



**Wissahickon School District**  
*True Blue with a Heart of Gold*

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Wissahickon SD

Special Education Plan Report

07/01/2022 - 06/30/2023

Proposed Draft

## A. Profile and Plan Essentials

Total Number of Special Education Students	907
Total Student Enrollment	5013
Percent of Special Education Students	18.1

## B. Steering Committee Members

Name	Position/Role	Building
Kelle Heim-McCloskey	Director of Special Education	Wissahickon SD
Kate Jacovino	Supervisor of Special Education	Wissahickon SD
Ryan Wilson	Supervisor of Special Education	Wissahickon SD
Mwenyewe Dawan	Assistant Superintendent	Wissahickon SD
James Crisfield	Superintendent	Wissahickon SD
Jennifer Schmidt	Director of Curriculum	Wissahickon SD
Michael Mandel	Special Education Teacher	Shady Grove El School
Christin Esposito	Special Education Teacher	Stony Creek El School
Toni Reed	Parent	Blue Bell El School
John High	Special Education Teacher	Wissahickon SHS
Grace Rosa-Bian	Parent	Shady Grove El School
Meredith Falatek	General Education Teacher	Wissahickon SHS
Kelli Barlow	General Education Teacher	Shady Grove El School

### 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)**  
**Indicator not flagged at this time. (The District is compliant with this indicator).**
- **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. Significant Disproportionality**

- **Placement**  
Not Flagged in this area (The District is compliant with this indicator).
- **Discipline**  
Flagged for Significant Disproportionality in this area (District is not compliant with this indicator).

Identify Trends/Notable Observations	Improvement Planning and Activities
Rate of in-school-suspension for Black/African American students (less than 10 days)	Implementation of Multi-tiered Systems of Support (MTSS); Training on Restorative Practices; Discipline Committees at Secondary Level; District-wide microstudy of Code of Conduct; District-wide equity training

- **Identification**  
Not Flagged in this area. (The District is compliant with this indicator).

## **F. 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.)**  
The Wissahickon School District does not host any 1306 facilities.
- 3. Describe the district's procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school?**  
This question does not apply to the Wissahickon School District.

## **G. 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 Wissahickon School District (WSD) makes every effort to locate, identify, and evaluate any student(s) who are potentially eligible for services. We work with host districts and collaborate with all agencies connected to the student(s). The WSD hosts a monthly Safe School Committee meeting with 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 WSD students on their caseload. Other participants include: Assistant Principals from the middle and high schools, the Director of Student Services, and one Special Education Supervisor. Through the Safe Schools Committee, we have and will continue to educate the juvenile representatives about the responsibility of the District to evaluate and identify students with disabilities when they are incarcerated. The Montgomery County Intermediate Unit (MCIU) provides educational programs for students who are incarcerated within county facilities. The teachers in this program are special education certified and can recognize and refer students who may need to be evaluated. In addition, there is a certified school psychologist assigned to this program to do re-evaluations for students who are already identified and to conduct initial evaluations of students who are thought to need special education.

## H. Least Restrictive Environment

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

The District is above the state average for time spent in the general education class for greater than 80% of the day, and less than 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 provide staff with training and consultation on equitable, inclusive practices generally, and specifically for students with complex support 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; utilizes paraprofessionals in classes when a special education teacher is not available; provides training on Inclusive Practices, Restorative Practices, and MTSS K-12; is broadening the implementation of school-wide PBIS supports and interventions; utilizes differentiated instruction with emphasis on making the general education curriculum accessible to all students; utilizes school counselors to provide classroom- and school-wide SEL lessons; and uses 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 K-12. In previous years, all staff were trained on supplementary aids and services, and special education staff were specifically trained on the Supplementary Aids and Services Toolkit and how to use the placement questions in the IEP in order to optimize supports in the general education setting and curriculum. All staff K-12 have also been trained in Differentiated Instruction, will be trained in MTSS, and will continue to be trained on UDL, Inclusive Practices, and supporting meaningful and purposeful student access to and engagement in the general education curriculum.

### 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 engaging in conversation at IEP meetings relating to the educational placement question related to this topic. Teams consider all relevant types of supplementary aids and services in order to ensure that students can meaningfully participate (collaborative, instructional, physical, social-behavioral). As needed, this can include, but is not limited to, the use of paraprofessional support and/or peer mentors.

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 placed in private institutions are allowed to participate in District-wide activities. Transportation is provided by the District from the private institution to the district-site. District newsletters and district-wide announcements are included on the District website and are sent to families and students who attend private institutions so they are aware 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 benefits from training, consultation, and technical assistance from state-wide intermediate units and PaTTAN. The District acknowledges the need to implement district-wide MTSS, PBIS, and Restorative Practices programs in order to expand equitable programming and services across the district.

## I. 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	11
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	3
Anderson School	Licensed Private Academic	MCIU	Emotional Support	1
MCIU Virtual School Program	Licensed Private Academic	MCIU	Autistic Support	2
TLC Leadership Academy	Licensed Private Academic	Lincoln Center	Emotional 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	4
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
Ridge Crest Pediatrics Services	Licensed Private Academic	Bucks County Intermediate Unit	Multiple Disabilities Support	1
Samuel Everitt School	Licensed Private Academic	Bucks County Intermediate Unit	Autistic Support	1

## J. Positive Behavior Support

- Date of Approval: 2021-02-01  
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113.2\_Behavior\_Support.pdf

### 1. How does the district support the emotional, social needs of students with disabilities?

The Wissahickon School District (WSD) employs school counselors across all district school buildings. School counselors provide whole class, small group, and individual Social Emotional Learning (SEL) lessons for students with and without disabilities. The middle and high school each employ one school counselor that works directly with special education students who require social or emotional supports. These counselors provide individual and small group interventions and support services, as well as, provide push-in mini lessons to resource and emotional support classrooms. In addition, the District's special education teachers and Board-Certified Behavior Analysts provide individual or small group social skills instruction using evidence-based curriculum and/or instructional strategies per IEP programming. The WSD also contracts with Aldersgate Youth Services to provide therapeutic individual or small group therapy sessions.

### 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 WSD employs three Board Certified Behavior Analysts who support students who exhibit interfering behavior and the staff who support these students. These supports include training and consultative services for District staff members, direct student support as needed, and direct weekly services for autistic support and emotional support classrooms. Five District staff are certified as Crisis Prevention and Intervention (CPI) trainers and provide initial and recertification throughout the school year to staff as needed. All special education teachers working in autistic and emotional support programs, all special education paraprofessionals across all programs, all related service providers, school nurses, along with a select few transportation staff, are trained in CPI every two years. There is also a crisis team in each District building, who are CPI trained every two years. Other trainings provided to staff include implementation of intervention and teaching of replacement behaviors in Positive Behavior Support Plans (PBSP), proactive, preventative strategies and de-escalation strategies, evidence based instructional strategies to increase student engagement, implementation of social skills curriculum and instructional strategies, and appropriate completion of restraint forms/procedures. In addition, the District's K-12 autistic support programs participate in the PDE Autism Initiative and receive consultation from PaTTAN consultants in relation to responding to interfering behavior(s).

**3. Describe the district positive school wide support programs.**

The District does not implement a comprehensive, district-wide positive school-wide support program at this time. Beginning in January 2022, the District will implement MTSS across the district, which will include implementation of school-wide positive behavior intervention and supports (PBIS).

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

All students have access to their school counselor. Counselors also provide social/emotional learning lessons to all students via classroom delivery. In addition, the district utilizes Aldersgate Services for the Student Assistance Program (SAP), as well as, Child and Family Focus for school-based outpatient programming, which are provided in our schools. Any students who are identified, are provided with targeted social skills instruction using research-based curriculum and/or instructional strategies. The District also utilizes both peer and adult mentor programs, as well as peer-to-peer mediation opportunities, as needed.

**5. Describe the district restraint procedure.**

All special education teachers, paraprofessionals, behavior analysts, school nurses, related service providers, and a select group of transportation staff are trained in Crisis Prevention and Intervention (CPI). Restraints are to be considered as a measure of last resort, only after other less restrictive measures have been used. Restraints must be documented in all IEPs when the school-team and parents agree

that restrains may be necessary, along with the type(s) that may be used. When restraints are used, the student is examined by a school nurse, the district must notify the parent that day, and then hold an IEP meeting within 10 days (unless the parent waives the need for a meeting). All written documentation and special education documents are sent to the special education department for filing and documentation in the Department of Education website.

**K. Intensive Interagency**

- The District does not have any students who are placed on, or any concerns regarding, Instruction Conducted in the Home or students who are at a substantial risk of waiting more than 30 days for an appropriate educational placement.

**L. Education Program (Caseload FTE)**

*Appendix A*

**M. Special Education Facilities**

*Appendix B*

**N. Special Education Support Services**

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Pupil 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	2	Secondary	District
Physical Therapist	1	District Wide	District
Occupational Therapist	1	Secondary	District
Occupational Therapist	1	Elementary	District
Guidance Counselor	5	Elementary	District

Behavior Specialist	3	District Wide	District
Guidance Counselor	11	Secondary	District
Other	4	District Wide	District

## O. Special Education Personnel Development

### 1) Autism

Description of Training			
Delivering evidenced-based interventions and data collection systems and analysis in autistic support programming			
Lead Person/Position		Year of Training	
Kate Jacovino Supervisor of Special Education		7/1/2021-6/30/2023	
Hours Per Training	Number of Sessions	Provider	Audience
3.0	4x per year	Parents Paraprofessionals Special Education Teachers	District Intermediate Unit PaTTAN

Description of Training			
Evidenced-based instruction in the areas of reading and math for autistic support teachers			
Lead Person/Position		Year of Training	
Kate Jacovino Supervisor of Special Education		7/1/2021-6/30/2023	
Hours Per Training	Number of Sessions	Provider	Audience

2	4x per year	Building Administrators Paraprofessionals Special Education Teachers	District Intermediate Unit PaTTAN Other
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Description of Training			
Implementation of Essential for Living: Communication, behavior, and functional skills curriculum and assessment			
Lead Person/Position		Year of Training	
Kate Jacovino Supervisor of Special Education and Ryan Wilson Supervisor of Special Education		7/1/2021-6/30/2023	
Hours Per Training	Number of Sessions	Provider	Audience
16	8	Central Office Administrators Special Education Teachers Other	District Intermediate Unit

Description of Training			
Evidenced-based inclusive instruction and strategies to provide meaningful access and engagement for students with Autism and Developmental Disabilities in general education settings			
Lead Person/Position		Year of Training	
Kate Jacovino Supervisor of Special Education		7/1/2021-6/30/2023	
Hours Per Training	Number of Sessions	Provider	Audience
.5	18	Special Education Teachers	District

## 2 ) Positive Behavior Support

Description of Training			
Registered Behavior Technician (RBT) Certification			
Lead Person/Position		Year of Training	
Kelle Heim-McCloskey Director of Student Services		7/1/2021-6/30/2023	
Hours Per Training	Number of Sessions	Provider	Audience
40	1	Paraprofessionals Special Education Teachers	Other

Description of Training			
Social, Emotional, and Behavior intervention and assessment through the MTSS process			
Lead Person/Position		Year of Training	
Kelle Heim-McCloskey Director of Student Services, Kate Jacovino Supervisor of Special Education and Ryan Wilson Supervisor of Special Education		7/1/2021-6/30/2023	
Hours Per Training	Number of Sessions	Provider	Audience
2	1x per year	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers Other	District Intermediate Unit PaTTAN

Description of Training			
Crisis Prevention and Intervention (CPI) Training			
Lead Person/Position		Year of Training	
Kelle Heim-McCloskey Director of Student Services and Kate Jacovino Special Education Supervisor		7/1/2021-6/30/2023	
Hours Per Training	Number of Sessions	Provider	Audience
6	at least 1 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		7/1/2021-6/30/2023	
Hours Per Training	Number of Sessions	Provider	Audience
9	1x per year	Paraprofessionals Special Education Teachers	District Intermediate Unit PaTTAN Other

**Description of Training**

Culturally responsive and equitable practices in inclusive education

**Lead Person/Position**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

**Provider**

Paraprofessionals

**Audience**District  
Intermediate Unit  
PaTTAN  
Other**Description of Training**

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

**Lead Person/Position**Ryan Wilson  
Supervisor of Special Education**Year of Training**

7/1/2021-6/30/2023

**Hours Per Training**

8

**Number of Sessions**

2x per year

**Provider**

Paraprofessionals

**Audience**District  
Intermediate Unit  
PaTTAN  
Other

#### 4) Transition

Description of Training			
Understanding ACT 26			
Lead Person/Position		Year of Training	
Ryan Wilson Supervisor of Special Education		7/1/2021-6/30/2023	
Hours Per Training	Number of Sessions	Provider	Audience
1	1x per year	Special Education Teachers	District

Description of Training			
Understanding and implementation of ACT 13			
Lead Person/Position		Year of Training	
Ryan Wilson Supervisor of Special Education		7/1/2021-6/30/2023	
Hours Per Training	Number of Sessions	Provider	Audience
3	1x per year	Special Education Teachers	District Intermediate Unit



**Description of Training**

Understanding of support services for post-secondary education and employment

<b>Lead Person/Position</b>		<b>Years of Training</b>	
Ryan Wilson Supervisor of Special Education		7/1/2021-6/30/2023	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	2x per year	Special Education Teachers	District Intermediate Unit PaTTAN Other

**Description of Training**

Engaging families in transition planning

<b>Lead Person/Position</b>		<b>Years of Training</b>	
Ryan Wilson Supervisor of Special Education		7/1/2021-6/30/2023	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2	3x per year	Special Education Teachers	PaTTAN

5) Science of Literacy

Description of Training			
Understanding and implementing developmental assessment and evidenced-based instruction in orthographic knowledge, reading, and writing			
Lead Person/Position		Year of Training	
Kate Jacovino Supervisor of Special Education and Kelle Heim-McCloskey Director of Student Services		7/1/2021-6/30/2023	
Hours Per Training	Number of Sessions	Provider	Audience
2 hours	4 per year	Special Education Teachers	District Other

Description of Training			
Wilson Training			
Lead Person/Position		Year of Training	
Kate Jacovino Supervisor of Special Education and Kelle Heim-McCloskey Director of Student Services		7/1/2021-6/30/2023	
Hours Per Training	Number of Sessions	Provider	Audience
40	Year-long	Special Education Teachers	District Intermediate Unit 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	
Kelle Heim-McCloskey Director of Student Services, Kate Jacovino Supervisor of Special Education, and Ryan Wilson Supervisor of Special Education		7/1/2021-6/30/2023	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	Parents	District Intermediate Unit PaTTAN Other

Description of Training			
Understanding community resources for post-secondary education and employment			
Lead Person/Position		Year of Training	
Kelle Heim-McCloskey Director of Student Services, Kate Jacovino Supervisor of Special Education, and Ryan Wilson Supervisor of Special Education		7/1/2021-6/30/2023	
Hours Per Training	Number of Sessions	Provider	Audience

2	1x per year	Parents	District Intermediate Unit PaTTAN Other
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Description of Training			
Topics in Applied Behavior Analysis and Verbal Behavior			
Lead Person/Position		Year of Training	
Kelle Heim-McCloskey Director of Student Services, Kate Jacovino Supervisor of Special Education, and Ryan Wilson Supervisor of Special Education		7/1/2021-6/30/2023	
Hours Per Training	Number of Sessions	Provider	Audience
2	1x per year	Parents	District Intermediate Unit PaTTAN Other

**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

Kelle Heim-McCloskey Director of Student Services, Kate Jacovino Supervisor of Special Education, and Ryan Wilson Supervisor of Special Education		7/1/2021-6/30/2023	
Hours Per Training	Number of Sessions	Provider	Audience
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	
Kelle Heim-McCloskey Director of Student Services, Kate Jacovino Supervisor of Special Education, and Ryan Wilson Supervisor of Special Education		7/1/2021-6/30/2023	
Hours Per Training	Number of Sessions	Provider	Audience
2	3x 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)	11/3/2021 15:24	Wissahickon SHS	Learning Support	Learning Support	Itinerant (20% or Less)	50	School District	17 to 21		1
WHSWMS LS56	Secondary	Full-time (1.0)	11/1/2021 9:58	Wissahickon SHS	Learning Support	Learning Support	Supplemental (Less Than 80% but More Than 20%)	16	School District	14 to 17		0.8
WHSWMS LS56	Secondary	Full-time (1.0)	11/1/2021 9:58	Wissahickon MS	Learning Support	Learning Support	Supplemental (Less Than 80% but More Than 20%)	4	School District	11 to 14		0.2
SLP55	Elementary	Full-time (1.0)	10/29/2021 14:03	Shady Grove 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)	10/29/2021 14:03	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)	10/29/2021 14:03	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

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)	10/29/2021 13:59	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
SLP54	Elementary	Full-time (1.0)	10/29/2021 13:59	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)	10/29/2021 13:59	Shady Grove 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.	0.04
SGSLP53	Elementary	Full-time (1.0)	10/29/2021 13:52	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 %
WHSSLP52	Secondary	Full-time (1.0)	10/29/2021 13:44	Wissahickon SHS	Speech And Language Support	Speech And Language Support	Itinerant (20% or Less)	65	School District	14 to 18		1
WMSSLP51	Secondary	Full-time (1.0)	10/29/2021 13:37	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)	10/29/2021 13:35	Shady Grove 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)	10/29/2021 13:29	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)	10/29/2021 14:04	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)	10/29/2021 13:32	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)	10/29/2021 13:15	Wissahickon SHS	Learning Support	Learning Support	Itinerant (20% or Less)	50	School District	15 to 18		1
SGAS45	Elementary	Full-time (1.0)	10/29/2021 13:12	Shady Grove El Sch	Autistic Support	Autistic Support	Full-Time (80% or More)	8	School District	9 to 12		1
SGAS44	Elementary	Full-time (1.0)	10/29/2021 13:11	Shady Grove El Sch	Autistic Support	Autistic Support	Full-Time (80% or More)	8	School District	5 to 8		1
SGAS43	Elementary	Full-time (1.0)	10/29/2021 13:10	Shady Grove El Sch	Autistic Support	Autistic Support	Full-Time (80% or More)	8	School District	9 to 12		1
SGAS42	Elementary	Full-time (1.0)	10/29/2021 13:08	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)	10/29/2021 12:16	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)	10/29/2021 12:16	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)	10/29/2021 12:15	Shady Grove El Sch	Learning Support	Learning Support	Supplemental (Less Than 80% but More Than 20%)	4	School District	6 to 8		0.2
SGLS40	Elementary	Full-time (1.0)	10/29/2021 12:15	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)	10/29/2021 12:14	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)	10/29/2021 12:14	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)	10/29/2021 12:12	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)	10/29/2021 12:12	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)	10/29/2021 10:12	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)	10/29/2021 10:11	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)	10/29/2021 10:11	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)	10/29/2021 10:09	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)	10/29/2021 10:09	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)	10/29/2021 9:43	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)	10/29/2021 9:40	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)	10/29/2021 9:40	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)	10/29/20 21 9:38	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)	10/29/20 21 9:38	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)	10/29/20 21 9:33	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)	10/29/20 21 9:30	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)	10/29/20 21 9:30	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)	10/29/20 21 9:26	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)	10/29/20 21 9:26	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)	10/29/20 21 9:27	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)	10/29/20 21 9:28	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)	10/29/20 21 9:28	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)	10/29/20 21 9:28	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)	10/28/20 21 11:23	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)	10/28/20 21 11:21	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)	10/28/20 21 11:21	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)	10/28/20 21 11:16	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)	10/28/20 21 11:16	Wissahickon MS	Learning Support	Learning Support	Itinerant (20% or Less)	12	School District	13 to 16		0.24
MWSES22	Secondary	Full-time (1.0)	10/28/20 21 11:14	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)	10/28/20 21 11:14	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)	10/28/20 21 11:13	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)	10/28/20 21 11:13	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)	10/28/2021 11:11	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)	10/28/2021 11:11	Wissahickon MS	Learning Support	Learning Support	Itinerant (20% or Less)	12	School District	12 to 15		0.24
WMSLS19	Secondary	Full-time (1.0)	10/28/2021 11:10	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)	10/28/2021 11:10	Wissahickon MS	Learning Support	Learning Support	Itinerant (20% or Less)	12	School District	12 to 15		0.24
WMSES18	Secondary	Full-time (1.0)	10/28/2021 11:03	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)	10/28/2021 11:03	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)	10/28/2021 11:00	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)	10/28/2021 11:00	Wissahickon MS	Learning Support	Learning Support	Itinerant (20% or Less)	12	School District	11 to 14		0.24
WMSLS16	Secondary	Full-time (1.0)	10/28/2021 10:58	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)	10/28/2021 10:58	Wissahickon MS	Learning Support	Learning Support	Itinerant (20% or Less)	12	School District	11 to 14		0.24
WMSLS15	Secondary	Full-time (1.0)	10/28/2021 10:53	Wissahickon MS	Learning Support	Learning Support	Itinerant (20% or Less)	12	School District	11 to 14		0.24
WMSLS15	Secondary	Full-time (1.0)	10/28/2021 10:53	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)	10/28/2021 10:43	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)	10/28/2021 10:36	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)	10/28/2021 10:36	Wissahickon SHS	Learning Support	Learning Support	Full-Time (80% or More)	6	School District	17 to 21		0.5
WHSLLS12	Secondary	Full-time (1.0)	10/28/2021 10:35	Wissahickon SHS	Life Skills Support	Life Skills Support (Grades 7-12)	Full-Time (80% or More)	7	School District	14 to 17		0.47
WHSLLS12	Secondary	Full-time (1.0)	10/28/2021 10:35	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)	10/28/2021 10:32	Wissahickon SHS	Learning Support	Learning Support	Itinerant (20% or Less)	50	School District	14 to 18		1
WHSLS10	Secondary	Full-time (1.0)	10/28/2021 10:30	Wissahickon SHS	Learning Support	Learning Support	Itinerant (20% or Less)	25	School District	17 to 20		0.5
WHSLS10	Secondary	Full-time (1.0)	10/28/2021 10:30	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)	10/28/2021 10:29	Wissahickon SHS	Emotional Support	Emotional Support	Itinerant (20% or Less)	25	School District	16 to 19		0.5
WHSES9	Secondary	Full-time (1.0)	10/28/2021 10:29	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)	10/28/20 21 10:27	Wissahickon SHS	Learning Support	Learning Support	Itinerant (20% or Less)	25	School District	16 to 19		0.5
WHLSL8	Secondary	Full-time (1.0)	10/28/20 21 10:27	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)	10/28/20 21 10:26	Wissahickon SHS	Learning Support	Learning Support	Itinerant (20% or Less)	25	School District	15 to 18		0.5
WHLSL7	Secondary	Full-time (1.0)	10/28/20 21 10:26	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)	10/28/20 21 10:24	Wissahickon SHS	Learning Support	Learning Support	Itinerant (20% or Less)	25	School District	14 to 17		0.5
WHLSL6	Secondary	Full-time (1.0)	10/28/20 21 10:24	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)	10/28/20 21 10:23	Wissahickon SHS	Emotional Support	Emotional Support	Itinerant (20% or Less)	25	School District	14 to 17		0.5
WHSES5	Secondary	Full-time (1.0)	10/28/20 21 10:23	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)	10/28/20 21 10:21	Wissahickon SHS	Learning Support	Learning Support	Itinerant (20% or Less)	25	School District	14 to 17		0.5
WHLSL4	Secondary	Full-time (1.0)	10/28/20 21 10:21	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)	10/28/20 21 10:20	Wissahickon SHS	Learning Support	Learning Support	Itinerant (20% or Less)	25	School District	14 to 16		0.5
WHLSL3	Secondary	Full-time (1.0)	10/28/20 21 10:20	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)	10/28/20 21 10:17	Wissahickon SHS	Emotional Support	Emotional Support	Itinerant (20% or Less)	25	School District	14 to 16		0.5
WHSES2	Secondary	Full-time (1.0)	10/28/20 21 10:17	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)	10/28/20 21 9:53	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)	10/28/20 21 9:53	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 El Sch	A	Elementary	A building in which general education programs are operated	16 feet, 0 inches x 17 feet, 0 inches	272sqft	9	8/30/2021
Blue Bell El Sch	15	Elementary	A building in which general education programs are operated	24 feet, 0 inches x 15 feet, 0 inches	360sqft	12	8/30/2021
Blue Bell El Sch	16	Elementary	A building in which general education programs are operated	29 feet, 0 inches x 29 feet, 0 inches	841sqft	30	8/30/2021
Blue Bell El Sch	16A	Elementary	A building in which general education programs are operated	29 feet, 0 inches x 29 feet, 0 inches	841sqft	30	8/30/2021
Blue Bell El Sch	15A	Elementary	A building in which general education programs are operated	24 feet, 0 inches x 15 feet, 0 inches	360sqft	12	8/30/2021

BUILDING NAME	ROOM#	SCHOOL BUILDING	BUILDING DESCRIPTION	CLASSROOM MEASUREMENTS	CLASSROOM AREA	MAX# OF STUDENTS	IMPLEMENTATION DATE
Blue Bell EI Sch	B1	Elementary	A building in which general education programs are operated	14 feet, 0 inches x 13 feet, 0 inches	182sqft	6	8/30/2021
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	8/30/2021
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	8/30/2021
Lower Gwynedd EI Sch	206	Elementary	A building in which general education programs are operated	22 feet, 4 inches x 13 feet, 6 inches	301sqft	10	8/30/2021
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	8/30/2021
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	8/30/2021
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	8/30/2021
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	8/30/2021

BUILDING NAME	ROOM#	SCHOOL BUILDING	BUILDING DESCRIPTION	CLASSROOM MEASUREMENTS	CLASSROOM AREA	MAX# OF STUDENTS	IMPLEMENTATION DATE
Lower Gwynedd El Sch	112B	Elementary	A building in which general education programs are operated	11 feet, 4 inches x 10 feet, 0 inches	113sqft	4	8/30/2021
Stony Creek El Sch	B4	Elementary	A building in which general education programs are operated	23 feet, 0 inches x 16 feet, 0 inches	368sqft	13	8/30/2021
Stony Creek El Sch	B6	Elementary	A building in which general education programs are operated	16 feet, 0 inches x 27 feet, 0 inches	432sqft	15	8/30/2021
Stony Creek El Sch	B6/staff room	Elementary	A building in which general education programs are operated	16 feet, 0 inches x 27 feet, 0 inches	432sqft	15	8/30/2021
Stony Creek El Sch	A4	Elementary	A building in which general education programs are operated	29 feet, 0 inches x 16 feet, 0 inches	464sqft	16	8/30/2021
Stony Creek El Sch	C3-C4	Elementary	A building in which general education programs are operated	13 feet, 0 inches x 21 feet, 0 inches	273sqft	9	8/30/2021
Shady Grove El Sch	252	Elementary	A building in which general education programs are operated	23 feet, 0 inches x 22 feet, 0 inches	506sqft	18	8/30/2021
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	8/30/2021

BUILDING NAME	ROOM#	SCHOOL BUILDING	BUILDING DESCRIPTION	CLASSROOM MEASUREMENTS	CLASSROOM AREA	MAX# OF STUDENTS	IMPLEMENTATION DATE
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	13	8/30/2021
Shady Grove El Sch	115	Elementary	A building in which general education programs are operated	20 feet, 0 inches x 22 feet, 0 inches	440sqft	15	8/30/2021
Shady Grove El Sch	252c	Elementary	A building in which general education programs are operated	23 feet, 0 inches x 22 feet, 0 inches	506sqft	18	8/30/2021
Shady Grove El Sch	108	Elementary	A building in which general education programs are operated	26 feet, 0 inches x 32 feet, 0 inches	832sqft	29	8/30/2021
Shady Grove El Sch	208	Elementary	A building in which general education programs are operated	21 feet, 0 inches x 26 feet, 0 inches	546sqft	19	8/30/2021
Shady Grove El Sch	107	Elementary	A building in which general education programs are operated	26 feet, 0 inches x 32 feet, 0 inches	832sqft	29	8/30/2021
Shady Grove El Sch	253	Elementary	A building in which general education programs are operated	20 feet, 0 inches x 42 feet, 0 inches	840sqft	30	8/30/2021
Shady Grove El Sch	127A	Elementary	A building in which general education programs are operated	10 feet, 0 inches x 14 feet, 0 inches	140sqft	5	8/30/2021

BUILDING NAME	ROOM#	SCHOOL BUILDING	BUILDING DESCRIPTION	CLASSROOM MEASUREMENTS	CLASSROOM AREA	MAX# OF STUDENTS	IMPLEMENTATION DATE
Shady Grove El Sch	127B	Elementary	A building in which general education programs are operated	10 feet, 0 inches x 14 feet, 0 inches	140sqft	5	8/30/2021
Shady Grove El Sch	127C	Elementary	A building in which general education programs are operated	10 feet, 0 inches x 14 feet, 0 inches	140sqft	5	8/30/2021
Shady Grove El Sch	127D	Elementary	A building in which general education programs are operated	10 feet, 0 inches x 14 feet, 0 inches	140sqft	5	8/30/2021
Wissahickon MS	211	Middle	A building in which general education programs are operated	20 feet, 0 inches x 26 feet, 0 inches	520sqft	18	8/30/2021
Wissahickon MS	212	Middle	A building in which general education programs are operated	24 feet, 0 inches x 26 feet, 0 inches	624sqft	22	8/30/2021
Wissahickon MS	111	Middle	A building in which general education programs are operated	23 feet, 0 inches x 20 feet, 0 inches	460sqft	16	8/30/2021
Wissahickon MS	253	Middle	A building in which general education programs are operated	25 feet, 0 inches x 36 feet, 0 inches	900sqft	32	8/30/2021
Wissahickon MS	253A	Middle	A building in which general education programs are operated	25 feet, 0 inches x 36 feet, 0 inches	900sqft	32	8/30/2021

BUILDING NAME	ROOM#	SCHOOL BUILDING	BUILDING DESCRIPTION	CLASSROOM MEASUREMENTS	CLASSROOM AREA	MAX# OF STUDENTS	IMPLEMENTATION DATE
Wissahickon MS	258	Middle	A building in which general education programs are operated	30 feet, 0 inches x 25 feet, 0 inches	750sqft	26	8/30/2021
Wissahickon MS	266	Middle	A building in which general education programs are operated	24 feet, 0 inches x 32 feet, 0 inches	768sqft	27	8/30/2021
Wissahickon MS	233	Middle	A building in which general education programs are operated	22 feet, 0 inches x 36 feet, 0 inches	792sqft	28	8/30/2021
Wissahickon MS	266A	Middle	A building in which general education programs are operated	24 feet, 0 inches x 32 feet, 0 inches	768sqft	27	8/30/2021
Wissahickon MS	126	Middle	A building in which general education programs are operated	19 feet, 0 inches x 26 feet, 0 inches	494sqft	17	8/30/2021
Wissahickon MS	126A	Middle	A building in which general education programs are operated	19 feet, 0 inches x 26 feet, 0 inches	494sqft	17	8/30/2021
Wissahickon MS	158	Middle	A building in which general education programs are operated	24 feet, 0 inches x 36 feet, 0 inches	864sqft	30	8/30/2021
Wissahickon MS	155	Middle	A building in which general education programs are operated	26 feet, 0 inches x 40 feet, 0 inches	1040sqft	37	8/30/2021

BUILDING NAME	ROOM#	SCHOOL BUILDING	BUILDING DESCRIPTION	CLASSROOM MEASUREMENTS	CLASSROOM AREA	MAX# OF STUDENTS	IMPLEMENTATION DATE
Wissahickon MS	257	Middle	A building in which general education programs are operated	8 feet, 0 inches x 9 feet, 0 inches	72sqft	2	8/30/2021
Wissahickon MS	213	Middle	A building in which general education programs are operated	18 feet, 0 inches x 10 feet, 0 inches	180sqft	6	8/30/2021
Wissahickon MS	158A	Middle	A building in which general education programs are operated	24 feet, 0 inches x 36 feet, 0 inches	864sqft	30	8/30/2021
Wissahickon SHS	C04	Senior High	A building in which general education programs are operated	31 feet, 0 inches x 27 feet, 0 inches	837sqft	29	8/30/2021
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	8/30/2021
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	8/30/2021
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	8/30/2021
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	8/30/2021



BUILDING NAME	ROOM#	SCHOOL BUILDING	BUILDING DESCRIPTION	CLASSROOM MEASUREMENTS	CLASSROOM AREA	MAX# OF STUDENTS	IMPLEMENTATION DATE
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	8/30/2021
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	8/30/2021
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	8/30/2021
Wissahickon SHS	G10	Senior High	A building in which general education programs are operated	29 feet, 3 inches x 27 feet, 0 inches	789sqft	28	8/30/2021
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	8/30/2021
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	8/30/2021
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	8/30/2021
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	8/30/2021

BUILDING NAME	ROOM#	SCHOOL BUILDING	BUILDING DESCRIPTION	CLASSROOM MEASUREMENTS	CLASSROOM AREA	MAX# OF STUDENTS	IMPLEMENTATION DATE
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	8/30/2021
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	8/30/2021
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	8/30/2021
Wissahickon SHS	Guidance Office	Senior High	A building in which general education programs are operated	9 feet, 4 inches x 11 feet, 8 inches	108sqft	3	8/30/2021
Wissahickon SHS	N01a	Senior High	A building in which general education programs are operated	12 feet, 0 inches x 11 feet, 0 inches	132sqft	4	8/30/2021
Wissahickon SHS	B02	Senior High	A building in which general education programs are operated	22 feet, 5 inches x 15 feet, 0 inches	336sqft	12	8/30/2021