

Manheim Township SD

Special Education Plan Report

07/01/2018 - 06/30/2021

District Profile

Demographics

PO Box 5134
 Lancaster, PA 17606
 (717)569-8231
 Superintendent: Robin Felty
 Director of Special Education: Danielle Heisler

Planning Committee

Name	Role
Andrew Hull	Administrator : Special Education
Deborah Niemi	Administrator : Special Education
Joan Withum	Administrator : Special Education
Wendy Hancock	Building Principal : Special Education
Andrew Martin	Building Principal : Professional Education Special Education
Christopher Zander	Building Principal : Special Education
Andrea Esposito	Community Representative : Special Education
Kathleen Ference	Community Representative : Special Education
Joshua Flowers	Community Representative : Special Education
Joann Steffy	Community Representative : Special Education
Erin Squibb	Ed Specialist - Other : Special Education
Rachel Brinton	Elementary School Teacher - Special Education : Special Education
Jessica Hartzell	Elementary School Teacher - Special Education : Special Education
Derek Roye	Elementary School Teacher - Special Education : Special Education
Rachelle Kaucher	High School Teacher - Special Education : Special Education
Courtney Shepler	High School Teacher - Special Education : Special Education
Emily Heisler	Middle School Teacher - Special Education : Special Education
John Hess	Parent : Special Education
Trina Hess	Parent : Special Education
Laurie Krchnar	Parent : Special Education
Kelley Nadeau	Parent : Special Education

Neryamn Nieves	Parent : Special Education
Jennifer Robitaille	Parent : Special Education
Danielle Heisler	Special Education Director/Specialist : Special Education

Core Foundations

Special Education

Special Education Students

Total students identified: 700

Identification Method

Identify the District's method for identifying students with specific learning disabilities.

When determining eligibility for Specific Learning Disability, Manheim Township School District follows state regulations in the identification process. The Manheim Township School District will continue to use this Discrepancy Model. School psychologists will evaluate students to determine if a statistically significant discrepancy exists. The school district uses a two-prong test. Part one of the test is that a student does not achieve adequately for his or her age or grade.

A student will be found to not achieve adequately for his age or grade when the 90% confidence interval of a subtest from a nationally normed, individually administered achievement test includes scores that place the student at or below the 10th percentile (as referenced in the PA Guidelines for Identifying Students with Specific Learning Disabilities).

Part two of the test: The student exhibits a pattern of strengths and weaknesses (discrepancy model).

A student will be found to have a severe discrepancy if one of the following conditions is met. First, there is a severe discrepancy between cognitive ability and achievement which is determined by comparing a student's actual achievement scores on a nationally normed, individually administered standardized achievement test with those predicted (regression approach) based on the students' measured cognitive ability. A severe discrepancy is operationalized in one of two ways depending on the measures that were utilized to assess cognitive ability and academic achievement.

a. A difference between actual and predicted achievement scores that is statistically significant and occurs in less than 5 to 10% of the norm sample.

b. An actual achievement score that is more than 1.35 standard deviations below the predicted achievement score

The student exhibits a significant discrepancy between areas of academic achievement, as measured by nationally normed, individually administered achievement test(s), such that the 90% confidence interval of the lower score does not overlap the 90% confidence interval of the higher score.

In addition, there are numerous other factors set forth in the regulations that the evaluation team considers when determining eligibility such as the adequacy of prior instruction, confounding behavioral issues, and level of English proficiency.

The district has a pre-referral system in place for students who are at risk of academic failure or who demonstrate a higher level of support that can be met through differentiated instruction in the

general education classroom.

Enrollment

Review the Enrollment Difference Status. If necessary, describe how your district plans to address any significant disproportionalities.

The data is publicly available via the PennData website. You can view your most recent report. The link is: <https://penndata.hbg.psu.edu/PublicReporting/DataataGlance/tabid/2523/Default.aspx>

Total enrollment for Manheim Township School District is 5756 as of the December 1, 2017, Child Count. From comparison of the Local Education Agency (MTSD) to the State percentages the following deeper analysis is made.

Manheim Township's total special education enrollment (unduplicated) is below the percent of total state enrollment. The State average by percentage is 16.5% and Manheim Township School District is 10.9%. Over the last five (5) years, Manheim Township School District's special enrollment has remained relatively stable at approximately 10.7%.

Specific Learning Disabilities (SLD) have remained relatively stable at 36% of the special education population with declines in the identification and services for students with specific learning disabilities to 34% in 2014-2015; 34.2% in 2015-2016, and 32.5% in 2016-2017. Analysis of percentages indicates this may be due to the pre-referral process, changes and revisions to the curriculum, and students transferring out of the district. Students who were struggling academically or may not have been exposed to rigorous curriculum are responding positively to the strategic interventions, and as a result, there is a reduction in the special education referrals.

Given the information from the Special Education State Report, the Manheim Township School District has significant disproportionalities in the disability categories of Other Health Impairment, Autism, and Speech and Language Impairment. The District's identification of students with Other Health Impairments remains high when compared with the state percentages. However, from 2013 to 2016-2017, district percentages of students with Other Health Impairments were reduced from 18.8% to 17.5%. Manheim Township follows regulatory guidelines of IDEA/Chapter 14 and continues to review its practices, screening and evaluation procedures, and is confident in its identification process. The disproportionality is possibly the function of small numbers of students. The LEA continues to monitor its data and practices each year to look for trends that indicate a need for program or policy revisions. Psychologists have reviewed identification guidelines and identification criteria, as well as researched literature and contacted the psychologist network for best practices regarding the criteria for OHI identification.

The District's identification of students with Autism and Speech and Language Impairment also remain high however, given the nature of students with Autism Spectrum Disorders, this

disproportionality may be related as students with Autism may have difficulty communicating. The LEA has a 14% special education enrollment in the area of Autism, compared to the state average of 10.7%. The district is aware of the growing need and continues to program accordingly. Within Manheim Township School District there is a full continuum of services to meet the needs of district students with Autism. The District offers Autistic Support classes kindergarten through grade twelve. The District utilizes Applied Behavior Analysis/Verbal Behavior programming within all its Autistic Support classrooms in collaboration with the Special Education Consultants from the PaTTAN Autism Initiative. Additionally, Manheim Township contracts with the Lancaster Lebanon IU13 to provide Itinerant Autistic Support services to district students, professional development opportunities to staff, and parent trainings to Manheim Township parents/community members. Manheim Township offers a continuum of social and behavioral supports through our teachers, guidance counselors, behavioral interventionist, and school psychologists.

Non-Resident Students Oversight

1. How does the District meet its obligation under Section 1306 of the Public School Code as the host District at each location?
2. How does the District ensure that students are receiving a free appropriate public education (FAPE) in the least restrictive environment (LRE)?
3. What problems or barriers exist which limit the District's ability to meet its obligations under Section 1306 of the Public School Code?

1. The Manheim Township School District does not have any children's institutions, including detention homes or treatment centers located within the district. If there were, the District would comply with Section 1306 of the School Code. In the event that a facility moves into the Manheim Township School District, the district would comply with the requirements of IDEA 2004 and PA Chapter 14 to meet its obligations. The LEA follows the public school code and works with our local IU13 to meet our Child Find requirements in order to locate and provide services to the students placed within these facilities in order to provide special education and related services.

2. To ensure that students are receiving a free appropriate public education (FAPE) in the least restrictive environment, when the District becomes aware of a student who has been placed, the Supervisor of Special Education contacts the district where the facility is located and informs them that the student needs special education and related services. The Township team asks to participate in all Individualized Education Program (IEP) meetings and treatment team meetings to ensure that the student is in the Least Restrictive Environment. By being an active team member, Township ensures that our students are receiving FAPE and their eventual transition back to their home school and community will be successful.

3. The Manheim Township School District has not encountered any barriers to meet its obligation under Section 1306 of the Public School Code or in working with our other school partners.

Manheim Township will send all the necessary paperwork as well as request copies of all school records.

Incarcerated Students Oversight

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).

When the Manheim Township School District receives notice that a student with an Individualized Educational Program (IEP) is receiving services in a state correctional facility, the district will forward educational records to the facility including the most recent evaluation/reevaluation report as well as the IEP. The district communicates with agencies that are providing services for incarcerated youth, such as probation and mental health providers to allow participation in the IEP team meetings and/or transition service needs as they arise. Eligible students receive special education when they are charged with a criminal offense, awaiting trial, and after they are convicted of a criminal offense.

When District students with special needs are placed at the Lancaster County Prison, personnel will contact the district. As the LEA, the Supervisor of Special Education from Manheim Township attends all IEP meetings, re-evaluations meeting, and monitors the student's progress. Manheim Township hosts a juvenile probation officer at the middle school and high school to monitor students who have been on court-appointed probation.

Least Restrictive Environment

1. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled children, and that removal from the regular education environment only occurs when education in that setting with supplementary aids and services, cannot be achieved satisfactorily.
2. Describe how the District is replicating successful programs, evidence-based models, and other PDE sponsored initiatives to enhance or expand the continuum of supports/services and education placement options available within the District to support students with disabilities access the general education curriculum in the least restrictive environment (LRE). (Provide information describing the manner in which the District utilizes site-based training, consultation and technical assistance opportunities available through PDE/PaTTAN, or other public or private agencies.)
3. Refer to and discuss the SPP targets and the district's percentages in the Indicator 5 section - Educational Environments. Also discuss the number of students placed out of the district and how those placements were determined to assure that LRE requirements are met.

The Manheim Township School District educates students with Individualized Education Programs (IEPs) in the Least Restrictive Environment (LRE) to the maximum extent appropriate according to their individual needs. The District provides a continuum of supports and services in order to make every effort to keep students in their home schools. Within the district, we offer Learning Support K-12, Emotional Support K-12, Autistic Support K-12, Life Skills Support K-12, and Multiple Disabilities Support K-8. At the start of the 2018-2019 school year, Manheim Township will begin offering Multiple Disabilities Support to students K-12 in an effort to bring back students currently served outside of the district, back to their home schools. Manheim Township School District also employs their own Speech and Language Therapists and a certified Occupational Therapist. The district contracts with Pediatric Therapeutic Support Services to provide physical therapy and occupational therapy services to students, in addition to contracting with the Lancaster-Lebanon IU13 for services such as vision, hearing, audiology, job training, and orientation and mobility to name a few of the services. If through the evaluation process, students are found to have an identified need, the district will provide the service.

The District provides a continuum of supports and services for its students with disabilities. The starting point on the continuum of services is the general education curriculum and program offerings. Adaptations and modifications are made to the general education curriculum when appropriate to allow students to participate in course offerings. Supplementary aids and services are provided according to the needs identified in a student's Individualized Education Program (IEP) to support his or her participation in the LRE. The IEP team, which always includes parents, also considers supplementary aids and services in other education-related settings, extra-curricular and non-academic settings in order to support students with disabilities. The continued use of paraprofessional support helps our students be successful in the inclusive environment. Paraprofessionals provide assistance to students with disabilities in the general and special education classrooms. Paraprofessionals provide reteaching of academic skills, assistance with self-care and mobility, behavior support as well as assist in data collection. Assisting students with their unique and varied individual needs allows them to remain in the general education setting with faded supports, as appropriate, in order to increase student independence.

The IEP team considers the educational needs for each individual student and then makes a determination as to where those identified needs can best be met. It is always a priority to provide our students with disabilities maximum opportunities to interact with non-disabled peers. The IEP team, with consideration of all appropriate Supplementary Aides and Services remains the vehicle that guides the team members in developing least restrictive placements for all children with disabilities. It is only after exhausting all the possible supports and services, along with rigorous documentation and data collection that the team will begin to consider the need for an outside placement. In those circumstances, we look to our neighboring school districts and IU13 to host/operate special education classes in which students with similar needs, from different school districts, can be provided a free, appropriate public education. For students receiving academic instruction outside the regular education setting, all efforts are made to include those students in

non-academic times, such as, music, art, recess, lunch, assemblies, or library time with their same age non-disabled peers.

There have been several successful initiatives developed through PDE and PaTTAN over the past few years that the District is continuing to expand, which support a high percentage of students with disabilities in the general education environment. The first successful initiative is the Co-teaching Model. Co-teaching arrangements have been developed at the elementary, middle, and high school levels. The elementary buildings are committed to inclusive practices and many teachers push-in to the general education classrooms to support students. At Brecht Elementary School the learning support teacher is currently co-teaching 4th grade math with the regular education teacher in order to allow our 4th grade students access to the general education curriculum, with their regular education peers. At Landis Run Intermediate School, learning support teachers co-teach social studies and science with their general education counterparts. At the Middle School, learning support teachers co-teach ELA and science in addition to para-educators consistently providing students support in content areas classes. Teachers help adapt and modify tests or consult with the general education teachers to develop strategies aimed at supporting and improving the learning opportunities for students with disabilities. At the high school, special education teachers co-teach in the areas of math, science, social studies, and English. As a result of such arrangements and supports, students have full access to the general education curriculum with the supports needed for personal and academic success.

The second initiative that the district is currently implementing with the support and guidance from IU13 and PaTTAN, is Applied Behavior Analysis (ABA)/Verbal Behavior (VB) strategies into the District's Autistic Support K-12 classrooms. Manheim Township's K-6 Autistic Support programs have been a part of the PaTTAN Autism Initiative for the past four years. The district's middle school program recently began receiving supports at the beginning of the 17-18 academic school year, and the district's high school program will begin to receive these supports at the start of the 18-19 academic school year. District teachers utilize the ABA/VB model within their settings to enhance students' growth in the areas of communication and behavior. IEP progress monitoring and student assessment results on the VB-MAPP indicate consistent student growth. These initiatives have helped to meet students' needs in the general education classroom. Through the success of this program, more students are included in the general education curriculum with their same-age peers.

The third initiative that the district is currently implementing is the 21st century mobile and learning initiative. All students in the Manheim Township School District received iPads during the 17-18 school year in order to engage students in an innovative curriculum, through the strategic use of technology. The implementation of technology has allowed district students to foster the essentials skills of critical thinking, communication, collaboration, and creativity. iPads are currently being utilized in all regular education and special education classrooms to meet the needs of students with disabilities as it provides unique opportunities for engagement, creates new methods

for modifying or accommodating the curriculum, and can be considered assistive technology for students with various conditions that limit or prevent access to the curriculum. The implementation of technology has improved the functional capability of students who have difficult accessing materials and/or performing tasks therefore increasing their access to the regular education curriculum and same age peers.

In past years, the District was involved in the Membership, Participation, and Learning (MPL) Inclusive Practices Grant for Students with Complex Support Needs at Bucher Elementary and the High School. Although it was originally intended to be a three-year design, the grant was expanded to four years. Teachers, district administrators, and families worked to develop high quality inclusive practices to support our students with complex needs in the general education setting. PATTAN and the Lancaster-Lebanon IU13 support team provide technical assistance and training. General and special education teachers collaborated to write and modify the curriculum so that students could participate and receive meaningful educational benefit. This opportunity helped grow capacity in our staff at Bucher and the High School and those early efforts have remained in effect. Outcomes of the program have been highly successful. Blue Streak Connections was a club that was successfully developed at our High School level as part of this grant. The program has developed mentor/mentee pairs of students with and without disabilities for the purpose of participating in activities in school and outside during the regular school day. This program continues to be available in order to support inclusive opportunities for our High School students. Through the grant and support of PaTTAN's continued training, students with complex needs have been meaningful included in the general education setting with the appropriate supplementary aids and services. The district continues to offer training in behavior support and de-escalation, and ways for para-educators to support our students while promoting independence in the general education classroom. The Training and Consultation (TAC) team at the IU provides training and consultations to staff members in the areas of assistive technology, behavior supports, reading, writing, math, transition, inclusion, and modifications and adapting curriculum.

The district will explore all options to keep a student in the Least Restrictive Environment (LRE) and has consistently dedicated resources to maintaining students in those settings, including redistributing district resources, such as staff and money, and adjusting schedules. The District has incorporated the inclusion questions into the IEP as mandated by the state, which facilitates discussions for appropriate educational placement. When referencing the District's Special Education State Report, Indicator 5: Educational Environments, Manheim Township School District is below the state target of students in SE Inside Regular Class 80% of the time. The District is currently at 45.6% compared to the state percentage of 62.4%. The District has improved the percentage of students participating in the general education setting 79-40% (supplemental) of their day to 13.5% compared to the state percentage average of 9%. These "other outside settings" includes separate public facilities, residential treatment facilities, and approved private schools. Manheim Township School District will work with all stakeholders to ensure that appropriate attempts are made to educate students in their Least Restrictive Environment. However, there are

times when students require the program offerings of a more restrictive setting or outside settings to meet their individual academic, social/emotional or behavioral needs. IEP teams make decisions, where all members have an equal voice.

Upon review of students placed out of the district, in all cases after working through the continuum and collaborating with necessary providers, it is the IEP team that makes the determination that a student needs more intensive supports and services than the public school setting can provide.

Students who may require a more restrictive placement are students identified with low-incidence population disabilities such as a severe behavioral needs requiring a center-based setting or therapeutic supports or a specialized instructional method that the public setting does not offer.

Behavior Support Services

1. Provide a summary of the District policy on behavioral support services including, but not limited to, the school wide positive behavior supports (PBS).
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.
3. If the district also has School-Based Behavioral Health Services, please discuss it.

1. The Manheim Township School District Board Policy includes all the components that are required and follows procedures and time lines established through federal and state regulations. The policy specifically addresses that students with disabilities are to be educated in the least restrictive environment and will only be placed in settings other than the regular education class when the nature or severity of the student's disability is such that education in the regular education class, with the use of appropriate supplementary aids and services, cannot be achieved satisfactorily. The IEP team for a student with disabilities is required to develop a positive behavior support plan if the student requires specific interventions to address behavior that interferes with learning of themselves or the learning of others. Furthermore, the Board directs that the district's behavior support program is based on positive, rather than negative behavior techniques, to ensure that students are free from demeaning treatment and unreasonable use of restraints or other aversive techniques. The use of restraints is considered a measure of last resort and is only to be used after other less restrictive measures, including de-escalation techniques, have been exhausted. Behavior support programs and plans are based on a functional assessment of behavior and shall include a variety of research-based techniques to develop and maintain skills that will enhance students' opportunity for learning and self-fulfillment.

2. Special Education professional staff are trained and updated in the new regulations as they relate to positive behavior supports and the use of restraints. The district only uses positive techniques for the development, change, and maintenance of selected behaviors. In previous years, staff have been trained in Handle with Care (HWC), which is dedicated to the reduction of violence through: tension reduction, staff use of preventative actions, prompts, and appropriate intervention when physical

restraint is necessary in order to minimize injuries to students or staff. Starting in the 18-19 school year, staff will be trained in Safety Care Management (SCM), which is a comprehensive continuum of prevention, de-escalation, and safe emergency intervention strategies for responding to aggressive behavior in the school environment. Staff will be re-certified at the start of each school year.

Teachers have received training through school year in-service sessions, consultations with IU13/PaTTAN, and during monthly department meetings in order to develop their skills in identifying the function of student behavior and how to appropriately adjust their responses to behavior in order to promote learning. Special Education case managers monitor the progress and needs of students with disabilities and collaborate with the general education teachers to ensure knowledge and understanding of specially designed instruction and services, including behavioral goals and supports.

Prone restraints are never used in this school district. When a student is referred to law enforcement, the IEP team meets to update or develop the functional behavior assessment (FBA), positive behavior support plan (PBSP) and IEP as necessary to address the student's identified needs. The district uses the state recommended forms and processes when addressing behavioral concerns through behavior support plans. The district has not had a need for more intensive support, such as the services provided by the Bureau.

3. As with many districts throughout the state, there are resources in the form of BHRS services; such as, Therapeutic Staff Support (TSS), Mobile Therapy Services, and Behavioral Specialist Services as well as a variety of other community services that support students and their families. These programs and services offer vital resources to our students and families within the district. The District also utilizes the Student Assistance Program (SAP) for intervention and referrals. Special education, general education professionals, and administrators work closely with local behavioral health agencies in an effort to align the student's IEP to ensure consistent, coordinated, and effective behavioral health programming when needed.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

1. If the LEA is having difficulty ensuring FAPE for an individual student or a particular disability category, describe the procedures and analysis methods used to determine gaps in the continuum of special education supports, services and education placement options available for students with disabilities.
2. Include information detailing successful programs, services, education placements as well as identified gaps in current programs, services, and education placements not available within the LEA. Include an overview of services provided through interagency collaboration within the LEA.
3. Discuss any expansion of the continuum of services planned during the life of this plan.

Currently, the Manheim Township School District is not having difficulty ensuring Free Appropriate Public Education (FAPE) for any particular disability category or individual student. The district

offers a full continuum of services, supports, and programs to students with disabilities. In the event the district would encounter difficulty in programming for a student, we would work collaboratively with the Lancaster-Lebanon IU13 and community agencies in order to resolve the situation. The Child and Adolescent Service System Program (CASSP) has been a supportive resource that the district has utilized; it provides comprehensive mental health care for children, adolescents and their families. The Supervisor of Special Education or District Administrators will attend CASSP meetings to support our students and ensure appropriate program decision-making. Through the District programs, Lancaster-Lebanon IU13 programs, and interagency collaboration, all students are being provided FAPE.

One of the fastest growing disability categories in the Manheim Township School District is Autism. The Manheim Township School District currently has three Autistic Support classrooms at the elementary level (K-4), one at the Intermediate level (5-6), one at the Middle School (7-8), and one at the High School level (9-12). The district has implemented Applied Behavior Analysis/Verbal Behavior Techniques to meet the growing communication and behavioral needs of our students. The district provides ongoing professional development to our speech therapists so they are better able to address the areas of expressive language, receptive language, pragmatic language, social skill and assistive technology needs within the district. Additionally, the District provides ongoing professional development to our professional staff and para-professional staff to ensure appropriate implementation of strategies and interventions to meet the needs of our students. The implementation of Verbal Behavior techniques teaches communication using principles and theories of B.F. Skinner. The therapy motivates a child to learn language by connecting words with their purposes. The student learns that words can help obtain the desired object or result. The implementation and integration of these strategies has helped to promote inclusion and success for our students.

The District currently provides a continuum of supports and services in order to meet the needs of our students and to make an effort keep students in their homeschools. Within the district, we offer Learning Support K-12, Emotional Support K-12, Autistic Support K-12, Life Skills Support K-12, and Multiple Disabilities Support K-8. At the start of the 2018-2019 school year, Manheim Township will begin offering Multiple Disabilities Support to students K-12, in an effort to bring back High School students currently being served outside of the district, back to their home schools and community.

Strengths and Highlights

Describe the strengths and highlights of your current special education services and programs. Include in this section directions on how the district provides trainings for staff, faculty and parents.

The Manheim Township Special Education Department provides program and services in accordance with the Individuals with Disabilities Education Act (IDEA 2004) and PA Chapter 14 Special Education Programs for students with disabilities. The District provides services to approximately 627 students with Individualized Education Programs. All educational decisions are

made through the IEP team process and made in partnership with our parents. The District offers a full continuum of special education supports and services within the district to meet the unique learning needs of students. The District's Special Education team consists of a Director of Pupil Service, a Supervisor of Special Education, an Elementary and a Secondary Special Education Consultant, 7 School Psychologists, 34 full-time special education teachers, 6 full-time Speech and Language Therapists, and 70 Para-educators and personal case assistants (PCA) to assist in meeting the needs of district students. The District contracts with the local Lancaster-Lebanon IU13 to provide students with the related services of vision, audiological services, orientation and mobility training, sign language services, and hearing services.

The district offers itinerant, supplement, and full-time, Learning Support at all buildings, Kindergarten through grade 12. The district additionally offers Autistic Support, Kindergarten through grade 12, Emotional Support, Kindergarten through grade 12, Life Skills Support, Kindergarten through grade 12, and Multiple Disabilities Support, Kindergarten through grade 8.

The Autistic Support classrooms provide students with a diverse range of learning opportunities. Students are provided with opportunities for inclusion and receive instruction in the areas of reading, writing, math, and social skills. The students are instructed using intensive, evidence-based, teaching interventions that are derived from Applied Behavior Analysis (ABA). Staff members also utilize verbal behavior (VB) techniques to address the language deficits of our students in order to help them develop the skills to functionally communicate and make progress within the general education curriculum.

The district Emotional Support programs are located at Bucher Elementary School, Landis Run Intermediate School, the Middle School, and the High School. Students are provided both academic and emotional support because of moderate to severe behavioral, social, and personal skill impairments that require intensive intervention. The district hosts its own Multi-Disabilities Support (MDS) programs at Reidenbaugh Elementary, Landis Run Intermediate, and the Middle School. The District will add a district operated MDS program at the High School at the start of the 18-19 school year. The MDS program provides students with a diverse range of learning opportunities. All students are provided with opportunities to establish early developmental and pre-academic skills. The program encourages crucial developmental milestones through sensory-based play, physical support, and social interactions with peers. Students also have access to the general education curriculum in the classroom to improve academic skills. Assistive technology is also used on a regular basis to encourage participation from all students in the classroom. The program strives to provide and encourage optimal growth for the whole-child.

The District and Special Education Department uses the Sapphire System. The IEP writer system has improved clerical compliance and accuracy as well as communication between the general education and special education staff. The system allows all team members to view a student's specially designed instruction, current goals and access other relevant information when needed.

At the high school, a program has been developed called Blue Streak Connections. The mission of

the program is to, “Establish a mentor/mentee program in which peers connect and socialize with the goal of breaking down barriers and building a deeper respect for others with diverse characteristics and unique abilities.” Students with disabilities are paired with students without disabilities forming the mentor/mentee pairing. The students participate in clubs together bi-weekly as well as several extracurricular activities per school year (e.g. sporting events, community-based activities, or school play or musical).

Teachers in all settings have manageable caseloads, class sizes and appropriate resources to meet the needs of the students. Co-teaching arrangements have been developed at the elementary, middle, and high school level. The elementary is committed to inclusive practices and many teachers push-in to the general education classrooms to support students. At the Landis Run Intermediate School learning support teachers co-teach social studies and science with their general education counterparts. At the Middle School, learning support teachers co-teach ELA and science. Additionally, Para-educators consistently provide student support in the content areas. Teachers help adapt and modify tests or consult with general education teachers to develop strategies aimed at supporting and improving the learning opportunities for students with disabilities. At the high school, special education teachers co-teach in the areas of math, science, social studies, and English. As a result of such arrangements and supports, students have full access to the general education curriculum with the supports needed for success.

In the area of transition planning at the high school, students continue to be eligible for a number of programs and services to assist with future planning. Students have access to a full-time job trainer to develop pre-vocational skills. Students can attend full-day and half-day Career and Technology Programs, half day Basic Occupational Skills programs, the School-to-Work program, Project Search, Willow Valley Work Immersion, and/or Goodwill, just to name a few. The District has its own Work Based Learning Program where students are able to develop work, daily living, and social awareness skills to promote independence in the transition to adulthood. Finally, parents and students are invited to attend yearly transition fairs and job fairs sponsored by the IU13.

The curriculum used in the special education department includes research-based materials to meet the specialized needs of our students. All students with IEPs served in the district are included in the district developed benchmark assessments if appropriate to their program. The special education staff are trained alongside general education teachers on many topics including those related to Standards Aligned System to locate standards, eligible content for grade levels and specific courses. Special education teachers are familiar with the tools, resources, and information to enhance their daily instructional practices.

Professional development is ongoing in the Manheim Township School District. Teachers are provided professional development training and ongoing consultation and support session to ensure that programs are being implemented with confidence and fidelity. The district offers a variety of training forums for professionals. Staff is provided with in-service training over the summer, where trainings are targeted to specific department and grade level need. Trainings are offered in department meetings, faculty meetings, workshops, in-house training, and collaboration with staff.

If the IU or PATTAN offer training unique to the teacher's area, staff members would have opportunity to attend that particular training session. Every year specific trainings are designed based on building initiatives and student need to ensure consistency of programming. The District ensures that personnel have the skills and knowledge necessary to meet the changing needs of students with disabilities by providing regular training in areas of need. In addition to training professional staff, the district trains all para-professionals. Para-professionals must have 20 hours of training each year. The district extends training opportunities to para-professionals when appropriate, and they have opportunities to attend IU13 and PATTAN trainings in their specific areas. Para-professionals submit forms to their building administrator to request training. The district holds a para-academy each summer, which offers training specific to their assignments and needs.

All students within the District who are in need of Assistive Technology (AT) devices and services have the appropriate technology, which allows them to participate in and benefit from the general education curriculum and to meet IEP goals. AT devices include but are not limited to, adaptive keyboards, spellcheckers, communication devices, and hearing aids. The District works closely with the Lancaster-Lebanon IU13 audiology and assistive technology consultants who provide ongoing monitoring of the devices and appropriate training to students, parents, and staff. The staff is aware of resources and within the school environment, professionals train each other to support efficiency of the teachers with systems and methods within their daily classrooms. Our staff utilizes resources available when assessing and providing AT services to our students. When necessary, District staff will work with PATTAN's services to borrow devices or for trainings to keep staff updated on new communication devices and services available.

The District strives for continuous improvement and excellence in providing students with a Free Appropriate Public Education. The School Board and Central Office staff support special education and understand the diverse and unique needs of students, programs, and fiscal requirements for specialized services. The District is continually seeking ways to reduce the need for special education referrals by developing a pre-referral intervention process and promoting inclusive classroom practices that continuously measure student progress. Referrals for Special Education and decisions to identify are made based on data and after a plan of intervention has been implemented for a sufficient amount of time and student learning has been repeatedly measured. A multidisciplinary evaluation (MDE) can be requested at any level by school teams and/or parents if a student is thought to be in need of special education supports and services. Once a student is identified to be in need of special education, an Individualized Education Plan (IEP) is developed and reviewed annually to offer the necessary specially designed instruction. This plan would include all the necessary supplementary aids and services for the student to participate and make progress in the general education setting.

Parent communication and involvement is encouraged and welcomed. The Special Education Department is hosting monthly parent training sessions. The district encourages parent participation at trainings by disseminating information through handouts, our district website, and postings in the building and public agency locations when appropriate. Parents are encouraged to

contact the following people to provide input regarding concerns about their child or training needs: teacher or consultant, Supervisor of Special Education, Director of Pupil Services or the Superintendent of Schools. Collaboration and ongoing feedback between home and school allows the parents opportunity for input and parents fully informed.

Highlights of the special education programs and service available to students with disabilities include

- 100% Certified and Highly Qualified Professional Teacher
- Collaborative and co-teaching arrangements at the Elementary, Landis Run Intermediate School, Middle, and High School
- Parent Trainings are offered to support communication; a web site has been developed listing all trainings available to parents
- An Elementary (K-4), Mid-Level (5-8) and a Secondary (9-12) Special Education Consultant in the district to support teachers and students
- Scientific, evidenced-based direct instruction programs (Reading Mastery, Foundations, Wilson, Jamestown, and SIM, etc.) in the special education programs to address the different learning styles and needs.
- Verbal Behavior (VB) offered in the Autistic Support classroom-based programs K-12
- All special education caseloads are within state regulations
- Consistent, district-wide procedures are in use to identify students with speech and language disabilities
- Social skills instruction offered in the ES, LS, and AS programs K-12
- Comprehensive Early Intervention transition to Kindergarten process
- Students receive a full complement of related services.
- The Manheim Township School District supports on-site programming for speech/language therapy, occupational therapy, orientation and mobility services, hearing support, and vision support. Currently, the district will contract with the IU for services beyond speech/language and OT/PT therapy
- School Psychologists support each building
- The District employs paraprofessionals to support students in the general and special education environments

Assurances

Special Education Assurances

The Local Education Agency (District) has verified the following Assurances:

- Implementation of 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.
- Implementation of 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 District implements mechanisms to disseminate child find information to the public, organizations, agencies and individuals on at least an annual basis.
- Assurances of 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.
- Compliance with the PA Department of Education, Bureau of Special Education's report revision notice process.
- Following 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.
- Assurance of 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.

24 P.S. §1306 and §1306.2 Facilities

There are no facilities.

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
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The Vista School	Approved Private Schools	Autistic Support	2
HMS	Approved Private Schools	Multi-Disabilities Support	1
Community School Southeast	Special Education Centers	Emotional Support	3
Melmark	Approved Private Schools	Emotional Support	1
Valley Road Education Center	Special Education Centers	Emotional Support	4
River Rock Academy	Approved Private Schools	Emotional Support	7
Valley Road Education Center	Special Education Centers	Autistic Support	3
Taylor Middle School	Special Education Centers	Emotional Support	2
Farmdale Elementary School	Special Education Centers	Emotional Support	1
Warwick Middle School	Special Education Centers	Deaf and Hard of Hearing	1
Warwick High School	Special Education Centers	Deaf and Hard of Hearing	1
Warwick High School	Special Education Centers	Multiple Disabilities Support	1
Conestoga Valley High School	Special Education Centers	Multiple Disabilities Support	3
Fairland	Special Education Centers	Emotional Support	1
Mulberry Street (Catholic Charities)	Special Education Centers	Emotional Support	2
Garden Spot High School	Neighboring School Districts	Autistic Support	1
Janus School	Approved Private Schools	Autistic Support	1
Centerville Elementary School	Neighboring School Districts	Autistic Support	1

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 27, 2018

Reason for the proposed change: The Autistic Support population is growing in the district. Having a class at the Schaeffer Elementary building allows students to remain in their neighborhood schools and provides supports across the district.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	5 to 10	8	1
Justification: Although students are in the same classroom, they are not in the same instructional group.				
Locations:				
Schaeffer Elementary CB	An Elementary School Building	A building in which General Education programs are operated		

Program Position #1

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 27, 2018

Reason for the proposed change: The Autistic Support population is growing in the district. Having a class at the Schaeffer Elementary building allows students to remain in their neighborhood schools and provides supports across the district.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	5 to 10	8	1
Justification: Although students are in the same classroom, they are not in the same instructional group.				
Locations:				
Schaeffer Elementary CB	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: March 22, 2017

Reason for the proposed change: Changed description of building name for internal purposes

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	5 to 10	8	1
Justification: Although students are in the same classroom, they are not in the same instructional group				
Locations:				
Bucher Elementary DR	An Elementary School Building	A building in which General Education programs are operated		

Program Position #3

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 27, 2018

Reason for the proposed change: The caseload has been updated to meet the needs of our students.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 10	16	0.8
Justification: Although students are in the same building, they are not educated in the same instructional groups.				
Locations:				
Bucher Elementary AF	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 10	10	0.2
Justification: Although students are in the same classroom, they are not educated in the same instructional groups.				
Locations:				
Bucher AF	An Elementary School Building	A building in which General Education programs are operated		

Program Position #4

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 27, 2018

Reason for the proposed change: The caseload has been updated to meet the needs of our students.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 10	16	0.8
Justification: Although students are in the same classroom, they are not in the same instructional groups.				
Locations:				
Brecht Elementary JS	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 10	10	0.2
Justification: Although students are in the same classroom, they are not educated in the same instructional groups.				
Locations:				
Brecht Elementary JS	An Elementary School Building	A building in which General Education programs are operated		

Program Position #5

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 27, 2018

Reason for the proposed change: Moving the Emotional Support program to Bucher Elementary School allows the district the ability to divide the current program into two classes, a K-2 classroom and a 3-4 classroom. The grade level division allows for smaller classes, which will allow for more student-teacher interactions, with an increased focus on academic and behavioral interventions. The caseload has been updated to meet the needs of our students.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	5 to 10	5	0.42
Justification: Although students are in the same classroom, they are not in the same instructional groups.				
Locations:				
Bucher Elementary RB	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	5 to 10	10	0.5
Justification: Although students are in the same classroom, they are not educated in the same instructional groups.				
Locations:				
Bucher Elementary RB	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	5 to 10	3	0.08
Justification: Although students are in the same classroom, they are not educated in the same instructional groups.				
Locations:				
Bucher Elementary RB	An Elementary School Building	A building in which General Education programs are operated		

Program Position #6

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: March 30, 2017

Reason for the proposed change: The caseload has been updated to meet the needs of our students.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 10	16	0.8
Justification: Although students are in the same classroom, they are not in the same instructional groups.				
Locations:				
Neff Elementary RW	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 10	10	0.2
Justification: Although students are in the same classroom, they are not educated in the same instructional groups.				
Locations:				
Neff Elementary RW	An Elementary School Building	A building in which General Education programs are operated		

Program Position #7*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 27, 2018*Reason for the proposed change:* Moving this classroom to Reidenbaugh will allow...**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	5 to 10	2	0.17
Justification: Although students are in the same classroom, they are not in the same instructional groups.				
Locations:				
Reidenbaugh Elementary JH	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	5 to 10	15	0.75
Justification: Although students are in the same classroom, they are not educated in the same instructional groups.				
Locations:				
Reidenbaugh Elementary JH	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Life Skills Support	5 to 10	1	0.05
Justification: Although students are in the same classroom, they are not educated in the same instructional groups.				
Locations:				
Reidenbaugh Elementary JH	An Elementary School Building	A building in which General Education programs are operated		

Program Position #8*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* March 30, 2017*Reason for the proposed change:* The caseload has been updated to meet the needs of our students and name has been changed for identification purposes.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
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Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 10	16	0.8
Justification: Although students are in the same classroom, they are not in the same instructional groups.				
Locations:				
Nitrauer Elementary AB	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 10	10	0.2
Justification: Although students are in the same classroom, they are not educated in the same instructional groups.				
Locations:				
Nitrauer Elementary AB	An Elementary School Building	A building in which General Education programs are operated		

Program Position #9*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* March 30, 2017*Reason for the proposed change:* Updated program profile**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	16	0.8
Locations:				
LRIS MS5	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	10	0.2
Locations:				
LRIS MS5	An Elementary School Building	A building in which General Education programs are operated		

Program Position #10*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* March 30, 2017*Reason for the proposed change:* Updated program profile**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	16	0.8
Locations:				
LRIS JT6	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	10	0.2
Locations:				
LRIS JT6	An Elementary School Building	A building in which General Education programs are operated		

Program Position #11*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* March 30, 2017*Reason for the proposed change:* Updated program profile**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	16	0.8
Locations:				
LRIS SW5	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	10	0.2
Locations:				
LRIS SW5	An Elementary School Building	A building in which General Education programs are operated		

Program Position #12*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* March 30, 2017*Reason for the proposed change:* Updated program profile**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	16	0.8
Locations:				
LRIS TBD6	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	10	0.2
Locations:				
LRIS TBD6	An Elementary School Building	A building in which General Education programs are operated		

Program Position #13

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 27, 2018

Reason for the proposed change: The caseload has been updated to meet the needs of our students and the name has been changed for identification purposes.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	10 to 13	5	0.42
Locations:				
LRIS AL ES	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	10 to 13	10	0.5
Locations:				
LRIS AL ES	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	10 to 13	3	0.08
Locations:				
LRIS AL ES	An Elementary School Building	A building in which General Education programs are operated		

Program Position #14

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: March 30, 2017

Reason for the proposed change: Updated program profile

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	10 to 13	10	0.5
Locations:				
LRIS LU LSS	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	10 to 13	6	0.5
Locations:				
LRIS LU LSS	An Elementary School Building	A building in which General Education programs are operated		

Program Position #15

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: March 30, 2017

Reason for the proposed change: The caseload has been updated to meet the needs of our students and name has been updated for identification purposes.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	12 to 15	15	0.75
Justification: Students are inside the same room but educated in separate groups.				
Locations:				
MTMS RG	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	12 to 15	3	0.25
Locations:				
MTMS RG	A Middle School Building	A building in which General Education programs are operated		

Program Position #16

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: March 23, 2017

Reason for the proposed change: The caseload has been updated to meet the needs of our students.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	15	0.75
Locations:				
MTMS CP	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	12	0.25
Locations:				
MTMSCP	A Middle School Building	A building in which General Education programs are operated		

Program Position #17

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: April 20, 2017

Reason for the proposed change: Correcting and updating program profile.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	15	0.75
Locations:				
MTMS AW	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	12	0.25
Locations:				
MTMS -AW	A Middle School Building	A building in which General Education programs are operated		

Program Position #18

Operator: School District

PROGRAM DETAILS

Type: Class and Position

Implementation Date: August 28, 2017

Reason for the proposed change: Changing full-time Learning support program to a full-time AS program

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	12 to 15	6	0.8
Locations:				
MTMS SR	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	3	0.2
Locations:				
MTMS - SR	A Middle School Building	A building in which General Education programs are operated		

Program Position #19

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 29, 2016

Reason for the proposed change: Moved teacher's classroom

PROGRAM SEGMENTS

Type of Support	Level of	Age Range	Caseload	FTE
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	Support			
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	15	0.75
Locations:				
MTMS TV	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	12	0.25
Locations:				
MTMS	A Middle School Building	A building in which General Education programs are operated		

Program Position #20*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* March 30, 2017*Reason for the proposed change:* Updating programs**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	15	0.75
Locations:				
MTMS EH	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	12	0.25
Locations:				
MTMS EH	A Middle School Building	A building in which General Education programs are operated		

Program Position #21*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 27, 2018*Reason for the proposed change:* The caseload has been updated to meet the needs of our students.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	12 to 15	10	0.5
Locations:				
MTMS JP	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	12 to 15	5	0.42
Locations:				
MTMS JP	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	12 to 15	3	0.08
Locations:				
MTMS JP	A Middle School Building	A building in which General Education programs are operated		

Program Position #22*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* March 22, 2017*Reason for the proposed change:* Correcting programs.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	15	0.75
Locations:				
MTHS AC	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	12	0.25
Locations:				
MTHS AC	A Senior High School Building	A building in which General Education programs are operated		

Program Position #23*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* March 22, 2017*Reason for the proposed change:* Correcting and updating programs.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	15	0.75
Locations:				
MTHS SK	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	12	0.25
Locations:				
MTHS SK	A Senior High School Building	A building in which General Education programs are operated		

Program Position #24*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 27, 2018*Reason for the proposed change:* Room shift to support Work Based Learning Program**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	15	0.75
Locations:				
MTHS KH	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	12	0.25
Locations:				
MTHS KH	A Senior High School Building	A building in which General Education programs are operated		

Program Position #25*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* April 24, 2017*Reason for the proposed change:* Updating and correcting program profile.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	15	0.75
Locations:				
MTHS WJ	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	12	0.25
Locations:				
MTHS WJ	A Senior High School Building	A building in which General Education programs are operated		

Program Position #26

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: April 24, 2017

Reason for the proposed change: Updating and correcting program profile.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	15	0.75
Locations:				
MTHS KK	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	12	0.25
Locations:				
MTHS KK	A Senior High School Building	A building in which General Education programs are operated		

Program Position #27

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 28, 2018

Reason for the proposed change: The caseload has been updated to meet the needs of our students.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	15	0.75
Locations:				
MTHS TBD	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	12	0.25
Locations:				
MTHS TBD	A Senior High School Building	A building in which General Education programs are operated		

Program Position #28

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: April 24, 2017

Reason for the proposed change: Updating and correcting program profile.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	14 to 18	6	0.5
Locations:				
MTHS PB	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 18	8	0.4
Locations:				
MTHS PB	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 18	5	0.1
Locations:				
MTHS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #29*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* April 24, 2017*Reason for the proposed change:* updating and correcting program profile.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	14 to 21	10	0.5
Justification: Some students in this program stay in school until they are 21 due to their cognitive levels. They are in need of intensive instruction and practice for functional skills and intensive transition planning.				
Locations:				
MTHS AC	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	14 to 21	7	0.5
Justification: Although students are in the same room, they are in different instructional arrangements and are not being instructed together.				
Locations:				
MTHS AC	A Senior High School Building	A building in which General Education programs are operated		

Program Position #30*Operator:* School District**PROGRAM DETAILS***Type:* Class

Implementation Date: August 27, 2018

Reason for the proposed change: District needs current classroom space with lavatory facilities for new Multiple Disabilities Support program

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	17 to 21	15	1
Locations:				
MTHS CS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #31

Operator: School District

PROGRAM DETAILS

Type: Class and Position

Implementation Date: March 30, 2017

Reason for the proposed change: Correcting program profile

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 10	50	0.75
Justification: Students are served in an itinerant model and are not grouped together for instruction across grade levels.				
Locations:				
Bucher- JM	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	14 to 21	15	0.23
Justification: Students are served in an itinerant model and are not grouped together for instruction across grade levels.				
Locations:				
HS - JM	A Senior High School Building	A building in which General Education programs are operated		

Program Position #32

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: March 30, 2017

Reason for the proposed change: Correcting program profiles

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	12 to 15	26	0.4
Locations:				

Middle School - MM	A Middle School Building	A building in which General Education programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 8	39	0.6
Justification: Although students are outside the age range, they are instructed separately.				
Locations:				
Neff (MM)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #33*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* March 30, 2017*Reason for the proposed change:* Correcting program profile.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 10	45	0.7
Justification: Students are served in an itinerant model and are not grouped together for instruction across grade levels.				
Locations:				
Reidenbaugh-HP	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	12 to 15	20	0.3
Locations:				
Middle school	A Middle School Building	A building in which General Education programs are operated		

Program Position #34*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 10	65	1
Justification: Students are served in an itinerant model and are not grouped together for instruction across grade levels.				
Locations:				
Nittrouer (LS)	An Elementary School	A building in which General Education		

	Building	programs are operated		
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Program Position #35*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* March 30, 2017*Reason for the proposed change:* correcting program profile.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	10 to 13	39	0.6
Locations:				
Landis Run Intermediate School - BS	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	14 to 21	26	0.4
Justification: Students are served in an itinerant model and are not grouped together for instruction across grade levels.				
Locations:				
HS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #36*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* March 30, 2017*Reason for the proposed change:* Updated program profile**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	9 to 13	1	0.13
Justification: Although students are in the same classroom, they are not educated in the same instructional groups.				
Locations:				
LRIS SV AS	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	9 to 13	7	0.87
Justification: Although students are in the same classroom, they are not educated in the same instructional groups.				
Locations:				
LRIS SV AS	An Elementary School Building	A building in which General Education programs are operated		

Program Position #37*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* March 30, 2017*Reason for the proposed change:* Updated program profile**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Multiple Disabilities Support	10 to 15	4	0.5
Justification: Although students are in the same classroom, they are in separate instructional groups. With any student who breeches age range, parents have signed an age waiver within the IEP.				
Locations:				
LRIS RG MDS	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	10 to 15	4	0.5
Justification: Although students are in the same classroom, they are in separate instructional groups. With any student who breeches age range, parents have signed an age waiver within the IEP.				
Locations:				
LRIS RG MDS	An Elementary School Building	A building in which General Education programs are operated		

Program Position #38*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* June 29, 2016*Reason for the proposed change:* Updating and correcting programs.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 21	3	0.08
Justification: Although students are in the same classroom, they are in separate instructional groups. With any student who breeches age range, parents have signed an age waiver within the IEP.				
Locations:				
MTHS - Cshep	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 21	10	0.5
Justification: Although students are in the same classroom, they are in separate instructional groups. With any student who breeches age range, parents have signed an age waiver within the IEP.				
Locations:				
MTHS - Cshep	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	14 to 21	5	0.42
Justification: Although students are in the same classroom, they are in separate instructional groups. With any student who breeches age range, parents have signed an age waiver within the IEP.				
Locations:				
MTHS - cshep	A Senior High School Building	A building in which General Education programs are operated		

Program Position #39*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* August 28, 2017*Reason for the proposed change:* The caseload has been updated to meet the needs of our students and name was changed for identification purposes.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	12	0.6
Locations:				
MTMS AH 8th grade	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	20	0.4
Locations:				
MTMS AH 8th Grade	A Middle School Building	A building in which General Education programs are operated		

Program Position #40*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* August 27, 2018*Reason for the proposed change:* The caseload has been updated to meet the needs of our students.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	12 to 15	6	0.8
Locations:				
MTMS GW 7th grade AS/LS mix	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
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Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	2	0.1
Locations:				
MTMS GW 7th grade AS/LS Mix	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Learning Support	12 to 15	1	0.1
Locations:				
MTMS GW 7th grade AS/LS mix	A Middle School Building	A building in which General Education programs are operated		

Program Position #41*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* August 28, 2017*Reason for the proposed change:* Changed name for identification purposes.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	14 to 21	8	1
Justification: Students with IEPs have the opportunity to stay until they are 21 in order to better prepare for post-secondary needs. Due to the nature of the program, students will be educated on their individual levels for academic needs.				
Locations:				
MTHS CK	A Senior High School Building	A building in which General Education programs are operated		

Program Position #42*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* March 30, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 10	39	0.6
Justification: Although students are in the same building, they are instructed in separate arrangements.				
Locations:				
Brecht -ash	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 10	26	0.4
Justification: Although students are in the same building, they are instructed in separate arrangements.				

Locations:				
Schaeffer	An Elementary School Building	A building in which General Education programs are operated		

Program Position #43*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* August 27, 2018*Reason for the proposed change:* The caseload has been updated to meet the needs of our students.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 10	10	0.2
Justification: Although students are in the same classroom, they are in separate instructional groups.				
Locations:				
Reidenbaugh Elem SL	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 10	16	0.8
Justification: Although students are in the same classroom, they are in separate instructional groups.				
Locations:				
Reidenbaugh Elem SL	An Elementary School Building	A building in which General Education programs are operated		

Program Position #44*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* March 30, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Multiple Disabilities Support	5 to 11	2	0.25
Justification: Although students are in the same classroom, they are in separate instructional groups.				
Locations:				
Reidenbaugh Elem KP MDS	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	5 to 11	6	0.75
Justification: Although students are in the same classroom, they are in separate instructional groups.				
Locations:				
Reidenbaugh Elem KP MDS	An Elementary School Building	A building in which General Education programs are operated		

Program Position #45

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: August 27, 2018

Reason for the proposed change: The caseload has been updated to meet the needs of our students.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 10	16	0.8
Justification: Although students are in the same classroom, they are in separate instructional groups.				
Locations:				
Schaeffer Elem NW	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 10	10	0.2
Justification: Although students are in the same classroom, they are in separate instructional groups.				
Locations:				
Schaeffer Elem NW	An Elementary School Building	A building in which General Education programs are operated		

Program Position #46

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: August 28, 2017

Reason for the proposed change: Changed name for identification purposes.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	5 to 10	8	1
Justification: Although students are in the same classroom, they are in separate instructional groups.				
Locations:				
Neff Elem CE AS	An Elementary School Building	A building in which General Education programs are operated		

Program Position #47

Operator: Intermediate Unit

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: May 23, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	5 to 9	8	1
Justification: Even though students are in the same classroom, students are instructed in appropriate age groups				

Locations:				
Reidenbaugh Elementary IU13	An Elementary School Building	A building in which General Education programs are operated		

Program Position #48*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* May 23, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	8 to 12	8	1
Justification: Students are in the same room, but instructed separately.				
Locations:				
Reidenbaugh Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #49*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 27, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	5 to 10	3	0.08
Justification: Although students are in the same classroom, they are not in the same instructional groups.				
Locations:				
Bucher ES - SP	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	5 to 10	10	0.5
Justification: Although students are in the same classroom, they are not in the same instructional groups.				
Locations:				
Bucher ES - SP	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	5 to 10	5	0.42
Justification: Although students are in the same classroom, they are not in the same instructional groups.				
Locations:				
Bucher ES - SP	An Elementary School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Social Work	District-wide	1
Director of Pupil Services	District-wide	1
Supervisor of Special Education	District-wide	1
Secondary Special Education Consultant	Secondary Setting - Multiple Buildings	1
Elementary Special Education Consultant	Elementary Setting - Multiple Buildings	2
School Psychologists	District-wide	7
Occupational Therapist	District-wide	1
Paraprofessionals	District-wide	70
Special Education Secretary	District office	1.5
Certified Occupational Therapist Assistant	Manheim Township School District	1
Special Education Consultant - Middle level (5-8)	Landis Run Intermediate Unit and Middle School	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Personal Care Aides	Intermediate Unit	140 Hours
Physical Therapist	Outside Contractor	3 Days
Educational Interpreters	Intermediate Unit	22 Hours
Job Training	Intermediate Unit	5 Days
Audiological Services	Intermediate Unit	24.18 Minutes

District Level Plan

Special Education Personnel Development

Autism

Description	<p>The Manheim Township School District is committed to providing a continuum of supports, services, and placement options to students with disabilities in the area of Autism. The general education classroom will be the first option considered when determining placement. An Individualized Education Plan will be developed for each student with the appropriate related services, identified supplementary aides and services, and specially designed instruction. Evidence of implementation will be internal data collection, progress monitoring, and cyclical monitoring.</p> <p>2018- 2019:</p> <p>The District will implement Applied Behavior Analysis (ABA) and Verbal Behavior (VB) techniques to all District operated Autistic Support classrooms K-12.</p> <p>Staff, administrators, and paraprofessionals will continue to receive training and support in the implementation of ABA/VB techniques in coordination with the Lancaster-Lebanon IU13 and Pennsylvania Training and Technical Assistance Network (PaTTAN).</p> <p>Staff and administrators will continue to receive in-service training on inclusion strategies, behavioral supports, and instructional strategies in order to support all students on the Autism Spectrum.</p> <p>Staff and administrators will receive inservice training in buildings where Autistic Support programs do not currently exist in order to develop awareness and understanding of Autism.</p> <p>The District will continue to provide Ability Awareness training for students in collaboration with the Lancaster-Lebanon IU13.</p> <p>The District will continue to provide parent training opportunities on the topic of Autism in collaboration with the Lancaster-Lebanon IU13.</p>
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2019 - 2020:

Staff, administrators, and paraprofessionals will continue to receive training and support in the implementation of ABA/VB techniques in coordination with the Lancaster-Lebanon IU13 and Pennsylvania Training and Technical Assistance Network (PaTTAN) in order to meet the needs of our students as they progress through the VB-Mapp.

Staff and administrators will continue to receive inservice training on inclusion strategies, behavior supports, and instructional strategies

Staff and administrators will receive inservice training on intensive teaching procedures and how these strategies can be incorporated into classrooms outside of the Autistic Supports classroom to meet the needs of our students on the Autism Spectrum and increase their time in the general education setting.

The District will continue to provide Ability Awareness training to students in collaboration with the Lancaster-Lebanon IU13.

The District will continue to provide parent training opportunities on the topic of Autism in collaboration with the Lancaster-Lebanon IU13

2020 - 2021:

Staff, administrators, and paraprofessionals will continue to receive training and support in the continued implementation of ABA/VB techniques in coordination with the Lancaster-Lebanon IU13 and Pennsylvania Training and Technical Assistance Network (PaTTAN) to meet the needs of our students as they progress through the VB-Mapp.

Staff and administrators will continue to receive training on inclusion strategies, behavioral supports, and instructional strategies.

Staff, administrators, and para educators will continue to receive inservice training on intensive teaching procedures and how these strategies can be incorporated into classrooms outside of the Autistic Supports classroom to meet the needs of our students on the Autism Spectrum and increase their time in the general education setting.

The District will continue to provide Ability Awareness training to students in

	collaboration with the Lancaster-Lebanon IU13. The District will continue to provide parent training opportunities on the topic of Autism in collaboration with the Lancaster-Lebanon IU13
Person Responsible	Supervisor of Special Education, Special Education Consultants, Principals, and Assistant Principals
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	2.0
# of Sessions	6
# of Participants Per Session	10
Provider	IU13/PaTTAN/MTSD
Provider Type	College or University
PDE Approved	Yes
Knowledge Gain	<ul style="list-style-type: none"> • Implementation of Applied Behavior Analysis and Verbal Behavior techniques • Improve instructional control in order to reduce problem behavior • Delivery of intensive teaching procedures including errorless teaching and error correction • Collect data using given procedures • Improve inclusive practices • Develop school community practices
Research & Best Practices Base	Current research in the field of Autism and knowledge of the current evidence-based and research-validated approaches for working with children with Autism.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment</p>

	<p>skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>Department Focused Presentation</p> <p>Offsite Conferences</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>Paraprofessional</p> <p>Other educational specialists</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
Follow-up Activities	<p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Lesson modeling with mentoring</p>
Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p> <p>Portfolio</p>

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Behavior Support

Description	<p>The Manheim Township School District is in the process of exploring School Wide Positive Behavior Support Plans (SWPBSP) for all students in school buildings K-12. Some of the elementary schools are in the implementation phase; others are developing. Secondary schools are exploring School Wide Positive Behavior Support Plans.</p> <p>2018-2019</p> <p>Staff, administrators, and paraprofessionals will receive initial training in Safe Care Management (SCM) to increase their knowledge of prevention, de-escalation, and safe emergency intervention strategies for responding to student behavior in the school environment.</p> <p>Staff will continue to receive training on Functional Behavior Assessments (FBA's) and the development of Positive Behavior Support Plans (PBSP) to ensure knowledge and understanding implementation.</p> <p>Staff will receive training on how to effectively and accurately collect behavioral data.</p> <p>Staff will receive training in classroom management strategies, behavioral strategies/interventions and positive reinforcement to increase appropriate student behavior.</p> <p>Staff will receive training, support, and consultation in the implementation of PBSP's and behavioral strategies/interventions in coordination with the District Behavior Interventionist, Special Education Consultants, and the Lancaster-Lebanon IU13.</p> <p>2019-2020</p> <p>Staff, administrators, and paraprofessionals will be recertified in Safe Care Management (SCM) to increase their knowledge of prevention, de-escalation, and safe emergency intervention strategies for responding to student behavior in the school environment.</p> <p>Staff will continue to improve and refine the process of Functional Behavior Assessments (FBAs) and the development of Positive Behavior Support Plans</p>
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	<p>(PSBP) to ensure knowledge and understanding.</p> <p>Staff will continue to improve and refine their behavioral data collection techniques.</p> <p>Staff will continue to receive training in classroom management strategies, behavioral strategies/interventions and positive reinforcement to increase appropriate student behavior.</p> <p>Staff will continue to receive training, support, and consultation in the implementation of PBSP's and behavioral strategies/interventions in coordination with the District Behavior Interventionist, Special Education Consultants, and the Lancaster-Lebanon IU13.</p> <p>2020-2021</p> <p>Staff, administrators, and paraprofessionals will be recertified in Safe Care Management (SCM) to increase their knowledge of prevention, de-escalation, and safe emergency intervention strategies for responding to student behavior in the school environment.</p> <p>Staff will continue to improve and refine the process of Functional Behavior Assessments (FBAs) and the development of Positive Behavior Support Plans (PSBP) to ensure knowledge and understanding.</p> <p>Staff will continue to improve and refine their behavioral data collection techniques.</p> <p>Staff will continue to receive training in classroom management strategies, behavioral strategies/interventions and positive reinforcement to increase appropriate student behavior.</p> <p>Staff will continue to receive training, support, and consultation in the implementation of PBSP's and behavioral strategies/interventions in coordination with the District Behavior Interventionist, Special Education Consultants, and the Lancaster-Lebanon IU13.</p>
Person Responsible	Supervisor of Special Education, Special Education Consultants, Behavior Interventionist, IU13, Principals, Assistant Principals
Start Date	7/1/2018
End Date	6/30/2021

Program Area(s)	Special Education
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Professional Development Details

Hours Per Session	6.0
# of Sessions	3
# of Participants Per Session	38
Provider	Manheim Township School District or IU13
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>
Training Format	<p>Series of Workshops</p> <p>Department Focused Presentation</p> <p>Offsite Conferences</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</p> <p>Paraprofessional</p> <p>New Staff</p> <p>Other educational specialists</p>

Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Creating lessons to meet varied student learning styles Analysis of Positive Behavior Support Plans (PBSP) and Functional Behavioral Assessments (FBA); District Staff will share and utilize techniques learned through the multiple training sessions to best support students behavioral needs
Evaluation Methods	Data from Evaluation Reports, behavioral contracts, PBSP and FBAs

Paraprofessional

Description	<p>The Manheim Township School District continues to provide staff training to all qualified teaching professionals, as well as, paraprofessionals in an effort to ensure that the supplementary aids and services being utilized for a child with a disability are maintained at the least restrictive level possible.</p> <p>Annually, beginning July 1 of each school year, the Manheim Township School District's Special Education department will offer Special Education Paraeducators with 20 inservice hours. These hours can be obtained during the paraeducator academy in August, at the District throughout the school year, or at various locations (IU13, PaTTAN, etc.) in order to meet the PDE/Chapter 14 mandate, and improve overall skills and knowledge for working with students with disabilities.</p> <p>Topics for the various training offerings will include, but are not limited to: Behavior Management/De-escalation, Chapter 14, First Aid and CPR, Technology, Communication and Collaboration, Promoting Independence, Supporting Inclusive Classrooms, and Data Collection.</p>
Person Responsible	Supervisor of Special Education, Special Education Consultants, IU13
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	4.0
# of Sessions	5
# of Participants Per Session	70
Provider	School Entity, IU13
Provider Type	PaTTAN
PDE Approved	Yes
Knowledge Gain	Special education paraeducators will gain knowledge needed to work with the students with whom they are assigned, and will gain skills needed in the areas of Behavior Management/De-escalation strategies, Chapter 14, Technology, Communication and Collaboration, Promoting Independence, Supporting Inclusive Classrooms, and Data Collection.
Research & Best Practices Base	Chapter 14 requires MTSD offer 20 inservice hours to all special education paraeducators each year. Opportunities to participate in the District-offered paraeducator academy, additional inservice trainings at MTSD, and the PDE Annual Conference will be offered to some special education paraeducators based on their assignment. Paraeducators also have the opportunity to attend trainings offered at the IU13 and PaTTAN in order to meet the 20 hour expectations.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>

	Instructs the leader in managing resources for effective results.
Training Format	Series of Workshops Department Focused Presentation Online-Asynchronous Offsite Conferences
Participant Roles	Paraprofessional
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Journaling and reflecting
Evaluation Methods	Participant survey

Reading NCLB #1

Description	<p>The Manheim Township School District will continue to close the gap for students with identified reading needs. Trainings will focus on the implementation of research based curriculums and instructional strategies to increase the integrity and accountability of instruction in our District special education programs. The District has been implementing and focusing on reading comprehension strategies through the Strategic Instruction Model and strategy instruction. Learning strategies are used by students to help them understand information and solve problems. A learning strategy is a person's approach to learning and using information. Students who do not know or use good learning strategies often learn passively and ultimately fail in school. Learning strategy instruction focuses on making the students more active learners by teaching them how to learn and how to use what they have learned to solve problems and be successful.</p> <p>2018-2019</p>
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	<p>Inventory of all research-based reading interventions available within District special education programs.</p> <p>Update K-6 special education reading curriculum to align with core content at each grade level (Curriculum Connections Binder).</p> <p>Develop 7-12 special education reading curriculum to align with core content at each grade level (Curriculum Connections Binder).</p> <p>Staff and administrators will receive inservice training on research based, reading curriculums and instructional reading strategies.</p> <p>Staff will receive training, support, and consultation in the implementation of research based strategies and interventions in coordination with District Reading Specialists and the Lancaster-Lebanon IU13.</p> <p>2019-2020</p> <p>Revise K-12 special education reading curriculums to align with core content at each grade level (Curriculum Connections Binder)</p> <p>Staff and administrators will continue to receive inservice trainings on research based, reading curriculums and instructional reading strategies</p> <p>Staff will continue to receive training, support, and consultation in the implementation of research based strategies and interventions in coordination with District Reading Specialists and the Lancaster-Lebanon IU13.</p> <p>2020-2021</p> <p>Continued review of instructional practices and interventions to support individual student needs.</p>
Person Responsible	Supervisor of Special Education and Special Education Consultants
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	3.5
# of Sessions	3
# of Participants Per Session	12
Provider	School Entity, IU13, MTSD

Provider Type	IU13, PATTAN, School Entity
PDE Approved	Yes
Knowledge Gain	<ul style="list-style-type: none"> • Implementation of research based reading programs with fidelity • Implementation of research based reading interventions • Effectively chart and monitor student's reading progress • Data informed/data-driven decisions to determine appropriate programming for those learners identified with a reading need and receiving special education services.
Research & Best Practices Base	<p>Research indicates that in order to increase the percentage of proficient readers, educators must increase the use of best reading practices. The term "best practice" is generally used to describe evidence based instructional approaches and techniques that improve children's reading development. Strategic readers use a variety of approaches and strategies. Researchers have found that good readers are active or strategic readers who use a variety of comprehension strategies before, during, and after reading a text. Good readers use comprehension strategies to facilitate the construction of meaning. These strategies include previewing, self-questioning, making connections, visualizing, knowing how words work, monitoring, summarizing, and evaluating. Researchers believe that using such strategies helps students become metacognitive readers. District reading specialist and IU13 consultants will provide specific training in the area of reading intervention and progress monitoring. Follow-up sessions and one-to-one consultations may be held with individuals or in building level small group settings to support implementation and fidelity of instructional delivery.</p>
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p>
For school or LEA administrators, and other educators seeking	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are</p>

leadership roles	aligned to each other as well as to Pennsylvania's academic standards.
Training Format	Series of Workshops Offsite Conferences
Participant Roles	Classroom teachers New Staff Other educational specialists
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Analysis of student work, with administrator and/or peers
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Classroom student assessment data Review of participant lesson plans Portfolio Progress monitoring data, Teacher Effectiveness Framework

Transition

Description	<p>The Manheim Township School District begins transition planning with students as they near their fourteenth birthday. Transition planning is part of the IEP process and plans consider both the student's interest and ability levels. The district puts supports in place so that students with disabilities graduate from high school. Students have access to a number of services and programs, including IU13 job trainers.</p> <ol style="list-style-type: none"> 1. The District will inventory all transition based assessments, activities, and inventories available within the District. 2. The District will create a comprehensive list of assessments, activities, and
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services available to students and staff to be utilized throughout the transition planning process.

3. Staff will receive training, support, and consultation in coordination with the Lancaster-Lebanon IU13. Training topics include:

- Agency Awareness
- Developing transition service plans that will enable students to meet his or her post-secondary goals
- Age-appropriate transition assessments and activities
- Understanding of Career Technology Center (CTC) and district programs

Evidence that an action step has been implemented will be the attendance record of those who attended each training session.

4. MTSD will annually, beginning July 1 of each school year offer Special Education Teachers, Paraeducators, and Guidance Counselors opportunities to improve their knowledge of areas of transition for students who hold an IEP ages 14-21. Staff will have the opportunity to participate in a variety of activities to increase their knowledge and awareness of transition planning and assistance with students, topics would include but are not limited to:

- Transition support at IEP meetings
- Offer attendance at the PDE Transition Conference when appropriate to the staff's professional assignment
- Opportunities to attend transition conferences and seminars at local post-secondary institutions.
- Attendance at IU trainings and conferences as opportunities are available
- Continue inservice and training for teachers to plan a coordinate set of activities from ages 14-21 that includes assessments, activities, and services.

5. MTSD will annually, beginning July 1 of each year, offer training to parents in order to understand the services and opportunities available for their child that include but are not limited to:

	<ul style="list-style-type: none"> • Parent training at MTSD • Notification of other opportunities for them and their children to participate in, as they are received by the district from outside sources such as PaTTAN, Post Secondary Institutions, and Agencies <p>6. MTSD will annually, beginning July 1, offer transition services to students ages 14-21 within the school district. Programs that will be offered, but are not limited to:</p> <ul style="list-style-type: none"> • Opportunities to attend transition conferences and seminars at local post-secondary institutions. • Referral to Office of Vocational Rehabilitation (OVR) and assistance with initial meetings and guidance through the OVR Process for juniors and seniors • Post-secondary opportunities to meet with representatives from post-secondary institutions to help students, plan and understand their rights, responsibilities and services available when getting ready to attend a post secondary institution
Person Responsible	Supervisor of Special Education, Special Education Consultants, Principals, Assistant Principals, and Guidance staff
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	1.0
# of Sessions	6
# of Participants Per Session	10
Provider	School Entity, IU13
Provider Type	School Entity/IU13
PDE Approved	Yes
Knowledge Gain	MTSD faculty and staff, along with parents and students with disabilities will gain knowledge of how a student's rights will change upon graduation from high school, and the various implication of those changes with regards to self advocacy, securing accommodations, obtaining employment, gaining admission to postsecondary education, etc. Students will be referred to the appropriate adult agency(ies) (OVR, BH/DS, etc.) for support after high

	school.
Research & Best Practices Base	Research and best practices indicate the coordinated transition planning will assist students and their parents with the changes that occur once a student graduates from high school. For successful transition to occur, thoughtful planning and education is needed.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>Series of Workshops</p> <p>Department Focused Presentation</p> <p>Online-Asynchronous</p> <p>Offsite Conferences</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</p> <p>New Staff</p> <p>Other educational specialists</p> <p>Parents</p>

Grade Levels	Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	<ul style="list-style-type: none"> • Department meetings and small group discussions about what's working and what's not; review of IEPs specifically the Transition Plan section
Evaluation Methods	<ul style="list-style-type: none"> • Participant survey • Portfolio • Parent Survey. Review and analysis of data collected regarding students' work opportunities, college application and admission, and follow-up survey. Review of the postsecondary present levels and Transition Plan in the current IEP, and progress monitoring data as it relates to postsecondary goals.

Special Education Affirmations

We also affirm our understanding that any requests for any deviations from the Chapter 14 regulations, standards, policies, and procedures must be made in writing to the Pennsylvania Department of Education. The school district understands that the Special Education Component of the District Level Plan will be approved by PDE in accordance with the following criteria as set forth in 22 Pa. School Code § 14.104 and as part of the District Level Plan:

1. 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.
2. 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.
3. 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.
4. The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.
5. 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.
6. 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.

We affirm that the school district has completed a 28 day public inspection and comment period as required under 22 PA Code § 4.13 (d) prior to the school entity's governing board approval and submission to the Department of Education (Bureau of Special Education).

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer