGH SCHOOL	9	8	16
	ROCK RIVER HIGH SCHOOL	1	3	6
	ROCK RIVER JR HIGH SCHOOL	1	3	6
	WHITING ALTERNATIVE HIGH SCH	1	1	2
	COZY HOLLOW ELEMENTARY	1	0	0
	UW LABORATORY SCHOOL	1	1	4
FREMONT CO SCHOOL DIST 38	ARAPAHOE ELEMENTARY SCHOOL	5	5	9
CARBON CO SCHOOL DIST 01	BAIROIL ELEMENTARY	1	0	0
	MOUNTAIN VIEW ELEMENTARY	2	3	6
	PERSHING ELEMENTARY	2	1	2
	SINCLAIR ELEMENTARY	1	3	6
	HIGHLAND HILLS ELEMENTARY	4	4	8
	RAWLINS MIDDLE SCHOOL	6	4	8
	LITTLE SNAKE RIVER SCHOOL	3	1	2
	COOPERATIVE SCHOOL	1	0	0
BIG HORN CO SCHOOL DIST 04	LAURA IRWIN ELEMENTARY	1	1	2
	HYATTVILLE ELEMENTARY	0	0	0
	RIVERSIDE HIGH SCHOOL	0	1	2
	CLOUD PEAK MIDDLE SCHOOL	0	1	2
SUBLETTE CO SCHOOL DIST 09	BIG PINEY ELEMENTARY	0	0	2
	LABARGE ELEMENTARY	0	0	1
	BIG PINEY HIGH SCHOOL	0	0	1
	BIG PINEY MIDDLE SCHOOL	0	1	1
BIG HORN CO SCHOOL DIST 01	BURLINGTON ELEMENTARY SCHOOL	2	0	0
	BYRON ELEMENTARY	2	1	2
	COWLEY ELEMENTARY	2	2	4
	DEAVER-FRANNIE ELEMENTARY	2	3	4
	ROCKY MOUNTAIN HIGH SCHOOL	3	2	4

District Name	School Name	Regular Education Teacher	Special Education Teacher	Special Education Student
	ROCKY MOUNTAIN MIDDLE SCHOOL	2	2	4
	BURLINGTON JUNIOR HIGH SCHOOL	1	0	0
	BURLINGTON HIGH SCHOOL	1	2	4
BIG HORN CO SCHOOL DIST 02	LOVELL ELEMENTARY SCHOOL	6	4	8
	LOVELL HIGH SCHOOL	3	2	4
	LOVELL MIDDLE SCHOOL	2	2	4
CAMPBELL CO SCHOOL DIST 01	PRONGHORN ELEMENTARY	6	8	12
	COTTONWOOD ELEMENTARY	5	3	4
	HILLCREST ELEMENTARY	5	6	13
	MEADOWLARK ELEMENTARY	4	3	7
	LAKEVIEW ELEMENTARY	5	5	8
	RAWHIDE ELEMENTARY	5	2	4
	ROZET ELEMENTARY	5	7	10
	WAGONWHEEL ELEMENTARY	5	7	10
	STOCKTRAIL ELEMENTARY	4	4	10
	CONESTOGA ELEMENTARY	5	7	14
	PAINTBRUSH ELEMENTARY SCHOOL	6	8	11
	SUNFLOWER ELEMENTARY	6	7	10
	CAMPBELL COUNTY HIGH SCHOOL	9	18	31
	TWIN SPRUCE JR HIGH SCHOOL	9	15	26
	LITTLE POWDER ELEMENTARY	6	5	7
	RECLUSE ELEMENTARY	6	2	2
	SAGE VALLEY JR HIGH SCHOOL	7	15	25
	WRIGHT SECONDARY SCHOOL	3	4	8
	CC ALTERNATIVE SCHOOL	2	2	2
CARBON CO SCHOOL DIST 02	ELK MOUNTAIN ELEMENTARY	1	2	2
	HANNA ELEMENTARY	2	2	4
	MEDICINE BOW ELEMENTARY SCHL	1	2	3
	SARATOGA ELEMENTARY	3	2	6
	ENCAMPMENT ELEMENTARY SCHOOL	1	1	2
	ENCAMPMENT HIGH SCHOOL	1	1	2
	SARATOGA MIDDLE SCHOOL	2	1	2
	H E M SR HIGH	2	1	2
	SARATOGA HIGH SCHOOL	3	2	3
	H E M JR HIGH	1	1	2
	ENCAMPMENT JUNIOR HIGH SCHOOL	1	1	2
LARAMIE CO SCHOOL DIST 01	ALTA VISTA ELEMENTARY SCHOOL	5	7	9
	ARP ELEMENTARY	2	3	6
	BAGGS ELEMENTARY	2	6	7
	BAIN ELEMENTARY	4	1	2
	BUFFALO RIDGE ELEMENTARY	2	5	6
	CHURCHILL ELEMENTARY	2	2	4
	COLE ELEMENTARY	3	4	8
	CORLETT ELEMENTARY	2	4	8
	DAVIS ELEMENTARY	4	1	2
	DEMING ELEMENTARY	3	3	5
	DILDINE ELEMENTARY	5	4	8
	FAIRVIEW ELEMENTARY	2	4	8
	GILCHRIST ELEMENTARY	2	1	2

District Name	School Name	Regular Education Teacher	Special Education Teacher	Special Education Student
	GOINS ELEMENTARY	2	5	8
	HEBARD ELEMENTARY	2	3	6
	HENDERSON ELEMENTARY	4	2	4
	HOBBS ELEMENTARY	5	4	6
	CLAWSON ELEMENTARY	1	0	0
	JESSUP ELEMENTARY	3	1	2
	LEBHART ELEMENTARY	3	1	2
LARAMIE CO SCHOOL DIST 01	MILLER ELEMENTARY	1	2	3
	PIONEER PARK ELEMENTARY	5	5	10
	ROSSMAN ELEMENTARY	3	2	3
	ANDERSON ELEMENTARY SCHOOL	4	7	12
	AFFLERBACH ELEMENTARY SCHOOL	6	5	8
	CENTRAL HIGH SCHOOL	2	0	0
	EAST HIGH SCHOOL	4	10	22
	TRIUMPH HIGH SCHOOL	2	2	2
	CAREY JUNIOR HIGH SCHOOL	8	16	31
	JOHNSON JUNIOR HIGH SCHOOL	9	8	16
	MCCORMICK JUNIOR HIGH SCHOOL	7	16	31
PARK CO SCHOOL DISTRICT 06	EASTSIDE ELEMENTARY	4	3	6
	WAPITI ELEMENTARY	0	0	0
	GLENN LIVINGSTON ELEMENTARY	3	5	10
	SUNSET ELEMENTARY SCHOOL	5	4	8
	CODY HIGH SCHOOL	8	5	10
	CODY MIDDLE SCHOOL	4	6	12
	VALLEY ELEMENTARY SCHOOL	1	0	0
CONVERSE CO SCHOOL DIST 01	DOUGLAS PRIMARY SCHOOL	5	4	8
	DRY CREEK ELEMENTARY	1	0	0
	WAGONHOUND ELEMENTARY	1	0	0
	DOUGLAS INTERMEDIATE	6	7	13
	NACHTMAN ELEMENTARY SCHOOL	0	0	0
	DOUGLAS HIGH SCHOOL	8	8	14
	MOSS AGATE ELEMENTARY	1	0	0
	SHAWNEE ELEMENTARY	1	0	0
	WHITE ELEMENTARY	1	0	0
	DOUGLAS MIDDLE SCHOOL	6	5	9
CONVERSE CO SCHOOL DIST 02	GLENROCK INTERMEDIATE	1	3	6
	GRANT ELEMENTARY	4	2	4
	BOXELDER ELEMENTARY SCHOOL	0	0	0
	GLENROCK MIDDLE SCHOOL	1	0	0
	GLENROCK HIGH SCHOOL	3	5	8
CROOK CO SCHOOL DIST 01	MOORCROFT ELEMENTARY	4	3	6
	SUNDANCE ELEMENTARY	4	3	6
	HULETT ELEMENTARY SCHOOL	3	1	2
	HULETT HIGH SCHOOL	3	1	2
	MOORCROFT HIGH SCHOOL	4	1	2
	SUNDANCE HIGH SCHOOL	4	0	0
	HULETT JUNIOR HIGH SCHOOL	1	0	0
	MOORCROFT JUNIOR HIGH SCHOOL	0	2	4
	SUNDANCE JR HIGH SCHOOL	1	0	0

District Name	School Name	Regular Education Teacher	Special Education Teacher	Special Education Student
	HIGH SCHOOL IV	1	1	2
FREMONT CO SCHOOL DIST 02	DUBOIS HIGH SCHOOL	2	3	6
	DUBOIS ELEMENTARY/MIDDLE SCHOOL	3	4	8
UINTA CO SCHOOL DIST 01	CLARK ELEMENTARY	5	5	10
	UINTA MEADOWS ELEMENTARY	6	7	10
	NORTH EVANSTON ELEMENTARY	5	8	14
	ASPEN ELEMENTARY SCHOOL	5	5	6
	EVANSTON HIGH SCHOOL	9	14	22
	DAVIS MIDDLE SCHOOL	6	6	10
	EVANSTON MIDDLE SCHOOL	5	5	8
FREMONT CO SCHOOL DIST 21	FORT WASHAKIE ELEMENTARY	3	1	2
	FORT WASHAKIE JR HIGH SCHOOL	1	3	6
FREMONT CO SCHOOL DIST 06	CROWHEART ELEMENTARY	1	1	1
	WIND RIVER ELEMENTARY	2	2	4
	WIND RIVER HIGH SCHOOL	4	3	6
FREMONT CO SCHOOL DIST 01	JEFFREY CITY ELEMENTARY	1	0	0
	NORTHSIDE ELEMENTARY	4	5	9
	SOUTHSIDE ELEMENTARY	5	5	9
	WESTSIDE ELEMENTARY	3	3	6
	FREMONT COUNTY ALTERNATIVE HIGH SCHOOL	1	1	2
	LANDER VALLEY HIGH SCHOOL	8	10	20
	STARRETT JUNIOR HIGH SCHOOL	5	5	10
GOSHEN CO SCHOOL DIST 01	SOUTHEAST GOSHEN ELEMENTARY	2	1	2
	LINGLE-FT LARAMIE ELEMENTARY	2	1	2
	LINCOLN ELEMENTARY	4	4	8
	LAGRANGE ELEMENTARY SCHOOL	1	0	0
	TRAIL ELEMENTARY SCHOOL	3	4	8
	LINGLE-FORT LARAMIE HIGH	2	1	2
	TORRINGTON HIGH SCHOOL	8	5	10
	TORRINGTON MIDDLE SCHOOL	7	6	11
	FORT LARAMIE MIDDLE SCHOOL	1	0	0
	SOUTHEAST GOSHEN JR HIGH SCHL	1	0	0
	SOUTHEAST HIGH SCHOOL	1	1	2
BIG HORN CO SCHOOL DIST 03	GREYBULL HIGH SCHOOL	3	1	2
PLATTE CO SCHOOL DIST 02	GUERNSEY-SUNRISE ELEMENTARY	2	3	6
	GUERNSEY-SUNRISE HIGH SCHOOL	2	1	2
	GUERNSEY-SUNRISE JUNIOR HIGH	1	2	3
HOT SPRINGS CO SCH DIST 01	LUCERNE ELEMENTARY SCHOOL	2	2	4
	RALPH WITTERS ELEMENTARY	3	4	8
	HOT SPRINGS CNTY HIGH SCHOOL	4	2	4
	THERMOPOLIS MIDDLE SCHOOL	3	2	6
JOHNSON CO SCHOOL DIST 01	BILLY CREEK ELEMENTARY	0	0	0
	KAYCEE ELEMENTARY	2	1	2
	MEADOWLARK ELEMENTARY	3	6	10
	CLEAR CREEK ELEMENTARY SCHOOL	1	3	6
	BUFFALO HIGH SCHOOL	5	2	4
	KAYCEE HIGH SCHOOL	2	1	2
	CLEAR CREEK MIDDLE SCHOOL	5	3	6

District Name	School Name	Regular Education Teacher	Special Education Teacher	Special Education Student
	KAYCEE JUNIOR HIGH SCHOOL	1	0	0
LINCOLN CO SCHOOL DIST 01	KEMMERER ELEMENTARY SCHOOL	1	4	5
	BURGOON ELEMENTARY	1	2	4
	KEMMERER HIGH SCHOOL	3	1	2
	KEMMERER MIDDLE SCHOOL	1	1	2
LINCOLN CO SCHOOL DIST 02	AFTON ELEMENTARY SCHOOL	6	5	9
	HOLDAWAY ELEMENTARY SCHOOL	3	1	2
	METCALF ELEMENTARY SCHOOL	3	3	4
	OSMOND ELEMENTARY SCHOOL	2	0	0
	STAR VALLEY HIGH SCHOOL	7	4	8
	STAR VALLEY JR HIGH SCHOOL	5	3	6
LARAMIE CO SCHOOL DIST 02	ALBIN ELEMENTARY	1	0	0
	CARPENTER ELEMENTARY	2	2	2
	PINE BLUFFS ELEMENTARY	3	2	4
LARAMIE CO SCHOOL DIST 02	WEST ELEMENTARY SCHOOL	3	3	6
	BURNS JR/SR HIGH SCHOOL	3	4	8
	PINE BLUFFS JR/SR HIGH SCHOOL	2	1	2
	ALBIN JR/SR HIGH SCHOOL	2	1	2
NIOBRARA CO SCHOOL DIST 01	LANCE CREEK ELEMENTARY	1	0	0
	LUSK ELEMENTARY	1	2	4
	NIOBRARA COUNTY HIGH SCHOOL	3	1	2
	LUSK MIDDLE SCHOOL	2	1	2
UINTA CO SCHOOL DIST 06	LYMAN ELEMENTARY	2	1	2
	URIE ELEMENTARY	3	4	8
	LYMAN HIGH SCHOOL	5	2	4
	LYMAN MIDDLE SCHOOL	3	1	2
PARK CO SCHOOL DISTRICT 16	MEETEETSE SCHOOL	6	3	6
FREMONT CO SCHOOL DIST 14	WYOMING INDIAN ELEMENTARY	5	5	10
	WYOMING INDIAN JR HIGH SCHOOL	4	4	7
	WYOMING INDIAN HIGH SCHOOL	5	3	6
UINTA CO SCHOOL DIST 04	MOUNTAIN VIEW ELEMENTARY	2	4	8
	FT BRIDGER ELEMENTARY SCHOOL	2	1	2
	MOUNTAIN VIEW HIGH SCHOOL	4	3	6
	MOUNTAIN VIEW MIDDLE SCHOOL	4	2	4
NATRONA CO SCHOOL DIST 01	WILLOW CREEK ELEMENTARY	1	0	0
	ALCOVA ELEMENTARY	1	0	0
	CREST HILL ELEMENTARY	5	3	6
	EVANSVILLE ELEMENTARY	5	6	12
	FAIRDALE ELEMENTARY	3	1	2
	GRANT ELEMENTARY	3	2	4
	JEFFERSON ELEMENTARY	3	2	4
	MANOR HEIGHTS ELEMENTARY	1	3	6
	MCKINLEY ELEMENTARY	2	4	8
	MILLS ELEMENTARY	2	0	0
	MOUNTAIN VIEW ELEMENTARY	4	4	8
	NORTH CASPER ELEMENTARY	2	3	6
	PARADISE VALLEY ELEMENTARY	4	5	10
	PARK ELEMENTARY	3	0	0
	PINEVIEW ELEMENTARY	3	4	8

District Name	School Name	Regular Education Teacher	Special Education Teacher	Special Education Student
	POISON SPIDER ELEMENTARY	2	1	2
NATRONA CO SCHOOL DIST 01	POWDER RIVER ELEMENTARY	1	0	1
	SOUTHRIDGE ELEMENTARY	3	2	2
	UNIVERSITY PARK ELEMENTARY	2	1	1
	WESTWOOD ELEMENTARY	2	1	0
	VERDA JAMES ELEMENTARY	5	4	8
	OREGON TRAIL ELEMENTARY	4	2	4
	SAGEWOOD ELEMENTARY SCHOOL	4	5	9
	BAR NUNN ELEMENTARY SCHOOL	2	4	8
	RED CREEK ELEMENTARY	1	0	0
	MIDWEST SCHOOL	4	2	4
	KELLY WALSH HIGH SCHOOL	9	11	20
	NATRONA COUNTY HIGH SCHOOL	7	9	16
	CY JUNIOR HIGH SCHOOL	5	4	8
	DEAN MORGAN JR HIGH SCHOOL	6	13	21
	EAST JUNIOR HIGH SCHOOL	5	7	14
	FORT CASPAR ELEMENTARY	3	2	4
	ROOSEVELT HIGH	2	4	8
NATRONA CO SCHOOL DIST 01	CENTENNIAL JR HIGH SCHOOL	6	5	10
	WOODS LEARNING CENTER	3	2	2
WESTON CO SCHOOL DIST 01	GERT. BURNS EARLY CHILDHOOD	3	3	6
	GERTRUDE BURNS INTERMEDIATE	3	1	2
	NEWCASTLE HIGH SCHOOL	6	2	4
	NEWCASTLE MIDDLE SCHOOL	3	2	4
	KITTY MOATS ELEMENTARY	1	0	0
SUBLETTE CO SCHOOL DIST 01	PINEDALE ELEMENTARY	3	4	8
PLATTE CO SCHOOL DIST 01	CHUGWATER ELEMENTARY SCHOOL	2	1	2
	GLENDO ELEMENTARY	1	1	2
	LIBBEY ELEMENTARY	4	5	10
	WEST ELEMENTARY	2	3	6
	WHEATLAND HIGH SCHOOL	6	3	6
	WHEATLAND JUNIOR HIGH SCHOOL	3	3	6
	CHUGWATER HIGH SCHOOL	0	1	2
	CHUGWATER JUNIOR HIGH SCHOOL	0	0	0
PARK CO SCHOOL DISTRICT 01	CLARK ELEMENTARY	0	1	2
	PARKSIDE ELEMENTARY	4	4	8
	SOUTHSIDE ELEMENTARY	3	2	4
	WESTSIDE ELEMENTARY	3	3	6
	POWELL HIGH SCHOOL	8	6	12
	POWELL MIDDLE SCHOOL	5	5	9
FREMONT CO SCHOOL DIST 25	ASHGROVE ELEMENTARY	3	4	6
	JACKSON ELEMENTARY	4	6	10
	JEFFERSON ELEMENTARY	3	5	12
	LINCOLN ELEMENTARY	4	5	10
	RIVERTON HIGH SCHOOL	7	13	25
	RIVERTON MIDDLE SCHOOL	8	7	14
SWEETWATER CO SCH DIST 01	DESERT VIEW ELEMENTARY	2	3	6
	LINCOLN ELEMENTARY	3	1	2
	LOWELL ELEMENTARY	0	0	0

District Name	School Name	Regular Education Teacher	Special Education Teacher	Special Education Student
	OVERLAND ELEMENTARY	4	5	10
SWEETWATER CO SCH DIST 01	RELIANCE ELEMENTARY	1	1	2
	ROOSEVELT ELEMENTARY	0	0	0
	SUPERIOR ELEMENTARY	1	0	2
	WALNUT ELEMENTARY	1	1	2
	YELLOWSTONE ELEMENTARY	3	2	4
	NORTHPARK ELEMENTARY SCHOOL	4	6	12
	WESTRIDGE ELEMENTARY SCHOOL	4	4	8
	FARSON EDEN ELEMENTARY	1	1	2
	SUPERIOR ACADEMY	1	0	1
	FARSON-EDEN HIGH SCHOOL	2	0	0
	ROCK SPRINGS HIGH SCHOOL	0	0	0
	ROCK SPRINGS EAST JR HIGH	4	0	0
	WHITE MOUNTAIN JR HIGH	8	6	10
	ROCK SPRINGS ALTERNATIVE HS	2	1	2
	FARSON-EDEN MIDDLE SCHOOL	0	0	0
SHERIDAN CO SCHOOL DIST 03	ARVADA ELEMENTARY	1	0	0
	CLEARMONT ELEMENTARY	1	1	2
	ARVADA-CLEARMONT HIGH SCHOOL	1	1	2
	ARVADA-CLEARMONT JR HIGH	1	1	1
	HANGING WOMAN ELEMENTARY	0	0	0
	TONGUE RIVER ELEMENTARY SCHL	3	2	4
SHERIDAN CO SCHOOL DIST 03	BIG HORN ELEMENTARY SCHOOL	3	2	3
	SLACK ELEMENTARY	1	0	0
	BIG HORN HIGH SCHOOL	3	1	2
	TONGUE RIVER HIGH SCHOOL	4	2	4
	BIG HORN MIDDLE SCHOOL	2	3	6
	TONGUE RIVER MIDDLE SCHOOL	3	3	4
SHERIDAN CO SCHOOL DIST 02	BECKTON ELEMENTARY	0	0	0
	COFFEEN ELEMENTARY	5	4	8
	HIGHLAND PARK ELEMENTARY	6	4	6
	STORY ELEMENTARY	1	0	0
	WOODLAND PARK ELEMENTARY	3	2	2
	MEADOWLARK ELEMENTARY	4	4	8
	SAGEBRUSH ELEMENTARY	5	3	6
	SHERIDAN HIGH SCHOOL	9	11	20
	CENTRAL MIDDLE SCHOOL	8	9	17
	SHERIDAN JUNIOR HIGH SCHOOL	8	4	8
FREMONT CO SCHOOL DIST 24	SHOSHONI ELEMENTARY SCHOOL	3	4	8
	SHOSHONI HIGH SCHOOL	3	1	2
	SHOSHONI JUNIOR HIGH SCHOOL	1	1	2
SWEETWATER CO SCH DIST 02	GRANGER ELEMENTARY	0	0	0
	HARRISON ELEMENTARY	2	4	8
	MCKINNON ELEMENTARY SCHOOL	0	0	0
	WASHINGTON ELEMENTARY	3	3	8
	JACKSON ELEMENTARY	2	3	6
	TRUMAN ELEMENTARY	3	6	11
	EXPEDITION ACADEMY	1	2	4
	GREEN RIVER HIGH SCHOOL	9	16	29

District Name	School Name	Regular Education Teacher	Special Education Teacher	Special Education Student
	MONROE MIDDLE SCHOOL	6	5	10
SWEETWATER CO SCH DIST 02	LINCOLN MIDDLE SCHOOL	6	5	10
	THOMAN RANCH ELEMENTARY SCHOOL	1	0	0
WASHAKIE CO SCHOOL DIST 02	TEN SLEEP ELEMENTARY SCHOOL	2	2	4
	TEN SLEEP HIGH SCHOOL	2	1	1
	TEN SLEEP MIDDLE SCHOOL	1	1	1
TETON CO SCHOOL DIST 01	KINDER CAMPUS	1	1	2
	JACKSON (RENDEZVOUS CAMPUS) ELEMENTARY SCHOOL	6	10	20
	KELLY ELEMENTARY	1	0	0
	MORAN ELEMENTARY	1	1	2
	WILSON ELEMENTARY	3	1	2
	JACKSON HOLE HIGH SCHOOL	8	7	14
	JACKSON HOLE MIDDLE SCHOOL	7	3	4
	WESTERN WYOMING HIGH SCHOOL	1	1	2
WESTON CO SCHOOL DIST 07	UPTON ELEMENTARY SCHOOL	2	3	6
	UPTON JUNIOR HIGH SCHOOL	1	2	2
	UPTON HIGH SCHOOL	0	1	2
WASHAKIE CO SCHOOL DIST 01	EAST SIDE ELEMENTARY	3	4	6
	SOUTH SIDE ELEMENTARY	3	0	0
	WEST SIDE ELEMENTARY	3	2	4
	WORLAND HIGH SCHOOL	4	4	8
	WORLAND MIDDLE SCHOOL	3	4	8
NORTHWEST WYOMING BOCES	BIG HORN BASIN CHILDRENS CTR	0	3	6
	POWDER RIVER BASIN CHILDREN'S	0	7	14
REGION V BOCES	C-BAR-V RANCH	0	6	11
WYOMING OVERALL		1096	1085	2022

Appendix D

Special Education, Regular Education, and Total Expenditures per School-Aged Special Education Student, by Disability, Across Wyoming and All SEEP States

Exhibit D-1

Special Education, Regular Education, and Total Expenditures
per School-Aged Special Education Student, by Disability, Across Wyoming and All SEEP States, 2001-02⁵

Expenditure Type	Wyoming	State A	State B	State C	State D	State E	State F	State G	State H	State I
Autism	SE \$ 18,040	\$ 33,345	\$ 16,904	\$ 10,497	\$ 14,118	\$ 18,517	\$ 14,043	\$ 21,261	N/A	N/A
	GE \$ 5,053	\$ 718	\$ 4,398	\$ 3,828	\$ 4,609	\$ 3,322	\$ 3,986	\$ 5,157	N/A	N/A
	Total \$ 23,093	\$ 34,063	\$ 21,302	\$ 14,325	\$ 18,727	\$ 21,839	\$ 14,869	\$ 26,418	N/A	N/A
% Total Population	0.13%	0.14%	0.11%	0.07%	0.15%	0.07%	0.11%	0.13%	0.06%	0.15%
Deaf/Blind	Not reported due to insufficient sample size									
Emotional Disability	SE \$ 14,125	\$ 10,666	\$ 11,617	N/A	N/A	\$ 6,191	\$ 6,052	\$ 14,140	\$ 9,816	N/A
	GE \$ 4,303	\$ 7,617	\$ 5,774	N/A	N/A	\$ 4,714	\$ 4,044	\$ 5,014	\$ 5,244	N/A
	Total \$ 18,428	\$ 18,283	\$ 17,391	N/A	N/A	\$ 10,905	\$ 10,096	\$ 19,154	\$ 15,060	N/A
% Total Population	1.09%	0.78%	1.11%	0.55%	0.82%	0.66%	0.74%	1.14%	0.56%	0.39%
Hard of Hearing /Deafness (combined)⁶	SE \$ 10,678	N/A	\$ 9,692	N/A	\$ 12,291	N/A	N/A	\$ 11,175	N/A	N/A
	GE \$ 5,117	N/A	\$ 7,786	N/A	\$ 6,326	N/A	N/A	\$ 5,761	N/A	N/A
	Total \$ 15,795	N/A	\$ 17,478	N/A	\$ 18,617	N/A	N/A	\$ 16,936	N/A	N/A
% Total Population	0.14%	0.08%	0.11%	0.10%	0.12%	0.09%	0.09%	0.15%	0.10%	0.14%
Mental Disability	SE \$ 18,908	N/A	\$ 21,312	\$ 9,052	\$ 10,178	\$ 9,233	\$ 11,629	\$ 17,741	\$ 7,518	\$ 17,618
	GE \$ 4,293	N/A	\$ 3,838	\$ 3,659	\$ 3,904	\$ 3,125	\$ 3,223	\$ 3,928	\$ 4,680	\$ 3,086
	Total \$ 23,201	N/A	\$ 25,150	\$ 12,711	\$ 14,082	\$ 12,358	\$ 14,852	\$ 21,669	\$ 12,198	\$ 20,704
% Total Population	0.73%	0.30%	0.52%	2.18%	1.58%	0.82%	0.98%	0.41%	1.98%	1.25%
Multiple Disabilities	SE \$ 25,228	\$ 11,369	\$ 20,232	\$ 12,067	\$ 16,304	N/A	N/A	\$ 18,744	\$ 13,717	N/A
	GE \$ 4,251	\$ 5,974	\$ 4,481	\$ 4,587	\$ 3,140	N/A	N/A	\$ 5,517	\$ 3,371	N/A
	Total \$ 29,479	\$ 17,333	\$ 24,713	\$ 16,654	\$ 19,444	N/A	N/A	\$ 24,261	\$ 17,088	N/A
% Total Population	0.08%	1.00%	0.13%	0.14%	0.08%	0.37%	0.06%	0.53%	0.50%	0.00%
Orthopedic Disability	SE \$ 17,833	N/A	N/A	\$ 9,734	\$ 10,250	N/A	N/A	\$ 16,120	N/A	N/A
	GE \$ 6,471	N/A	N/A	\$ 5,267	\$ 5,044	N/A	N/A	\$ 5,959	N/A	N/A
	Total \$ 24,304	N/A	N/A	\$ 15,001	\$ 15,294	N/A	N/A	\$ 22,079	N/A	N/A
% Total Population	0.14%	0.04%	0.07%	0.06%	0.09%	0.07%	0.06%	0.07%	0.09%	0.53%

⁵ Wyoming data inflated from 2000-01 to the 2001-02 school year; data for all other states are inflated for two years, from 1999-00 to 2000-01 and 2000-01 to 2001-02. N/A signifies insufficient sample size to report separately. Disability rates for Wyoming provided by the WY DOE. Disability rates for other states provided in the 22nd Annual Report to Congress, US Department of Education 2000.

⁶ In Exhibit D-1, the categories hard of hearing and deafness are combined for comparability with other states.

<i>Exhibit D-1, continued</i>											
	Expenditure Type	Wyoming	State A	State B	State C	State D	State E	State F	State G	State H	State I
Other Health Impairment	SE	\$ 11,509	\$ 6,252	\$ 8,735	\$ 4,909	\$ 6,857	\$ 5,617	\$ 6,990	\$ 11,404	N/A	N/A
	GE	\$ 5,288	\$ 7,346	\$ 6,850	\$ 5,779	\$ 7,031	\$ 4,687	\$ 5,121	\$ 5,919	N/A	N/A
	Total	\$ 16,797	\$ 13,598	\$ 15,585	\$ 10,688	\$ 13,888	\$ 10,304	\$ 12,111	\$ 17,323	N/A	N/A
% Total Population		1.15%	0.23%	0.97%	0.34%	0.20%	0.68%	0.49%	0.56%	0.20%	0.00%
Learning Disability	SE	\$ 6,827	\$ 8,351	\$ 7,578	\$ 2,245	\$ 4,195	\$ 4,857	\$ 4,536	\$ 9,633	\$ 5,955	N/A
	GE	\$ 5,524	\$ 7,048	\$ 6,428	\$ 6,218	\$ 5,337	\$ 5,223	\$ 5,622	\$ 6,246	\$ 6,076	N/A
	Total	\$ 12,351	\$ 15,399	\$ 14,006	\$ 8,463	\$ 9,532	\$ 10,080	\$ 10,158	\$ 15,879	\$ 12,031	N/A
% Total Population		6.36%	6.31%	7.29%	4.27%	4.23%	3.62%	5.13%	5.27%	3.22%	5.51%
Speech /Language Impairment	SE	\$ 7,902	\$ 9,171	\$ 5,550	\$ 3,307	\$ 3,784	N/A	\$ 4,985	\$ 7,635	N/A	N/A
	GE	\$ 6,225	\$ 5,259	\$ 6,372	\$ 6,651	\$ 4,995	N/A	\$ 3,889	\$ 6,379	N/A	N/A
	Total	\$ 14,127	\$ 14,430	\$ 11,922	\$ 9,958	\$ 8,779	N/A	\$ 8,874	\$ 14,014	N/A	N/A
% Total Population		3.33%	2.47%	2.22%	1.61%	2.58%	1.72%	2.00%	1.45%	1.60%	0.92%
Traumatic Brain Injury	SE	\$ 11,956	\$ 14,673	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	GE	\$ 5,274	\$ 6,368	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Total	\$ 17,230	\$ 21,041	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
% Total Population		0.09%	0.00%	0.03%	0.02%	0.03%	0.02%	0.02%	0.03%	0.02%	0.00%
Visual Impairment	SE	\$ 33,968	N/A	\$ 9,764	\$ 3,316	N/A	N/A	N/A	N/A	N/A	N/A
	GE	\$ 5,766	N/A	\$ 6,431	\$ 5,609	N/A	N/A	N/A	N/A	N/A	N/A
	Total	\$ 39,734	N/A	\$ 16,195	\$ 8,925	N/A	N/A	N/A	N/A	N/A	N/A
% Total Population		0.07%	0.02%	0.03%	0.04%	0.06%	0.03%	0.03%	0.05%	0.04%	0.04%
Average⁷	SE	\$ 9,957	\$ 12,030	\$ 9,871	\$ 5,612	\$ 6,479	\$ 7,464	\$ 5,928	\$ 13,161	\$ 6,646	\$ 17,742
	GE	\$ 5,406	\$ 5,958	\$ 5,967	\$ 5,363	\$ 4,936	\$ 4,335	\$ 4,715	\$ 5,507	\$ 5,062	\$ 3,279
	Total	\$ 15,363	\$ 17,988	\$ 15,837	\$ 10,974	\$ 11,415	\$ 11,799	\$ 10,643	\$ 18,668	\$ 11,708	\$ 21,021
% Total Population ⁸		13.37%	11.36%	12.57%	9.44%	9.94%	8.18%	9.71%	9.78%	8.36%	8.95%

⁷ Includes students in homebound/hospital programs and students placed in non-public institutions or other public agencies. Includes disabilities in which the sample sizes are insufficient to report separately.

⁸ Includes disability rates for deaf blind and developmental delay, if applicable.

Appendix E

The ABILITIES Index

The ABILITIES Index

The ABILITIES Index, developed by Rune Simeonsson and Donald Bailey of the Frank Porter Graham Child Development Center at the University of North Carolina at Chapel Hill, is a functional assessment where the focus of the measures is the different functional abilities of the student in 9 different domains: audition, behavior, intellectual functioning, limbs, intentional communication, tonicity, integrity of health, eyes, and structural status.

The ABILITIES Index is an acronym for a measure covering the nine areas of functioning mentioned above. Below we provide an example of a form that could be used to assess a student's abilities using this Index. The teacher or person most knowledgeable about the student that fills out the form would rate each domain or area of functioning based upon the student's characteristics. The maximum rating value on each domain is 5 (implying profound or severe disability) and the minimum is 0 (implying normal functioning in that domain). In order to facilitate comparisons between different students, an Index score would then be developed for each student. To calculate the total score, a specific weight would be assigned to each domain in order to reflect the *relative importance* of that specific domain in the overall measure of functionality (or total Index score) of the student. For example, the domain of intellectual functioning has a weight of 2, and the domain of intentional communication has a weight of 1. The total Index score was calculated as a weighted average, taking into account all the ratings in the different areas. The highest total score a student can obtain is 45, meaning that the student has a severe, profound disability in all the areas measured.

The ABILITIES Index⁹

Please rate the student's abilities on the exhibit on the following page. Ratings in each area are made on a scale of 0 to 5, with 0 indicating normal ability, 1 (suspected disability) indicating some questions about the child's ability, and 5 indicating extreme or profound disability. In making each rating, think about the child compared to other children the same age. Guidelines follow to assist you in making each rating.

Audition (Hearing) - Think about the child's ability to hear in everyday activities. Score hearing for each ear separately. A score of 5 (Profound Loss) means that the child has no hearing. Rate the child's hearing without a hearing aid. If the child uses a hearing aid, please check this box:

Behavior and Social Skills - Two ratings are made in this area, one for social skills and one for inappropriate or unusual behavior. Social skills refer to the child's ability to relate to others in a meaningful manner. Inappropriate and unusual behavior may include fighting, hitting, screaming, rocking, hand flapping, biting self, etc.

Intellectual Function (Thinking and Reasoning) - This rating reflects the child's ability to think and reason. Think about the way the child solves problems and plays with toys and compare this to other children of the same age.

Limbs (Use of Hands, Arms, and Legs) - Think about the child's ability to use his or her hands, arms, and legs in daily activities. Score left and right limbs separately. A Score of 5 (Profound difficulty) means that the child has no use of a limb.

Intentional Communication (Understanding and Communicating with Others) - Two ratings are made, one for the child's ability to understand others and one for the child's ability to communicate with others. This rating includes attempts to communicate in ways other than talking (signs, gestures, picture boards). Think about the child's ability to understand and communicate with others and compare this to other children of the same age.

Tonicity (Muscle Tone) - Think about the child's muscle tone. Normal means that the child's muscles are neither tight nor loose. If the child's muscle tone is not in the normal range, place an "X" in each box that indicates the degree of tightness or looseness or both. Two ratings should be made since, in some children, tightness or looseness can vary in different parts of the body or from one time to the next.

Integrity of Physical Health (Overall Health) - Think about the child's Regular health. Normal means the usual health problems and illnesses typical for a child this age. If there is a health problem, ratings should be made indicating the degree to which health problems limit activities. Ongoing health problems may include seizures, diabetes, muscular dystrophy, cancer, etc.

Eyes (Vision) - Think about the child's ability to see in everyday activities. Score both the left and right eye. A score of 5 (Profound Loss) means that the child has no vision. Rate the child's vision without glasses. If the child uses glasses, please check this box:

Structural Status (Shape, Body Form, and Structure) - This rating reflects the form and structure of the child's body. Normal means that there are no differences associated with form, shape, or structure of the body parts. Differences in form include conditions like cleft palate or clubfoot; differences in structure include conditions like curved spine and arm or leg deformity. Ratings should indicate how much these differences interfere with how the child moves, plays, or looks.

⁹This section is based on "The Abilities Index" developed by Rune J. Simeonsson and Donald B. Bailey of the Frank Porter Graham Child Development Center, University of North Carolina at Chapel Hill.

Student ABILITIES Index¹⁰

In each column, place an X in the space that best describes the child. Please note that multiple Xs should be recorded under A (Audition), B (Behavior), L (Limbs), I (Intentional Communication), T (Tonicity), and E (Eyes).

	A		B		I	L				I		T		I		E		S	
	Audition (Hearing) Rate Both		Behavior & Social Skills Rate Both		Intellectual Functioning	(Use of hands, arms, and legs) Rate All				Intentional Communication Rate Both		Tonicity (Muscle Tone) Rate Both		Integrity of Physical health		Eyes (Vision) Rate Both		Structural Status	
	Left Ear	Right Ear	Social Skills	Inapprop. Behavior	Thinking & Reasoning	Left Hand	Left Arm	Left Leg	Right Hand	Right Arm	Right Leg	Understanding others	Communicating with others	Degree of tightness	Degree of looseness	Overall Health	Left Eye	Right Eye	Shape, Body Form & Structure
0	Normal		All behaviors typical & appropriate for age		Normal for age			Complete normal use				Normal	Normal	Normal	Normal	Regular good health	Normal		Normal
1	Suspected hearing loss		Suspected disability	Suspected inapprop. behaviors	Suspected disability			Suspected difficulty				Suspected disability	Suspected disability	Suspected disability	Suspected disability	Suspected health problems	Suspected vision loss		Suspected difference or interference
2	Mild hearing loss		Mild disability	Mildly inapprop. behaviors	Mild disability			Mild difficulty				Mild disability	Mild disability	Mild disability	Mild disability	Minor ongoing health problems	Mild vision loss		Mild difference or interference
3	Moderate hearing loss		Moderate disability	Moderately inapprop. behaviors	Moderate disability			Moderate difficulty				Moderate disability	Moderate disability	Moderate disability	Moderate disability	Ongoing but medically-controlled health problems	Moderate vision loss		Moderate difference or interference
4	Severe hearing loss		Severe disability	Severely inapprop. behaviors	Severe disability			Severe difficulty				Severe disability	Severe disability	Severe disability	Severe disability	Ongoing poorly-controlled health problems	Severe vision loss		Severe difference or interference
5	Profound hearing loss		Extreme disability	Extremely inapprop. behaviors	Profound disability			Profound difficulty				Profound disability	Profound disability	Profound disability	Profound disability	Extreme health problems, near total restriction of activities	Profound vision loss		Extreme difference or interference

¹⁰This section is based on "The Abilities Index" developed by Rune J. Simeonsson and Donald B. Bailey of the Frank Porter Graham Child Development Center, University of North Carolina at Chapel Hill.

Appendix F

Total Education Spending to Educate Special Education Students in Wyoming, 2001-2002

**Exhibit F-1.
Total Education Spending to Educate Special Education Students in Wyoming, 2001-2002
(Including regular education, special education, and other special needs programs)**

Spending Components	Expenditure per student served	Standard error	Total population of special education students in this category	Total expenditures	Percent of the total expenditure	Total special education spending
Special Education Central Office Administration and Support						
Professional staff, non-certified staff, contracted personnel, and non-personnel expenditures						
Annualized facilities expenditures--central office administration of special ed programs	\$695	\$18	11,799	\$8,195,359	4.5%	\$8,195,359
Total special central office administration and support	\$26	\$0	11,799	\$306,774	0.2%	\$306,774
Regular Education Central Office Administration and Support	\$721	\$18	11,799	\$8,502,133	4.6%	\$8,502,133
Regular Education School Administration and Support						
Total regular central office administration and support	\$346	\$9	11,799	\$4,080,478	2.2%	
Annualized facilities expenditures--central office administration of the district	\$15	\$0	11,799	\$173,140	0.1%	
Total General District Administration and Support	\$361	\$9	11,799	\$4,253,618	2.3%	
Regular Education School Administration and Support						
Professional staff, non-certified staff, and non-personnel expenditures	\$415	\$9	11,548	\$4,786,711	2.6%	
Annualized facilities expenditures generated by general school admin.	\$906	\$32	11,548	\$10,442,747	5.7%	
Total regular school administrators and support	\$1,321	\$30	11,548	\$15,229,458	8.3%	
Assessment Expenditures at the School Site on Selected Special Education Staff						
Assessment on sp ed consulting tchr/psyc/cnslrs/soc wkrs	\$125		11,548	\$1,441,815	0.8%	\$1,441,815
Total Assessment	\$125		11,548	\$1,441,815	0.8%	\$1,441,815
Services in Schools Operated by Public School Districts						
Regular Education Instructional Services						
Regular teachers, regular paraprofessional and aides, and non-personnel ratios	\$3,478	\$122	10,608	\$36,896,025	20.2%	
Annualized facilities expenditures generated by regular classroom teachers	\$321	\$11	10,608	\$3,266,995	1.8%	
Special Education Instruction and Related Services						
Special education teachers, related service staff, paraprofessional and aides, and non-personnel expenditures	\$7,836	\$407	11,451	\$89,734,430	49.0%	\$89,734,430
Annualized facilities expenditures generated by special education teachers	\$609	\$53	1,907	\$1,161,063	0.6%	\$1,161,063
Annualized facilities expenditures generated by resource specialist & related service providers (pull out)	\$252	\$14	10,395	\$2,618,211	1.4%	\$2,618,211

Spending Components	Expenditure per student served	Standard error	Total population of special education students in this category	Total expenditures	Percent of the total expenditure	Total special education spending
Other Special Needs Programs						
Other teachers (e.g., Title I, ESL, GATE)	\$1,941	\$431	905	\$1,755,847	1.0%	
Annualized facilities expenditures generated by other classroom teachers	\$216	\$46	82	\$17,677	0.0%	
Total Instructional Services	\$11,729		11,548	\$135,450,248	74.0%	\$93,513,704
Services Operated in Non-public Schools or Other Public Agencies						
Tuition and fees, and related services provided by the district	\$30,327	\$5,664	168	\$5,094,936	2.8%	\$5,094,936
Tuition and fees, and related services provided by BOCES	\$39,898		83	\$3,311,549	1.8%	\$3,311,549
Total External Students and BOCES	\$33,492		251	\$8,406,485	4.6%	\$8,406,485
Homebound and Hospital Programs						
Homebound professional staff, non-certified staff, contracted personnel, and non-personnel expenditures	\$2,984		166	\$495,275	0.3%	\$495,275
Total Homebound	\$2,984		166	\$495,275	0.3%	\$495,275
Extended School Year						
Professional staff, non-certified staff, contracted personnel, and non-personnel expenditures	\$1,342	\$107	990	\$1,327,996	0.7%	\$1,327,996
Total Extended School Year Program	\$1,342	\$107	990	\$1,327,996	0.7%	\$1,327,996
Transportation Services						
Special Bus Transportation	\$3,241	\$210	998	\$3,233,058	1.8%	\$3,233,058
Regular Bus Transportation	\$868	\$24	4,761	\$4,134,259	2.3%	
Additional Cost of an Aide in the Bus	\$3,697	\$511	153	\$566,026	0.3%	\$566,026
Total Transportation Services	\$1,393	\$70	5,697	\$7,933,343	4.3%	\$3,799,084
TOTAL EXPENDITURE TO EDUCATE STUDENTS WITH DISABILITIES						
TOTAL SPECIAL EDUCATION EXPENDITURES	\$9,957	\$434	11,799	\$117,486,492	64.2%	\$117,486,492
TOTAL REGULAR EDUCATION EXPENDITURES	\$5,406	\$3,064	11,799	\$63,780,355	34.8%	
TOTAL OTHER SPECIAL NEEDS PROGRAMS	\$1,821	\$400	986	\$1,795,952	1.0%	

**Exhibit F-2.
Total Education Spending to Educate Special Education Students in Wyoming, 2001-2002
(Including regular education and special education)**

Spending Components	Expenditure per student served	Standard error	Total population of special education students in this category	Total expenditures	Percent of the total expenditure	Total special education spending
Special Education Central Office Administration and Support						
Professional staff, non-certified staff, contracted personnel, and non-personnel expenditures	\$695	\$18	11,799	\$8,195,359	4.5%	\$8,195,359
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Total special central office administration and support	\$721	\$18	11,799	\$8,502,133	4.7%	\$8,502,133
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Total regular central office administration and support	\$346	\$9	11,799	\$4,080,478	2.3%	
Annualized facilities expenditures--central ofc administration of the district	\$15	\$0	11,799	\$173,140	0.1%	
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Regular Education School Administration and Support						
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Annualized facilities expenditures generated by general school admin.	\$906	\$32	11,548	\$10,442,747	5.8%	
Total regular school administration and support	\$1,321	\$30	11,548	\$15,229,458	8.4%	
Assessment Expenditures at the School Site on Selected Special Education Staff						
Assessment on sp ed consulting tchr/psyc/onslrs/soc wkrs	\$125		11,548	\$1,441,815	0.8%	\$1,441,815
Total Assessment	\$125		11,548	\$1,441,815	0.8%	\$1,441,815
Services in Schools Operated by Public School Districts						
Regular Education Instructional Services						
Regular teachers, regular paraprofessional and aides, and non-personnel ratios	\$3,478	\$122	10,608	\$36,896,025	20.4%	
Annualized facilities expenditures generated by regular classroom teachers	\$321	\$11	10,608	\$3,266,995	1.8%	
Special Education Instruction and Related Services						
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Annualized facilities expenditures generated by special education teachers	\$609	\$53	1,907	\$1,161,063	0.6%	\$1,161,063
Annualized facilities expenditures generated by resource specialist & related service providers (pull out)	\$252	\$14	10,395	\$2,618,211	1.4%	\$2,618,211

Spending Components	Expenditure per student served	Standard error	Total population of special education students in this category	Total expenditures	Percent of the total expenditure	Total special education spending
Total Instructional Services	\$11,576		11,548	\$133,676,724	73.7%	\$93,513,704
Services Operated in Non-public Schools or Other Public Agencies						
Tuition and fees, and related services provided by the district	\$30,327	\$5,664	168	\$5,094,936	2.8%	\$5,094,936
Tuition and fees, and related services provided by BOCES	\$39,898		83	\$3,311,549	1.8%	\$3,311,549
Total External Students and BOCES	\$33,492		251	\$8,406,485	4.6%	\$8,406,485
Homebound and Hospital Programs						
Homebound professional staff, non-certified staff, contracted personnel, and non-personnel expenditures	\$2,984		166	\$495,275	0.3%	\$495,275
Total Homebound	\$2,984		166	\$495,275	0.3%	\$495,275
Extended School Year						
Professional staff, non-certified staff, contracted personnel, and non-personnel expenditures	\$1,342	\$107	990	\$1,327,996	0.7%	\$1,327,996
Total Extended School Year Program	\$1,342	\$107	990	\$1,327,996	0.7%	\$1,327,996
Transportation Services						
Special Bus Transportation	\$3,241	\$210	998	\$3,233,058	1.8%	\$3,233,058
Regular Bus Transportation	\$668	\$24	4,761	\$4,134,259	2.3%	
Additional Cost of an Aide in the Bus	\$3,697	\$511	153	\$566,026	0.3%	\$566,026
Total Transportation Services	\$1,393	\$70	5,697	\$7,933,343	4.4%	\$3,799,084
TOTAL EXPENDITURE TO EDUCATE STUDENTS WITH DISABILITIES	\$15,363	\$447	11,799	\$181,266,847	100.0%	
TOTAL SPECIAL EDUCATION EXPENDITURES	\$9,957	\$434	11,799	\$117,486,492	64.8%	\$117,486,492
TOTAL REGULAR EDUCATION EXPENDITURES	\$5,406	\$3,064	11,799	\$63,780,355	35.2%	

Appendix G

Schools Considered Remote by AIR Criteria, 2000-2001

Exhibit G-1 lists by district the schools that are 15 miles or more from the district office location and are considered for special education teachers (15 or less special education students) and related service providers (50 or less special education students). The checkmarks in each column indicate for which personnel type the school is remote. An underlined checkmark indicates that the schools preceding the checkmark belong to a cluster or group (e.g., the schools are located within the same remote community). For schools that are remote for special education teachers, teachers were allocated according to the average daily membership in each remote school (see Chapter 4). For related service providers, a lower ratio for all related service personnel was applied to the total remote average daily membership in the district (see Chapter 4).

Exhibit G-1: Schools Considered Remote by AIR Criteria, 2000-2001

School ID	School Name	Remote for Special Education Teachers	Related Service Providers
101000	Albany County School District #1		
101015	Rock River Elementary		D
101051	Rock River Junior High School		D
101056	Rock River High School		D
101014	River Bridge Elementary		D
	Cluster		<u>D</u>
101026	Cozy Hollow Elementary	D	D
101005	Centennial Elementary	D	D
101023	Sibylee Elementary	D	D
101009	Harmony Elementary	D	D
101019	Valley View Elementary	D	D
201000	Big Horn County School District #1		
201001	Burlington Elementary		D
201050	Burlington Junior High School		D
201055	Burlington High School		D
	Cluster		<u>D</u>
202000	Big Horn County School District #2	No remote schools	
203000	Big Horn County School District #3	No remote schools	
204000	Big Horn County School District #4		
204002	Hyattville Elementary	D	D
301000	Campbell County School District #1		
301006	Cottonwood Elementary		D
301056	Wright Jr./Sr. High School		D
	Cluster		<u>D</u>

School ID	School Name	Remote for Special Education Teachers	Remote for Related Service Providers
301014	Recluse School	D	D
301010	Little Powder Elementary	D	D
301015	Rozet Elementary		D
301002	4-J Elementary School	D	D
401000	Carbon County School District #1		
401049	Little Snake River Valley School	D	D
401002	Bairoil Elementary	D	D
402000	Carbon County School District #2		
402002	Encampment Elementary		D
402053	Encampment Junior High School		D
402055	Encampment High School		D
	Cluster		<u>D</u>
402003	Hanna Elementary		D
402050	H.E.M. Junior High		D
402056	H.E.M. Senior High		D
	Cluster		<u>D</u>
402001	Elk Mountain Elementary	D	D
402005	Medicine Bow Elementary	D	D
501000	Converse County School District #1		
501001	Dry Creek Elementary	D	D
501003	Moss Agate Elementary	D	D
501004	Nachtman Elementary	D	D
501008	Wagonhound Elementary	D	D
501011	White Elementary	D	D
502000	Converse County School District #2		
502001	Boxelder Elementary	D	D
601000	Crook County School District # 1		
601004	Hulett Elementary		D
601050	Hulett Junior High School		D
601055	Hulett High School		D
	Cluster		<u>D</u>
701000	Fremont County School District # 1		
701006	Jeffrey City Elementary	D	D
702000	Fremont County School District # 2		
706000	Fremont County School District # 6		
706001	Crowheart Elementary	D	D

School ID	School Name	Remote for Special Education Teachers	Remote for Related Service Providers
714000	Fremont County School District #14	No remote schools	
721000	Fremont County School District #21	No remote schools	
724000	Fremont County School District #24	No remote schools	
725000	Fremont County School District #25	No remote schools	
738000	Fremont County School District #38	No remote schools	
801000	Goshen County School District #1		
801050	Lingle-Ft. Laramie Middle School	D	D
801004	La Grange Elementary	D	D
901000	Hot Springs County School District #1	No remote schools	
1001000	Johnson County School District #1		
1001003	Kaycee Elementary		D
1001051	Kaycee Junior High School		D
1001056	Kaycee High School		D
	Cluster		D
1001001	Billy Creek Elementary	D	D
1101000	Laramie County School District #1		
1101019	Clawson Elementary	D	D
1101025	Willadsen Elementary	D	D
1101014	Gilchrist Elementary	D	D
1102000	Laramie County School District #2		
1102001	Albin Elementary	D	D
1102055	Albin Jr/Sr High School	D	D
	Cluster	D	D
1102005	West Elementary		D
1102056	Burns Jr/Sr High School		D
	Cluster		D
1102002	Carpenter Elementary	D	D
1201000	Lincoln County School District #1	No remote schools	
1202000	Lincoln County School District #2		
1202002	Cokeville Elementary		D
1202055	Cokeville Jr./Sr. High Schools		D
	Cluster		D
1202003	Holdaway Elementary		D
1202004	Metcalf Elementary	D	D
1301000	Natrona County School District #1		
1301001	Alcova Elementary	D	D

School ID	School Name	Remote for Special Education Teachers	Remote for Related Service Providers
1301021	Powder River Elementary	D	D
1301022	Red Creek Elementary	D	D
1301049	Midwest School		D
1401000	Niobrara County School District #1		
1401003	Lance Creek Elementary	D	D
1501000	Park County School District # 1		
1501001	Clark Elementary	D	D
1506000	Park County School District # 6		
1506003	Valley Elementary	D	D
1516000	Park County School District #16		
1601000	Platte County School District #1		
1601001	Chugwater Elementary		D
1601051	Chugwater Junior High School		D
1601055	Chugwater High School		D
	Cluster		<u>D</u>
1601002	Glendo Elementary	D	D
1601052	Glendo Junior High School	D	D
1601056	Glendo High School	D	D
	Cluster	<u>D</u>	<u>D</u>
1602000	Platte County School District #2	No remote schools	
1701000	Sheridan County School District #1		
1701001	Big Horn Elementary		D
1701055	Big Horn High School		D
1701050	Big Horn Middle School		D
	Cluster		<u>D</u>
1701056	Tongue River High School		D
1701002	Slack Elementary	D	D
1702000	Sheridan County School District #2		
1702005	Story Elementary	D	D
1703000	Sheridan County School District #3		
1703001	Arvada Elementary	D	D
1801000	Sublette County School District #1		
1801001	Bondurant Elementary	D	D
1809000	Sublette County School District #9		
1809002	La Barge Elementary	D	D
1901000	Sweetwater County School District #1		

School ID	School Name	Remote for Special Education Teachers	Remote for Related Service Providers
1901001	Desert Elementary		D
1901053	Desert Middle School		D
	Cluster		D
1901003	Farson-Eden Elementary		D
1901054	Farson-Eden Middle School		D
1901055	Farson-Eden High School		D
	Cluster		D
1901009	Superior Elementary	D	D
1902000	Sweetwater County School District #2		
1902004	McKinnon Elementary	D	D
1902006	Thoman Ranch Elementary	D	D
2001000	Teton County School District #1		
2001001	Alta Elementary	D	D
2001004	Moran Elementary	D	D
2101000	Uinta County School District #1	No remote schools	
2104000	Uinta County School District #4	No remote schools	
2106000	Uinta County School District #6	No remote schools	
2201000	Washakie County School District #1	No remote schools	
2202000	Washakie County School District #2	No remote schools	
2301000	Weston County School District #1		
2301002	Kitty Moats Elementary	D	D
2307000	Weston County School District #7	No remote schools	

Appendix H

Variations in Service by District, 2000-2001

Source: Special Education Electronic Data System (SEEDS), 2000-2001,
Wyoming Department of Education

Exhibit H-1: Percentage of Special Education Students Receiving Particular Services by District, 2000-2001
Source: Special Education Electronic Data System (SEEDS) database, 2000-2001, Wyoming Department of Education.

District Name	ID	SE Enrollment based on Dec. 1 SEEDS 2000	Adaptive PE	Assis- tive Techno- logy	Audio- logical Services	Counsel- ing (for student)	Early Id	Extend- ed School Year	Speech Lang. Svcs	Medical Svcs	Orient- ation & Mobility	Occup. Therapy	Parent Counsel- ing	Psych. Svcs	Physical Therapy	Rehab- ilitation Counsel- ing	Rec. (incl. Thera- peutic)	Schl Health Svcs	Sum- mer Schl	Soc. Work Svcs	Spec. Trans- port- ation	Training Trans- port- ation	Voca- tional Svcs (Spec'l)	Un- known
Large																								
Laramie #1	1101	1,519	4%	1%	0%	0%	0%	0%	38%	0%	0%	7%	0%	8%	2%	0%	0%	2%	0%	24%	10%	0%	0%	0%
Natrona #1	1301	1,689	8%	0%	3%	0%	0%	0%	44%	0%	0%	10%	0%	1%	3%	0%	0%	0%	0%	27%	12%	0%	4%	0%
Campbell #1	301	781	5%	3%	2%	4%	0%	3%	8%	0%	1%	12%	0%	0%	5%	0%	0%	0%	0%	0%	8%	0%	1%	0%
Sweetwater #1	1901	694	7%	3%	0%	13%	3%	0%	10%	0%	0%	17%	0%	0%	4%	0%	0%	0%	0%	30%	13%	0%	0%	0%
Albany #1	101	616	5%	3%	6%	21%	0%	3%	59%	0%	0%	12%	1%	4%	2%	0%	0%	2%	10%	17%	5%	0%	0%	0%
Medium																								
Sheridan #2	1702	429	1%	0%	0%	14%	0%	0%	18%	0%	0%	9%	1%	1%	4%	0%	0%	0%	0%	0%	2%	0%	2%	5%
Uinta #1	2101	482	5%	0%	1%	16%	0%	0%	41%	0%	0%	16%	0%	0%	6%	0%	0%	1%	0%	2%	5%	0%	3%	0%
Sweetwater #2	1902	437	8%	0%	0%	28%	0%	2%	43%	0%	0%	13%	0%	0%	1%	0%	0%	0%	0%	0%	1%	0%	2%	0%
Fremont #25	725	339	4%	1%	0%	2%	0%	1%	66%	0%	0%	15%	0%	2%	9%	0%	0%	5%	0%	34%	11%	0%	0%	0%
Lincoln #2	1202	234	0%	1%	0%	9%	0%	0%	15%	0%	0%	15%	0%	0%	2%	0%	0%	0%	0%	0%	6%	1%	1%	0%
Park #6	1506	235	6%	0%	0%	3%	0%	0%	56%	0%	0%	16%	0%	0%	5%	0%	0%	0%	0%	0%	1%	0%	2%	0%
Teton #1	2001	268	3%	1%	0%	1%	0%	0%	38%	0%	0%	12%	0%	0%	6%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Goshen #1	801	294	6%	1%	0%	6%	1%	0%	28%	0%	0%	11%	1%	2%	6%	0%	0%	0%	0%	1%	2%	0%	0%	0%
Fremont #1	701	279	0%	0%	0%	7%	0%	1%	27%	0%	2%	19%	0%	1%	8%	0%	0%	0%	0%	14%	3%	0%	0%	0%
Carbon #1	401	247	3%	0%	0%	14%	0%	4%	48%	0%	0%	14%	0%	0%	3%	0%	0%	0%	0%	0%	3%	0%	0%	0%
Park #1	1501	178	7%	0%	0%	10%	0%	0%	15%	0%	0%	10%	0%	2%	5%	0%	0%	0%	0%	1%	1%	1%	0%	0%
Converse #1	501	211	23%	0%	1%	11%	0%	12%	52%	0%	0%	11%	0%	1%	6%	0%	0%	0%	0%	0%	4%	0%	0%	0%
Washakie #1	2201	259	5%	31%	5%	15%	0%	0%	61%	0%	0%	12%	0%	0%	5%	0%	0%	0%	0%	0%	2%	0%	0%	0%
Platte #1	1601	185	4%	1%	1%	5%	0%	4%	30%	0%	0%	11%	1%	1%	3%	0%	1%	0%	0%	0%	1%	0%	0%	0%
Johnson #1	1001	180	11%	1%	0%	24%	0%	0%	23%	0%	0%	22%	0%	0%	3%	0%	0%	0%	0%	0%	0%	0%	6%	1%
Crook #1	601	186	9%	0%	0%	6%	0%	1%	8%	0%	0%	8%	0%	1%	2%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Small																								
Laramie #2	1102	98	2%	0%	0%	22%	0%	0%	1%	0%	0%	20%	0%	0%	15%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Weston #1	2301	139	0%	0%	0%	1%	0%	0%	1%	0%	0%	18%	0%	0%	14%	0%	0%	0%	0%	0%	1%	0%	0%	0%
Sheridan #1	1701	107	0%	0%	2%	5%	0%	0%	38%	0%	0%	28%	0%	25%	2%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Uinta #6	2106	135	1%	0%	0%	11%	0%	0%	16%	0%	0%	15%	0%	0%	0%	0%	4%	0%	0%	0%	0%	0%	0%	0%
Big Horn #1	201	103	0%	0%	0%	11%	0%	0%	44%	0%	0%	8%	0%	0%	7%	0%	0%	0%	0%	0%	0%	0%	0%	0%

Wyoming SEEP Final Report

District Name	A	B	C	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
ID	SE Enrollment based on Dec. 1 SEEDS 2000	Adaptive PE	Assis- tive Techno- logy	Audio- logical Services	Counsel- ing (for student)	Early Id	Extend- ed School Year	Speech Lang- Svcs	Medical Svcs	Orient- ation & Mobility	Occup. Therapy	Parent Counsel- ing	Psych. Svcs	Physical Therapy	Rehab- ilitation Counsel- ing	Rec. (Incl. Thera- peutic)	Schl Health Svcs	Sum- mer Schl	Soc. Work Svcs	Spec. Trans- port- ation	Train- ing Trans- port- ation	Voca- tional Svcs (Spec.I)	Un- known		
Carbon #2	402	0%	0%	0%	13%	0%	0%	36%	0%	0%	9%	2%	1%	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%	
Lincoln #1	75	3%	3%	0%	5%	0%	1%	8%	0%	0%	21%	0%	0%	8%	0%	0%	0%	0%	0%	3%	0%	0%	0%	0%	
Converse #2	502	15%	0%	0%	16%	0%	0%	45%	0%	0%	4%	0%	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
Hot Springs #1	901	0%	0%	0%	5%	0%	1%	68%	0%	0%	31%	0%	0%	17%	1%	0%	0%	0%	1%	0%	0%	0%	3%	0%	
Big Horn #2	202	1%	0%	0%	12%	0%	0%	47%	0%	1%	13%	0%	0%	6%	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%	
Uinta #4	2104	7%	0%	0%	17%	0%	0%	51%	0%	0%	15%	0%	0%	0%	0%	0%	0%	26%	0%	3%	0%	0%	3%	0%	
Fremont #14	714	0%	0%	0%	11%	0%	2%	13%	1%	0%	20%	1%	1%	5%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%	
Sublette #1	1801	0%	0%	0%	4%	0%	0%	4%	0%	0%	19%	0%	0%	1%	0%	0%	0%	0%	13%	1%	0%	0%	0%	0%	
Sublette #9	1809	2%	0%	0%	22%	0%	5%	37%	0%	0%	29%	0%	0%	6%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
Very Small																									
Big Horn #3	75	1%	0%	0%	11%	0%	0%	56%	0%	0%	21%	0%	17%	1%	0%	0%	0%	0%	0%	0%	0%	0%	3%	0%	
Niobrara #1	63	0%	0%	0%	0%	0%	0%	44%	0%	0%	14%	0%	0%	14%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
Fremont #6	58	0%	0%	0%	14%	0%	0%	53%	0%	0%	7%	0%	0%	0%	0%	2%	0%	0%	0%	2%	0%	0%	7%	0%	
Big Horn #4	204	0%	0%	0%	45%	0%	2%	2%	0%	0%	29%	0%	7%	10%	0%	2%	0%	2%	2%	0%	0%	0%	0%	0%	
Fremont #24	724	0%	0%	0%	13%	0%	0%	50%	0%	0%	33%	0%	2%	0%	0%	0%	2%	0%	0%	0%	0%	0%	0%	0%	
Fremont #2	702	5%	3%	0%	21%	0%	3%	33%	0%	0%	15%	0%	0%	13%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
Platte #2	1602	0%	0%	0%	0%	0%	0%	26%	0%	2%	16%	0%	0%	5%	0%	0%	0%	0%	0%	0%	0%	0%	5%	0%	
Fremont #38	738	0%	0%	0%	13%	73%	0%	65%	0%	0%	13%	0%	0%	2%	0%	0%	0%	0%	0%	0%	0%	0%	2%	0%	
Fremont #21	721	5%	0%	0%	4%	0%	7%	22%	0%	0%	10%	0%	0%	7%	0%	0%	0%	1%	7%	8%	0%	0%	0%	1%	
Weston #7	2307	0%	0%	0%	3%	0%	0%	37%	0%	3%	14%	0%	0%	9%	0%	0%	0%	0%	0%	3%	0%	0%	0%	0%	
Park #16	1516	0%	0%	0%	8%	0%	0%	23%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
Washakie #2	2202	0%	0%	0%	0%	0%	0%	75%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
Sheridan #3	1703	0%	0%	0%	50%	0%	0%	57%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
Statewide SE Population	11,772	5%	2%	1%	9%	1%	1%	35%	0%	0%	13%	0%	2%	4%	0%	0%	1%	1%	11%	6%	0%	1%	0%	0%	
Large Districts	5,299	6%	2%	0%	5%	0%	1%	34%	0%	0%	10%	0%	3%	3%	0%	0%	1%	1%	21%	10%	0%	0%	2%	0%	
Medium Districts	4,443	5%	2%	0%	11%	0%	1%	37%	0%	0%	13%	0%	1%	5%	0%	0%	1%	0%	4%	3%	0%	0%	1%	1%	
Small Districts	1,455	2%	0%	0%	11%	0%	1%	29%	0%	0%	17%	0%	2%	6%	0%	0%	0%	2%	1%	1%	0%	0%	0%	0%	
Very Small Districts	575	1%	0%	0%	12%	7%	1%	41%	0%	0%	16%	0%	3%	5%	0%	0%	0%	0%	3%	1%	0%	0%	2%	0%	

Appendix I

Select Tables from the Center for Special Education Finance Report: *State Special Education Finance Systems, 1999-2000*¹¹

¹¹ Parrish, T., Anthony, J.J., Merickel, A., & Esra, P. (2001, October). *State Special Education Finance Systems, 1999-2000* (Draft). Palo Alto, CA: American Institutes for Research, Center for Special Education Finance. It is important to note that the information in these tables are self-reported by states to the Center for Special Education Finance and are not part of the Special Education Expenditure Project (SEEP) data.

Table I-1. States' Provisions for High Cost Students*

State (n = 17)	Description of Provisions
Alabama	The DOE maintains a separate fund (Catastrophic Trust Fund) that LEA's may apply to for financial assistance for children that are extremely costly.
Alaska	Intensive funding is provided at approximately \$21,000 per student if the student meets the seven criteria for this category.
Arkansas	A state appropriation is available to reimburse local education agencies for special education catastrophic occurrences. These funds were appropriated by the Arkansas General Assembly in 1997. Local education agencies must meet a specific set of criteria in order to see reimbursement for special education catastrophic occurrences. This part of the state funding formula took effect beginning with the 1997-98 school year.
California	Additional funds are available for districts with special circumstances.
Connecticut	Special Education Equity provides grants to towns with extraordinary special education costs. Within the \$11.5 million appropriation, towns whose prior year special education expenditures exceed the state average when such costs are compared to average spending in regular programs are reimbursed for their excess special education at the rate of their ECS base aid ratio. In addition, the Excess Cost Grant provides 100 percent of the costs of special education in excess of five times the prior year's average cost per pupil for eligible students who are placed in special education programs (in or out of the district) by the local board of education.
Florida	There is a supplement for select students when a school district has less than 10,000 FTE student enrollment and less than 3 FTE eligible students per program.
Illinois	When an individual student's costs exceed 1.5 times the district per capita tuition charge, then reimbursement is provided for the amount that is in excess of the district per capita tuition charge for the prior year or \$2,000, whichever is less.
Indiana	When a student is placed in a public residential facility under specified state procedures, the state agency operating the facility assumes the costs of room and board, special education, and related services normally provided by the residential facility.
Kansas	The school is reimbursed for 75 percent of the cost of implementing a child's IEP in excess of \$25,000 for the school year.
Maine	SAUs (LEAs) can apply once they exceed three times the secondary foundation for out of district placements. This basically is a loan program and is prorated based upon the amount appropriated by the legislature.
Missouri	All excess costs associated with educating students with severe disabilities who qualify for enrollment in the State Schools for Severely Handicapped, yet who are educated in a local school district, are paid by the State. All excess costs associated with educating students who are placed out of their domicile by juvenile courts are paid by the State. All costs on behalf of the education a student with a disability that exceed five times the average per pupil expenditure of the serving district are paid by the state.
North Dakota	The system to reimburse extraordinarily high cost cases follows an insurance-like model in reimbursing high costs that have been incurred in serving a small number of students. This extraordinary cost portion of the state funding makes up roughly 25% of the state support for special education.
Oklahoma	The Special Education Assistance Fund reimburses eligible expenses for IEP students who programs result in extraordinary costs to the providing school or district of residence. Forms must be completed for each student for whom the school district is requesting reimbursement, and each claim is reviewed on a case-by-case basis in accordance with funding priorities and are subject to proration based upon the availability of funds.
Pennsylvania	The Contingency Fund for Extraordinary Special Education Program Expenses provides partial reimbursement to school districts for the implementation of the IEP for a student with severe disabilities. A contingency fund application may be submitted for partial reimbursement of extraordinary expenses incurred in meeting the educational needs of an child with severe disabilities who requires a highly specialized program or related services in order to receive an appropriate education.
Utah	Districts submit information related to the students that they serve who cost in excess of \$15,000. Since it always totals much more than the total appropriation, the monies are prorated down according to the amount available, divided by the number of students.
Vermont	If a school district pays more than \$50,000 for special education services for an individual student for a fiscal year, they report the cost and receive 90 percent reimbursement for the cost in excess of \$50,000.
West Virginia	Outside the formula, the SEA provides assistance on a percent reimbursement basis to districts for the cost of special education students in out-of-state residential placements and for students served out-of-county (district) as a result of placement by a state agency. Percentage varies with total amount available.
*The following states reported that they had provisions for high cost students but did not specify what those provisions were: Arizona, Colorado, Georgia, Idaho, Maryland, Minnesota, Montana, New Jersey, New York, North Carolina, Ohio, Oregon, Tennessee, Washington, and Wyoming.	

Table I-2. Interagency Funding to Serve Children with Multiple Special Needs

State (n = 21)	Basis of Mechanism	Agencies Involved in Interagency Funding Arrangements	Perspective on Interagency Funding Arrangement
Alabama	Legislatively mandated	Department of Mental Health and Mental Retardation, Department of Youth Services, Department of Human Resources, Department of Public Health, Department of Education	It has resulted in shared funding of \$4,000,000 for FY99 for multiple needs students.
Arizona	Legislatively mandated	Arizona Department of Education, Department of Economic Security, and Department of Health Services	Arizona pays for educational costs associated with necessary residential placements through the state's formula-driven funding mechanism.
Arkansas	Arkansas Department of Human Services	Arkansas Department of Human Services	
California	Legislatively mandated	County Departments of Mental Health, Health Services, Social Services, and Probation	
Hawaii	Voluntary program	State of Hawaii, Department of Health	The arrangement is beneficial to both the Department of Education and the Department of Health and allows for the provision of educational services in Department of Health contracted therapeutic group type facilities.
Maine	Informal agreement	Departments of Mental Health, Mental Retardation, Substance Abuse, Corrections, and Human Services, Bureau of Child and Family Services, Bureau of Medical Services	Potential of shifting costs from local districts to one or more of the state agencies including the Maine Department of Education. Need clear legislative mandate, too – then agencies to fund it.
Maryland	Legislatively mandated	State Department of Education, Department of Health and Mental Hygiene, Department of Human Resources, Department of Juvenile Justice	Each agency funds their own child being placed in a residential setting except if the placement involves multiple special needs which results in the placement being co-funded by more than one agency. The arrangement seems fair and equitable.
Minnesota	Legislatively mandated	Department of Children, Families, and Learning; Department of Human Services; Department of Economic Security; Department of Commerce; Department of Human Rights; Department of Human Services; Department of Corrections; and more	The fiscal implications of this interagency funding arrangement are for increased and coordinated capabilities in the provision of funding to serve children with multiple special needs.
Mississippi	Legislatively mandated	Minnesota Department of Human Services, Department of Mental Health, and Families as Allies per legislative statute.	We have two funding arrangements: 1. Human Services pays all fees except education costs that are paid by the Minnesota Department of Education. 2. Minnesota Connections Project is blended funding among agencies MH, HS, MDE, the Department of Health, and Medicaid.
Missouri	Voluntary program	Department of Education, Department of Mental Health, Department of Social Services and Department of Health	
Nebraska	Legislatively mandated	Health and Human Services - Medicaid	Medicaid in Public Schools (MIPS) is limited to physical, occupational, and speech therapy services and has allowed for funding of services coordination for infants/toddlers with disabilities through Health and Human Services.
Nevada	Legislatively mandated	Department of Human Resources	This allows us to prioritize students who need out-of-district placements to receive FAPE for in-state placement options under the jurisdiction of DHR.
New Jersey	Legislatively mandated	Department of Human Services, Department of Corrections, Juvenile Justice, Katzenbach, A. Harry Moore, Commission for the Blind and Visually Impaired	Works okay.
New York	Legislatively mandated	Office of Children and Family Services, Office of Mental Retardation and Developmental Disabilities	These are generally arranged to service children in special residential settings.
Oregon	Legislatively mandated	State and federal pre-school providers, Oregon Youth Authority (Juvenile Corrections), statutorily recognized hospitals, vocational rehabilitation, Department of Human Services	These arrangements provide collaboration across agencies so that multiple needs of children are addressed. Fiscal responsibilities, therefore, are identified and coordinated to reach maximum efficiency while providing services.
Pennsylvania	Legislatively mandated	Department of Education, Department of Public Welfare, Department of Labor and Industry, Department of Health	Not sufficient time to collect adequate data to make a determination at this time.
Rhode Island	Voluntary program	Department for Children & Youth, Local Education Agencies	
Tennessee	Voluntary program	Department of Education, Department of Health, MHMR, and Medicare	
Utah	Voluntary program	Department of Education, Department of Health, Department of Human Services, and Workforce Services	A small amount of money. The cooperative effort is the main benefit.
Vermont	Legislatively mandated	Social Welfare and Mental Health and Education make joint decisions on residential placements and have a state level team to problem solve.	Fairly divides education, treatment and room/board costs for residential but State Team often unable to solve individual cases because of lack of funds or inflexibility of Agency rules or funding. This area remains a significant problem.
Virginia	Legislatively mandated	Department of Education, Department of Social Services, Department of Mental Health, Mental Retardation, and Substance Abuse Services, Department of Juvenile Justice, Department of Health	There is no way to determine whether costs have been better managed. However, planning for services and community awareness of service needs has been improved, and the delivery of services is more efficient.

Table I-3. Fiscal Policies for the Use of State Special Education Revenues

Fiscal Policy	Total Number (n = 50)	Percentage of States
Special education programs only	20	40%
Any public education service	11	22%
Special education and prereferral services	8	16%
Special education and remedial services	1	2%
Any public purpose	2	4%
Other*	8	16%

*Other - Arkansas – Special education programs, prereferral services, services to students served under Section 504 of the Rehabilitation Act of 1973, and post-dismissal services. Florida – 80 percent of funds generated by exceptional students must be spent on exceptional students. New Mexico – All money generated by the state equalization funding formula goes into the LEA “operational pot.” Money generated by special education students is not categorical. Alaska - Vocational education, bilingual, gifted and talented education, and special education. No state money to fund state special education needs in the Department of Education Early Development. The money is all discretionary. School Boards decide how to budget the programs. Louisiana - Funding through the Minimum Foundation Program is in the form of a block grant from the state to the local districts. As such, districts are afforded local flexibility to spend these funds as they determine to be in the best interests of the district while satisfying certain state mandated requirements. Therefore, while a certain amount of money within the program is attributable to the weights assigned to special education students, these funds are integrated into the block grant and cannot be tracked directly to these children. Vermont - Special education and prereferral services and some services to non special education. Nebraska - Special education/related services and flexible funding option - not to exceed 50 percent of specific education budget. West Virginia - Public education services are specified within each step of the formula.

Table I-4. Other Sources of Revenue Reported by States to Provide Special Education Services to School-Age Children With Disabilities

State* (n = 50)	Other Sources of Special Education Revenue			Percent Returned to Local Districts
	Medicaid	State Mental Health Funds	Private Medical Insurance	
Alabama	Y	—	—	69% ¹
Alaska	Y	Y	—	—
Arizona	Y	Y	Y	.004% ²
Arkansas	Y	—	—	73% ¹
California	—	—	—	—
Colorado	Y	—	—	—
Connecticut	Y	Y	Y	60% ¹
Delaware	Y	—	—	30% ¹
Florida	Y	Y	—	100% ¹
Georgia ⁴	—	—	—	—
Hawaii	—	—	—	—
Idaho	Y	—	—	100% ¹
Illinois	Y	—	Y	100% ¹
Indiana	Y	—	—	—
Iowa	—	—	—	0%
Kansas	Y	—	—	100% ¹
Kentucky	Y	—	Y	—
Louisiana	Y	Y	Y	—
Maine	Y	—	—	—
Maryland	Y	—	—	99% ¹
Massachusetts	Y	—	—	50% ¹
Michigan	—	—	—	—
Minnesota	—	—	—	—
Mississippi	Y	Y	—	100% ¹
Missouri	Y	—	Y	100% ¹
Montana	Y	Y	Y	100% ³
Nebraska	Y	—	—	100% ¹
Nevada	—	—	—	—
New Hampshire	Y	—	—	100% ¹
New Jersey	Y	—	—	15% ¹
New Mexico	Y	Y	Y	95% ¹
New York	Y	—	—	50% ¹
North Carolina	—	—	—	—
North Dakota	Y	Y	Y	100% ¹
Ohio	—	—	—	—
Oklahoma	Y	—	—	100% ¹
Oregon	Y	—	—	100% ³
Pennsylvania	Y	—	—	100% ¹
Rhode Island	Y	—	—	100% ¹
South Carolina	Y	—	—	—
South Dakota	Y	—	—	100% ¹
Tennessee	Y	—	Y	—
Texas	Y	—	—	100% ¹
Utah	—	—	—	—
Vermont	Y	—	—	40% ¹
Virginia	Y	—	—	100% ¹
Washington	Y	—	—	50% ¹
West Virginia	Y	—	—	100% ¹
Wisconsin	Y	—	—	40% ¹
Wyoming	—	—	—	—
Totals	38	9	10	

* The "—" indicates state could not provide data. Blank columns indicate that the state does not generate revenue from that source.

¹ Figure shown represents percentage of Medicaid returned to local districts.

² Figure shown represents percentage of state mental health funds returned to local districts.

³ Figure shown represents percentage of Medicaid and percentage of private medical insurance returned to local districts.

⁴ Colorado LEAs do bill for Medicaid, but the SEA is not involved in this process.

⁵ Georgia did not submit a completed survey.

Table I-5. Medicaid Revenues for Special Education as a Percentage of State Special Education Revenues and Total Special Education Expenditures, 1998-99

State (n = 28)	Enrollment, Ages 3-21	Medicaid Revenue	Medicaid Revenue Generated per Student	State Special Education Revenue	Percentage of State Share	Total Special Education Expenditure	Percentage of Total Expenditures
Alabama	99,813	\$134,107	\$1	\$292,147,092	#1%	\$361,684,830	#1%
Arkansas	59,110	\$5,718,420	\$97	\$146,420,968	4%	-	-
Colorado	74,547	\$234,056	\$3	\$69,359,224	#1%	\$400,118,593	#1%
Connecticut	76,740	\$7,200,000	\$94	\$306,813,775	2%	\$827,661,192	#1%
Delaware	16,233	\$2,046,848	\$126	\$96,754,009	2%	\$148,162,594	1%
Florida	345,171	\$21,433,006	\$62	\$1,702,295,242 ¹	1%	\$3,063,153,403 ¹	#1%
Idaho	27,553	\$652,728	\$24	\$81,116,871	1%	\$114,285,926	#1%
Illinois	283,698	\$217,763,055	\$768	\$867,014,100	25%	-	-
Kansas	58,425	\$18,000,000	\$308	\$213,842,549	8%	\$418,349,000	4%
Louisiana	95,245	\$4,306,185	\$45	\$4,935,081,252 ²	1%	\$523,459,271	#1%
Maryland	111,688	\$49,575,658	\$444	\$263,527,826 ¹	19%	\$994,640,305 ¹	5%
Massachusetts	168,964	\$70,000,000	\$414	\$399,974,079	18%	\$1,090,441,872	6%
Mississippi	61,778	\$12,425	\$0	\$130,443,821	#1%	\$192,913,900	#1%
Missouri	131,565	\$5,800,000	\$44	\$144,200,000	4%	\$502,295,458 ⁴	1%
Montana	18,797	\$761,175	\$40	\$32,520,396	2%	\$71,278,260	1%
Nebraska	43,400	\$2,361,948	\$54	\$127,052,053	2%	\$175,339,820 ⁵	1%
New Jersey	210,114	\$25,898,461	\$123	\$645,852,757	4%	\$1,707,710,372	2%
New Mexico	52,113	\$7,000,000	\$134	\$258,750,000 ⁴	3%	\$287,500,000 ⁴	2%
New York	432,119	\$432,000,000	\$1000	\$1,930,780,211 ³	22%	\$4,749,041,878 ⁶	9%
North Dakota	13,181	\$579,333	\$44	\$20,623,626	3%	\$73,376,128	#1%
Pennsylvania	226,378	\$28,966,429	\$128	\$679,000,000	4%	\$2,037,183,333 ¹	1%
Rhode Island	27,911	\$8,000,000	\$287	\$33,393,485	24%	\$169,395,000 ⁷	5%
Texas	486,749	\$73,900,000 ⁹	\$152	\$1,513,529,525	5%	\$2,364,011,263	3%
Vermont	12,709	\$7,593,307	\$597	\$74,657,850	10%	\$126,148,100	6%
Virginia	153,716	\$984,273	\$6	\$255,982,173	#1%	\$959,737,731	#1%
Washington	114,144	\$9,105,209	\$80	\$3,848,516,611	#1%	\$590,945,238 ¹	2%
West Virginia	49,934	\$2,100,000	\$42	\$20,009,133 ⁸	10%	-	-
Wisconsin	116,328	\$37,960,475	\$326	\$258,288,385	15%	\$950,959,604	4%

¹1998-99 expenditure figure was derived using a cost factor on 1997-98 expenditure data.

²Since Louisiana could not separate out state and local special education expenditures, this figure includes local expenditures.

³Figure shown is 97-98 revenue dollar amount.

⁴1998-99 expenditure figure was derived using a cost factor on 1994-95 expenditure data.

⁵Used revenue amount for federal figure.

⁶1998-99 expenditure figure was derived using a cost factor on 1996-97 revenue data.

⁷1998-99 expenditure figure was derived using a cost factor on 1993-94 expenditure data.

⁸Figure shown is 1998-99 revenue dollar amount.

⁹ Texas estimated that 65% of their Medicaid Administrative Funding is related to special education.

Note: Oklahoma reported the total revenue for Medicaid services – not just special education revenues.

Appendix J

Data Tables for Exhibits

Chapter Two Data Tables for Exhibits:

Exhibit 1 Data Table: Wyoming Student Enrollment Trends, 1990-91 through 2001-02

Year	Total Enrollment	Special Education Enrollment
1990-91	98,226	9,772
1991-92	99,726	10,355
1992-93	100,313	10,613
1993-94	100,899	10,830
1994-95	100,889	10,938
1995-96	99,859	11,353
1996-97	98,777	11,638
1997-98	96,504	11,807
1998-99	94,420	11,995
1999-2000	91,883	11,991
2000-01	89,553	11,771
2001-02	87,864	11,750

Source: Special Education Electronic Data System (SEEDS) database, Wyoming Department of Education.

Exhibit 2 Data Table: Wyoming Special Education Enrollment as a Percentage of Total Enrollment, 1990-91 through 2001-02

Year	Special Education Enrollment as a Percentage of Total Enrollment
1990-91	9.95%
1991-92	10.38%
1992-93	10.58%
1993-94	10.73%
1994-95	10.84%
1995-96	11.37%
1996-97	11.78%
1997-98	12.23%
1998-99	12.70%
1999-2000	13.05%
2000-01	13.14%
2001-02	13.37%

Source: Special Education Electronic Data System (SEEDS) database, Wyoming Department of Education.

Exhibit 3 Data Table: Wyoming Special Education Enrollment Trends for Selected Disability Categories, 1997-98 through 2001-02

Selected Disabilities	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002
Specific learning disabilities	5,915	6,039	6,001	5,767	5,587
Speech or language impairment	3,086	3,032	2,978	2,917	2,927
Emotional disturbance	919	956	936	949	960
Other health impairments	687	761	829	898	1,007
Mental retardation	686	693	691	641	639

Source: Special Education Electronic Data System (SEEDS) database, Wyoming Department of Education.

Exhibit 4 Data Table: Wyoming Special Education and Total Education Expenditures, 1991-92 through 1999-2000, in 2000-2001 dollars

Year	Total Expenditures	Special Education Total Expenditures
1990-91		\$71,820,459
1991-92	\$784,658,512	\$74,319,902
1992-93	\$748,126,719	\$77,757,392
1993-94	\$739,456,307	\$78,318,923
1994-95	\$742,059,837	\$79,627,797
1995-96	\$760,260,176	\$83,995,226
1996-97	\$759,681,674	\$83,851,778
1997-98	\$759,569,723	\$83,215,192
1998-99	\$782,044,952	\$91,861,194
1999-2000	\$791,431,795	\$97,438,019
2000-01	\$804,934,438	\$96,442,148

Source for Total Expenditures: U.S. Census Bureau: Federal, State, and Local Governments Public Elementary-Secondary Education Finance Data, ages elementary-secondary (<http://www.census.gov/govs/www.school.html>).

Source for Special Education Expenditures: Wyoming Special Education Expenditure General and Federal Funds Excel file (Fed GF Exp history.xls), Wyoming Department of Education.

Exhibit 5 Data Table: State and Federal Expenditures on Wyoming Special Education, 1990-91 through 2000-2001, in 2000-2001 dollars

Year	State Special Education Expenditures	Federal Special Education Expenditures
1990-91	\$68,252,940	\$3,567,519
1991-92	\$70,590,754	\$3,729,148
1992-93	\$73,593,020	\$4,164,371
1993-94	\$73,894,745	\$4,424,178
1994-95	\$75,053,913	\$4,573,884
1995-96	\$79,373,436	\$4,621,790
1996-97	\$79,121,428	\$4,730,350
1997-98	\$78,633,252	\$4,581,940
1998-99	\$82,393,977	\$9,467,217
1999-2000	\$86,366,867	\$11,071,153
2000-01	\$88,019,490	\$8,422,658

Source: Wyoming Special Education Expenditure General and Federal Funds Excel file (Fed GF Exp history.xls), Wyoming Department of Education.

Exhibit 6 Data Table: Wyoming Special Education Expenditures as a Percentage of Total Education Expenditures, 1991-92 through 1999-2000

Year	Special Education Expenditures as a Percent of Total Expenditures
1991-92	9.5%
1992-93	10.4%
1993-94	10.6%
1994-95	10.7%
1995-96	11.0%
1996-97	11.0%
1997-98	11.0%
1998-99	11.7%
1999-2000	12.3%
2000-01	12.0%

Source for Total Expenditures: U.S. Census Bureau: Federal, State, and Local Governments Public Elementary-Secondary Education Finance Data, ages elementary-secondary (<http://www.census.gov/govs/www.school.html>).

Source for Special Education Expenditures: Wyoming Special Education Expenditure General and Federal Funds Excel file (Fed GF Exp history.xls), Wyoming Department of Education.

Exhibit 7 Data Table: Total and Special Education Spending Per Student, 1991-92 through 1999-2000, in 2000-2001 dollars

Year	Total Spending Per Student	Special Education Spending Per Special Education Student
1991-92	\$7,868	\$7,177
1992-93	\$7,458	\$7,327
1993-94	\$7,329	\$7,232
1994-95	\$7,355	\$7,280
1995-96	\$7,613	\$7,399
1996-97	\$7,691	\$7,205
1997-98	\$7,871	\$7,048
1998-99	\$8,283	\$7,658
1999-2000	\$8,613	\$8,126
2000-01	\$8,988	\$8,193

Source for Total Expenditures: U.S. Census Bureau: Federal, State, and Local Governments Public Elementary-Secondary Education Finance Data, ages elementary-secondary (<http://www.census.gov/govs/www.school.html>).

Source for Special Education Expenditures: Wyoming Special Education Expenditure General and Federal Funds Excel file (Fed GF Exp history.xls), Wyoming Department of Education.

Source for Total and Special Education Enrollment: Special Education Electronic Data System (SEEDS) database, Wyoming Department of Education.

Exhibit 8 Data Table: Percentage Change in Total Enrollment in Wyoming and the Nation, 1996-97 to 1999-2000

Year	National Total Enrollment	Nation % Change from 1996-97	Wyoming Total Enrollment	Wyoming % Change from 1996-97
1996-97	45,592,213	0.00%	98,777	0.00%
1997-98	46,127,194	1.17%	96,504	-2.30%
1998-99	46,534,687	2.07%	94,420	-4.41%
1999-2000	46,857,321	2.77%	91,883	-6.98%

Source for national data: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey and State Non-Fiscal Survey of Public Elementary/Secondary Education, 1996-97; 1997-98; 1998-99; and 1999-2000.

Source for Wyoming data: Special Education Electronic Data System (SEEDS) database, Wyoming Department of Education.

Exhibit 9 Data Table: Percentage Change in Special Education Enrollment in Wyoming and the Nation, 1995-96 to 1999-2000

Year	National Special Education Enrollment	Nation % Change from 1995-96	Wyoming Special Education Enrollment	Wyoming % Change from 1995-96
1995-1996	5,614,765	0.00%	11,353	0.00%
1996-1997	5,783,480	2.92%	11,638	2.45%
1997-1998	5,958,742	5.77%	11,807	3.85%
1998-1999	6,109,787	8.10%	11,995	5.35%
1999-2000	6,253,853	10.22%	11,991	5.32%

Source for national data: U.S. Department of Education. Annual Reports (19th-23rd) to Congress on the Implementation of the Individuals with Disabilities Education Act.

Source for Wyoming data: Special Education Electronic Data System (SEEDS) database, Wyoming Department of Education.

Exhibit 10 Data Table: Percentage of Children Ages 6-21 Served in Special Education in Wyoming, Neighboring States, and the Nation (Based on Estimated Resident Population), 1996-97 through 1999-2000

State	1996-1997	1997-1998	1998-1999	1999-2000
Wyoming	8.93%	9.12%	9.34%	9.41%
Nebraska	9.08%	9.28%	9.69%	9.48%
Montana	7.74%	7.83%	7.93%	8.09%
Utah	7.91%	7.87%	7.76%	7.75%
South Dakota	6.88%	7.16%	7.17%	7.47%
Colorado	7.30%	7.28%	7.21%	7.18%
Nation	8.62%	8.75%	8.82%	8.92%

Source: U.S. Department of Education. Annual Reports (20th-23rd) to Congress on the Implementation of the Individuals with Disabilities Education Act.

Exhibit 13 Data Table: Special Education Expenditures, 1993-94 and 1998-99, In Millions of 1998-99 Dollars

State	1993-1994 (adjusted to 1998-99 dollars)	1998-1999
Colorado	\$292,923,486	\$400,118,593
Idaho	n/a	\$114,285,926
Montana	\$61,732,601	\$71,278,260
South Dakota	\$69,330,763	n/a
Utah	n/a	\$189,204,038
Wyoming	\$73,586,244	\$86,322,241

Source for 1993-94 figures: State Special Education Finance Systems, 1994-1995. (Parrish, et al., June 1997). Center for Special Education Finance. Table 2-5. Source for 1998-99 figures: Draft, State Special Education Finance Systems, 1999-2000. (Parrish, et al., October 2001). Center for Special Education Finance. Table 3-1.

Exhibit 14: Per Pupil Special Education Expenditures, 1993-94 and 1998-99, in 1998-99 Dollars

State	Per Pupil Amount (adjusted to 1998- 1999 dollars)	Per Pupil Amount, 1998-1999
Colorado	\$3,835	\$5,363
Idaho	n/a	\$4,191
Montana	\$3,452	\$3,792
South Dakota	\$4,559	n/a
Utah	n/a	\$3,315
Wyoming	\$6,795	\$7,197
Nation	\$6,070	\$7,194

Source for 1993-94 figures: State Special Education Finance Systems, 1994-1995. (Parrish, et al., June 1997). Center for Special Education Finance. Table 2-5. Source for 1998-99 figures: Draft, State Special Education Finance Systems, 1999-2000. (Parrish, et al., October 2001). Center for Special Education Finance. Table 3-1.

Chapter Three Data Tables for Exhibits:

Data sources for exhibits: Wyoming Special Education Expenditure Project (SEEP), National Special Education Expenditure Project, and Extended State SEEPs.

Exhibit 15a and 15b Data Table: Total Spending on Students Receiving Special Education Services in Wyoming and the U.S., 2001-2002

	Wyoming	Percentage of Total Expenditure	U.S. (in billions of dollars)	Percentage of Total Expenditure
Total Special Education Expenditures	\$117,486,492	64%	\$52.6	64%
Total Regular Education Expenditures	\$63,780,355	35%	\$28.7	35%
Total Other Special Needs Programs	\$1,795,952	1%	\$1.1	1%
Total Expenditure to Education Special Education Students	\$183,062,799		\$82 billion	

Exhibit 17 Data Table: Components of Total Expenditure to Educate a Special Education Student, Wyoming and the U.S., 2001-2002

	Wyoming	U.S.
Regular Education Expenditure	\$5,406	\$4,745
Special Education Expenditure	\$9,957	\$8,310
Other Special Needs Programs	\$152	\$174
Total	\$15,515	\$13,228

Exhibit 18 Data Table: Per Pupil Expenditures by State, 2001-2002

State	Special Education Expenditure	Regular Education Expenditure	Total (General and Special) Education Expenditure per Special Education Student
State A	\$5,928	\$4,715	\$10,643
State B	\$5,612	\$5,363	\$10,974
State C	\$6,479	\$4,936	\$11,415
State D	\$6,646	\$5,062	\$11,708
State E	\$7,464	\$4,335	\$11,799
Wyoming	\$9,957	\$5,406	\$15,363
State F	\$9,871	\$5,967	\$15,837
State G	\$12,030	\$5,958	\$17,988
State H	\$13,161	\$5,507	\$18,668
State I	\$17,742	\$3,279	\$21,021
Nation	\$8,310	\$4,745	\$13,054

Exhibit 19 Data Table: Allocation of Special Education Expenditures in Wyoming, 2001-2002

Spending Component	Special Education Expenditure	Percentage of Total Expenditure
Administration & support services	\$9,943,948	8.5%
Transportation services	\$3,799,084	3.2%
Instructional programs operated within public schools	\$93,513,704	79.6%
Other instructional programs (homebound & summer)	\$1,823,271	1.6%
Instructional programs operated outside public schools	\$5,094,936	4.3%
Instructional programs operated by BOCES	\$3,311,549	2.8%
Total	\$117,486,492	

Exhibit 20 Data Table: Per Pupil Special Education Spending in Wyoming, 2001-2002

Spending Component	Per Pupil Amount
Administration & support services	\$843
Transportation services	\$3,807
Instructional programs operated within public schools	\$8,163
Instructional programs operated outside public schools	\$30,327
Instructional programs operated by BOCES	\$39,898
Homebound students	\$2,984
Extended school year programs	\$1,342

Exhibit 22 Data Table: Total Per Pupil Expenditures in Wyoming by Disability Category, 2001-2002

Disability	Average Regular Education Expenditure	Average Special Education Expenditure
Autism	\$5,053	\$18,040
Emotional Disturbance	\$4,303	\$14,125
Hard of Hearing	\$4,956	\$7,956
Mental Disability	\$4,292	\$18,908
Multiple Disabilities	\$4,251	\$25,228
Orthopedic Impairment	\$6,471	\$17,833
Other Health Impairment	\$5,288	\$11,509
Specific Learning Disability	\$5,524	\$6,827
Speech/Language Impairment	\$6,225	\$7,902
Traumatic Brain Injury	\$5,275	\$11,956
Visual Impairment/Blindness	\$5,766	\$33,968

Exhibit 23 Data Table: Distribution of Per Pupil Expenditures in Wyoming by Disability Category, 2001-2002

Disability Category	75th percentile	25th percentile	50th percentile	Average Expenditure
Specific Learning Disability	\$14,472	\$8,151	\$10,734	
Hard of Hearing	\$12,719	\$7,665	\$10,587	
Speech/Language Impairment	\$14,177	\$7,807		\$14,127
Other Health Impairment	\$19,358	\$9,253	\$12,637	
Traumatic Brain Injury	\$21,773	\$9,212	\$13,339	
Emotional Disturbance	\$23,460	\$10,658	\$16,040	\$18,428
Autism	\$29,865	\$12,829	\$18,470	\$23,093
Mental Disability	\$25,852	\$12,518	\$17,899	\$23,201
Other Health Impairment	\$30,400	\$13,080	\$16,419	\$24,304
Multiple Disabilities	\$33,677	\$14,570	\$25,892	\$29,479
Vision Impairment/Blindness	\$51,006	\$9,695	\$23,950	\$39,734

Chapter Four Data Tables for Exhibits:**Exhibit 25 Data Table: Per Pupil Special Education Spending Across Districts, by Spending Quartiles, 2000-2001**

Spending Quartile	Per Pupil Amount
Lowest Spending	\$7,082
Lower Spending	\$7,888
Higher Spending	\$8,537
Highest Spending	\$10,382
Statewide Average	\$8,162

Source for 2000-01 special education expenditures: "Fed GF Exp history" file from the Wyoming Department of Education.

Source for special education enrollment: Wyoming Special Education Electronic Data System (SEEDS) database.

Exhibit 26 Data Table: Per Special Education Pupil Spending in Association with Percentage Special Education, "Hard" Disabilities, and Poverty, 2000-2001

Spending Quartiles	Percentage Special Education	Percentage of Special Education with "Hard" Disabilities	Percentage of Student Enrollment in Poverty
Lowest Spending	15%	19%	29%
Lower Spending	13%	16%	31%
Higher Spending	12%	21%	23%
Highest Spending	14%	16%	30%
Statewide Average	13%	18%	28%

Source for 2000-01 special education expenditures: "Fed GF Exp history" file from the Wyoming Department of Education. Source for student data: Special Education Electronic Data System (SEEDS), Dec. 2000

count, Wyoming Department of Education. Poverty data: Common Core of Data, 1999-2000, National Center of Educational Statistics.

Exhibit 27 Data Table: Total Special Education Spending Per Pupil by District Size (Total Enrollment), 2000-2001

District Size	Per Pupil Spending
Very Small	\$9,479
Small	\$8,720
Medium	\$7,950
Large	\$8,044
Statewide	\$8,162

Source for 2000-01 special education expenditures: "Fed GF Exp history" file from the Wyoming Department of Education. Source for student data: Special Education Electronic Data System (SEEDS), Dec. 2000 count, Wyoming Department of Education.

Exhibit 28 Data Table: Variations in the Percentages of Special Education Students Receiving Services, Across Five Selected Districts, 2000-2001 (SEEDS)

	Natrona #1	Crook #1	Laramie #2	Hot Springs #1	Big Horn #4	Statewide Average
Speech and Language	44%	8%	1%	68%	20%	35%
Occupational Therapy	10%	8%	20%	31%	29%	13%
Counseling	0%	6%	22%	5%	45%	9%
Social Work Services	27%	0%	0%	15%	2%	11%

Source: Special Education Electronic Data System (SEEDS), 2000-2001, Wyoming Department of Education.

Exhibit 29 Data Table: Variation in the Percentage of Students with Specific Learning Disability Receiving Services, Across Five Selected Districts, 2000-2001 (SEEDS)

	Natrona #1	Crook #1	Laramie #2	Hot Springs #1	Big Horn #4
Speech and Language	19%	6%	0%	46%	0%
Occupational Therapy	3%	3%	3%	26%	33%
Counseling	0%	0%	29%	0%	53%

Source: Special Education Electronic Data System (SEEDS), 2000-2001, Wyoming Department of Education.

Exhibit 30 Data Table: Variations in the Percentage of Students with a Speech and Language Impairment Receiving Services, Across Five Selected Districts, 2000-2001 (SEEDS)

	District A Natrona #1	District B Crook #1	District C Laramie #2	District D Hot Springs #1	District E Big Horn #4
Speech and Language	99%	2%	0%	100%	0%
Occupational Therapy	9%	2%	0%	24%	19%
Counseling	0%	0%	3%	0%	25%

Source: Special Education Electronic Data System (SEEDS), 2000-2001, Wyoming Department of Education.