



Wissahickon School District
True Blue with a Heart of Gold

Wissahickon SD

Special Education Plan Report

07/01/2024 - 06/30/2027

Proposed Draft

A. Profile and Plan Essentials

Total Number of Special Education Students	969
Total Student Enrollment	5110
Percent of Special Education Students	19%

B. Steering Committee Members

Name	Position/Role	Building
Dr. Kelle Heim-McCloskey	Director of Special Education	Wissahickon SD
Kate Jacovino	Supervisor of Special Education	Wissahickon SD
Suzanne Laubscher	Supervisor of Special Education	Wissahickon SD
Dr. Mwenyewe Dawan	Assistant Superintendent	Wissahickon SD
Dr. James Crisfield	Superintendent	Wissahickon SD
Dr. Jennifer Schmidt	Director of Curriculum	Wissahickon SD
Marybeth Bauer	Special Education Teacher	Wissahickon SMS
Amy Gimbel	Certified School Psychologist	Lower Gwynedd/Blue Bell
Jonelle Zepeda	Parent	Wissahickon SMS
Scott Aemisegger	Parent	Wissahickon SHS
John High	Special Education Teacher	Wissahickon SHS
Kristine Dorn	Special Education Teacher	Lower Gwynedd El School
Kaitlin Matteo	Special Education Teacher	Stony Creek El School
Tishara O'Brien	General Education Teacher	Stony Creek El School
Caeli Duke	General Education Teacher	Wissahickon SMS

C. School District Areas of Improvement and Planning – Indicators/Monitoring

- **Suspension/Expulsion by Race/Ethnicity: Reduce suspension and expulsion rates for students with disabilities and specific racial and ethnic groups in special education. (Indicator 4B)**
Indicator not flagged at this time (The District is compliant with this indicator).
- **Disproportionate Representation by Race/Ethnicity: Reduce disproportionality of racial and ethnic groups in special education. (Indicator 9)**
Indicator not flagged at this time (The District is compliant with this indicator).
- **Disproportionate Representation by Race/Ethnicity/Disability: Reduce disproportionality of racial and ethnic groups in specific disability categories (Indicator 10)**
Indicator not flagged at this time. (The District is compliant with this indicator).
- **Timely Initial Evaluations; Provide timely evaluation of students to determine eligibility for special education. (Indicator 11)**
Indicator not flagged at this time. (The District is compliant with this indicator).
- **Secondary Transition: Provide effective transition services for students with disabilities age 16 and above (age 14 in Pennsylvania) (Indicator 13)**
Indicator not flagged at this time. (The District is compliant with this indicator).
- **Graduation: Improve graduation rates for students with disabilities (Indicator 1)**
Indicator not flagged at this time. (The District is compliant with this indicator).
- **Drop Out: Decrease dropout rate for students with disabilities (Indicator 2)**
Indicator not flagged at this time. (The District is compliant with this indicator).
- **Assessment: Improve the participation and performance of students with disabilities on statewide assessments (Indicator 3)**
3A: The District met two of the six indicators for Participation Rate for Children with IEPs. Students in grades 8 and 11 demonstrated a slightly lower participation rate than the SPP/ARP target in both English Language Arts (ELA) and Mathematics. The planning activities include analyzing and refining the accommodation section for testing within IEPs to ensure students have necessary accommodations and modifications for participation, reviewing participation criteria with all Special Education Teachers, related service providers, and Local Education Agencies (LEAs), and conduct training to ensure Special Education Teachers are adhering to testing participation guidelines.

3D The District did not meet 3 out of 5 indicators for Gap in Proficiency Rates for Children with Individualized Education Programs (IEPs) and all students against Grade Level Academic Achievement Standards. Specifically, grades 4 and 8 did not achieve the target in Mathematics. The planning activities entail analyzing and refining the specially designed instruction within IEPs to ensure students have necessary accommodations and modifications for mathematics, as well as conduct training sessions in programs that support intervention in Mathematics.

- **Education Environments: Provide services for school-aged students with disabilities in the least restrictive environment (Indicator 5)**
Indicator not flagged at this time. (The District is compliant with this indicator).
- **Parent Involvement: Increase school facilitated parent involvement in their child’s special education program (Indicator 8)**
Indicator not flagged at this time. (The District is compliant with this indicator).
- **Early Childhood Transition: Provide effective transition from infant-toddler programs to preschool programs by the child’s third birthday (Indicator 12)**
Indicator not flagged at this time. (The District is compliant with this indicator).
- **Post-School Outcomes: Improve the outcomes for students moving from high school to post-secondary activities, including education and employment (Indicator 14)**
Indicator not flagged at this time. (The District is compliant with this indicator).
- **Resolution Sessions: Increase the effective use of resolution sessions to resolve due process hearing complaints (Indicator 15)**
Indicator not flagged at this time. (The District is compliant with this indicator).
- **Mediation: Increase the effective use of mediation services to resolve differences between families and schools (Indicator 16)**
Indicator not flagged at this time. (The District is compliant with this indicator).
- **Corrective Action Monitoring: Special Education Audit held in April of 2019**
The District has completed all monitoring corrective action/improvement plans.

D. Identification Method

- The Wissahickon School District uses the Discrepancy Method for identifying students with specific learning disabilities.

E. Non-Resident Students Oversight

- 1. Is your district currently a host district for a 1306 facility?**

No

- 2. Describe the host's educational oversight to ensure students with disabilities are educated in the least restrictive environment while in the 1306 facility? (If not a host, answer as if you were.)**

If the District were to host 1306 facilities, students would be registered in their local school within the District. Working closely with the student's home district and families/guardians/caretakers, the District would work to acquire student's educational records from the sending school district. Following a thorough review of these records, the necessary programming and services outlined in the Individualized Education Program (IEP) would be provided to the fullest extent permitted by state regulations, delivered by a certified special education teacher.

In cases where paperwork cannot be obtained, the District would initiate an evaluation of the student through Child Find. This process aims to assist the multidisciplinary team in determining the student's eligibility and developing individualized programming and services. In the meantime, efforts would continue to obtain records from the sending district, family, or other external service providers.

During the evaluation period, depending on the student's history and input from team members, the student may enter the Child Study Team process. Alternatively, if medical documentation confirms eligibility for support, a 504 plan would be developed.

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

When communicating with 1306 facilities, the District aims to establish consistent communication and to develop procedures to facilitate successful transitions for students, whether they are entering the district or returning to their home district. These efforts are designed to address various barriers, such as residency issues, obtaining educational records from sending districts or external agencies, fostering parent/guardian involvement, and uncertainties regarding the duration of stay at the facility.

Collaborating closely with contacts at the 1306 facility and representatives from sending districts, the District will invite representatives to annual and revision IEP meetings, as well as transition meetings. These meetings are crucial both when a student initially enters a 1306 facility and when they are preparing to transition back to their home district.

F. Incarcerated Students Oversight

- 1. Does the district have an adult correctional facility that houses juveniles within its geographical boundaries?**

No

2. **Describe the system of oversight the District would implement to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated and when deemed eligible, are offered a free appropriate public education (FAPE).**

The District makes every effort to locate, identify, and evaluate any student(s) who may be eligible for services. We collaborate with host districts and work closely with all agencies connected to the student(s). The District hosts a monthly Safe School Committee meeting, attended by representatives from each of the three local police departments, representatives from an alternative school where our students who are on probation may attend, and two probation officers who have District students on their caseload. Other participants include Assistant Principals from the middle and high schools, the Home & School Visitor, the Director of Student Services, and one Special Education Supervisor. Through the Safe Schools Committee, we aim to educate juvenile representatives about the District's responsibility to evaluate and identify students with disabilities when they are incarcerated. The Montgomery County Intermediate Unit (MCIU) provides educational programs for students incarcerated within county facilities. The teachers in this program are certified special education teachers and can recognize and refer students who may need evaluation. Additionally, a certified school psychologist is assigned to this program to conduct re-evaluations for identified students and initial evaluations for those thought to need special education services.

G. Least Restrictive Environment

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

The District surpasses the state average for time spent in the general education classroom setting for greater than 80% of the day. Additionally, it falls below the state average for time spent in the general education class for less than 40% of the day and for special education in other settings. The District is committed to providing staff with training and consultation on equitable, inclusive practices, both in general and specifically tailored for all students with disabilities, including those with the most complex needs.

2. **What universal practices does the district utilize to address the academic and social/emotional needs of all students in need of accommodations to their learning environments?**

The District utilizes a co-teaching model as a method to ensure that identified students are educated to the maximum extent possible with non-disabled peers in the general education setting. Additionally, paraprofessionals are utilized in classes when a special education teacher is not available. The District provides training on Inclusive Practices, Restorative Practices, MTSS, and efforts are underway to expand the implementation of school-wide Positive Behavior Intervention and Supports (PBIS) kindergarten through twelfth grade. Universal design for learning (UDL) is emphasized, focusing on making the general education curriculum accessible to all students. School counselors deliver classroom- and school-wide Social-Emotional Learning (SEL) lessons. The District also works with community-based organizations/agencies to support mental health/social/emotional needs.

3. Describe the academic programming and training efforts the LEA utilizes to ensure meaningful participation of students with disabilities in the general education curriculum.

The District provides a continuum of services spanning from kindergarten through twelfth grade. Staff undergo training on supplementary aids and services, and special education staff are trained about how to use the placement questions in the IEP in order to optimize supports in the general education setting and curriculum. All kindergarten through twelfth grade staff have also been trained in Differentiated Instruction, will continue to be trained on Universal Design for Learning (UDL), tiered interventions, inclusive practices, and supporting meaningful and purposeful student access to and engagement in the general education curriculum. The District is also rolling out training to expand the Multi-tiered System of Support (MTSS).

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

IEP teams ensure meaningful participation of students with disabilities in extracurricular activities by discussing the questions in the educational placement section of the IEP. Teams consider all relevant types of supplementary aids and services (collaborative, instructional, physical, social-behavioral) to ensure that students can meaningfully participate. This may entail the utilization of paraprofessional support and/or peer mentors, among other strategies, as deemed necessary by the IEP team.

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

All students enrolled in private institutions are permitted to participate in District-wide activities. The District ensures transportation from the private institution to the District site. District-wide newsletters and announcements are featured on the District website and distributed to families and students attending private institutions to ensure awareness of all activities.

6. Discuss the district's need to build capacity and expand programs and services in an effort to provide a continuum of services. (Consider the out of district placement chart)

The District receives valuable training, consultation, and technical assistance from state-wide intermediate units and PaTTAN. Recognizing the importance of equitable programming and services, the District is committed to implementing District-wide Multi-Tiered System of Supports (MTSS), Positive Behavioral Interventions and Supports (PBIS), and Restorative Practices programs to enhance opportunities for all students across the district.

H. Out of District Placements

Facility Name	Facility Type	Operated By	Service Type	Number of Students Placed
Lakeside School	Licensed Private Academic	Lakeside Education Network	Learning Support	7
Lifeworks School	Licensed Private Academic	Foundation Behavioral Health	Emotional Support	2
Lifeworks Academy	Licensed Private Academic	Foundations Behavioral Health	Autistic Support	1
New Hope Academy	Licensed Private Academic	METC Inc.	Learning Support	5
Anderson School	Licensed Private Academic	MCIU	Emotional Support	4
Pennridge High School	Licensed Private Academic	Bucks County Intermediate Unit	Multiple Disabilities Support	1
Y.A.L.E.	Licensed Private Academic	Yale School of Philadelphia Inc.	Autistic Support	1
Facility Name	Facility Type	Operated By	Service Type	Number of Students Placed
George Crothers Memorial School	Approved Private School (APS)	CADES	Multiple Disabilities Support	3
HMS School for Children with Cerebral Palsy	Approved Private School (APS)	HMS School for Children with Cerebral Palsy	Multiple Disabilities Support	1
Melmark School	Approved Private School (APS)	Melmark Inc.	Multiple Disabilities Support	1
Vanguard School	Approved Private School (APS)	Valley Forge Educational Services	Autistic Support	2
Gardner School	Approved Private School (APS)	Woods Services	Autistic Support	1
Fairwold Academy	Approved Private School (APS)	PHMC Integrated	Emotional Support	1

The Timothy School	Approved Private School (APS)	Timothy School Corporation	Autistic Support	1
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I. Positive Behavior Support

- Date of Approval: 2021-02-01
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1. How does the district support the emotional, social needs of students with disabilities?

The District employs a team of school counselors across its school buildings. These counselors deliver Social Emotional Learning (SEL) lessons to all students in various formats, including whole-class, small group, and individual sessions.

At the middle and high school levels, specific school counselors are designated to focus on providing social or emotional supports to students receiving services in special education programs. These counselors offer individual and small group interventions, as well as deliver mini lessons to emotional support classrooms within the special education setting.

Furthermore, District special education teachers and Board Certified Behavior Analysts (BCBAs) provide small group or individual social skills instruction utilizing evidence-based curriculum and instructional strategies aligned with individualized IEP goals.

Additionally, the District collaborates with several community mental and behavioral health agencies, including Aldersgate Youth Services and Child and Family Focus. Both agencies offer therapeutic individual or small group therapy sessions to students as part of their support services. Child Family Focus also provides out-patient services during the school day in the school setting to students whose families meet eligibility criteria.

2. Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention.

The District employs four Board Certified Behavior Analysts (BCBAs) who provide support to students exhibiting interfering behaviors and to the staff who support them. These supports include training and consultative services for District staff, as well as direct support to students when required. In addition, BCBAs are assigned in order to provide daily support to classrooms that provide autistic and emotional support programming.

Additionally, six District employees are certified Crisis Prevention and Intervention (CPI) trainers who conduct initial and recertification training sessions for staff throughout the school year. All special education teachers, special education paraprofessionals, related service

providers, school nurses, select transportation staff, select general education teachers, and school administrators are trained in CPI every two years. Each school building also maintains a crisis team that receives CPI training.

Additional trainings are also provided to staff in large group, small group, and individual teacher sessions throughout the school year on topics including, but not limited to, implementing intervention strategies and teaching replacement behaviors outlined in Positive Behavior Support Plans (PBSP), proactive and preventative strategies, evidence-based instructional techniques to enhance student engagement, social skills curriculum implementation, proper completion of restraint forms and procedures, etc. Additionally, cohorts of kindergarten to grade twelve teaching staff members are receiving training in restorative practices facilitated by the Director of Equity & Cultural Responsiveness.

The District also receives supports annually through comprehensive and strategic support from PaTTAN, which includes training and technical assistance for school teams in providing research-aligned behavioral interventions and supports to students with autism, developmental disabilities, and emotional and behavioral needs.

3. Describe the district positive school wide support programs.

The District has initiated the Multi-Tiered System of Supports (MTSS) process as part of its strategic plan. In alignment with its commitment to cultivate a culture of belonging, and a positive and inclusive school environment, the District is committed to implementing Positive Behavior Intervention and Supports (PBIS) over the next school year.

Currently, school-based MTSS teams, which include school administrators and teaching staff, are undergoing training from the MCIU, PaTTAN, and District staff. Team members will then deliver turnaround training to their respective school buildings during the 2024-2025 school year. Principals have taken initial, proactive steps to develop school-wide PBIS plans using evidence-based, tiered strategies and interventions.

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

All students have access to their school counselors, who provide Social and Emotional Learning (SEL) lessons that are taught in classrooms. Additionally, our District partners with Aldersgate Youth Services for the Student Assistance Program (SAP) and with Child & Family Focus for school-based outpatient services available within school buildings. Identified students receive specialized social skills instruction using evidence-based curriculum and instructional methods. Additionally, our District provides peer and adult mentorship programs, peer mediation programs, and restorative practices, as needed.

5. Describe the district restraint procedure.

All special education teachers, special education paraprofessionals, related service providers, school nurses, select transportation staff,

select general education teachers, and school administrators are trained in Crisis Prevention and Intervention (CPI). Restraint procedures are reviewed annually with special education staff and during CPI training sessions. Staff are taught that restraints are a last resort and implemented only after exhausting less restrictive measures. Documentation of restraints is required in Individualized Education Programs (IEPs) upon mutual agreement between the IEP team and parents/guardians/caretakers, specifying the type(s) to be utilized.

In instances where restraints are utilized, a school nurse examines the student, with parental notification provided on the same day, followed by an IEP meeting scheduled within 10-days (unless the parent/guardian/caretaker waives this requirement). All written documentation is forwarded to the Student Services Department for processing and state reporting.

J. Intensive Interagency

- The District has no students enrolled in, or any concerns related to Instruction Conducted in the Home or who are at a substantial risk of waiting more than 30 days for an appropriate educational placement.

K. Education Program (Caseload FTE)

Appendix A

L. Special Education Facilities

Appendix B

M. Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Student Services	1	District Wide	District
Transition Coordinator	1	Secondary	District
Paraprofessionals	36	Secondary	District
Paraprofessionals	58	Elementary	District
School Psychologist	3	Elementary	District
School Psychologist	3	Secondary	District
Physical Therapist	1	District Wide	District

Occupational Therapist	1	Secondary	District
Occupational Therapist	1	Elementary	District
School Counselor	5	Elementary	District
School Counselor	11	Secondary	District
Behavior Analysts	4	District Wide	District
Other	4	District Wide	District

N. Special Education Personnel Development

1) Autism

Description of Training			
Delivering evidenced-based interventions and data collection systems and analysis in programs for students with complex support needs			
Lead Person/Position		Year of Training	
Kate Jacovino Supervisor of Special Education		7/1/2024-6/30/2027	
Hours Per Training	Number of Sessions	Audience	Provider
3.0	3x per year	Paraprofessionals Special Education Teachers	District Intermediate Unit PaTTAN

Description of Training	
Delivering evidenced-based literacy instruction and strategies for students with complex support needs	
Lead Person/Position	Year of Training

Kate Jacovino Supervisor of Special Education		7/1/2024-6/30/2027	
Hours Per Training	Number of Sessions	Audience	Provider
2	2x per year	Building Administrators Paraprofessionals Special Education Teachers	District Intermediate Unit PaTTAN Other

Description of Training			
Delivering evidence-based inclusive instruction and strategies to provide meaningful access and engagement for students with complex support needs in general education settings			
Lead Person/Position		Year of Training	
Kate Jacovino Supervisor of Special Education		7/1/2024-6/30/2027	
Hours Per Training	Number of Sessions	Audience	Provider
.5	10	Special Education and General Education Teachers	District

2) Positive Behavior Support

Description of Training			
Registered Behavior Technician (RBT) Certification			
Lead Person/Position		Year of Training	
Dr. Kelle Heim-McCloskey Director of Student Services		7/1/2025-6/30/2027	
Hours Per Training	Number of Sessions	Audience	Provider
40	1	Paraprofessionals Special Education Teachers	Other

Description of Training

Tiered social, emotional, and behavior intervention and assessment through the MTSS and PBIS process

Lead Person/Position		Year of Training	
Dr. Kelle Heim-McCloskey Director of Student Services, Kate Jacovino Supervisor of Special Education and Suzanne Laubscher Supervisor of Special Education		7/1/2024-6/30/2027	
Hours Per Training	Number of Sessions	Audience	Provider
2	2x per year	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers Other	District Intermediate Unit PaTTAN

Description of Training

Mental Health First Aid

Lead Person/Position		Year of Training	
Dr. Kelle Heim-McCloskey Director of Student Services, Kate Jacovino, Supervisor of Special Education, Suzanne Laubscher, Supervisor of Special Education		7/1/2024-6/30/2027	
Hours Per Training	Number of Sessions	Audience	Provider
6	1x per year	Paraprofessionals Special Education Teachers General Education Teachers Building Administrators	Other

Description of Training			
Crisis Prevention and Intervention (CPI) Training			
Lead Person/Position		Year of Training	
Dr. Kelle Heim-McCloskey Director of Student Services and Kate Jacovino Special Education Supervisor		7/1/2024-6/30/2027	
Hours Per Training	Number of Sessions	Audience	Provider
6	3 x per year	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers Other	District

3) Paraprofessional

Description of Training			
CPI, CPR, & First Aid			
Lead Person/Position		Year of Training	
Kathy Dearborn Coordinator of Nursing and Kate Jacovino Supervisor of Special Education		7/1/2024-6/30/2027	
Hours Per Training	Number of Sessions	Audience	Provider
9	1x per year	Paraprofessionals	District Intermediate Unit PaTTAN Other

Description of Training

Culturally responsive and equitable practices in inclusive education

Lead Person/PositionDr. Kelle Heim-McCloskey
Director of Student Services**Year of Training**

7/1/2021-6/30/2023

Hours Per Training

3

Number of Sessions

1x per year

Audience

Paraprofessionals

ProviderDistrict
Intermediate Unit
PaTTAN
Other**Description of Training**

Evidence-based social, emotional, and behavior intervention/supports for students with disabilities

Lead Person/PositionKate Jacovino, Supervisor of Special Education
and Suzanne Laubscher, Supervisor of Special
Education**Year of Training**

7/1/2021-6/30/2023

Hours Per Training

3

Number of Sessions

1x per year

Audience

Paraprofessionals

ProviderDistrict
Intermediate Unit
PaTTAN
Other**4) Transition****Description of Training**

Understanding ACT 26

Lead Person/Position		Year of Training	
Suzanne Laubscher Supervisor of Special Education		7/1/2024-6/30/2027	
Hours Per Training	Number of Sessions	Audience	Provider
1	1x per year	Special Education Teachers	District

Description of Training			
Understanding and implementation of Indicator 13			
Lead Person/Position		Year of Training	
Suzanne Laubscher Supervisor of Special Education		7/1/2024-6/30/2027	
Hours Per Training	Number of Sessions	Audience	Provider
1	3x per year	Special Education Teachers	District Intermediate Unit

Description of Training			
Understanding of support services for post-secondary education and employment			
Lead Person/Position		Years of Training	
Suzanne Laubscher Supervisor of Special Education		7/1/2024-6/30/2027	
Hours Per Training	Number of Sessions	Audience	Provider

1	3 x per year	Special Education Teachers	District Intermediate Unit PaTTAN Other
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Description of Training			
Engaging families in transition planning			
Lead Person/Position		Years of Training	
Suzanne Lauscher Supervisor of Special Education		7/1/2024-6/30/2027	
Hours Per Training	Number of Sessions	Audience	Provider
2	1x per year	Special Education Teachers	PaTTAN

5) Science of Literacy

Description of Training			
Understanding and implementing evidenced-based literacy instruction and assessment			
Lead Person/Position		Year of Training	
Kate Jacovino, Supervisor of Special Education, Suzanne Laubscher, Supervisor of Special Education, and Dr. Kelle Heim-McCloskey, Director of Student Services		7/1/2024-6/30/2027	
Hours Per Training	Number of Sessions	Audience	Provider
2	4x per year	Special Education Teachers	District Other

Description of Training			
Delivering evidence-based literacy instruction students with complex support needs			
Lead Person/Position		Year of Training	
Kate Jacovino Supervisor of Special Education and Suzanne Laubscher Supervisor of Special Education, and Dr. Kelle Heim-McCloskey, Director of Student Services		7/1/2024-6/30/2027	
Hours Per Training	Number of Sessions	Audience	Provider
2	2x Year-long	Special Education Teachers	District PaTTAN Other

6) Parent Training

Description of Training			
Understanding social, emotional, and behavioral development and intervention in special education programming			
Lead Person/Position		Year of Training	
Dr. Kelle Heim-McCloskey Director of Student Services, Kate Jacovino Supervisor of Special Education, and Suzanne Laubscher Supervisor of Special Education		7/1/2024-6/30/2027	
Hours Per Training	Number of Sessions	Audience	Provider
2	1x per year	Parents	District Intermediate Unit PaTTAN Other

Description of Training

Understanding community resources for post-secondary education and employment

Lead Person/Position

Year of Training

Dr. Kelle Heim-McCloskey, Director of Student Services, Kate Jacovino, Supervisor of Special Education, and Suzanne Laubscher, Supervisor of Special Education

7/1/2024-6/30/2027

Hours Per Training

Number of Sessions

Audience

Provider

2

1x per year

Parents

District
Intermediate Unit
PaTTAN
Other

Description of Training

Topics in special education law, inclusion, IEP process, and mediation/due process

Lead Person/Position

Year of Training

Dr. Kelle Heim-McCloskey
Director of Student Services,
Kate Jacovino
Supervisor of Special Education, and
Suzanne Laubscher
Supervisor of Special Education

7/1/2024-6/30/2027

Hours Per Training

Number of Sessions

Audience

Provider

1	3x per year	Parents	District Intermediate Unit PaTTAN Other
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7) IEP Development

Description of Training			
Documenting and using assessments and data to develop goals and appropriate support in IEPs			
Lead Person/Position		Year of Training	
Dr. Kelle Heim-McCloskey, Director of Student Services, Kate Jacovino, Supervisor of Special Education, and Suzanne Laubscher, Supervisor of Special Education		7/1/2024-6/30/2027	
Hours Per Training	Number of Sessions	Audience	Provider
2	2x per year	General Education Teachers Special Education Teachers	District Intermediate Unit PaTTAN

8) Equity in Special Education

Description of Training	
Racial and cultural awareness in eligibility for and placement in special education programming: Addressing over identification	
Lead Person/Position	Year of Training
Dr. Kelle Heim-McCloskey, Director of Student Services; Kate Jacovino, Supervisor of Special	7/1/2024-6/30/2027

Education, and Suzanne Laubscher, Supervisor of Special Education			
Hours Per Training	Number of Sessions	Audience	Provider
2	1x per year	Special Education Teachers Other	District

O. Signatures & Affirmations

Approval Date

Uploaded Files

- There are a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.
- The school district has adopted a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district’s jurisdiction. Child find data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The school district implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.
- The school district has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.
- The school district will comply with the PA Department of Education, Bureau of Special Education’s revision notice process.
- The school district follows the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.
- The school district affirms the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

Superintendent/Chief Executive Officer

Date

Appendix A

Education Program (Caseload FTE)

FTE ID	CLASS ROOM LOC	FULL-TIME OR PART-TIME POSITION	REVISED	BUILDING NAME	SUPPORT TYPE	SUPPORT SUB-TYPE	LEVEL OF SUPPORT	CASE LOAD	IDENTIFY CLASSROOM	AGE RANGE	AGE RANGE JUSTIFICATION	FTE %
WHSTC57	Secondary	Full-time (1.0)	7/1/24	Wissahickon SHS	Learning Support	Learning Support	Itinerant (20% or Less)	50	School District	17 to 21		1
SLP55	Elementary	Full-time (1.0)	7/1/24	Lower Gwynedd El Sch	Speech And Language Support	Speech And Language Support	Itinerant (20% or Less)	19	School District	5 to 11	Justification: The speech/language pathologist is responsible for providing services K through 5, however, services provided to groups do not exceed the 3-year age limit.	0.29
SLP55	Secondary	Full-time (1.0)	7/1/24	Wissahickon MS	Speech And Language Support	Speech And Language Support	Itinerant (20% or Less)	19	School District	13 to 16		0.29
SLP55	Secondary	Full-time (1.0)	7/1/24	Wissahickon SHS	Speech And Language Support	Speech And Language Support	Itinerant (20% or Less)	26	School District	17 to 21	Justification: The speech/language services students grade 9 through 12 and transition age students. However services provided to groups do not exceed the 3-year age limit.	0.4
SLP54	Elementary	Full-time (1.0)	7/1/24	Blue Bell El Sch	Speech And Language Support	Speech And Language Support	Itinerant (20% or Less)	13	School District	5 to 11	Justification: The speech/language pathologist is responsible for providing services K through 5, however, services provided to groups do not exceed the 3-year age limit.	0.2

FTE ID	CLASS ROOM LOC	FULL-TIME OR PART-TIME POSITION	REVISED	BUILDING NAME	SUPPORT TYPE	SUPPORT SUB-TYPE	LEVEL OF SUPPORT	CASE LOAD	IDENTIFY CLASSROOM	AGE RANGE	AGE RANGE JUSTIFICATION	FTE %
SLP54	Elementary	Full-time (1.0)	7/1/24	Lower Gwynedd El Sch	Speech And Language Support	Speech And Language Support	Itinerant (20% or Less)	26	School District	5 to 11	Justification: The speech/language pathologist is responsible for providing services K through 5, however, services provided to groups do not exceed the 3-year age limit.	0.4
SLP54	Elementary	Full-time (1.0)	7/1/24	Shady Grove El Sch	Speech And Language Support	Speech And Language Support	Itinerant (20% or Less)	13	School District	5 to 11	Justification: The speech/language pathologist is responsible for providing services K through 5, however, services provided to groups do not exceed the 3-year age limit.	0.2
SLP54	Elementary	Full-time (1.0)	7/1/24	Stony Creek El Sch	Speech And Language Support	Speech And Language Support	Itinerant (20% of Less)	13	School District	5 to 11	Justification: The speech/language pathologist is responsible for providing services K through 5, however, services provided to groups do not exceed the 3-year age limit.	0.2
SGSLP53	Elementary	Full-time (1.0)	7/1/24	Shady Grove El Sch	Speech And Language Support	Speech And Language Support	Itinerant (20% or Less)	52	School District	5 to 11	Justification: The speech/language pathologist is responsible for providing services K through 5, however, services provided to groups do not exceed the 3-year age limit.	0.8

FTE ID	CLASS ROOM LOC	FULL-TIME OR PART-TIME POSITION	REVISED	BUILDING NAME	SUPPORT TYPE	SUPPORT SUB-TYPE	LEVEL OF SUPPORT	CASE LOAD	IDENTIFY CLASSROOM	AGE RANGE	AGE RANGE JUSTIFICATION	FTE %
WHSSLP5 2	Secondary	Full-time (1.0)	7/1/24	Wissahickon SHS	Speech And Language Support	Speech And Language Support	Itinerant (20% or Less)	65	School District	14 to 18		1
WMSSLP 51	Secondary	Full-time (1.0)	7/1/24	Wissahickon MS	Speech And Language Support	Speech And Language Support	Itinerant (20% or Less)	65	School District	11 to 14		1
SGSLP50	Elementary	Full-time (1.0)	7/1/24	Stony Creek EL Sch	Speech And Language Support	Speech And Language Support	Itinerant (20% or Less)	65	School District	5 to 11	Justification: The speech/language pathologist is responsible for providing services to students K through 5, however services provided in groups do not exceed the 3- year age limit.	1
SCSLP49	Elementary	Full-time (1.0)	7/1/24	Stony Creek El Sch	Speech And Language Support	Speech And Language Support	Itinerant (20% or Less)	65	School District	5 to 11	Justification: The speech/language pathologist is responsible for providing services to students K through 5, however services provided in groups do not exceed the 3- year age limit.	1
LGSLP48	Elementary	Full-time (1.0)	7/1/24	Lower Gwynedd El Sch	Speech And Language Support	Speech And Language Support	Itinerant (20% or Less)	65	School District	5 to 11	Justification: The speech/language pathologist is responsible for providing services to students K through 5, however services provided in groups do not exceed the 3- year age limit.	1

FTE ID	CLASS ROOM LOC	FULL-TIME OR PART-TIME POSITION	REVISED	BUILDING NAME	SUPPORT TYPE	SUPPORT SUB-TYPE	LEVEL OF SUPPORT	CASE LOAD	IDENTIFY CLASSROOM	AGE RANGE	AGE RANGE JUSTIFICATION	FTE %
BBSLP47	Elementary	Full-time (1.0)	7/1/24	Blue Bell El Sch	Speech And Language Support	Speech And Language Support	Itinerant (20% or Less)	65	School District	5 to 11	Justification: The speech/language pathologist is responsible for providing services to students K through 5, however services provided in groups do not exceed the 3-year age limit.	1
WHLSL46	Secondary	Full-time (1.0)	7/1/24	Wissahickon SHS	Learning Support	Learning Support	Itinerant (20% or Less)	50	School District	15 to 18		1
SCAS45	Elementary	Full-time (1.0)	7/1/24	Shady Grove El Sch	Autistic Support	Autistic Support	Full-Time (80% or More)	8	School District	9 to 12		1
SCAS44	Elementary	Full-time (1.0)	7/1/24	Shady Grove El Sch	Autistic Support	Autistic Support	Full-Time (80% or More)	8	School District	5 to 8		1
SCAS43	Elementary	Full-time (1.0)	7/1/24	Shady Grove El Sch	Autistic Support	Autistic Support	Full-Time (80% or More)	8	School District	9 to 12		1
SCAS42	Elementary	Full-time (1.0)	7/1/24	Shady Grove El Sch	Autistic Support	Autistic Support	Full-Time (80% or More)	8	School District	5 to 8		1
SGLS41	Elementary	Full-time (1.0)	7/1/24	Shady Grove El Sch	Learning Support	Learning Support	Supplemental (Less Than 80% but More Than 20%)	10	School District	9 to 11		0.5
SGLS41	Elementary	Full-time (1.0)	7/1/24	Shady Grove El Sch	Learning Support	Learning Support	Itinerant (20% or Less)	25	School District	8 to 10		0.5
SGLS40	Elementary	Full-time (1.0)	7/1/24	Shady Grove El Sch	Learning Support	Learning Support	Supplemental (Less Than 80% but More Than 20%)	4	School District	6 to 8		0.5
SGLS40	Elementary	Full-time (1.0)	7/1/24	Lower Gwynedd El Sch	Learning Support	Learning Support	Itinerant (20% or Less)	25	School District	9 to 11		0.5
SGLS39	Elementary	Full-time (1.0)	7/1/24	Shady Grove El Sch	Learning Support	Learning Support	Supplemental (Less Than 80% but More Than 20%)	10	School District	8 to 11		0.5

FTE ID	CLASS ROOM LOC	FULL-TIME OR PART-TIME POSITION	REVISED	BUILDING NAME	SUPPORT TYPE	SUPPORT SUB-TYPE	LEVEL OF SUPPORT	CASE LOAD	IDENTIFY CLASSROOM	AGE RANGE	AGE RANGE JUSTIFICATION	FTE %
SGLS39	Elementary	Full-time (1.0)	7/1/24	Shady Grove El Sch	Learning Support	Learning Support	Full-Time (80% or More)	6	School District	8 to 11		0.5
SGLS38	Elementary	Full-time (1.0)	7/1/24	Shady Grove El Sch	Learning Support	Learning Support	Supplemental (Less Than 80% but More Than 20%)	10	School District	5 to 8		0.5
SGLS38	Elementary	Full-time (1.0)	7/1/24	Shady Grove El Sch	Learning Support	Learning Support	Full-Time (80% or More)	6	School District	5 to 7		0.5
SCLS37	Elementary	Full-time (1.0)	7/1/24	Stony Creek El Sch	Learning Support	Learning Support	Supplemental (Less Than 80% but More Than 20%)	20	School District	6 to 9		1
SCLS36	Elementary	Full-time (1.0)	7/1/24	Stony Creek El Sch	Learning Support	Learning Support	Supplemental (Less Than 80% but More Than 20%)	10	School District	8 to 10		0.5
SCLS36	Elementary	Full-time (1.0)	7/1/24	Stony Creek El Sch	Learning Support	Learning Support	Itinerant (20% or Less)	25	School District	8 to 10		0.5
SCLS35	Elementary	Full-time (1.0)	7/1/24	Stony Creek El Sch	Learning Support	Learning Support	Itinerant (20% or Less)	25	School District	5 to 7		0.5
SCLS35	Elementary	Full-time (1.0)	7/1/24	Stony Creek El Sch	Learning Support	Learning Support	Supplemental (Less Than 80% but More Than 20%)	10	School District	5 to 7		0.5
LGLS34	Elementary	Full-time (1.0)	7/1/24	Lower Gwynedd El Sch	Learning Support	Learning Support	Itinerant (20% or Less)	50	School District	7 to 9		1
LGLS33	Elementary	Full-time (1.0)	7/1/24	Lower Gwynedd El Sch	Learning Support	Learning Support	Itinerant (20% or Less)	25	School District	8 to 11		0.5
LGLS33	Elementary	Full-time (1.0)	7/1/24	Lower Gwynedd El Sch	Learning Support	Learning Support	Supplemental (Less Than 80% but More Than 20%)	10	School District	5 to 7		0.5

FTE ID	CLASS ROOM LOC	FULL-TIME OR PART-TIME POSITION	REVISED	BUILDING NAME	SUPPORT TYPE	SUPPORT SUB-TYPE	LEVEL OF SUPPORT	CASE LOAD	IDENTIFY CLASSROOM	AGE RANGE	AGE RANGE JUSTIFICATION	FTE %
LGLS32	Elementary	Full-time (1.0)	7/1/24	Lower Gwynedd El Sch	Learning Support	Learning Support	Full-Time (80% or More)	6	School District	5 to 11	Justification: The District exceeds the 3-year age gap in the Full Time Learning Support Program. The primary reason for this discrepancy is low enrollment. The District has a very small percentage of students who fall into this category and therefore exceeds the 3-year age gap.	0.5
LGLS32	Elementary	Full-time (1.0)	7/1/24	Lower Gwynedd El Sch	Learning Support	Learning Support	Supplemental (Less Than 80% but More Than 20%)	10	School District	5 to 11	Justification: The District exceeds the 3-year age gap in the Full Time Learning Support Program. The primary reason for this discrepancy is low enrollment. The District has a very small percentage of students who fall into this category and therefore exceeds the 3-year age gap.	0.5
LGLS31	Elementary	Full-time (1.0)	7/1/24	Lower Gwynedd El Sch	Learning Support	Learning Support	Supplemental (Less Than 80% but More Than 20%)	20	School District	8 to 11		1
BBLS30	Elementary	Full-time (1.0)	7/1/24	Blue Bell El Sch	Learning Support	Learning Support	Itinerant (20% or Less)	25	School District	5 to 8		0.5
BBLS30	Elementary	Full-time (1.0)	7/1/24	Blue Bell El Sch	Learning Support	Learning Support	Supplemental (Less Than 80% but More Than 20%)	10	School District	5 to 8		0.5
BBLS29	Elementary	Full-time (1.0)	7/1/24	Blue Bell El Sch	Learning Support	Learning Support	Itinerant (20% or Less)	25	School District	8 to 11		0.5

FTE ID	CLASS ROOM LOC	FULL-TIME OR PART-TIME POSITION	REVISED	BUILDING NAME	SUPPORT TYPE	SUPPORT SUB-TYPE	LEVEL OF SUPPORT	CASE LOAD	IDENTIFY CLASSROOM	AGE RANGE	AGE RANGE JUSTIFICATION	FTE %
BBLS29	Elementary	Full-time (1.0)	7/1/24	Blue Bell El Sch	Learning Support	Learning Support	Supplemental (Less Than 80% but More Than 20%)	10	School District	8 to 11		0.5
BBES28	Elementary	Full-time (1.0)	7/1/24	Blue Bell El Sch	Emotional Support	Emotional Support	Full-Time (80% or More)	12	School District	6 to 9		1
BBLS/ES27	Elementary	Full-time (1.0)	7/1/24	Blue Bell El Sch	Learning Support	Learning Support	Itinerant (20% or Less)	25	School District	5 to 8		0.5
BBLS/ES27	Elementary	Full-time (1.0)	7/1/24	Blue Bell El Sch	Emotional Support	Emotional Support	Supplemental (Less Than 80% but More Than 20%)	10	School District	8 to 11		0.5
WMSLSS26	Secondary	Full-time (1.0)	7/1/24	Wissahickon MS	Life Skills Support	Life Skills Support (Grades 7-12)	Full-Time (80% or More)	15	School District	13 to 16		1
WMSAS25	Secondary	Full-time (1.0)	7/1/24	Wissahickon MS	Autistic Support	Autistic Support	Full-Time (80% or More)	8	School District	13 to 16		1
WMSLSE S24	Secondary	Full-time (1.0)	7/1/24	Wissahickon MS	Learning Support	Learning Support	Itinerant (20% or Less)	25	School District	13 to 16		0.5
WMSLSE S24	Secondary	Full-time (1.0)	7/1/24	Wissahickon MS	Emotional Support	Emotional Support	Supplemental (Less Than 80% but More Than 20%)	10	School District	13 to 16		0.5
WMSLS23	Secondary	Full-time (1.0)	7/1/24	Wissahickon MS	Learning Support	Learning Support	Supplemental (Less Than 80% but More Than 20%)	15	School District	13 to 16		0.75
WMSLS23	Secondary	Full-time (1.0)	7/1/24	Wissahickon MS	Learning Support	Learning Support	Itinerant (20% or Less)	12	School District	13 to 16		0.24
MWSES22	Secondary	Full-time (1.0)	7/1/24	Wissahickon MS	Emotional Support	Emotional Support	Supplemental (Less Than 80% but More Than 20%)	10	School District	12 to 13		0.5
MWSES22	Secondary	Full-time (1.0)	7/1/24	Wissahickon MS	Emotional Support	Emotional Support	Full-Time (80% or More)	6	School District	13 to 16		0.5
WMSLS21	Secondary	Full-time (1.0)	7/1/24	Wissahickon MS	Learning Support	Learning Support	Supplemental (Less Than 80% but More Than 20%)	15	School District	13 to 16		0.75
WMSLS21	Secondary	Full-time (1.0)	7/1/24	Wissahickon MS	Learning Support	Learning Support	Itinerant (20% or Less)	12	School District	13 to 16		0.24

FTE ID	CLASS ROOM LOC	FULL-TIME OR PART-TIME POSITION	REVISED	BUILDING NAME	SUPPORT TYPE	SUPPORT SUB-TYPE	LEVEL OF SUPPORT	CASE LOAD	IDENTIFY CLASSROOM	AGE RANGE	AGE RANGE JUSTIFICATION	FTE %
WMSLS20	Secondary	Full-time (1.0)	7/1/24	Wissahickon MS	Learning Support	Learning Support	Supplemental (Less Than 80% but More Than 20%)	15	School District	12 to 15		0.75
WMSLS20	Secondary	Full-time (1.0)	7/1/24	Wissahickon MS	Learning Support	Learning Support	Itinerant (20% or Less)	12	School District	12 to 15		0.24
WMSLS19	Secondary	Full-time (1.0)	7/1/24	Wissahickon MS	Learning Support	Learning Support	Supplemental (Less Than 80% but More Than 20%)	15	School District	12 to 15		0.75
WMSLS19	Secondary	Full-time (1.0)	7/1/24	Wissahickon MS	Learning Support	Learning Support	Itinerant (20% or Less)	12	School District	12 to 15		0.24
WMSES18	Secondary	Full-time (1.0)	7/1/24	Wissahickon MS	Emotional Support	Emotional Support	Supplemental (Less Than 80% but More Than 20%)	15	School District	12 to 13		0.75
WMSES18	Secondary	Full-time (1.0)	7/1/24	Wissahickon MS	Emotional Support	Emotional Support	Full-Time (80% or More)	3	School District	12 to 15		0.25
WMSLS17	Secondary	Full-time (1.0)	7/1/24	Wissahickon MS	Learning Support	Learning Support	Supplemental (Less Than 80% but More Than 20%)	15	School District	11 to 14		0.75
WMSLS17	Secondary	Full-time (1.0)	7/1/24	Wissahickon MS	Learning Support	Learning Support	Itinerant (20% or Less)	12	School District	11 to 14		0.24
WMSLS16	Secondary	Full-time (1.0)	7/1/24	Wissahickon MS	Learning Support	Learning Support	Supplemental (Less Than 80% but More Than 20%)	15	School District	11 to 14		0.75
WMSLS16	Secondary	Full-time (1.0)	7/1/24	Wissahickon MS	Learning Support	Learning Support	Itinerant (20% or Less)	12	School District	11 to 14		0.24
WMSLS15	Secondary	Full-time (1.0)	7/1/24	Wissahickon MS	Learning Support	Learning Support	Itinerant (20% or Less)	12	School District	11 to 14		0.24
WMSLS15	Secondary	Full-time (1.0)	7/1/24	Wissahickon MS	Emotional Support	Emotional Support	Supplemental (Less Than 80% but More Than 20%)	15	School District	11 to 14		0.75

FTE ID	CLASS ROOM LOC	FULL-TIME OR PART-TIME POSITION	REVISED	BUILDING NAME	SUPPORT TYPE	SUPPORT SUB-TYPE	LEVEL OF SUPPORT	CASE LOAD	IDENTIFY CLASSROOM	AGE RANGE	AGE RANGE JUSTIFICATION	FTE %
WHSAS14	Secondary	Full-time (1.0)	7/1/24	Wissahickon SHS	Autistic Support	Autistic Support	Supplemental (Less Than 80% but More Than 20%)	8	School District	14 to 21	Justification: The District exceeds the 4-year age gap in the Autistic Support Program. The primary reason for this discrepancy is low enrollment. The District has a very small percentage of students who fall into this category and therefore exceeds the 4-year age requirement.	1
WHSLS13	Secondary	Full-time (1.0)	7/1/24	Wissahickon SHS	Life Skills Support	Life Skills Support (Grades 7-12)	Supplemental (Less Than 80% but More Than 20%)	10	School District	17 to 21		0.5
WHSLS13	Secondary	Full-time (1.0)	7/1/24	Wissahickon SHS	Learning Support	Learning Support	Full-Time (80% or More)	6	School District	17 to 21		0.5
WHSLS12	Secondary	Full-time (1.0)	7/1/24	Wissahickon SHS	Life Skills Support	Life Skills Support (Grades 7-12)	Full-Time (80% or More)	7	School District	14 to 17		0.47
WHSLS12	Secondary	Full-time (1.0)	7/1/24	Wissahickon SHS	Learning Support	Learning Support	Supplemental (Less Than 80% but More Than 20%)	10	School District	14 to 17		0.5
WHSLS11	Secondary	Full-time (1.0)	7/1/24	Wissahickon SHS	Learning Support	Learning Support	Itinerant (20% or Less)	50	School District	14 to 18		1
WHSLS10	Secondary	Full-time (1.0)	7/1/24	Wissahickon SHS	Learning Support	Learning Support	Itinerant (20% or Less)	25	School District	17 to 20		0.5
WHSLS10	Secondary	Full-time (1.0)	7/1/24	Wissahickon SHS	Learning Support	Learning Support	Supplemental (Less Than 80% but More Than 20%)	10	School District	17 to 20		0.5
WHSES9	Secondary	Full-time (1.0)	7/1/24	Wissahickon SHS	Emotional Support	Emotional Support	Itinerant (20% or Less)	25	School District	16 to 19		0.5
WHSES9	Secondary	Full-time (1.0)	7/1/24	Wissahickon SHS	Emotional Support	Emotional Support	Supplemental (Less Than 80% but More Than 20%)	10	School District	16 to 19		0.5

FTE ID	CLASS ROOM LOC	FULL-TIME OR PART-TIME POSITION	REVISED	BUILDING NAME	SUPPORT TYPE	SUPPORT SUB-TYPE	LEVEL OF SUPPORT	CASE LOAD	IDENTIFY CLASSROOM	AGE RANGE	AGE RANGE JUSTIFICATION	FTE %
WHLSL8	Secondary	Full-time (1.0)	7/1/24	Wissahickon SHS	Learning Support	Learning Support	Itinerant (20% or Less)	25	School District	16 to 19		0.5
WHLSL8	Secondary	Full-time (1.0)	7/1/24	Wissahickon SHS	Learning Support	Learning Support	Supplemental (Less Than 80% but More Than 20%)	4	School District	16 to 19		0.2
WHLSL7	Secondary	Full-time (1.0)	7/1/24	Wissahickon SHS	Learning Support	Learning Support	Itinerant (20% or Less)	25	School District	15 to 18		0.5
WHLSL7	Secondary	Full-time (1.0)	7/1/24	Wissahickon SHS	Learning Support	Learning Support	Supplemental (Less Than 80% but More Than 20%)	10	School District	15 to 18		0.5
WHLSL6	Secondary	Full-time (1.0)	7/1/24	Wissahickon SHS	Learning Support	Learning Support	Itinerant (20% or Less)	25	School District	14 to 17		0.5
WHLSL6	Secondary	Full-time (1.0)	7/1/24	Wissahickon SHS	Learning Support	Learning Support	Supplemental (Less Than 80% but More Than 20%)	10	School District	14 to 17		0.5
WHSES5	Secondary	Full-time (1.0)	7/1/24	Wissahickon SHS	Emotional Support	Emotional Support	Itinerant (20% or Less)	25	School District	14 to 17		0.5
WHSES5	Secondary	Full-time (1.0)	7/1/24	Wissahickon SHS	Emotional Support	Emotional Support	Supplemental (Less Than 80% but More Than 20%)	10	School District	14 to 17		0.5
WHLSL4	Secondary	Full-time (1.0)	7/1/24	Wissahickon SHS	Learning Support	Learning Support	Itinerant (20% or Less)	25	School District	14 to 17		0.5
WHLSL4	Secondary	Full-time (1.0)	7/1/24	Wissahickon SHS	Learning Support	Learning Support	Supplemental (Less Than 80% but More Than 20%)	10	School District	14 to 17		0.5
WHLSL3	Secondary	Full-time (1.0)	7/1/24	Wissahickon SHS	Learning Support	Learning Support	Itinerant (20% or Less)	25	School District	14 to 16		0.5
WHLSL3	Secondary	Full-time (1.0)	7/1/24	Wissahickon SHS	Learning Support	Learning Support	Supplemental (Less Than 80% but More Than 20%)	10	School District	14 to 16		0.5
WHSES2	Secondary	Full-time (1.0)	7/1/24	Wissahickon SHS	Emotional Support	Emotional Support	Itinerant (20% or Less)	25	School District	14 to 16		0.5
WHSES2	Secondary	Full-time (1.0)	7/1/24	Wissahickon SHS	Emotional Support	Emotional Support	Supplemental (Less Than 80% but More Than 20%)	10	School District	14 to 17		0.5
WHLSL1	Secondary	Full-time (1.0)	7/1/24	Wissahickon SHS	Learning Support	Learning Support	Itinerant (20% or Less)	25	School District	13 to 15		0.5

FTE ID	CLASS ROOM LOC	FULL-TIME OR PART-TIME POSITION	REVISED	BUILDING NAME	SUPPORT TYPE	SUPPORT SUB-TYPE	LEVEL OF SUPPORT	CASE LOAD	IDENTIFY CLASSROOM	AGE RANGE	AGE RANGE JUSTIFICATION	FTE %
WHLS1	Secondary	Full-time (1.0)	7/1/24	Wissahickon SHS	Learning Support	Learning Support	Supplemental (Less Than 80% but More Than 20%)	10	School District	13 to 15		0.5

Appendix B

Special Education Facilities

ASSURANCE CHECK

Assurance Check	Yes
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes
The class is located where noise will not interfere with instruction	Yes
The class is located only in space that is designed for purposes of instruction	Yes
The class is readily accessible	Yes
The class is composed of at least 28 square feet per student	Yes

BUILDING NAME	ROOM#	SCHOOL BUILDING	BUILDING DESCRIPTION	CLASSROOM MEASUREMENTS	CLASSROOM AREA	MAX# OF STUDENTS	IMPLEMENTATION DATE
Blue Bell EI Sch	A	Elementary	A building in which general education programs are operated	16 feet, 0 inches x 17 feet, 0 inches	272sqft	9	7/1/2024
Blue Bell EI Sch	15	Elementary	A building in which general education programs are operated	24 feet, 0 inches x 15 feet, 0 inches	360sqft	12	7/1/2024
Blue Bell EI Sch	10	Elementary	A building in which general education programs are operated	29 feet, 0 inches x 29 feet, 0 inches	841sqft	30	7/1/2024
Blue Bell EI Sch	B2	Elementary	A building in which general education programs are operated	14 feet, 0 inches x 13 feet, 0 inches	182sqft	6	7/1/2024
Lower Gwynedd EI Sch	222	Elementary	A building in which general education programs are operated	22 feet, 4 inches x 13 feet, 6 inches	301sqft	10	7/1/2024
Lower Gwynedd EI Sch	206	Elementary	A building in which general education	22 feet, 4 inches x 13 feet, 6 inches	301sqft	10	7/1/2024

BUILDING NAME	ROOM#	SCHOOL BUILDING	BUILDING DESCRIPTION	CLASSROOM MEASUREMENTS	CLASSROOM AREA	MAX# OF STUDENTS	IMPLEMENTATION DATE
			programs are operated				
Lower Gwynedd EI Sch	214	Elementary	A building in which general education programs are operated	22 feet, 4 inches x 13 feet, 6 inches	301sqft	10	7/1/2024
Lower Gwynedd EI Sch	106	Elementary	A building in which general education programs are operated	22 feet, 7 inches x 13 feet, 6 inches	304sqft	10	7/1/2024
Lower Gwynedd EI Sch	106B	Elementary	A building in which general education programs are operated	22 feet, 7 inches x 13 feet, 6 inches	304sqft	10	7/1/2024
Lower Gwynedd EI Sch	112A	Elementary	A building in which general education programs are operated	13 feet, 1 inches x 10 feet, 5 inches	136sqft	4	7/1/2024
Lower Gwynedd EI Sch	112B	Elementary	A building in which general education programs are operated	11 feet, 4 inches x 10 feet, 0 inches	113sqft	4	7/1/2024
Stony Creek EI Sch	A07	Elementary	A building in which general education programs are operated	32 feet, 0 inches x 28 feet, 0 inches	368sqft	13	7/1/2024
Stony Creek EI Sch	B6	Elementary	A building in which general education programs are operated	28 feet, 0 inches x 30 feet, 0 inches	840sqft	15	7/1/2024
Stony Creek EI Sch	B9	Elementary	A building in which general education	48 feet, 0 inches x 16 feet, 0 inches	744sqft	27	7/1/2024

BUILDING NAME	ROOM#	SCHOOL BUILDING	BUILDING DESCRIPTION	CLASSROOM MEASUREMENTS	CLASSROOM AREA	MAX# OF STUDENTS	IMPLEMENTATION DATE
			programs are operated				
Stony Creek El Sch	B5	Elementary	A building in which general education programs are operated	31 feet, 0 inches x 24 feet, 0 inches	744sqft	26	7/1/2024
Stony Creek El Sch	B4	Elementary	A building in which general education programs are operated	23 feet, 0 inches x 16 feet, 0 inches	273sqft	9	7/1/2024
Stony Creek El Sch	C7	Elementary	A building in which general education programs are operated	28 feet, 0 inches x 30 feet, 0 inches	840sqft	30	7/1/2024
Shady Grove El Sch	208	Elementary	A building in which general education programs are operated	21 feet, 0 inches x 26 feet, 0 inches	506sqft	18	7/1/2024
Shady Grove El Sch	251	Elementary	A building in which general education programs are operated	20 feet, 0 inches x 22 feet, 0 inches	440sqft	15	7/1/2024
Shady Grove El Sch	210	Elementary	A building in which general education programs are operated	21 feet, 0 inches x 26 feet, 0 inches	368sqft	13	7/1/2024
Shady Grove El Sch	177	Elementary	A building in which general education programs are operated	10 feet, 0 inches x 13 feet, 0 inches	440sqft	15	7/1/2024
Shady Grove El Sch	114	Elementary	A building in which general education	42 feet, 0 inches x 22 feet, 0 inches	506sqft	18	7/1/2024

BUILDING NAME	ROOM#	SCHOOL BUILDING	BUILDING DESCRIPTION	CLASSROOM MEASUREMENTS	CLASSROOM AREA	MAX# OF STUDENTS	IMPLEMENTATION DATE
			programs are operated				
Shady Grove El Sch	209	Elementary	A building in which general education programs are operated	16 feet, 0 inches x 23 feet, 0 inches	368sqft	5	7/01/2024
Shady Grove El Sch	211	Elementary	A building in which general education programs are operated	16 feet, 0 inches x 23 feet, 0 inches	368sqft	5	7/01/2024
Wissahickon MS	211	Middle	A building in which general education programs are operated	20 feet, 0 inches x 26 feet, 0 inches	520sqft	18	7/01/2024
Wissahickon MS	212	Middle	A building in which general education programs are operated	24 feet, 0 inches x 26 feet, 0 inches	624sqft	22	7/01/2024
Wissahickon MS	111	Middle	A building in which general education programs are operated	23 feet, 0 inches x 20 feet, 0 inches	460sqft	16	7/01/2024
Wissahickon MS	253	Middle	A building in which general education programs are operated	25 feet, 0 inches x 36 feet, 0 inches	900sqft	32	7/01/2024
Wissahickon MS	253A	Middle	A building in which general education programs are operated	25 feet, 0 inches x 36 feet, 0 inches	900sqft	32	7/01/2024
Wissahickon MS	258	Middle	A building in which general education	30 feet, 0 inches x 25 feet, 0 inches	750sqft	26	7/01/2024

BUILDING NAME	ROOM#	SCHOOL BUILDING	BUILDING DESCRIPTION	CLASSROOM MEASUREMENTS	CLASSROOM AREA	MAX# OF STUDENTS	IMPLEMENTATION DATE
			programs are operated				
Wissahickon MS	266	Middle	A building in which general education programs are operated	24 feet, 0 inches x 32 feet, 0 inches	768sqft	27	7/01/2024
Wissahickon MS	233	Middle	A building in which general education programs are operated	22 feet, 0 inches x 36 feet, 0 inches	792sqft	28	7/01/2024
Wissahickon MS	266A	Middle	A building in which general education programs are operated	24 feet, 0 inches x 32 feet, 0 inches	768sqft	27	7/01/2024
Wissahickon MS	126	Middle	A building in which general education programs are operated	19 feet, 0 inches x 26 feet, 0 inches	494sqft	17	7/01/2024
Wissahickon MS	158	Middle	A building in which general education programs are operated	24 feet, 0 inches x 36 feet, 0 inches	864sqft	30	7/01/2024
Wissahickon MS	155	Middle	A building in which general education programs are operated	26 feet, 0 inches x 40 feet, 0 inches	1040sqft	37	7/01/2024
Wissahickon MS	213	Middle	A building in which general education programs are operated	18 feet, 0 inches x 10 feet, 0 inches	180sqft	6	7/01/2024
Wissahickon SHS	C04	Senior High	A building in which general education	31 feet, 0 inches x 27 feet, 0 inches	837sqft	29	7/01/2024

BUILDING NAME	ROOM#	SCHOOL BUILDING	BUILDING DESCRIPTION	CLASSROOM MEASUREMENTS	CLASSROOM AREA	MAX# OF STUDENTS	IMPLEMENTATION DATE
			programs are operated				
Wissahickon SHS	J Suite a	Senior High	A building in which general education programs are operated	19 feet, 0 inches x 17 feet, 0 inches	323sqft	11	7/01/2024
Wissahickon SHS	G02	Senior High	A building in which general education programs are operated	29 feet, 4 inches x 22 feet, 8 inches	664sqft	23	7/01/2024
Wissahickon SHS	J Suite b	Senior High	A building in which general education programs are operated	19 feet, 3 inches x 17 feet, 3 inches	332sqft	11	7/01/2024
Wissahickon SHS	J Suite c	Senior High	A building in which general education programs are operated	19 feet, 3 inches x 17 feet, 3 inches	332sqft	11	7/01/2024
Wissahickon SHS	C04 a	Senior High	A building in which general education programs are operated	31 feet, 0 inches x 27 feet, 0 inches	837sqft	29	7/01/2024
Wissahickon SHS	G02 a	Senior High	A building in which general education programs are operated	29 feet, 4 inches x 22 feet, 8 inches	664sqft	23	7/01/2024
Wissahickon SHS	J suite d	Senior High	A building in which general education programs are operated	19 feet, 3 inches x 17 feet, 3 inches	332sqft	11	7/01/2024
Wissahickon SHS	B04	Senior High	A building in which general education	29 feet, 3 inches x 27 feet, 0 inches	789sqft	28	7/01/2024

BUILDING NAME	ROOM#	SCHOOL BUILDING	BUILDING DESCRIPTION	CLASSROOM MEASUREMENTS	CLASSROOM AREA	MAX# OF STUDENTS	IMPLEMENTATION DATE
			programs are operated				
Wissahickon SHS	G16	Senior High	A building in which general education programs are operated	29 feet, 5 inches x 22 feet, 8 inches	666sqft	23	7/01/2024
Wissahickon SHS	G02 a	Senior High	A building in which general education programs are operated	29 feet, 4 inches x 22 feet, 8 inches	664sqft	23	7/01/2024
Wissahickon SHS	G06	Senior High	A building in which general education programs are operated	22 feet, 0 inches x 20 feet, 0 inches	440sqft	15	7/01/2024
Wissahickon SHS	J suite e	Senior High	A building in which general education programs are operated	19 feet, 3 inches x 17 feet, 3 inches	332sqft	11	7/01/2024
Wissahickon SHS	A01	Senior High	A building in which general education programs are operated	50 feet, 0 inches x 25 feet, 0 inches	1250sqft	44	7/01/2024
Wissahickon SHS	A01 a	Senior High	A building in which general education programs are operated	50 feet, 0 inches x 25 feet, 0 inches	1250sqft	44	7/01/2024
Wissahickon SHS	N01	Senior High	A building in which general education programs are operated	12 feet, 0 inches x 11 feet, 0 inches	132sqft	4	7/01/2024
Wissahickon SHS	B06	Senior High	A building in which general education	22 feet, 5 inches x 15 feet, 0 inches	336sqft	12	7/01/2024

BUILDING NAME	ROOM#	SCHOOL BUILDING	BUILDING DESCRIPTION	CLASSROOM MEASUREMENTS	CLASSROOM AREA	MAX# OF STUDENTS	IMPLEMENTATION DATE
			programs are operated				