

---

# Pennsylvania Department of Education

---



COMMONWEALTH OF PENNSYLVANIA  
**DEPARTMENT OF EDUCATION**  
333 MARKET STREET  
HARRISBURG, PA 17126-0333

## **Student Services Report** **September 30, 2008**

**Entity:** Manheim Township SD  
**Address:** 2933 Lititz Pike  
Lititz, PA 17543-9372  
**Phone:** 717-569-8231  
**Contact Name:** Debra Hartline

## **Organization Description**

Located in Lancaster County in south central Pennsylvania, Manheim Township School District is geographically between Harrisburg and Philadelphia and is close to several institutions of higher learning. Manheim Township serves a community of approximately 35,000 citizens, with 27 percent of these households having children in the district. The district has seen 18% growth over the past ten years. This trend and level of growth are expected to continue. Both residential and commercial growth are consistent in the area, which has above-average socio-economic status.

The district serves approximately 5,700 students (K-12) with 88% of the MTSD graduates pursuing higher education and 12% moving directly into the workforce. Offering a wide variety of programs and courses, MTSD is consistently recognized for the highest achievement scores in the county, our highly ranked athletic and academic teams, and our award winning music and arts programs. In 2008, U.S. News and World Report recognized Manheim Township High School as one of the Top 505 high schools in the nation. The Pennsylvania Department of Education, the Department of Environmental Protection and the Pennsylvania Council of Environment Protection named Schaeffer Elementary School as one the Pennsylvania Environment and Ecology Exemplary School Districts for our environmental science signature. In addition to this, Schaeffer Elementary also received the Pennsylvania House of Representatives Speaker's Golden Apple Award for educational innovation in Natural Sciences and Mathematics. One of our elementary teachers was awarded the 2006 Presidential Award for Excellence in Mathematics and Science Teaching, an award that is bestowed on only one teacher per state.

The Educational Program is delivered through the use of eight District owned and operated buildings plus the Lancaster County Career and Technology Center. Elementary schools serve students enrolled in grades K-5 and the secondary students are taught in the middle school for grades 7 and 8. Our high school serves students in grades 9-12. All grade 6 students attend the renovated former high school portion of the Neff K-6 complex. Instructional areas include regular education, remedial education, and special education as well as vocational-technical education.

The demographic composition of the student body is: Caucasian- 78%, Hispanic— 10%, Asian- 7% and African-American- 5%. There are 705 district employees.

### **Elementary Schools**

The mission of the Manheim Township Elementary Schools is to empower every student to build a quality foundation of academic, social and decision-making skills which foster success in responding to the opportunities of the Middle School and beyond. Nitrauer Elementary has a history of high academic success and hosts the only Spanish immersion program in the region. Neff Elementary offers Foreign Language in the Elementary School. As noted by awards listed above, Schaeffer Elementary is a recognized signature school for environmental education integration.

### **Middle School**

The Manheim Township Middle School serves as a transitional bridge for students as they leave elementary school and prepare for their secondary experience. In addition to a core academic curriculum, the students are introduced to technology education, computer technology, family and consumer science, health education, physical education, unified arts, music and art. Beginning in 7th grade, world languages are offered. Students who are eligible for special services are accommodated. Clubs, academic, and athletic opportunities are available during and after the school day.

## **High School**

Manheim Township School District is considered progressive and a leader in many academic and administrative programs, offering challenging curriculum in state-of-the-art facilities. The district is currently in the final stages of renovating the high school, which when completed, will be one of the most unique and energy efficient schools in the world. Using geothermal and radiant heating and cooling systems, it is the largest school project in the Western Hemisphere to use this radiant system, which circulates cooled or warmed water through the building's floors. The project earned the district a \$225,000 grant from the state Department of Environmental Protection. A second grant, from the Department of Environmental Protection awarded us the Pennsylvania Energy Harvest Grant that includes funding for solar domestic hot water heating, a Lutron EcoSystem lighting control system and a Green Touch Screen Educational Kiosk. The construction project also boasts an additional 48 classrooms and 12 science labs, a technology wing with every classroom having a LCD projector, a DVD player and other electronic devices, a planetarium, TV studio and new synthetic athletic fields.

Manheim Township School District was awarded a \$407,000 grant to transform 12 H.S. English and math classrooms through the Classrooms for the Future initiative. The classrooms received laptops, electronic whiteboards, cameras and scanners. Roughly 1500 students benefit from this initiative.

We currently offer over 300 courses, including 21 Advanced Placement courses. In 2007, 84% of the 174 students who took AP exams scored a 3 or higher. We average approximately twenty students who are recognized in the National Merit program. With 84% of the students taking the SAT, the mean verbal score was 534 for the class of 2007 while the math mean was 552.

Approximately 84 percent of the student body enroll in college-bound programs. Four percent elect vocational programs and twelve percent move directly into the workforce.

Students voluntarily participate in over 50 academic contests and competitions per year and over 50 school-sponsored clubs, organizations, or performing groups. Approximately 42 percent of female and 60 percent of male students participate in interscholastic activities.

## **Virtual High School, Virditional High School and College Partnership**

Students can take Manheim Township High School courses, developed and taught by MTHS teachers, through the Internet.

In cooperation with local colleges and universities, the College in High School Program allows students to earn credits that can be transferred to over 150 colleges and universities. Students pay an administration fee and minimal tuition costs.

## **Special Programs**

An experienced staff of counselors, a home and school visitor, and psychologists provides pupil services. They also include: Reading Specialists, special educators who offer learning support, and special educators who offer gifted education support. We offer accelerated classes and a Student Assistance Program to look at students whose behaviors reveal the possibility of substance abuse or mental health issues. In addition, unique needs can be addressed through one or more of the additional programs/services available in the school district, e.g. home visits, alternative education, the mall school, the Intermediate Unit Community School and crisis intervention response.

Additional information about our district can be accessed at [www.mtwp.net](http://www.mtwp.net).

## **Core Purpose**

### **Mission**

The Mission of the Manheim Township School District is to provide an environment where everyone will learn, grow and succeed.

### **Vision**

Manheim Township School District aspires to be a place where every individual finds the resources needed to learn, grow and succeed. We are dedicated to pursuing a vision of excellence, and we believe that vision requires a strong learning environment, a supportive community, and an awareness of our place in the larger world.

We are committed to

A learning environment that is

- A place of safety and mutual respect.
- A place that stimulates curiosity and creativity.
- A place that sets high expectations and standards of achievement.
- A place that provides opportunities for critical thinking and problem solving.

A learning community that fosters

- A commitment to lifelong learning.
- A sense of personal integrity.
- An appreciation for the richness diversity can bring.
- An understanding of the breadth of a liberal arts education.
- Opportunities for extracurricular growth.
- The achievement of each individual's potential.

An understanding of our place in our world that requires

- Mutual respect and cooperation.
- Open communication.
- Understanding of cultural diversity
- A sense of global citizenship.

### **Shared Values**

People thrive best in a safe and nurturing environment

- Family involvement in the educational process is integral to a successful community
- The value of individuals is in their uniqueness, and this uniqueness when shared is valuable to the community
- Personal growth requires the development of moral sense and strength of character
- A strong society requires responsible people and values ethical behavior
- Each person is responsible for his/her own actions
- The dignity of each person deserves respect
- Effective communication is fundamental to understanding
- An individual deserves the right to embrace his/her beliefs
- Each person deserves the opportunity to realize his/her potential
- Fairness is more important than equality
- Higher expectations challenge people and stimulate greater achievement
- Because people are innately curious, they seek knowledge throughout their lives
- Community success is dependent upon a diversity of people working for a common good
- Growth requires change and innovation
- Aesthetics are the creative expressions of the human spirit
- Excellence is always worthy of pursuit
- Universal education is vital to a free society

- Independence is achievable when a person gains valuable tools through learning
- Life-long learning is essential to a vibrant and rewarding life.

## Current Student Services

Service	Comment
Lancaster County Career and Technology Center	Based on identified occupational needs, the mission of the Lancaster County Career & Technology Center is to prepare high school students to be academically competent, to be occupationally proficient for employment, and to have a sound foundation for continued learning.
Community Schools	Provide alternative placement for students who have difficulties in traditional school placement
PA Counseling Services	Operates an outpatient counseling center through Brecht Elementary. Neff Elementary is exploring starting a similar program.
Student Assistance Program (SAP)	Through a federal Drug-Free Schools grant, the district contracts with PA Counseling Services for consulting in Student Assistance.
Power Packs Project	Working with Pearl Street United Methodist Church and community volunteers, the district will initiate the Power Packs Project that sends groceries home to struggling families on Friday afternoons.
Church of the Brethren Youth Services (COBYS)	The district has offered evening active parenting courses in conjunction with COBYS.
Dental Clinic Without Walls	In conjunction with St. John Neumann Catholic Church's Parish Health Ministry, the district manages a program to provide low-cost dental care to families in need.
Social Services Fund	Through voluntary payroll deduction and through student and community-led fundraisers, the district maintains a fund administered by the district social worker to help meet various individual family needs.
Parent Volunteers	The district makes extensive use of parent volunteers to assist with classroom activities and after-school enrichment opportunities.
Children and Youth Services	The district coordinates with Children and Youth Services. The district social worker represents the school district on the Children and Youth Schools Committee, helping to coordinate work between the district and the Lancaster County Children and Youth Agency.

## Needs Assessment

The following areas have been identified as areas needing improvement through committee review and analysis of programs and services:

- Continual review of programs and services for special needs students
- Continued support of struggling learners
- Promote understanding and appreciation of diversity
- Improve communication for transitions for students between grade/building levels
- Improve parent communication of notification of training opportunities
- Identify Social Skills training for students
- Increase ability to provide specialized training such as CPR/First Aid/AED/Handle With Care (behavioral de-escalation intervention)
- Increase disability awareness training

- Career programs and planning through the School Counseling office

## **Action Plan - Narratives**

### **Developmental Services**

#### **School Counselors:**

The district has a comprehensive developmental counseling program at the K-12th grades. They are represented by one school counselor in each elementary school, one at the 6th grade level, 2 at the middle school and six at the high school level. The 6th and 7th grade counselors rotate with the students to provide a smoother transition between the elementary and secondary levels. Each counselor participates in the planning and guidance of the students, addressing not only academic needs, but social/emotional needs as well. There are various counseling groups within the schools, which are developed and identified yearly through surveys and student meetings. School counselors have begun assessing the need for career awareness and have initiated several programs to implement this need. The district has purchased and will pilot Career Cruising at the secondary level for the 2008-2009 school year. The training for this program will occur during the summer of 2008. Although elementary programs will not be participating in the pilot program, the elementary school counselors have been invited to participate in the training. The purpose of the elementary school counselors' involvement in the training is to allow an understanding of the direction that career awareness will go at the secondary level. This will allow the development of the elementary career programming with thought of how it may transition into the already developed career program at the secondary level. The school counselors will also be trained in the newly purchased Social Skills Curriculum that will be initiated into several Special Needs programs in the 2008-2009 school year. The School Counselors will receive training of the program and will be able to then identify how they can support the students and teachers who are using the program. The School Counselors are already and will continue to increase their role as support for diversity training within the schools. Through their group counseling sessions and the programs they arrange to support their school social/emotional well being, diversity training has begun and will continue to grow within our schools. During the 2007-2008 school year, the School Counselors began meeting monthly with the Director of Pupil Services to discuss needs and activities that are occurring across the district. The School Counselors requested to continue this practice and have begun collaborating across the grades/buildings through this process.

#### **Health:**

The district has dedicated nursing staff that continually assess and monitor the developmental needs of the students. The district employs 5 Certified School Nurses, 9 health room nurse assistants and 6 substitute Health Room Nurse assistants. Each building has health room coverage at all times. There is also a Dental Hygienist that provides services for elementary age students within the district. The Health Services staff monitors and assesses the dental needs, height, weight, body mass index, vision, hearing and potential for scoliosis of students at appropriate grade levels across the district. The Health staff also communicates with parents to provide information through flyers, letters, school newsletters and the district website. The Health Services staff and program, coordinate and implement the district wellness policy. During the 2007-2008 school year, the Health employees reviewed and revised several district wide procedures in reference to medical 504's, Pediculosis, and MRSA and CPR/AED protocol. The Health Services Staff has also begun planning for the implementation of new state mandated immunization requirements for the 2009-2010 school year, with emphasis on notification and education of parents and guardians. One of the district nurses represents the role of lead nurse and liaison for communication with the Director of Pupil Services. She works closely and collaboratively with the Director. The Certified School Nurses also provide instruction to students during the school day as well as educational programs to parents outside school hours. They have participated in the training of staff on a variety of topics. The Certified School Nurses are members of SAP, safety, and incident command committees. They work collaboratively with local schools of nursing and universities to provide clinical experience opportunities. The dental hygienist also provides classroom instruction.

#### Psychological:

The district has 4 full time psychologists to provide district wide services. The psychologists also have access to an assistant two days a week, who assists in the scoring and summarizing for assessments. In addition to the assessments that the psychologists complete, they provide developmental assistance through behavioral interventions and assessments as well as counseling for crisis interventions. One school psychologist has become a team member of the RtI pilot process in one of the elementary schools beginning the summer of 2008. During the 2007-2008 school year, the School Psychologists began meeting monthly with the Director of Pupil Services to discuss needs and activities that are occurring across the district. The School Psychologists requested to continue this practice and have begun to utilize the meetings to collaborate and brainstorm individual cases.

#### Social Work:

The district employs one social worker district wide. She collaborates with various support programs throughout the district for the well being of the development of the students. She collaborates with the monitoring and servicing for youth that have been identified as Homeless. She works closely with agencies to initiate services and supports for students and families for specific needs. The Social Worker coordinates SAP at the 6th grade and Middle School levels. She also monitors and initiates the programming for Safe and Drug Free Schools.

#### **Diagnostic, Intervention and Referral Services**

The district utilizes an integrated approach to provide services for diagnosis, intervention and referrals to help students succeed in their scholastic programs. Each of the programs under Pupil Services Department play a role as team members in the process of identifying, providing strategies and referrals for students who show need within their academic and social/emotional participation in school.

#### School Counselors:

Each counselor participates in the planning and guidance of the students through a variety of programs. Through group counseling, the School Counselor identifies the social/emotional needs of students and initiates groups and support for the students. They also identify services that may benefit a child or their family and provide referrals and information. Through participation as academic team members, the School Counselor becomes a resource for the academic teachers, administration and parents.

#### Health:

Through initial screening programs and monitoring of health needs, the Health Services staff is able to notify parents of areas of concern and provide information to them as a referral for services. They also work closely in collaboration with the Social Worker to assure that needs are identified and referred or met. Through agency and funding recourses, the student's medical/social and emotional needs can be referred for applicable students, to allow the alleviation of influences that may interfere with the academic success of students. the Health Services staff work with a variety of agencies such as Family Services for pregnant or parenting teens, Brush Brush Smiles-Dental Clinic Without Walls.

#### Psychological:

There are continual assessments and evaluations to determine appropriate educational services and intervention strategies for students who may display academic/behavioral difficulties as identified by parents and/or applicable educational service providers. The School Psychologists also participate in team meetings that may result in referrals to agencies or programs to assist in meeting the needs of students and their families.

#### Social Work:

Through participation with the SAP program and various additional resources, the Social Worker not only provides referrals and funding resources, but sometimes provides concrete services to

the students and their families. She may deliver items to the families that will help the students be more successful in school such as backpacks, pencils and shoes to name a few. She also has assisted in the utilization of the resource by aiding in completing forms or obtaining transportation in order to assure that the resource is appropriately received and utilized.

### **Consultation and Coordination Services**

The district including individuals within the Pupil Services department work cooperatively and collaboratively with agencies and services providers to meet the needs of the students. The district continually strives to maintain a positive relationship with these agencies and service providers to benefit the children. Through obtaining proper releases, the psychologists, nurses and school counselors can communicate with these service providers to maintain continual collaboration of progress and needs of students. The district takes a positive and proactive approach through the communication and collaborative delivery of services to assure to the greatest level, that the students receive interventions to meet their needs.

### **Student Assistance Program**

The Student Assistance Program operates at the 6th-12th grade levels. The team is made up of representatives that are board approved and have received training on up to date procedures for the Student Assistance Program. The team consists of teachers, administrators, nurses, school counselors, social worker, psychologists and agency representatives. The team works with parents on the referral process and collaborates as a team in the assessment of needs of individual students. Through parent, staff or self-referrals, the team gathers to assess, obtain information, gather data and ultimately refer for agency counseling and/or support. Parent involvement is key and the team takes care in educating the parent of the benefits and importance of this role. Upon completion of referral and assessment, students are monitored for their participation and need for additional assistance or success.

### **Communication**

1. Communication of educational opportunities to students and parents/guardians occur through a variety of means. The district maintains calendars and informational newsflashes on the district website. Individual schools also maintain their own websites for more specific information. Schools provide information through school newsletters and at the High School level through a school newspaper. Students and parents receive student handbooks, newsletters and flyers through mail, website and sometimes sent home directly with the students. The district has also utilized a calling system in which automatic messages can be delivered through the phone system for urgent and important notification needs. Lastly, the district incorporates a web based homework program, in which parents can monitor the student's current grades and progress. They are able to monitor the homework that is assigned to their child. This program also allows ease in communication with teachers so questions and concerns can be addressed.

2. The district will be piloting Career Cruising for grades 6-12th during the 2008-2009 school year. Through parent training, this web based program will be able to be monitored and utilized by parents and students at home and in school. Currently career assessments and activities are implemented on a school by school basis through the school counselors. The Director of Pupil Services and several secondary school counselors initiated participation on county wide initiatives such as Career Pathways and Gold Collar Careers during the 2007-2008 school year. Through their continued participation in planning and programming, the district is slowly increasing their development of a career initiative.

3. Parents are contacted through letters, newsletters, and website and also via phone calls to provide information regarding health information. On a more individual basis, nurses provide letters and phone calls to inform parents of medical needs or concerns of their child.

4. The district follows regulations stipulated under section 445 of the General Education Provisions Act in regard to the Protection of Pupil Rights Amendment (PPRA) and send home



notices to parents and students regarding the nature and scope for surveys and how the survey relates to their educational program. Also required and complied with is the notification of the opportunity to opt out of the participation of the surveys.

5. Communication with parents and students is an important aspect of the district educational system. Through the continual and variety of modes of communication, parents and students have access to program information and dates in a timely manner. We need to identify a way to remind families to access these communication modes more often. We also need to monitor the utilization of the communicative modes and emphasize reinforcement of their usage through feedback. While we have many web based and student delivered communications, parents often request more individualized and personal means of communication.

6. The district is very proactive in communicating with parents. The district and individual building calendars on the web are kept up to date and monitored for their accuracy. The district wide phone system is initiated in times of emergency and is done so in a timely manner through our public relations department. Various other modes of communication such as health letters, student handbooks, newsletters and mailings are identified and updated so information is accurate and delivered each and every year for consistency.

## **Action Plan**

### **Strategic Planning Process**

Manheim Township School District is committed to high expectations for all students. Decisions are made based on what is best for students from the classroom teacher through the superintendent. Our student-centered focus includes data-driven decision-making, which is imbedded in our strategic plan. The process of creating a Strategic Plan helped our constituents work toward a common mission and ensured all parties were aware of the direction in which we are heading.

Manheim Township's team-oriented approach to the strategic plan gave voice to the many stakeholders and guaranteed interaction between them creating a strong strategic planning team. In April 2006, our assistant superintendent went to a workshop of Phase I and Phase II districts to learn from those who were currently working through the eStrategic Plan process. In April 2007, district office administrators reviewed the state process at a regional training. In October 2007 an overview of the e-tool was given to the same core team.

From here, our assistant superintendent chose additional parties to represent our team and assigned roles as administrators, authors and those with viewing rights. Report administrators were identified and asked to gather subcommittees, each one having one administrator, but multiple authors. Our main author became the expert of the eStrategic Plan tool and watched prerecorded webinars to ensure success for others using the tool.

In October 2007, a letter was sent to each member on the strategic planning team outlining the purpose of the strategic plan and the role that each representative has. It explained how often the full committee would meet and included the eight stages the strategic plan process would take from assessing the district's capacity to benefit through evaluating impact on student achievement. It outlined the first meeting that would focus on mission, vision and value statements and provided copies of our current statements. The District Data Summary from the Assessment and Testing Department and the High School Profile Data sheet were also included.

Our steering committee first met in November 2007, and worked on creating shared values and crafting a mission statement. Administration identified student performance and achievement as our main focus using math, reading and attendance as vehicles to measure improvement. Next, we built and analyzed our profile by collecting district data. District administrators and curriculum consultants filled out the contextual survey regarding programs and process. By February 2008,

results were compiled and discussed, helping us focus on goals and action steps. During the same time period, perceptual data was gathered from a survey that went to students, parents, employees and community members. Collected data was sorted and selected with comprehensive data analysis. In February 2008, career awareness and gifted updates were presented in addition to perceptual survey responses and Pennsylvania Value Added Assessment System information. In March, an overview of the eTool was presented explaining access and rights to the team.

Throughout the process, subcommittees met and administrators briefed their teams on the requirements of the eStrategic Plan. The following subcommittees were created: Academic Standards and Assessment, Educational Technology, Professional Education, Special Education, Student Services, and Teacher Induction. Each subcommittee met a minimum of three times and proposed objectives and action steps that align with our reading, math or attendance goals for 2008-2014. Each team studied and selected research-based best practices and formulated, reviewed and revised their goals and action plans in their designated areas. The district will monitor these plans annually to ensure successful implementation and to evaluate the plan's impact on student achievement.

### Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Dale Myers	District Security	Other	Debra Hartline
Debra Hartline	Director of Pupil Services	Administrator	School District Cabinet
Rebecca Swiatek	Hgh School Teacher	Special Education Teacher	Debra Hartline
Rene' Lamp	High School	Ed Specialist - School Nurse	Anthony Aldinger

### Assurance for the Collection, Maintenance, and Dissemination of Student Records

By checking each of the boxes below, the local education agency assures compliance with the requirements of 22 PA Code Chapter 12 and with the policies and procedures of Pennsylvania Department of Education (PDE). PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, policies, and procedures must be made in writing to PDE (electronic mail may be directed to [ra-chapter12@state.pa.us](mailto:ra-chapter12@state.pa.us)).

The Local Education Agency (LEA) assures the following:

- ☒ The LEA has a local plan, including policies and procedures, in place for the collection, maintenance, and dissemination of student records in compliance with §12.31(a) and §12.32
- ☒ The plan shall be maintained in compliance with §12.31(b) and made available to PDE in compliance with §12.31(c)

### Assurance for the Operation of Student Services and Programs

By checking each of the boxes below, the local education agency assures compliance with the requirements of 22 PA Code Chapter 12 and with the policies and procedures of Pennsylvania Department of Education (PDE). PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, policies, and procedures must be made in writing to PDE (electronic mail may be directed to [ra-chapter12@state.pa.us](mailto:ra-chapter12@state.pa.us)).

The Local Education Agency (LEA) assures that there are local policies and procedures in place that address:

- ☒ Free Education and Attendance (in compliance with §12.1)
- ☒ School Rules (in compliance with §12.3)
- ☒ Discrimination (in compliance with §12.4)
- ☒ Corporal Punishment (in compliance with §12.5)
- ☒ Exclusion from School, Classes, Hearings (in compliance with §12.6, §12.7, §12.8)
- ☒ Freedom of Expression (in compliance with §12.9)
- ☒ Flag Salute and Pledge of Allegiance (in compliance with §12.10)
- ☒ Hair and Dress (in compliance with §12.11)
- ☒ Confidential Communications (in compliance with §12.12)
- ☒ Searches (in compliance with §12.14)
- ☒ Emergency Care and Administration of Medication and Treatment (in compliance with 35 P.S. §§ 780-101 - 780-144)

The LEA acknowledges that the above policies shall be maintained locally and be made available to the public upon request. The policies are not to be submitted to the Commonwealth except upon specific request by PDE.

In addition, the LEA assures the following:

- ☒ The Student Services Report complies with §12.41(b), §12.41(c), and §12.42 (consistent with the Early Intervention Services System Act (11 P.S. §§875-101 - 875-503))
- ☒ Consistent with §445 of the General Education Provisions Act (20 U.S.C.A. §1232h), parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (in compliance with §12.41(d))
- ☒ Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with §12.41(e))

### **Supporting Documents - Attachment**

- Wellness Policy