

Manheim Township SD

**District Level Plan**

07/01/2018 - 06/30/2022



# District Profile

---

## Demographics

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

## Planning Process

The Comprehensive Planning process began in November/December 2017. The District Level Planning Team and School Level Planning Teams were formed, ensuring the involvement of staff and stakeholders that effectively represented the many facets of the school district and local community. As recommended by the Pennsylvania Department of Education, the stakeholders consisted of School Board members, district and school level administrators, program and support personnel, elementary/secondary level teachers, educational specialists, students, parents, and local business and community representatives.

The School Level Planning Teams consisted of teachers from each grade level, specialists, and parents. Many of the teams also included local business owners. The District Level and School Level Planning Teams engaged in data and systems analysis, goal setting, and action planning. A large group committee meeting consisting of all District Level and School Level Planning Teams met in January 2018 to review the general components and goals of the Comprehensive Planning process and conduct a large-scale district wide Needs Assessment. Given that the larger combined Comprehensive Planning Committee consisted of approximately 180 individuals, much valuable information was gained through this Needs Assessment.

Through each scheduled Planning Team meeting conducted January - April 2018, the stakeholders were able to review and analyze multiple sources of data, outline district and school level accomplishments and areas of need, prioritize systemic challenges, identify key focus areas for goal setting, and engage in action planning for established goals. The goals created by the District Level Planning team aligned with those of the nine School Level Planning Teams.

The final larger combined Comprehensive Planning Committee Meeting (District Level and School Teams) occurred in May 2018, and the presentation included a review of the established goals, rationale for the goals, and the action planning information from all of the School Level Planning Teams.

In June 2018, the District and School Level Team leaders offered another presentation of the established goals and action planning information to the public via a scheduled School Board Work

Session Meeting. The final plan was available for public review and feedback on the District website and at the local library. The School Board at their August 2018 Board of School Directors Meeting formally approved the final version of the Comprehensive Plan. The plan was then submitted to the PDE for approval.

The table below offers an outline depicting the process used for Comprehensive Planning by the Manheim Township School District.

<b>Comprehensive Planning Activities</b>	<b>Time Frame</b>
Identify School Level Planning Team members & school meeting schedule	November 2017
Gather data for School Level Planning Team meetings  Gather data & plan for district-wide survey/needs assessment with District Level Planning Team	December 2017
Participate in large group district-wide Comprehensive Planning Committee Meeting (a.k.a. the “Kick Off” Meeting)	<b>January 2018</b>  (Wednesday, January 10, 2018)
Facilitate School Level and District Level Planning Team meetings	January – April 2018
Participate in large group district-wide Comprehensive Planning Committee Meeting (a.k.a. final “wrap-up” meeting)  Present goals from District and School Level planning – facilitated by team members	<b>May 2018</b>  (Wednesday, May 2, 2018)
Present final Comprehensive Plan (District and School Level plans) at June Board Work Session Meeting	June 2018  (Thursday, June 14, 2018)
Provide public review of the Comprehensive Plan for at least 28 days (website, public library, etc.)	July - August 2018
<b>School Board approval of district Comprehensive Plan</b>	<b>August 2018</b>  (Thursday, August 16, 2018)

## Mission Statement

**Our mission: Nurture and challenge for success.**

Given that every student deserves the opportunity to succeed without barriers to learning, our organization strives to provide each student with an educational environment that both challenges and nurtures in order for them to become productive, responsible citizens.

## Vision Statement

We are committed to the achievement of each individual's potential by providing...

A nurturing learning community that:

- Provides safety and mutual respect
- Stimulates curiosity and creativity
- Promotes personal integrity
- Encourages good citizenship

A challenging learning community that:

- Establishes high expectations and promotes individual achievement
- Encourages critical thinking and problem solving
- Inspires lifelong learning
- Provides opportunities for extracurricular experiences
- Facilitates collaborative communication
- Embraces the richness of diversity

## Shared Values

We believe that our learners...

- Thrive best in a safe and nurturing environment
- Form strong partnerships among home, school, and community
- Approach life with strong personal convictions and ethical behavior

- Invest in their own learning
- Grow when challenged with high expectations
- Contribute to and benefit from a diverse learning community
- Embrace change and innovation

## Educational Community

Located in Lancaster County in south central Pennsylvania, Manheim Township School District extends over 22 square miles and serves a community of approximately 39,000 citizens in 16,000+ residential dwellings. Approximately 30 percent of these households have children in the district. The district is geographically located between Harrisburg and Philadelphia and is close to several institutions of higher learning. Manheim Township School District has averaged an annual growth of approximately 1 percent per year over the past several years at all levels of the district. This trend and level of growth are expected to continue for the next 5 years. Both residential and commercial growth is consistent in the area, which contributes to the above-average socio-economic status.

Manheim Township School District (MTSD) is a diverse school district with over 700 employees who care for over 5,700 students in grades K-12. The educational program is delivered through nine District owned and operated buildings, plus the Lancaster County Career and Technology Center. The district operates a Head Start Preschool program and six elementary schools serve students enrolled in grades K-4. Elementary students come together at Landis Run Intermediate School for grades 5 and 6. Secondary students are taught in the middle school for grades 7 and 8 and the high school for grades 9-12. Instructional areas include regular education (college preparation, Honors, and Advanced Placement [AP]), remedial education, special education, alternative education, virtual/hybrid learning, as well as career and technical education and an International Baccalaureate (IB) diploma program.

Following graduation, 87% of the MTSD graduates pursue higher education and 7% move directly into the workforce or the military. Offering a wide variety of programs and courses, MTSD is consistently recognized for having some of the highest achievement scores in the county while it offers a wide array of athletic and performing arts. The district's high school is one of only nine public high schools in the state to offer the International Baccalaureate (IB) diploma program, with a 90% passing rate. Students also have the option to select individual courses from the IB curriculum without being enrolled fulltime in the IB program. In addition, high school students have access to at least 18 Advanced Placement courses. A Spanish Immersion program is also available beginning at the elementary level.

The students' education culminates with the high school's graduation requirement of at least 22 credits with the following minimum requirements:

- English: 4 credits

- Health: .5 credit
- Social Studies: 4 credits
- Physical Education: 1.5 credits
- Arts & Humanities: 1 credit
- Financial Literacy .5 credit
- Science, Technology, Engineering, & Math (S.T.E.M.): 7credits
- Science: Biology and 1 Freshman Science Course and additional Science credit
- Math: Completion of Algebra I, Algebra II, & Geometry
- Student selected courses from the Sciences, Math or Technology Education S.T.E.M. offerings
- Elective Courses: 3.5 credits

The demographics of the school district have been changing over the past several years. Over 15 years ago, the district's free/reduced lunch population hovered around 12%; today it is approximately 27%. This percentage continues to grow within our schools, with one of them currently at 41% and increasing.

The variety of ethnicities represented at MTSD is as follows:

- Caucasian- 67%
- Hispanic— 13%
- Asian- 9%
- Multi-racial — 6%
- African-American- 5%

## Planning Committee

Name	Role
Jim Dierolf	Administrator
Dr. Robin Felty	Administrator: Professional Education; School wide Plan
Katherine Heintzelman	Administrator
Joni Lefever	Administrator
Tom Koch	Administrator
Deborah Niemi	Administrator: Special Education

Bette Oberle	Administrator
Dr. Dale Reimann	Administrator: Professional Education; School wide Plan
Donna Robbins	Administrator
Joan Withum	Administrator: Special Education
Mark Anderson	Board Member
Janet Carroll	Board Member
JoAnn Hentz	Board Member
Travis Bash	Building Principal: Professional Education; School wide Plan
Karen Evans	Building Principal: Professional Education; School wide Plan
William Gillis	Building Principal: Professional Education; School wide Plan
Dr. Wendy Hancock	Building Principal: Special Education; School wide Plan
John Loose	Building Principal
Andrew Martin	Building Principal: Professional Education; Special Education
Christine Resh	Building Principal: Professional Education
Andrew Hull	Building Principal: Special Education
David Rilatt	Building Principal: Professional Education; School wide Plan
Sharon Schaefer	Building Principal: Professional Education; School wide Plan
Dana Schrodell	Building Principal
Trudi Smith	Building Principal: Professional Education Schoolwide Plan
Dr. Daniel Weber	Building Principal
Christopher Zander	Building Principal: Special Education Schoolwide Plan
Oyku Ak	Business Representative
Jessica Caloviras	Business Representative
Tony Manley	Business Representative
Courtney Milne	Business Representative
Julia Stern	Business Representative
Kristin Thiry	Business Representative
Crystal Wenger	Business Representative: Professional Education
Michael Winters	Business Representative: Professional Education
Milzy Carrasco	Community Representative
Laurie Cubell	Community Representative: Professional Education
Andrea Esposito	Community Representative: Special Education
Kathleen Ference	Community Representative: Special Education
Joshua Flowers	Community Representative: Special Education
Leslee Foreman	Community Representative
Todd Heckman	Community Representative
Dr. Olaniyi Oluleye	Community Representative
Joann Steffy	Community Representative: Special Education

Kate VanderMolen-Zimmerman	Community Representative/Parent: Professional Education
Carla DiClemente	Ed Specialist - Home and School Visitor
Matt Johns	Ed Specialist - Other (Dean of Students)
Heather Paul	Ed Specialist - Other
Erin Squibb	Ed Specialist – Other (Behavior Specialist); Special Education
Linden Bates	Ed Specialist - School Counselor
Megan Bingham	Ed Specialist - School Counselor
Beth Lester	Ed Specialist - School Counselor
Lydia Meisel	Ed Specialist - School Counselor
Michelle Pollis	Ed Specialist - School Counselor
Francine Rickert	Ed Specialist - School Counselor
Kara Rogers	Ed Specialist - School Counselor
Missy Weaver	Ed Specialist - School Counselor
Ann Cappelli	Ed Specialist - School Psychologist: Professional Education
Christina Ravert	Ed Specialist - School Psychologist
Julie Sergovic	Ed Specialist - School Psychologist
Janet Anderson	Librarian - Regular Education: Profess. Educ.
Steve Appleby	Elementary School Teacher - Regular Education
Melanie Beakes	Elementary School Teacher - Regular Education
Rebecca Bisking	Elementary School Teacher - Regular Education
Dyan Branstetter	Elementary School Teacher - Regular Education
Gale Burkhart	Elementary School Teacher - Regular Education: Schoolwide Plan
Kristen Canady	Elementary School Teacher - Regular Education
Nancy Cooper	Elementary School Teacher - Regular Education
Kathleen Costello	Elementary School Teacher - Regular Education
Katelyn Cramer	Elementary School Teacher - Regular Education
Tracy Deimler	Elementary School Teacher - Regular Education
Maritza Delgado	Elementary School Teacher - Regular Education
Stacey Dietrich	Elementary School Teacher - Regular Education
Christina DiLouie	Elementary School Teacher - Regular Education
Kelli Eachus	Elementary School Teacher - Regular Education
Elizabeth Edwards	Elementary School Teacher - Regular Education
Doug Ehst	Elementary School Teacher - Regular Education
Laurie Fellenbaum	Elementary School Teacher - Regular Education
Christopher Fields	Elementary School Teacher - Regular Education
Betsy Forrer	Elementary School Teacher - Regular Education
Tina Friend	Elementary School Teacher - Regular Education
Jodi Gaudlip	Elementary School Teacher - Regular Education
Christina Handwerk	Elementary School Teacher - Regular Education



Amy Heisey	Elementary School Teacher - Regular Education
Michelle Hickey	Elementary School Teacher - Regular Education
Amy Houck	Elementary School Teacher - Regular Education
Kelly Huntzinger	Elementary School Teacher - Regular Education
Jeff Illig	Elementary School Teacher - Regular Education
Christiana Imperati	Elementary School Teacher - Regular Education
Ashley Keath	Elementary School Teacher - Regular Education
Kim Kichline	Elementary School Teacher - Regular Education
Lynn Longridge	Elementary School Teacher - Regular Education
Laura Love	Elementary School Teacher - Regular Education
Mallory MacPherson	Elementary School Teacher - Regular Education
Kelly McCart	Elementary School Teacher - Regular Education
Barbara Murphy	Elementary School Teacher - Regular Education
Sammy Pratzner	Elementary School Teacher - Regular Education
Dolores Rabey	Elementary School Teacher - Regular Education
Brynn Reid	Elementary School Teacher - Regular Education
Betty Jo Reinhart	Elementary School Teacher - Regular Education
Nicole Rieker	Elementary School Teacher - Regular Education
Melissa Roark	Elementary School Teacher - Regular Education
Kathy Schotta	Elementary School Teacher - Regular Education
Kelly Shank	Elementary School Teacher - Regular Education
Jessica Siedman	Elementary School Teacher - Regular Education
Brittany Siegrist	Elementary School Teacher - Regular Education
Jennifer Smith	Elementary School Teacher - Regular Education
Marci Steele	Elementary School Teacher - Regular Education
Kim Steinman	Elementary School Teacher - Regular Education
Sheri Usner	Elementary School Teacher - Regular Education
Terri Vogt	Elementary School Teacher - Regular Education
Jennifer Wealand	Elementary School Teacher - Regular Education
Amy Wertman	Elementary School Teacher - Regular Education
Kira Yeager	Elementary School Teacher - Regular Education: Professional Education Schoolwide Plan
Allison Zell	Elementary School Teacher - Regular Education
Chelsea Bensel	Elementary School Teacher - Special Education
Rachel Brinton	Elementary School Teacher - Special Education: Special Education
Jessica Hartzell	Elementary School Teacher - Special Education: Special Education
Jessica Hartzell	Elementary School Teacher - Special Education

Sara Longenecker	Elementary School Teacher - Special Education
Derek Royce	Elementary School Teacher - Special Education: Special Education
Joshua Stehman	Elementary School Teacher - Special Education
Natalie Whisler	Elementary School Teacher - Special Education
David Bear	High School Teacher - Regular Education: Professional Education
Steve Brenner	High School Teacher - Regular Education
Sarah Davis	High School Teacher - Regular Education
Rachelle Impink	High School Teacher - Regular Education
William Kantz	High School Teacher - Regular Education: Professional Education
Lisa Lyons	High School Teacher - Regular Education
Doug Mast	High School Teacher - Regular Education
Allison Noecker	High School Teacher - Regular Education
Rich Nolt	High School Teacher - Regular Education
William Sassaman	High School Teacher - Regular Education
Charlene Smith	High School Teacher - Regular Education
Virginia Wilson	High School Teacher - Regular Education
Wade Jacoby	High School Teacher - Special Education
Rachelle Kaucher	High School Teacher - Special Education: Special Education
Courtney Shepler	High School Teacher - Special Education: Special Education
Tony Aldinger	Instructional Technology Director/Specialist: Professional Educ.
Samantha Bryant	Middle School Teacher - Regular Education
David Cooper	Middle School Teacher - Regular Education
Nate Gejecki	Middle School Teacher - Regular Education
Samantha Haldeman	Middle School Teacher - Regular Education
Christina Handwerk	Middle School Teacher - Regular Education
Michael Hardwig	Middle School Teacher - Regular Education
Laura Houghten	Middle School Teacher - Regular Education
Rich Lefever	Middle School Teacher - Regular Education
Jason Lyons	Middle School Teacher - Regular Education
Steve Mellinger	Middle School Teacher - Regular Education
Shawn Robbins	Middle School Teacher - Regular Education: Professional Educ.
Jennie Steeley	Middle School Teacher - Regular Education: Professional Educ.
Amanda Stine	Middle School Teacher - Regular Education
Emily Heisler	Middle School Teacher - Special Education: Special Education
Monique Acosta	Parent
Jane Davidson	Parent: Professional Education
Trina Hess	Parent: Special Education
John Hess	Parent: Special Education

Joy Hosler	Parent
Anne Kinderwater Carroll	Parent
Laurie Krchnar	Parent: Special Education
Allyson Ladley Gibson	Parent
Dr. Sharee Livingston Anderson	Parent
Kelley Nadeau	Parent: Special Education
Neryamn Nieves	Parent: Special Education
Elizabeth O'Brien	Parent: Professional Education
Mark Oles	Parent
Mary Beth Oles	Parent
Nikki Rivera	Parent
Jennifer Robitaille	Parent: Special Education
Kim Romano	Parent
Anastasio Santos	Parent
Jon Sensenig	Parent: Professional Education
Chhaya Shah	Parent
Rebecca Stanion	Parent
Heather Wright	Parent
Charlie Yohe	Parent
Sarah Yohe	Parent
Janine Young	Parent
Danielle Heisler	Special Education Supervisor: Special Education
Chris Davidson	Student
Sophia Miller	Student
Sachio Morita	Student
Arianna Rich	Student
Carson Sands	Student
Marcie Brody	Other: Communications Specialist

---

# Core Foundations

---

## Standards

### *Mapping and Alignment*

#### Elementary Education-Primary Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Accomplished	Accomplished
Civics and Government	Developing	Developing
PA Core Standards: English Language Arts	Developing	Developing
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Developing	Developing
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Non-Existent	Non-Existent
Geography	Developing	Developing
Health, Safety and Physical Education	Developing	Developing
History	Developing	Developing
Science and Technology and Engineering Education	Accomplished	Accomplished
Alternate Academic Content Standards for Math	Needs Improvement	Needs Improvement
Alternate Academic Content Standards for Reading	Needs Improvement	Needs Improvement
American School Counselor Association for Students	Developing	Developing
Early Childhood Education: Infant-Toddler→Second Grade	Developing	Developing
English Language Proficiency	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing

Explanation for standard areas checked "Needs Improvement" or "Non-Existent":

K-6 Family and Consumer Science (FACS) has not been developed as a separate curricular area. Instead, it is integrated into other subjects such as Health. We have identified the development, documentation, and alignment of a K-6 FACS curriculum as a priority for our Office of Curriculum & Instruction during the 2018-19 school year.

Documentation of alignment or mapping for alternate math and reading standards does not currently exist. Collaboration needs to occur between our curriculum content specialists and our Special Education department to determine whether or not this is actually happening in the classroom.

**Elementary Education-Intermediate Level**

<b>Standards</b>	<b>Mapping</b>	<b>Alignment</b>
Arts and Humanities	Developing	Developing
Career Education and Work	Accomplished	Accomplished
Civics and Government	Needs Improvement	Needs Improvement
PA Core Standards: English Language Arts	Developing	Developing
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Developing	Developing
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Non-Existent	Non-Existent
Geography	Developing	Developing
Health, Safety and Physical Education	Developing	Developing
History	Developing	Developing
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Needs Improvement	Needs Improvement
Alternate Academic Content Standards for Reading	Needs Improvement	Needs Improvement
American School Counselor Association for Students	Developing	Developing
English Language Proficiency	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing

Explanation for standard areas checked "Needs Improvement" or "Non-Existent":

Mapping and alignment of our Civics/Government standards in grades 4-6 is needing improvement. We have completed a needs assessment that has identified gaps in coverage, and we plan to revise and update our intermediate Social Studies curriculum as part of our Curriculum Review Cycle during the 2018-19 school year.

K-6 FACS has not been developed as a separate curricular area. Instead, it is integrated into other subjects such as Health. We have identified the development, documentation, and alignment of a K-6 FACS curriculum as a priority for our Office of Curriculum & Instruction during the 2018-19 school year.

Documentation of alignment or mapping for alternate math and reading standards does not currently exist. Collaboration needs to occur between our curriculum content specialists and our Special Education department to determine whether or not this is actually happening in the classroom.

**Middle Level**

<b>Standards</b>	<b>Mapping</b>	<b>Alignment</b>
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Accomplished	Accomplished
Civics and Government	Needs Improvement	Needs Improvement
PA Core Standards: English Language Arts	Developing	Developing
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
PA Core Standards: Mathematics	Developing	Developing
Economics	Developing	Developing
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Developing	Developing
Geography	Accomplished	Accomplished
Health, Safety and Physical Education	Developing	Developing
History	Developing	Developing
Science and Technology and Engineering Education	Needs Improvement	Needs Improvement
Alternate Academic Content Standards for Math	Needs Improvement	Needs Improvement
Alternate Academic Content Standards for Reading	Needs Improvement	Needs Improvement
American School Counselor Association for Students	Developing	Developing
English Language Proficiency	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing
World Language	Accomplished	Accomplished

Explanation for standard areas checked "Needs Improvement" or "Non-Existent":

Mapping and alignment of our Civics/Government standards in grades 7-8 need improvement. We have completed a needs assessment that has identified gaps in coverage, and we plan to revise and update our middle school Social Studies curriculum as part of our Curriculum Review Cycle during the 2018-19 school year.

Mapping and alignment of our Technology & Engineering standards in grades 7-8 need improvement. We have completed a needs assessment that has identified gaps in coverage, and we plan to revise and update our middle school Tech. Ed. curriculum as part of our Curriculum Review Cycle during the 2018-19 school year.

Documentation of alignment or mapping for alternate math and reading standards does not currently exist. Collaboration needs to occur between our curriculum content specialists and our Special Education department to determine whether or not this is actually happening in the classroom.

## High School Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Accomplished	Accomplished
Civics and Government	Accomplished	Accomplished
PA Core Standards: English Language Arts	Developing	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
PA Core Standards: Mathematics	Developing	Accomplished
Economics	Accomplished	Accomplished
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Developing	Developing
Geography	Accomplished	Accomplished
Health, Safety and Physical Education	Accomplished	Accomplished
History	Accomplished	Accomplished
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Needs Improvement	Needs Improvement
Alternate Academic Content Standards for Reading	Needs Improvement	Needs Improvement
American School Counselor Association for Students	Developing	Developing
English Language Proficiency	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing
World Language	Accomplished	Accomplished

Explanation for standard areas checked "Needs Improvement" or "Non-Existent":

Documentation of alignment or mapping for alternate math and reading standards does not currently exist. Collaboration needs to occur between our curriculum content specialists and our Special Education department to determine whether or not this is actually happening in the classroom.

## Adaptations

### Elementary Education-Primary Level

#### Checked answers

- Career Education and Work
- Civics and Government
- Economics
- Environment and Ecology
- Geography
- History
- Science and Technology and Engineering Education

*Unchecked answers*

*None.*

### **Elementary Education-Intermediate Level**

*Checked answers*

- Career Education and Work
- Civics and Government
- Economics
- Environment and Ecology
- Geography
- History
- Science and Technology and Engineering Education

*Unchecked answers*

*None.*

### **Middle Level**

*Checked answers*

- Career Education and Work
- Civics and Government
- PA Core Standards: English Language Arts
- Economics
- Environment and Ecology
- Family and Consumer Sciences
- Geography
- History
- Science and Technology and Engineering Education

*Unchecked answers*

*None.*

### **High School Level**

*Checked answers*

- Career Education and Work
- Civics and Government
- PA Core Standards: English Language Arts
- Economics
- Environment and Ecology
- Family and Consumer Sciences
- Geography
- History
- Science and Technology and Engineering Education

*Unchecked answers*

*None.*



Explanation for any standards checked:

Through the development and implementation of our Ch. 339 plan, we have recently revised our K-12 School Counseling curriculum to fully incorporate the Career Education and Work standards at all levels.

Our K-6 Science curriculum was recently revised to integrate technology and engineering, and to improve our overall coverage of the state standards including Environment & Ecology and Science & Technology & Engineering Education.

Additionally, we evaluated the following subject areas as part of our district's Curriculum Review Cycle: 7-12 Science, K-6 Social Studies, K-12 Library, and 7-12 Tech. Ed.; and we developed the following subject areas as part of our district's Curriculum Review Cycle: 7-12 ELA, K-6 Science, 7-12 Social Studies, and 7-12 FACS.

## Curriculum

### *Planned Instruction*

#### Elementary Education-Primary Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Developing
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Developing
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Developing
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

Within the last three years, the district has created an Office of Curriculum & Instruction to oversee the K-12 curriculum development process. A curriculum review cycle has been established, K-12 Content Specialists have been added, and each subject area is being closely examined to ensure that all of these characteristics are accomplished by the conclusion of this Comprehensive Plan. Grade level and department committees collaborate on the creation of pacing and scope and sequence documents, curriculum guides, and common assessments on in-service days and at other times throughout the school year to ensure progress on this goal.

Explanation for any standards areas checked "Needs Improvement" or "Non-Existent". How the LEA plans to address their incorporation:

N/A

#### Elementary Education-Intermediate Level

Curriculum Characteristics	Status
----------------------------	--------

Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Developing
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Developing
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Developing
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

Within the last three years, the district has created an Office of Curriculum & Instruction to oversee the K-12 curriculum development process. A curriculum review cycle has been established, K-12 Content Specialists have been added, and each subject area is being closely examined to ensure that all of these characteristics are accomplished by the conclusion of this Comprehensive Plan. Grade level and department committees collaborate on the creation of pacing and scope and sequence documents, curriculum guides, and common assessments on in-service days and at other times throughout the school year to ensure progress on this goal.

Explanation for any standards areas checked "Needs Improvement" or "Non-Existent". How the LEA plans to address their incorporation:

N/A

**Middle Level**

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Developing
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Developing
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Developing
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

Within the last three years, the district has created an Office of Curriculum & Instruction to oversee the K-12 curriculum development process. A curriculum review cycle has been established, K-12 Content Specialists have been added, and each subject area is being closely examined to ensure that all of these characteristics are accomplished by the conclusion of this Comprehensive Plan. Grade level and department committees collaborate on the creation of pacing and scope and sequence documents, curriculum guides, and common assessments on in-service days and at other times throughout the school year to ensure progress on this goal.

Explanation for any standards areas checked "Needs Improvement" or "Non-Existent". How the LEA plans to address their incorporation:

N/A

**High School Level**

<b>Curriculum Characteristics</b>	<b>Status</b>
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Developing
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Developing
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Developing
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

**Processes used to ensure Accomplishment:**

Within the last three years, the district has created an Office of Curriculum & Instruction to oversee the K-12 curriculum development process. A curriculum review cycle has been established, K-12 Content Specialists have been added, and each subject area is being closely examined to ensure that all of these characteristics are accomplished by the conclusion of this Comprehensive Plan. Grade level and department committees collaborate on the creation of pacing and scope and sequence documents, curriculum guides, and common assessments on in-service days and at other times throughout the school year to ensure progress on this goal.

Explanation for any standards areas checked "Needs Improvement" or "Non-Existent". How the LEA plans to address their incorporation:

N/A

***Modification and Accommodations***

Explain how planned instruction contains modifications and accommodations that allow all students at all mental and physical ability levels to access and master a rigorous, standards aligned curriculum.

Our K-12 curriculum guides include instructional notes and available resources to help guide teachers in the implementation of modifications or adaptations as needed for students with special needs. Regular education teachers are included as part of Pupil Service Team meetings, IEP meetings, 504 meetings, GIEP meetings, and other data analysis meetings as a means for understanding the specific instructional, mental, and physical needs of the students within their care. Professional development activities include training in accessibility using technology, differentiated instruction, behavioral interventions, positive behavior support plans, and scaffolding instruction to make difficult concepts more accessible to students at all ability levels.

## Instruction

### *Instructional Strategies*

#### *Checked Answers*

- Formal classroom observations focused on instruction
- Walkthroughs targeted on instruction
- Annual Instructional evaluations
- Instructional Coaching

#### *Unchecked Answers*

- Peer evaluation/coaching

#### *Regular Lesson Plan Review*

##### *Checked Answers*

- Administrators
- Department Supervisors
- Instructional Coaches

##### *Unchecked Answers*

- Building Supervisors
- Not Reviewed

Provide brief explanation of LEA's process for incorporating selected strategies.

The Manheim Township School District Plan for Supervision and Evaluation provides for both formative supervision and summative evaluation. The primary purpose of supervision and evaluation is to enhance professional performance.

The plan includes both performance standards and multiple supervisory tracks. The performance standards define expectations for teaching in the Manheim Township School District and provide staff members with a common foundation for professional practice. At the same time, however, different supervisory tracks address the diverse needs among professional staff. Roughly one third of the staff in any year participate in an Intensive (traditional observation) supervision process; the remainder participate in the Guided supervision process.

Those in the Guided process develop a plan in cooperation with their supervising principal that incorporates elements such as instructional coaching, external consultants, or collaboration. Supervising principals are still required to visit the classrooms of those in Guided supervision.

The K-12 ELA and K-12 Math department supervisors, our technology integrator specialists, and our Clinical Classroom teachers are an available resource for teachers seeking embedded professional development, and constructive, non-evaluative feedback on their instructional practices.

Provide brief explanation for strategies not selected and how the LEA plans to address their incorporation.

The district does not formally use peer evaluations or employ Building Supervisors. We plan to build the leadership capacity of our K-12 Content Specialists so that they can assist with non-

evaluative instructional feedback to their peers. However, we have no plans to employ building supervisors since administrators already serve in this role.

### *Responsiveness to Student Needs*

#### **Elementary Education-Primary Level**

<b>Instructional Practices</b>	<b>Status</b>
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Differentiated instruction is used to meet student needs.	Implemented in 50% or more of district classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

If necessary, provide further explanation.

N/A

#### **Elementary Education-Intermediate Level**

<b>Instructional Practices</b>	<b>Status</b>
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Differentiated instruction is used to meet student needs.	Implemented in 50% or more of district classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

If necessary, provide further explanation.

N/A

#### **Middle Level**

<b>Instructional Practices</b>	<b>Status</b>
Structured grouping practices are used to meet student needs.	Implemented in less than 50% of district

	classrooms
Flexible instructional time or other schedule-related practices are used to meet student needs.	Implemented in less than 50% of district classrooms
Differentiated instruction is used to meet student needs.	Implemented in 50% or more of district classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Implemented in 50% or more of district classrooms

If necessary, provide further explanation.

The middle school schedule follows a traditional eight period day, which provides little scheduling flexibility. Within classrooms, many teachers employ traditional classroom instructional practices; grouping and regrouping practices are not prevalent due to time constraints. Targeted plans for professional development in this area will be implemented over the next three years, and there are plans for a close review and restructuring of the middle school's daily schedule as part of the Comprehensive Plan process.

### High School Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Implemented in less than 50% of district classrooms
Flexible instructional time or other schedule-related practices are used to meet student needs.	Implemented in less than 50% of district classrooms
Differentiated instruction is used to meet student needs.	Implemented in 50% or more of district classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Implemented in 50% or more of district classrooms

If necessary, provide further explanation.

The high school schedule follows a traditional seven period day, which provides little scheduling flexibility. Within classrooms, many teachers employ traditional classroom instructional practices; grouping and regrouping practices are not prevalent. Targeted plans for professional development in this area will be implemented prior to the conclusion of this Comprehensive Plan, and we have

been exploring a more personalized learning model with the adoption of our 1:1 technology initiative which will give us more flexibility regarding scheduling and student groupings.

## *Recruitment*

Describe the process you implement to recruit and assign the most effective and highly qualified teachers in order to meet the learning needs of students who are below proficiency or are at risk of not graduating.

The district uses a web-based application and screening process to determine a pool of candidates it will consider for each teacher/educator vacancy. That pool is then subject to a multi-tiered interview process with administrators. Administrators use an evaluation rubric to score each of the interviewed candidates. That scoring system is then used to determine which candidates proceed to the next round of interviews. Candidates are required to present a teaching demonstration and to meet with the Superintendent before an offer of employment is made.

The administrative staff uses the District's Equity Plan to ensure that our human resources are being evenly distributed across all classrooms in the district. Following the plan allows us to avoid heavy concentrations of experienced or inexperienced teachers in any one location.

## *Assessments*

### *Local Graduation Requirements*

<b>Course Completion</b>	<b>SY 19/20</b>	<b>SY 20/21</b>	<b>SY 21/22</b>
Total Courses	22.00	22.00	22.00
English	4.00	4.00	4.00
Mathematics	3.00	3.00	3.00
Social Studies	4.00	4.00	4.00
Science	3.00	3.00	3.00
Physical Education	1.50	1.50	1.50
Health	0.50	0.50	0.50
Music, Art, Family & Consumer Sciences, Career and Technical Education	1.50	1.50	1.50
Electives	4.50	4.50	4.50
Minimum % Grade Required for Credit (Numerical Answer)	60.00	60.00	60.00

### *Graduation Requirement Specifics*

We affirm that our entity requires demonstration of proficiency or above in each of the following State academic standards: English Language Arts and Mathematics, Science and Technology and

Environment and Ecology, as determined through any one or a combination of the following:

*Checked answers*

- Completion of secondary level coursework in English Language Arts (Literature), Algebra I and Biology in which a student demonstrates proficiency on the associated Keystone Exam or related project-based assessment if § 4.4(d)(4) (relating to general policies) applies.
- Locally approved and administered assessments, which shall be independently and objectively validated once every 6 years. Local assessments may be designed to include a variety of assessment strategies listed in 4.52(c) and may include the use of one or more Keystone Exams. Except for replacement of individual test items that have a similar level of difficulty, a new validation is required for any material changes to the assessment. Validated local assessments must meet the following standards:
  - I. Alignment with the following State academic standards: English Language Arts (Literature and Composition); Mathematics (Algebra I) and Environment and Ecology (Biology).
  - II. Performance level expectations and descriptors that describe the level of performance required to achieve proficiency comparable to that used for the Keystone Exams.
  - III. Administration of the local assessment to all students, as a requirement for graduation, except for those exempted by their individualized education program under subsection (g), regarding special education students, or gifted individualized education plan as provided in 16.32 (relating to GIEP).
  - IV. Subject to appropriations provided by law, the cost to validate local assessments shall be evenly divided between the school district, AVTS or charter school, including a cyber-charter school, and the Department. If the Department does not provide sufficient funding to meet its share, local assessments submitted for validation shall be deemed valid until a new validation is due to the Department.
  - V. The Department will establish a list of entities approved to perform independent validations of local assessments in consultation with the Local Assessment Validation Advisory Committee as provided in 4.52(f).
  - VI. School boards shall only approve assessments that have been determined to meet the requirements of this subsection by an approved entity performing the independent validation. If a school district, AVTS or charter school, including a cyber-charter school, uses a local assessment that has not been independently validated, the Secretary will direct the school entity to discontinue its use until the local assessment is approved through independent validation by an approved entity.
- Completion of an Advanced Placement exam or International Baccalaureate exam that includes academic content comparable to the appropriate Keystone Exam at a score



established by the Secretary to be comparable to the proficient level on the appropriate Keystone Exam.

*Unchecked answers*

- Not Applicable.

**Local Assessments**

<b>Standards</b>	<b>WA</b>	<b>TD</b>	<b>NAT</b>	<b>DA</b>	<b>PSW</b>	<b>Other</b>
Arts and Humanities	X	X	X		X	
Career Education and Work		X			X	
Civics and Government		X	X			
PA Core Standards: English Language Arts		X	X	X		X
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects		X				
PA Core Standards: Mathematics		X	X			X
Economics		X	X			
Environment and Ecology		X	X			
Family and Consumer Sciences		X				
Geography		X				
Health, Safety and Physical Education		X				
History		X	X			
Science and Technology and Engineering Education		X	X		X	X
World Language		X	X			

**Methods and Measures**

**Summative Assessments**

<b>Summative Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Final Exams			X	X
Teacher-created assessments	X	X	X	X
Advanced Placement Exams				X
International Baccalaureate Exams				X
Keystone Exams			X	X
PSSA Exams	X	X	X	

**Benchmark Assessments**

<b>Benchmark Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
DRAs	X			
DIBELS	X	X		

### Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Teacher-created assessments	X	X	X	X

### Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
CDT		X	X	
GRADE	X	X	X	

### *Validation of Implemented Assessments*

Validation Methods	EEP	EEI	ML	HS
External Review				
Intermediate Unit Review				
LEA Administration Review	X	X	X	X
Building Supervisor Review				
Department Supervisor Review	X	X	X	X
Professional Learning Community Review				
Instructional Coach Review				
Teacher Peer Review			X	X

Provide brief explanation of your process for reviewing assessments.

As a K-12 content area comes up for general review during our Curriculum Review Cycle (every five years), an internal audit of common assessments occurs. This includes an examination of the rigor and depth of questioning on the assessment, alignment to standards and eligible content, and a determination on the overall validity and accuracy of the questions. This audit is conducted by subcommittees of teachers and administrators, and it is led by the K-12 department supervisor (Math & ELA) or the K-12 Content Specialist (in all other content areas) in cooperation with the Director of Curriculum & Instruction.

### *Development and Validation of Local Assessments*

If applicable, explain your procedures for developing locally administered assessments and how they are independently and objectively validated every six years.

As a K-12 content area comes up for general review during our Curriculum Review Cycle (every five years), an internal audit of common assessments occurs. This includes an examination of the rigor and depth of questioning on the assessment, alignment to standards and eligible content, and a determination on the overall validity and accuracy of the questions. This audit is conducted by subcommittees of teachers and administrators, and it is led by the K-12 department supervisor (Math & ELA) or the K-12 Content Specialist (in all other content areas) in cooperation with the Director of Curriculum and Instruction.

## *Collection and Dissemination*

Describe your system to collect, analyze and disseminate assessment data efficiently and effectively for use by LEA leaders and instructional teams.

The district has recently purchased a data management system that will collect, analyze, and disseminate assessment data efficiently and effectively for district administrators, teachers, and other instructional teams who need access to student data for decision-making. An administrative assistant and district administrators oversee the regular upload of data from common assessments in our grade books, from diagnostic assessments, from state assessments, and from other standardized assessments such as AP exams or PSAT results to ensure that data is in the hands of the teachers as quickly as possible after an assessment has occurred. Time is also dedicated to data analysis and instructional planning in the district's in-service calendar and in data meetings with substitute coverage that allow teachers to focus on reading, analyzing, and using the data in meaningful ways.

## *Data Informed Instruction*

Describe how information from the assessments is used to assist students who have not demonstrated achievement of the academic standards at a proficient level or higher.

Assessment data is used at Pupil Services team meetings, grade level meetings, department meetings, and district-level planning meetings to determine student needs and to assist with student groupings and/or differentiated instruction in the classroom. Additionally, by using data from both formative and summative assessments, MTSS is being implemented at the elementary level as a means to better assist students who are not demonstrating achievement by identifying targeted needs and appropriate interventions. At the secondary level, Keystone exam data is used to identify students in need of additional support or remediation in Literature, Algebra I, or Biology.

## *Assessment Data Uses*

<b>Assessment Data Uses</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Assessment results are reported out by PA assessment anchor or standards-aligned learning objective.	X	X	X	X
Instructional practices are identified that are linked to student success in mastering specific PA assessment anchors, eligible content or standards-aligned learning objectives.	X	X	X	X
Specific PA assessment anchors, eligible content or standards-aligned learning objectives are identified for those students who did not demonstrate sufficient mastery so that teachers can collaboratively create and/or identify instructional strategies likely to increase mastery.	X	X	X	X
Instructional practices modified or adapted to increase student mastery.	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

PSSA and Keystone data is reported out by PA assessment anchor and standards-aligned learning objectives, and this information is used to plan professional development or needed curricular revisions. We utilize Clinical Classroom teachers to assist with demonstrating instructional practices that are likely to increase student mastery, and they are available to help teachers hone their skills. Our teachers are responsive to student needs as identified through regular data analysis at Pupil Services Team meetings, grade level meetings, department meetings, and IEP/504/GIEP meetings, and they adjust instruction accordingly.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

N/A

### ***Distribution of Summative Assessment Results***

<b>Distribution Methods</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Course Planning Guides				X
Directing Public to the PDE & other Test-related Websites	X	X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports				
Website	X	X	X	X
Meetings with Community, Families and School Board	X	X	X	X
Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters	X	X	X	X
Press Releases	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

We prefer open, transparent communication with our parents and community members regarding summative assessments. State-mandated assessments are heavily publicized through building announcements, letters home, press releases, the school calendar, and the student handbook so that students, parents, families, and the community are aware of when the assessments are occurring, and so they have the opportunity to ask questions of teachers and administrators regarding the assessments. At the local level, teachers and principals regularly communicate with parents and families through emails, phone calls, newsletters, and letters home regarding upcoming summative assessments. We also adhere to board policy by outlining the proper protocols and publicizing student and parent rights to opt-out of assessments and to review assessments through individual meetings with an administrator.

Provide brief explanation for strategies not selected and how the LEA plans to address their incorporation.

At this time, we only have a course-planning guide at our high school, however, we do have plans to develop a course planning guide for our middle school within the next year. Since we issue press releases regarding assessments through our Communications Specialist, we do not typically engage in issuing additional local media reports.

## Safe and Supportive Schools

### *Assisting Struggling Schools*

Describe your entity's process for assisting schools that either do not meet the annual student achievement targets or experience other challenges, which deter student attainment of academic standards at a proficient level or higher.

If your entity has no struggling schools, explain how you will demonstrate continued growth in student achievement.

Manheim Township has no struggling schools as defined by Pennsylvania Department of Education (PDE). The most recent SSP data (2016-2017 school year) shows that District schools continue to make progress in meeting the various benchmarks. The Manheim Township School District consistently reviews achievement data to look for ways to adjust instructional practices and district curriculum to better meet the needs of all students. The District devotes resources and promotes programs to ensure that all students achieve. In addition, the District provides necessary professional development to staff, utilizes math and reading supervisors as well as content specialists to assist with implementation of strategies and programs, and accesses the IU13 TAC team for additional support when needed. The goals and action plans developed through the Comprehensive Planning process ensures that this will continue to be a focus of the district.

### *Programs, Strategies and Actions*

<b>Programs, Strategies and Actions</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement	X	X	X	X
School-wide Positive Behavioral Programs	X	X		
Conflict Resolution or Dispute Management	X	X	X	X
Peer Helper Programs		X	X	X
Safety and Violence Prevention Curricula	X	X	X	X
Student Codes of Conduct	X	X	X	X
Comprehensive School Safety and Violence Prevention Plans	X	X	X	X
Purchase of Security-related Technology	X	X	X	X
Student, Staff and Visitor Identification Systems	X	X	X	X
Placement of School Resource Officers		X	X	X
Student Assistance Program Teams and Training		X	X	X
Counseling Services Available for all Students	X	X	X	X

Internet Web-based System for the Management of Student Discipline	X	X	X	X
--	---	---	---	---

Explanation of strategies not selected and how the LEA plans to address their incorporation:

The district recognizes the importance of providing a full range of services to provide students safe and supportive schools. In regards to school safety, the district has trained all teachers, support staff, and administrators in ALiCE protocols for active intruders in the school setting. Students at the high school have been through initial training in the ALiCE protocol and how to react in the event of an armed intruder accesses the building.

Currently, the high school is implementing a Pupil Services Team (PST) process. Students who are experiencing behavioral difficulty may be referred to the team for intervention and support. PST is a positive, success-oriented approach that uses intervention techniques to help students achieve their potential in the school setting. School Counselors will implement new curriculum with classroom lessons for 9th and 10th grade students on social/emotional wellness and anti-bullying, which will improve behavior in the secondary setting. Safety and positive behaviors are incorporated into the health and physical education curriculums.

The elementary, as part of their health curriculum, have units on safety prevention (but not specifically on violence prevention). During the 2018-2019 school year, the district will begin to develop a Positive Behavioral Interventions and Supports (PBIS) framework. The PBIS framework will focus on safety and positive behavior supports and interventions. All teachers will implement classroom morning meetings, which will incorporate safety components and the teaching of proactive behaviors.

### *Screening, Evaluating and Programming for Gifted Students*

**Describe your entity's awareness activities conducted annually to inform the public of the gifted education services and programs offered (newspaper, student handbooks, school website, etc.)**

The district has a system in place for locating and identifying all students who are thought to be gifted. First, the district analyzes student performance data on an ongoing basis, which leads to in-house referrals for thought-to-be gifted students. The district also has a universal screening process in grades 1 and 3 to ensure students who may be eligible for gifted services are identified. The district also has the gifted referral process posted on its website, so parents are aware of how to make referrals. Finally, the district includes the annual notice about gifted in its published newsletter, which is delivered to all residents of the school district.

The district does receive requests for evaluations from parents whose children attend private/non-public schools. The same procedure as a student who attends a district school is followed.

**Describe your entity's process for locating students who are thought to be gifted and may be in need of specially designed instruction (screening).**

The Manheim Township School District engages in a number of formal processes annually to identify potential candidates for gifted education services. This systematic screening process fulfills the District's obligation to conduct child find activities for students who may need services or instruction not ordinarily provided in the general education curriculum. Currently, all students are universally screened in grades 1 and 3 based on grade-level reading and math assessments as well as teacher input regarding characteristics associated with gifted learners. The first grade screening is completed in February, and the third grade screening is completed in December. For all other

grades, the gifted screening process is initiated through parent request and/or teacher recommendation. Once a student has been recommended for a gifted screen, the following steps are implemented.

The school counselor contacts the student's parents about the screen and sends home the Permission to Screen for gifted, which includes a brief cognitive assessment and teacher completion of a gifted rating form. Once the signed permission is returned, the school counselor administers a brief cognitive assessment and gives the classroom teacher a gifted rating form to complete. Scores from the cognitive assessment, gifted rating form, and school grades are entered into a Gifted Screen Matrix to determine whether or not further gifted evaluation is indicated. Students with an IQ score of 130 or higher are referred on for further evaluation. Those students with an IQ score between 120 and 129 may be referred on based on school grades and teacher ratings. The school counselor will then share the results with the student's parents/guardian over the phone and completes a Gifted Screen Report, which is sent to parents and placed in the student's cumulative file. If the student is recommended for further testing, the school counselor notifies the school psychologist who then initiates the Gifted Evaluation Process. If the student is not recommended for further testing, the parent is notified that they still have the right to request a comprehensive gifted evaluation and must submit their request in writing to the building principal.

**Describe your entity's procedures for determining eligibility (through multiple criteria) and need (based on academic strength) for potentially mentally gifted students (evaluation).**

The Manheim Township gifted evaluation is a multidisciplinary process, which considers information from multiple sources including school records, parent input, teacher feedback, and standardized assessments of the student's cognitive abilities and academic achievement. Eligibility decisions are based on a compilation of the data rather than based on a single test score or piece of data. The School team first reviews School records: progress reports, state/local assessment data such as PSSA scores, GRADE scores, and CDT scores when available. Parent input is taken as it provides the student's developmental history regarding early and measured use of high level thinking skills, behaviors observed that are associated with mental giftedness (gifted rating scale), motivation and persistence for learning, interests, foreign language and/or technology proficiency. The teacher input is necessary information as it includes the student's performance in regard to grade level expectations, rates of acquisition and achievement, accommodations in place (i.e., classroom enrichment), behaviors or characteristics associated with mental giftedness (gifted rating scale). Before providing information for the evaluation, the teacher should have worked with the student for at least (1) month.

Standardized norm-referenced assessments of cognitive ability are administered and interpreted by the school psychologist. There are multiple instruments that can be selected based on characteristics of the student, situation or examiner preference. Possible measures include but are not limited to the Wechsler Intelligence Scale for Children-V, Wechsler Preschool and Primary Scale of Intelligence-IV, Wechsler Adult Intelligence Test-IV, Stanford Binet Intelligence Scales-V, Woodcock Johnson Tests of Cognitive Abilities-IV, Reynolds Intellectual Assessment Scales-2, Kaufman Assessment Battery for Children-II, and Wechsler Nonverbal Scale of Ability. Other assessments of academic achievement are administered and interpreted by the school psychologist. Again, there are multiple instruments that can be selected based on characteristics of the student, situation or examiner preference. Possible measures include but are not limited to the

Wechsler Individual Achievement Test-III, Kaufman Test of Educational Achievement-III, Woodcock Johnson Tests of Academic -IV.

Finally, curriculum based assessment of math and language arts may be administered by the school psychologist, school counselor, gifted teacher, and/or the classroom teacher to determine eligibility and need of potentially gifted students.

**Describe the gifted programs\* being offered that provide opportunities for acceleration, enrichment or both. \*The word "programs" refers to the continuum of services, not one particular option.**

Currently the gifted program focuses on an enrichment model of instruction, though subject and grade acceleration are provided as determined by student needs. At the elementary and middle school levels, the pull-out service delivery is most commonly used. At the high school level, pull-out and consultative models are used. The district recently facilitated a gifted task force comprised of teachers, parents, and administrators to examine the district's gifted program and make recommendations regarding the future direction of gifted education in the Manheim Township School District.

### *Developmental Services*

<b>Developmental Services</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Academic Counseling	X	X	X	X
Attendance Monitoring	X	X	X	X
Behavior Management Programs	X	X	X	
Bullying Prevention	X	X	X	X
Career Awareness	X	X	X	X
Career Development/Planning	X	X	X	X
Coaching/Mentoring			X	X
Compliance with Health Requirements -i.e., Immunization	X	X	X	X
Emergency and Disaster Preparedness	X	X	X	X
Guidance Curriculum	X	X	X	X
Health and Wellness Curriculum	X	X	X	X
Health Screenings	X	X	X	X
Individual Student Planning	X	X	X	X
Nutrition	X	X	X	X
Orientation/Transition	X	X	X	X
RTII/MTSS	X	X		
Wellness/Health Appraisal	X	X	X	X
Parenting Workshops	X	X	X	X

Explanation of developmental services:

The Manheim Township High School currently does not have a school-wide positive behavior support plan. The high school is implementing a Pupil Services Team (PST) process. PST is a positive, success-oriented approach that provides specialized services such as psychological, school



counseling, health/wellness, student assistance, and social work to students to help students achieve success in their educational program. Students who are experiencing behavioral or academic difficulty may be referred to the team for intervention and support services. School Counselors as part of Chapter 339 Career and Work Standards will implement a new curriculum with classroom lessons for 9th and 10th grade students on social/emotional wellness, anti-bullying, and their digital footprint. Lessons by the nature of their focus will help to improve student behavior in the secondary setting. Additionally, safety and positive behaviors are incorporated into the health and physical education curriculums. Students identified with special needs who struggle with behavior have individualized behavior management plans as well as access to special education classrooms where there are classroom behavior management plans in place. Such arrangements support student's learning, so they are successful and can access their educational program.

### *Diagnostic, Intervention and Referral Services*

<b>Diagnostic, Intervention and Referral Services</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Accommodations and Modifications	X	X	X	X
Administration of Medication	X	X	X	X
Assessment of Academic Skills/Aptitude for Learning	X	X	X	X
Assessment/Progress Monitoring	X	X	X	X
Casework	X	X	X	X
Crisis Response/Management/Intervention	X	X	X	X
Individual Counseling	X	X	X	X
Intervention for Actual or Potential Health Problems	X	X	X	X
Placement into Appropriate Programs	X	X	X	X
Small Group Counseling-Coping with life situations	X	X	X	X
Small Group Counseling-Educational planning	X	X	X	X
Small Group Counseling-Personal and Social Development	X	X	X	X
Special Education Evaluation	X	X	X	X
Student Assistance Program		X	X	X

Explanation of diagnostic, intervention and referral services:

N/A

### *Consultation and Coordination Services*

<b>Consultation and Coordination Services</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Alternative Education			X	X
Case and Care Management	X	X	X	X
Community Liaison	X	X	X	X
Community Services Coordination (Internal or External)	X	X	X	X
Coordinate Plans	X	X	X	X
Coordination with Families (Learning or Behavioral)	X	X	X	X
Home/Family Communication	X	X	X	X
Managing Chronic Health Problems	X	X	X	X

Managing IEP and 504 Plans	X	X	X	X
Referral to Community Agencies	X	X	X	X
Staff Development	X	X	X	X
Strengthening Relationships Between School Personnel, Parents and Communities	X	X	X	X
System Support	X	X	X	X
Truancy Coordination	X	X	X	X

Explanation of consultation and coordination services:

N/A

### *Communication of Educational Opportunities*

<b>Communication of Educational Opportunities</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Course Planning Guides	X	X	X	X
Directing Public to the PDE & Test-related Websites	X	X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X
Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters	X	X	X	X
Press Releases	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X
College/Financial Aid Fairs				X
Parent Trainings	X	X	X	X

### *Communication of Student Health Needs*

<b>Communication of Student Health Needs</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Individual Meetings	X	X	X	X
Individual Screening Results	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X
Newsletters	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

### *Frequency of Communication*

**Elementary Education - Primary Level**

- More than once a month

**Elementary Education - Intermediate Level**

- More than once a month

**Middle Level**

- More than once a month

**High School Level**

- More than once a month

***Collaboration for Interventions***

Describe the collaboration between classroom teachers and individuals providing interventions regarding differing student needs and academic progress.

The Manheim Township School District provides a wide-range of opportunities to support the collaboration between teachers and all staff members involved in assisting students with academic, social, and/or behavioral needs. The collaboration expands well beyond only classroom teachers and may involve school psychologists, school counselors, supervisors, nurses, home-school visitor, special education teachers, para-educators, agency personnel and other specialists and administrators. At the elementary level, staff utilizes the Pupil Services Team process, data meetings, Grade Level meetings, and Team meetings to address student needs and to review intervention and academic progress. In addition, faculty meetings and staff meetings provide professional development opportunities to staff in the areas of interventions for students. At the secondary levels, data meetings, team meetings, faculty meetings, department meetings and PST meetings are utilized to address student needs and apply intervention and strategies to support struggling students. The district also provides time during the school year, K-12, that allows staff to collaborate in less formal settings to address individual student needs.

***Community Coordination***

Describe how you accomplish coordination with community operated infant and toddler centers, as well as preschool early intervention programs. In addition, describe the community coordination with the following before or after school programs and services for all grade levels, including pre-kindergarten, if offered, through grade 12.

1. Child care
2. After school programs
3. Youth workforce development programs
4. Tutoring

Child Care - ENVISIONS is a before and after school care program for students in kindergarten through sixth grade. This organization utilizes space in each of the K-4 buildings within the Manheim Township School District. While the program operates independently of the school district, we often partner with this organization to provide parents with parent education classes (i.e., How can I bully proof my child?).

Preschool Program - The Manheim Township School District has developed a partnership with the Owl Hill Learning Center for the last eight years to implement a pre-k program in our district. This program provides eligible four-year-old students with a full day of pre-k for 180 school days. We currently serve 30 students in this program. The program is funded through the PA Pre-K Counts Grant and we are always looking for ways to expand the program to provide more four-year-old students with this opportunity. Head start will start 2018 school year - 20 students in the program. The District has developed Early Learning exchange that coordinates with early childhood providers in the District to ease the transition to kindergarten. The District participates in Plant the Seed of Learning and Sprouting Learners, which promote the parent-child relationship through early learning activities/opportunities. These opportunities connect parents and children with community supports.

Youth workforce development programs -The High School provides students with a variety of opportunities and supports to explore and prepare for life after high school. Cooperative Education (co-op) is available for students who want to experience the world of work while still in school. The College and Career Center assists students in researching and preparing for post-secondary education, training, and employment. The Lancaster-Lebanon Career and Technology Center offers a wide variety of programs that prepare students for “skilled, innovative, and productive careers.” The high school is a grant partner with Thaddeus Stevens College of Technology (TSCT) to increase the number of women in STEM/STEAM-related careers. Through the grant, young women from the high school have visited local businesses to explore career opportunities in the fields of electrical engineering, water technology and manufacturing. Students who participate in this program automatically receive acceptance to TSCT and a \$1000 scholarship if they choose to pursue education in these fields at their college. The Middle School holds a Career Fair every two years to introduce students to a variety of careers and is looking to expand this program to a yearly event beginning in the 2018-19 school year.

The District contracts for a fulltime job trainer who assists students with disabilities with the transition from school to work. A wide range of services is provided including job exploration, job shadowing, job coaching and community-based training on related skills such as using public transportation.

Tutoring – Homework Club is offered after school two times per week at both the elementary and middle school levels. In addition, students from Lancaster Bible College tutor middle school students after school, two times per week. Manheim Township High School National Honor Society provides

tutoring services to any student who needs support before, during, or after school. The Emerald Foundation also facilitates afterschool tutoring programs for selected at-risk students at two elementary schools.

Other - The Manheim Township School District provides K-2 students with a summer learning opportunity. Students who qualify for additional literacy and math instruction are invited to attend a four-week summer learning program. District teachers teach the program and students receive approximately four hours of direct instruction. The instruction is targeted based on student need.

### *Preschool Agency Coordination*

Explain how the LEA coordinates with agencies that serve preschool age children with disabilities.

1. Address coordination activities designed to identify and serve children with disabilities and the supports and accommodations available to ensure both physical and programmatic access.
2. Address pre-kindergarten programs operated directly by the LEA and those operated by community agencies under contract from the LEA.
3. Describe how the LEA provides for a smooth transition from the home setting and any early childhood care or educational setting the students attend, to the school setting.

The Manheim Township School District works with Lancaster-Lebanon IU13 to serve preschool-age children with disabilities. The District notifies parents of IU13 services through its Annual Notification and refers concerned parents of preschool-age children. Currently, the District provides building space to IU13's Early Intervention Program so services can be provided in a school environment.

The District participates with the IU13's School Age Transition Process. The process, which begins in January/February of each year, and includes parents of preschool-age children with disabilities, reviews all relevant information and plans for a smooth transition to the school-age program.

## **Materials and Resources**

### *Description of Materials and Resources*

#### **Elementary Education-Primary Level**

<b>Material and Resources Characteristics</b>	<b>Status</b>
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing
A robust supply of high quality aligned instructional materials and resources available	Developing
Accessibility for students and teachers is effective and efficient	Developing

Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing
---	------------

Provide explanation for processes used to ensure Accomplishment.

The district's Office of Curriculum & Instruction oversees the K-12 curriculum development process, included the selection of materials and resources. A curriculum review cycle has been established, and each subject area is being examined closely to ensure that all of these characteristics are accomplished by the conclusion of this Comprehensive Plan.

Explanation for any row checked "Needs Improvement" or "Non-Existent". How the LEA plans to address their incorporation:

N/A

#### Elementary Education-Intermediate Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing
A robust supply of high quality aligned instructional materials and resources available	Developing
Accessibility for students and teachers is effective and efficient	Developing
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing

Provide explanation for processes used to ensure Accomplishment.

The district's Office of Curriculum & Instruction oversees the K-12 curriculum development process, included the selection of materials and resources. A curriculum review cycle has been established, and each subject area is being examined closely to ensure that all of these characteristics are accomplished by the conclusion of this Comprehensive Plan.

Explanation for any row checked "Needs Improvement" or "Non-Existent". How the LEA plans to address their incorporation:

N/A

#### Middle Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing
A robust supply of high quality aligned instructional materials and resources available	Developing
Accessibility for students and teachers is effective and efficient	Developing
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing

Provide explanation for processes used to ensure Accomplishment.

The district's Office of Curriculum & Instruction oversees the K-12 curriculum development process, included the selection of materials and resources. A curriculum review cycle has been established, and each subject area is being examined closely to ensure that all of these characteristics are accomplished by the conclusion of this Comprehensive Plan.

Explanation for any row checked "Needs Improvement" or "Non-Existent". How the LEA plans to address their incorporation:

N/A

### High School Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing
A robust supply of high quality aligned instructional materials and resources available	Developing
Accessibility for students and teachers is effective and efficient	Developing
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing

Provide explanation for processes used to ensure Accomplishment.

The district's Office of Curriculum & Instruction oversees the K-12 curriculum development process, included the selection of materials and resources. A curriculum review cycle has been established, and each subject area is being examined closely to ensure that all of these characteristics are accomplished by the conclusion of this Comprehensive Plan.

Explanation for any row checked "Needs Improvement" or "Non-Existent". How the LEA plans to address their incorporation:

N/A

### *SAS Incorporation*

#### Elementary Education-Primary Level

Standards	Status
Arts and Humanities	Level of Implementation is Unknown
Career Education and Work	Level of Implementation is Unknown
Civics and Government	Level of Implementation is Unknown
PA Core Standards: English Language Arts	Level of

	Implementation is Unknown
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Level of Implementation is Unknown
PA Core Standards: Mathematics	Level of Implementation is Unknown
Economics	Level of Implementation is Unknown
Environment and Ecology	Level of Implementation is Unknown
Family and Consumer Sciences	Level of Implementation is Unknown
Geography	Level of Implementation is Unknown
Health, Safety and Physical Education	Level of Implementation is Unknown
History	Level of Implementation is Unknown
Science and Technology and Engineering Education	Level of Implementation is Unknown
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Level of Implementation is Unknown
Early Childhood Education: Infant-Toddler	Level of Implementation is Unknown
English Language Proficiency	Level of Implementation is Unknown
Interpersonal Skills	Level of Implementation is Unknown
School Climate	Level of Implementation is Unknown



Further explanation for columns selected:

The teachers are utilizing and implementing PA Core Standards and are encouraged to access the SAS modules for planning and discussion, but the level of actual implementation is unknown at this time. This has not been something we have tracked in a systematic way.

### Elementary Education-Intermediate Level

Standards	Status
Arts and Humanities	Level of Implementation is Unknown
Career Education and Work	Level of Implementation is Unknown
Civics and Government	Level of Implementation is Unknown
PA Core Standards: English Language Arts	Level of Implementation is Unknown
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Level of Implementation is Unknown
PA Core Standards: Mathematics	Level of Implementation is Unknown
Economics	Level of Implementation is Unknown
Environment and Ecology	Level of Implementation is Unknown
Family and Consumer Sciences	Level of Implementation is Unknown
Geography	Level of Implementation is Unknown
Health, Safety and Physical Education	Level of Implementation is Unknown
History	Level of Implementation is Unknown
Science and Technology and Engineering Education	Level of Implementation is Unknown
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable

American School Counselor Association for Students	Level of Implementation is Unknown
English Language Proficiency	Level of Implementation is Unknown
Interpersonal Skills	Level of Implementation is Unknown
School Climate	Level of Implementation is Unknown

Further explanation for columns selected:

The teachers are utilizing and implementing PA Core Standards and are encouraged to access the SAS modules for planning and discussion, but the level of actual implementation is unknown at this time. This has not been something we have tracked in a systematic way.

### **Middle Level**

<b>Standards</b>	<b>Status</b>
Arts and Humanities	Level of Implementation is Unknown
Career Education and Work	Level of Implementation is Unknown
Civics and Government	Level of Implementation is Unknown
PA Core Standards: English Language Arts	Level of Implementation is Unknown
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Level of Implementation is Unknown
PA Core Standards: Mathematics	Level of Implementation is Unknown
Economics	Level of Implementation is Unknown
Environment and Ecology	Level of Implementation is Unknown
Family and Consumer Sciences	Level of Implementation is Unknown
Geography	Level of Implementation is Unknown

Health, Safety and Physical Education	Level of Implementation is Unknown
History	Level of Implementation is Unknown
Science and Technology and Engineering Education	Level of Implementation is Unknown
Alternate Academic Content Standards for Math	Level of Implementation is Unknown
Alternate Academic Content Standards for Reading	Level of Implementation is Unknown
American School Counselor Association for Students	Level of Implementation is Unknown
English Language Proficiency	Level of Implementation is Unknown
Interpersonal Skills	Level of Implementation is Unknown
School Climate	Level of Implementation is Unknown
World Language	Level of Implementation is Unknown

Further explanation for columns selected:

The teachers are utilizing and implementing PA Core Standards and are encouraged to access the SAS modules for planning and discussion, but the level of actual implementation is unknown at this time. This has not been something we have tracked in a systematic way.

### High School Level

Standards	Status
Arts and Humanities	Level of Implementation is Unknown
Career Education and Work	Level of Implementation is Unknown
Civics and Government	Level of Implementation is Unknown
PA Core Standards: English Language Arts	Level of Implementation

	is Unknown
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Level of Implementation is Unknown
PA Core Standards: Mathematics	Level of Implementation is Unknown
Economics	Level of Implementation is Unknown
Environment and Ecology	Level of Implementation is Unknown
Family and Consumer Sciences	Level of Implementation is Unknown
Geography	Level of Implementation is Unknown
Health, Safety and Physical Education	Level of Implementation is Unknown
History	Level of Implementation is Unknown
Science and Technology and Engineering Education	Level of Implementation is Unknown
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Level of Implementation is Unknown
English Language Proficiency	Level of Implementation is Unknown
Interpersonal Skills	Level of Implementation is Unknown
School Climate	Level of Implementation is Unknown
World Language	Level of Implementation is Unknown

Further explanation for columns selected:

The teachers are utilizing and implementing PA Core Standards and are encouraged to access the SAS modules for planning and discussion, but the level of actual implementation is unknown at this time. This has not been something we have tracked in a systematic way.

### *Early Warning System*

The free PA Educator Dashboard Early Warning System and Intervention Catalog (PA EWS/IC) utilizes the metrics of Attendance, Behavior and Course grades to identify students who may be on a path to dropping out of school. Please indicate your selection of the following options.

No, we have another early warning system that we are currently utilizing.

## **Professional Education**

### *Characteristics*

<b>District's Professional Education Characteristics</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Enhances the educator's content knowledge in the area of the educator's certification or assignment.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for struggling students.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for gifted students.				
Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision making.	X	X	X	X
Empowers educators to work effectively with parents and community partners.	X	X	X	X

<b>District's Professional Education Characteristics</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
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.	X	X	X	X
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for gifted students are aligned to each other, as well as to Pennsylvania's academic standards.				
Provides leaders with the ability to access and use appropriate data to inform decision making.	X	X	X	X

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.	X	X	X	X
Instructs the leader in managing resources for effective results.	X	X	X	X

Provide brief explanation of your process for ensuring these selected characteristics.

For teachers, staff development has consistently focused on instructional strategies and curriculum revision. District-wide in-service days are devoted to those topics. Additionally, building leaders conduct staff development sessions in areas they believe their teachers need more training. For administrators, the district has offered embedded staff development sessions for administrators to guide them into the process of thinking strategically at monthly Curriculum & Instruction meetings, Leadership Team meetings, IU networking meetings, and other professional workshops/conferences.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

Future staff development sessions will be needed to assist teachers and administrators with strategies to help advanced and gifted students to experience appropriate growth on standardized tests and to feel academically challenged. This is an area for needed improvement and will be addressed in our professional development plan through a cooperative effort by the Office of Curriculum & Instruction, the Staff Development/Act 48 Committee, and our Pupil Services Department.

### ***Educator Discipline Act 126, 71***

Provides educators with mandated reporter training, totaling 3 hours, every 5 years as outlined in Act 126.

Questions
The LEA has conducted the required training on:
6/12/2014

Provides educators with four (4) hours of professional development in youth suicide awareness and prevention every five (5) years for professional educators in grades six through twelve as outlined in Act 71.

Questions
The LEA has conducted the training on:
11/21/2017

Provides educators with four (4) hours of professional development every five (5) years for professional educators that are teaching the curriculum in which the Child Exploitation Awareness Education program is incorporated as outlined in Act 71.

Questions
The LEA plans to conduct the training on approximately:
8/30/2019

## *Strategies Ensuring Fidelity*

### *Checked answers*

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- Administrators participate fully in all professional development sessions targeted for their faculties.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

### *Unchecked answers*

- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.
- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.

Provide brief explanation of your process for ensuring these selected characteristics.

The district conducted an extensive needs assessment through the Comprehensive Planning process for both the building and district levels when planning for professional development. A multi-year plan has been developed with input from teachers, administrators, parents, and community members, and the Staff Development/Act 48 Committee has worked together to create annual staff development plan aligned to that multi-year plan. Embedded professional development that supports teachers' continued learning of the district's objectives and initiatives is conducted throughout the year on in-service days, through instructional coaching, through Clinical Classroom observations, at faculty meetings, and at monthly staff development meetings, and teachers are encouraged to attendance workshops, conferences, or graduate classes to continue their individual growth as a professional. Surveys and evaluations are collected from teachers and administrators at different times during the year to ensure that needs are being met and that staff development offerings are meaningful and relevant, and professional development activities are differentiated to better personalize the learning.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

We do not currently have an implementation evaluation tool that validates the overall professional development plan. Instead, we provide participants with the opportunity to provide feedback through online evaluations at the conclusion of activities. We also do not currently have a systemic process to validate whether or not a provider has the capacity to present quality professional

development. This is an area of needed improvement and will be discussed with the Staff Development/Act 48 Committee in the coming year.

### *Induction Program*

#### *Checked answers*

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.
- Inductees will assign challenging work to diverse student populations.
- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.
- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.
- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.
- Inductees will effectively navigate the Standards Aligned System website.
- Inductees will know and apply LEA endorsed classroom management strategies.
- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.
- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.

#### *Unchecked answers*

*None.*

Provide brief explanation of your process for ensuring these selected characteristics.

The District's Induction Coordinators plan a year-long Induction program that includes an intensive week for new teachers each year in early August and monthly follow-up meetings to provide instruction and orientation in the above listed items.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

Not applicable.



## *Needs of Inductees*

### *Checked answers*

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Classroom assessment data (Formative & Summative).
- Inductee survey (local, intermediate units and national level).
- Review of inductee lesson plans.
- Review of written reports summarizing instructional activity.
- Knowledge of successful research-based instructional models.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

### *Unchecked answers*

- Student PSSA data.
- Standardized student assessment data other than the PSSA.
- Submission of inductee portfolio.

Provide brief explanation of your process for ensuring these selected characteristics.

The District's Induction Coordinators plan a year-long Induction program that includes an intensive week for new teachers each year in early August and monthly follow-up meetings to ensure these characteristics.

Provide a brief explanation for strategies not selected and your plan to address their incorporation.

The district has not used standardized test data to make generalizations about strengths and weaknesses of new teachers, and we do not require inductees to submit a portfolio. We plan to continue using teacher data as an element of the Educator Effectiveness teacher evaluation system, however, we do not rely solely on that data point to determine a new teacher's success. At this time, we do not plan to require our inductees to submit a portfolio.

## *Mentor Characteristics*

### *Checked answers*

- Pool of possible mentors is comprised of teachers with outstanding work performance.

- Potential mentors have similar certifications and assignments.
- Potential mentors must model continuous learning and reflection.
- Potential mentors must have knowledge of LEA policies, procedures and resources.
- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must be willing to accept additional responsibility.
- Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching and conferencing skills, problem-solving skills and knowledge of adult learning and development).
- Mentors and inductees must have compatible schedules so that they can meet regularly.

#### *Unchecked answers*

*None.*

Provide brief explanation of your process for ensuring these selected characteristics.

The district annually invites teachers to become mentors, and it maintains a list of those who are qualified and willing to perform this duty. The district will actively recruit qualified mentors for instructional areas where it may not already have a potential mentor.

Provide brief explanation for characteristics not selected and how you plan to address their incorporation.

*N/A*

#### ***Induction Program Timeline***

<b>Topics</b>	<b>Aug-Sep</b>	<b>Oct-Nov</b>	<b>Dec-Jan</b>	<b>Feb-Mar</b>	<b>Apr-May</b>	<b>Jun-Jul</b>
Code of Professional Practice and Conduct for Educators	X					
Assessments	X			X		
Best Instructional Practices	X	X		X		
Safe and Supportive Schools	X			X		
Standards	X					
Curriculum	X	X				
Instruction	X	X				
Accommodations and Adaptations for diverse learners	X	X				
Data informed decision making	X	X				
Materials and Resources for Instruction	X					

If necessary, provide further explanation.

*N/A*

## *Monitoring and Evaluating the Induction Program*

Identify the procedures for monitoring and evaluating the Induction program.

The Induction Coordinators have participants complete evaluations twice during the year. At the conclusion of the weeklong new teacher induction program in August, the participants complete an evaluation of the program to that point. At the end of their first year of teaching, the new teachers and their mentors complete an evaluation of the program in its entirety. The responses are used to modify the program from year to year. Additionally, the Educator Induction Committee meets annually to review the effectiveness of New Teacher Week and the induction activities that were held throughout the school year.

## *Recording Process*

Identify the recording process for inductee participation and program completion. (Check all that apply)

### *Checked answers*

- Mentor documents his/her inductee's involvement in the program.
- A designated administrator receives, evaluates and archives all mentor records.
- School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.
- LEA administrator receives, tallies, and archives all LEA mentor records.
- Completion is verified by the LEA Chief Executive Officer on the Application for Level 2 Certification.

### *Unchecked answers*

*None.*

## **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 meaningfully 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 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 to 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

---

## Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

- Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with [§ 12.41\(a\)](#))
- Free Education and Attendance (in compliance with [§ 12.1](#))
- School Rules (in compliance with [§ 12.3](#))
- Collection, maintenance and dissemination of student records (in compliance [§ 12.31\(a\)](#) and [§ 12.32](#))
- Discrimination (in compliance with [§ 12.4](#))
- Corporal Punishment (in compliance with [§ 12.5](#))
- Exclusion from School, Classes, Hearings (in compliance with [§ 12.6](#), [§ 12.7](#), [§ 12.8](#))
- Freedom of Expression (in compliance with [§ 12.9](#))
- Flag Salute and Pledge of Allegiance (in compliance with [§ 12.10](#))
- Hair and Dress (in compliance with [§ 12.11](#))
- Confidential Communications (in compliance with [§ 12.12](#))
- Searches (in compliance with [§ 12.14](#))
- Emergency Care and Administration of Medication and Treatment (in compliance with [35 P.S. § 780-101—780-144](#))
- Parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (consistent with [§ 445 of the General Education Provisions Act \(20 U.S.C.A. § 1232h\)](#) and in compliance with [§ 12.41\(d\)](#))
- Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with [§ 12.41\(e\)](#))
- Development and Implementation of Local Wellness Program (in compliance with [Public Law 108-265, Section 204](#))
- Early Intervention Services System Act (if applicable) ([11 P.S. § 875-101—875-503](#))

- Establishment and Implementation of Student Assistance Programs at all of levels of the school system (in compliance with [24 PS § 15-1547](#))
- Acceptable Use Policy for Technology Resources
- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

## 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
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

## Special Education Program Profile

### Program Position #1 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Class

*Implementation Date:* August 27, 2018

#### 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 CB	An Elementary School Building	A building in which General Education programs are operated		

### Program Position #2 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Class

*Implementation Date:* March 22, 2017

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

#### 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 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Class

*Implementation Date:* March 30, 2017

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

#### 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	9	0.15
Justification: Although students are in the same classroom, they are not educated in the same instructional groups.				
Locations:				
Bucher AF	An Elementary School	A building in which General Education		

	Building	programs are operated		
Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	5 to 10	1	0.02
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 - Proposed Program

*Operator:* School District

##### PROPOSED PROGRAM INFORMATION

*Type:* Class

*Implementation Date:* March 30, 2017

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

##### 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	9	0.18
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		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	5 to 10	1	0.02
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 - Proposed Program

*Operator:* School District

##### PROPOSED PROGRAM INFORMATION

*Type:* Class

*Implementation Date:* August 27, 2018

##### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	5 to 10	3	0.25
Justification: Although students are in the same classroom, they are not in the same instructional groups.				
Locations:				
Brecht 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:				
Brecht 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	5	0.1
Justification: Although students are in the same classroom, they are not educated in the same instructional groups.				
Locations:				
Brecht Elementary RB	An Elementary School Building	A building in which General Education programs are operated		

#### Program Position #6 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Class

*Implementation Date:* March 30, 2017

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

#### 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	9	0.18
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		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	5 to 10	1	0.02
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 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 27, 2018**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:				
Nitrauer 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:				
Nitrauer 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:				
Nitrauer Elementary JH	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #8 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* March 30, 2017

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

**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:				
Nitrauer Elementary TBD	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	9	0.18
Justification: Although students are in the same classroom, they are not educated in the same instructional groups.				
Locations:				
Nitrauer Elementary TBD	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	1	0.02
Justification: Although students are in the same classroom, they are not educated in the same instructional groups.				
Locations:				
Nitrauer Elementary TBD	An Elementary School Building	A building in which General Education programs are operated		

#### Program Position #9 - Proposed Program

*Operator:* School District

##### PROPOSED PROGRAM INFORMATION

*Type:* Class

*Implementation Date:* March 30, 2017

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

##### 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 - Proposed Program

*Operator:* School District

##### PROPOSED PROGRAM INFORMATION

*Type:* Class

*Implementation Date:* March 30, 2017

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

**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 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Class

*Implementation Date:* March 30, 2017

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

**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 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Class

*Implementation Date:* March 30, 2017

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

#### 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 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Class

*Implementation Date:* March 30, 2017

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	10 to 13	3	0.25
Locations:				
LRIS KP 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	12	0.6
Locations:				
LRIS KP 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	7	0.14
Locations:				
LRIS KP ES	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #14 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* March 30, 2017

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

**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 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* March 30, 2017

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

**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	7	0.75
Justification: Students are inside the same room, but educated in separate groups.				
Locations:				
MTMS AA	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	1	0.25
Locations:				
MTMS AA	A Middle School Building	A building in which General Education programs are operated		

**Program Position #16 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* March 23, 2017

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

**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	0.75
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 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* April 20, 2017

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

**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 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class and Position*Implementation Date:* August 28, 2017*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**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 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 29, 2016*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**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 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	A building in which General Education programs		

	Building	are operated		
--	----------	--------------	--	--

**Program Position #20 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Class

*Implementation Date:* March 30, 2017

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

**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 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Class

*Implementation Date:* March 22, 2017

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

**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	16	0.8
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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	4	0.2
Locations:				
MTMS JP	A Middle School	A building in which General		

	Building	Education programs are operated		
--	----------	---------------------------------	--	--

**Program Position #22 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* March 22, 2017

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

**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 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* March 22, 2017

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

**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 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 27, 2018**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 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* April 24, 2017

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

**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 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* April 24, 2017

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

**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 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* March 22, 2017

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

**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	17	0.85
Locations:				
MTHS MW	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	Life Skills Support	14 to 18	3	0.15
Locations:				
MTHS	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #28 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* April 24, 2017

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

**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 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* April 24, 2017

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

**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 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Class

*Implementation Date:* August 27, 2018

**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 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Class and Position

*Implementation Date:* March 30, 2017

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

**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 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* March 30, 2017*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**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		

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 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* March 30, 2017*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**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 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:				
Nitrauer (LS)	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #35 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* March 30, 2017

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

**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 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* March 30, 2017

*Explain any unchecked boxes for facilities questions:* This classroom has 2 room assigned to it. Room 151 and room 153. Both rooms are 1000 square feet. An additional room was provided for sensory input and additional activities.

**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 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*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	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 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* June 29, 2016**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 breaches 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 breaches 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 breaches 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 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class and Position*Implementation Date:* August 28, 2017*Explain any unchecked boxes for facilities questions:* None applicable.**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	20	1
Locations:				
MTMS TBD 8th grade	A Middle School Building	A building in which General Education programs are operated		



**Program Position #40 - Proposed Program***Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class and Position**Implementation Date: August 28, 2017**Explain any unchecked boxes for facilities questions: Non applicable.***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	20	1
Locations:				
MTMS -TBD 7th grade	A Middle School Building	A building in which General Education programs are operated		

**Program Position #41 - Proposed Program***Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class and Position**Implementation Date: August 28, 2017**Explain any unchecked boxes for facilities questions: Non-applicable***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	14 to 18	8	1
Locations:				
MTHS - TBD	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #42 - Proposed Program***Operator: School District***PROPOSED PROGRAM INFORMATION***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 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Class and Position

*Implementation Date:* March 30, 2017

*Explain any unchecked boxes for facilities questions:* \* Classroom/program is not new - updating/correcting full program profile

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 10	9	0.18
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
Itinerant	Emotional Support	5 to 10	1	0.02
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 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Class and Position

*Implementation Date:* March 30, 2017

*Explain any unchecked boxes for facilities questions:* \* Classroom/program is not new – updating/correcting 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	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 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class and Position*Implementation Date:* March 30, 2017*Explain any unchecked boxes for facilities questions:* \* Program/class is not new - updated/corrected program profile**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	9	0.18
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	Emotional Support	5 to 10	1	0.02
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 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class and Position*Implementation Date:* August 28, 2017**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 TBD AS	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #47 - Proposed Program***Operator:* Intermediate Unit**PROPOSED PROGRAM INFORMATION***Type:* Class and Position*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 - Proposed Program***Operator:* Intermediate Unit**PROPOSED PROGRAM INFORMATION***Type:* Class and Position*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		

### 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

# Needs Assessment

---

## Record School Patterns

### Question:

After reviewing school level accomplishments and systemic challenges, what patterns can you identify among your schools?

What other information do you still need to assess?

### Answer:

Not applicable. The district does not have any schools designated by PDE as "priority" or "focus".

## District Accomplishments

### Accomplishment #1:

Strong performance ratings for all nine (9) schools on the PDE School Performance Profile (SPP): average rating is 80%; range of scores from 71.6% to 91.0%.

### Accomplishment #2:

Strong student performance on Advanced Placement Exams: 321 students took a total of 551 exams – 86% of students received a score of 3 or higher.

### Accomplishment #3:

Strong student performance on SAT exams: MT total average score is 1,170; students scored significantly higher than state average.

### Accomplishment #4:

Strong student performance on ACT exams: MT composite score is 25.3 (in comparison to 23.7 composite score for the state).

### Accomplishment #5:

Strong student attendance at all nine (9) schools: average daily attendance rate is 97%! However, the district continues to strive for a higher percentage at all schools.

### Accomplishment #6:

High school maintains a strong graduation rate of 93%; dropout rate is less than 1% (0.86%).

**Accomplishment #7:**

Strong performance in PDE statewide examinations (PSSA & Keystone Exams) in the area of **English Language Arts/Literature**: average PSSA score among K-8 students is 81% (with school level scores ranging from 77.4% to 87%), and average Keystone Literature Exam score for high school students is 87%.

**Accomplishment #8:**

Strong performance in PDE statewide examinations (PSSA & Keystone Exams) in the area of **Science** (for students in grades 4, 8 and the high school): average PSSA score among 4th grade students is 90% (with school level scores ranging from 86% to 96%), average score among 8th grade students is 75%, and average Keystone Biology Exam score for high school students is 77%.

**Accomplishment #9:**

Strong performance of students attending the Career and Technology Centers in high school and taking the NOCTI examinations: the average “Industry Standards-Based Competency Assessments” score is 90% (as per the 2017 School Performance Profile).

**Accomplishment #10:**

Implementation of several early learning initiatives for children and families, including a new HEAD Start program beginning during the 2018-2019 school year.

**Accomplishment #11:**

Increased community outreach and partnerships: after-school tutoring programs, community service projects by extracurricular groups/athletic programs, student internships with local businesses, etc.

**District Concerns****Concern #1:**

Need to increase student achievement in the area of Mathematics, especially in the grades 5-8 level (average 2017 Math score of students in grades 5 & 6 was 61%, and the average score for students in grades 7 & 8 was 52%).

**Concern #2:**

Need to assist families in the development of early learning and literacy skills for children Pre-kindergarten (from Birth to age 5).

**Concern #3:**

Need to consistently implement effective instructional practices across the district, including common curriculum, assessments, and interventions in order to ensure the needs of all students are being met. There is also a need to revise the grading practices that accompany the assessments to ensure consistency and equity within our educational programming.

**Concern #4:**

Need to *Close the Achievement Gap* (as per 2017 PDE School Performance Profile) for the “All Students” group and “Historically Underperforming Students” group within all of our schools, in the areas of Mathematics, English Language Arts/Literature, and/or Science.

**Concern #5:**

Need for effective interventions and supports in the areas of Mathematics and English Language Arts in order to increase the achievement of at-risk/struggling students.

**Concern #6:**

Need strategies and resources for implementing Positive Behavior Interventions and Supports (PBIS) consistently across the elementary and intermediate level grades.

**Concern #7:**

Need a universal screening process and established procedures to identify the growing number of students at risk for academic failure in the earlier grades.

**Concern #8:**

Need to provide additional resources and supports to students exhibiting mental health concerns, including depression and self-harm (student data from the 2017 PA Youth Survey [PAYS] shows that 36% of students reported they felt sad or depressed on most days in the past 12 months, and 13% had seriously considered attempting suicide).

## Prioritized Systemic Challenges

**Systemic Challenge #1** (*Guiding Question #2*) Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

**Aligned Concerns:**

Need to increase student achievement in the area of Mathematics, especially in the grades 5-8 level (average 2017 Math score of students in grades 5 & 6 was 61%, and the average score for students in grades 7 & 8 was 52%).

Need to *Close the Achievement Gap* (as per 2017 PDE School Performance Profile) for the “All Students” group and “Historically Underperforming Students” group within all of our schools, in the areas of Mathematics, English Language Arts/Literature, and/or Science.



Need to consistently implement effective instructional practices across the district, including common curriculum, assessments, and interventions in order to ensure the needs of all students are being met. There is also a need to revise the grading practices that accompany the assessments to ensure consistency and equity within our educational programming.

**Systemic Challenge #2** (*Guiding Question #5*) Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.

**Aligned Concerns:**

Need to assist families in the development of early learning and literacy skills for children Pre-kindergarten (from Birth to age 5).

Need to *Close the Achievement Gap* (as per 2017 PDE School Performance Profile) for the “All Students” group and “Historically Underperforming Students” group within all of our schools, in the areas of Mathematics, English Language Arts/Literature, and/or Science.

Need for effective interventions and supports in the areas of Mathematics and English Language Arts in order to increase the achievement of at-risk/struggling students.

Need strategies and resources for implementing Positive Behavior Interventions and Supports (PBIS) consistently across the elementary and intermediate level grades.

Need to provide additional resources and supports to students exhibiting mental health concerns, including depression and self-harm (student data from the 2017 PA Youth Survey [PAYS] shows that 36% of students reported they felt sad or depressed on most days in the past 12 months, and 13% had seriously considered attempting suicide).

**Systemic Challenge #3** (*Guiding Question #7*) Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

**Aligned Concerns:**

Need to assist families in the development of early learning and literacy skills for children Pre-kindergarten (from Birth to age 5).

---

Need to *Close the Achievement Gap* (as per 2017 PDE School Performance Profile) for the “All Students” group and “Historically Underperforming Students” group within all of our schools, in the areas of Mathematics, English Language Arts/Literature, and/or Science.

---

Need for effective interventions and supports in the areas of Mathematics and English Language Arts in order to increase the achievement of at-risk/struggling students.

---

Need strategies and resources for implementing Positive Behavior Interventions and Supports (PBIS) consistently across the elementary and intermediate level grades.

---

Need a universal screening process and established procedures to identify the growing number of students at risk for academic failure in the earlier grades.

**Systemic Challenge #4** (*Guiding Question #9*) Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

**Aligned Concerns:**

Need strategies and resources for implementing Positive Behavior Interventions and Supports (PBIS) consistently across the elementary and intermediate level grades.

**Systemic Challenge #5** (*Guiding Question #3*) Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

**Aligned Concerns:**

Need to increase student achievement in the area of Mathematics, especially in the grades 5-8 level (average 2017 Math score of students in grades 5 & 6 was 61%, and the average score for students in grades 7 & 8 was 52%).

---

Need to *Close the Achievement Gap* (as per 2017 PDE School Performance Profile) for the “All Students” group and “Historically Underperforming Students” group within all of our schools, in the areas of Mathematics, English Language Arts/Literature, and/or Science.

Need to consistently implement effective instructional practices across the district, including common curriculum, assessments, and interventions in order to ensure the needs of all students are being met. There is also a need to revise the grading practices that accompany the assessments to ensure consistency and equity within our educational programming.

Need for effective interventions and supports in the areas of Mathematics and English Language Arts in order to increase the achievement of at-risk/struggling students.

Need a universal screening process and established procedures to identify the growing number of students at risk for academic failure in the earlier grades.

**Systemic Challenge #6** (*Guiding Question #1*) Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

**Aligned Concerns:**

Need to consistently implement effective instructional practices across the district, including common curriculum, assessments, and interventions in order to ensure the needs of all students are being met. There is also a need to revise the grading practices that accompany the assessments to ensure consistency and equity within our educational programming.

**Systemic Challenge #7** (*Guiding Question #10*) Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

**Systemic Challenge #8** (*Guiding Question #4*) Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students.

# District Level Plan

---

## Action Plans

**Goal #1: Establish a district system that fully ensures the consistent implementation of effective instructional practices, including the use of standards aligned assessments to monitor student achievement and adjust instructional practices.**

### Related Challenges:

- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.
- Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.
- Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

### Indicators of Effectiveness:

Type: Annual

Data Source: PSSA and Keystone Exam results

Specific Targets: Improvement in the number of students scoring Proficient or Advanced, and evidence of measures to close the achievement gap for the "All Students" and "Historically Underperforming Students" groups.

Type: Interim

Data Source: Classroom Diagnostic Tools results, GRADE results, DIBELS results, and common assessment results

Specific Targets: Improvement on diagnostic exams; growth on benchmark assessments; mastery on common assessments.

### Strategies:

#### *1. Substantial Professional Development*

**Description:** The Southwest Regional Educational Laboratory found that substantial professional development showed a positive impact upon student achievement (substantial = greater than 14 hours of focused professional development delivered via workshops or summer institutes, supported by follow-up sessions and all delivered by professional developers rather than train-the-trainer approaches). (Source:

[http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel\\_2007033.pdf](http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf) )

Resource: <http://effectivestrategies.wiki.caiu.org/Professional+Development>

**SAS Alignment:** Instruction

*2. Consistent implementation of designated effective instructional practices that target specific areas of need as identified by the respective school (ex. mathematics, English Language Arts/Literature, Science, etc.).*

**Description:**

Student achievement in all nine (9) schools shows specific areas of need within different tested areas, such as Math, ELA, and Science. The school leaders will work with their respective staff to identify goals for improvement in the targeted areas and support the application of effective instructional practices within that subject area. This will involve the provision of professional development in effective instructional strategies, differentiated by area of need.

**SAS Alignment:** Instruction

*3. Consistent implementation of technology integration within classroom instruction K-12.*

**Description:**

The consistent implementation of technology integration within classroom instruction K-12 will help support the individual learning needs of students. Technology integration will offer additional reinforcement to learned concepts and skills, personalize learning, and enhance the overall learning process. Technology is an instructional tool, not a replacement for effective differentiated instruction.

**SAS Alignment:** Assessment, Instruction, Materials & Resources, Safe and Supportive Schools

*4. Common Assessments and Grading Practices - Using Student Achievement Data to Support Instructional Decision Making*

**Description:**

The implementation of common assessments, and the subsequent evaluation of the data, will help teachers and administrators monitor student progress in the curriculum and the ability to attain the expected concepts and skills. Common assessments will also promote equity for students. The grading and reporting of assessments are an integral part of the instructional cycle and serve as clear guidelines that bring consistency of expectations.

**SAS Alignment:** Assessment, Instruction

## 5. Standards-aligned Common Curriculum Development/Mapping

### **Description:**

Designated grade level/subject area teachers will work collaboratively to develop and/or revise curriculum as per the district "Curriculum Development and Review Cycle". The work involves the standard process for curriculum mapping. A curriculum map is a working document that illustrates what is taking place in classrooms. Maps reveal what is being taught over the course of a year, within a unit of study, and even down to a specific lesson. Often, a map for a lesson will include essential questions, the content that will be covered, skills students will demonstrate if they understand the content, assessments, and activities. (Sources: [Getting Results with Curriculum Mapping](#))

**SAS Alignment:** Curriculum Framework

### **Implementation Steps:**

*Provide differentiated training in the use of the identified effective instructional practice.*

### **Description:**

Appropriate professional development will be provided to staff, addressing the area of focus.

**Start Date:** 7/1/2019    **End Date:** 6/30/2022

**Program Area(s):** Professional Education

### **Supported Strategies:**

- Consistent implementation of designated effective instructional practices that target specific areas of need as identified by the respective school (ex. mathematics, English Language Arts/Literature, Science, etc.).
- Consistent implementation of technology integration within classroom instruction K-12.

*Monitor the implementation of the identified instructional practices and offer supports as needed.*

### **Description:**

School administrators and supervisors will monitor the staff's use of the identified instructional practices, and offer support as needed to promote effectiveness and fidelity.

**Start Date:** 7/1/2019    **End Date:** 6/30/2022

**Supported Strategies:**

- Consistent implementation of designated effective instructional practices that target specific areas of need as identified by the respective school (ex. mathematics, English Language Arts/Literature, Science, etc.).

*Incorporating 21st century learning skills within the curriculum through technology integration in all classrooms, K-12*

**Description:**

Technology in the classroom is an instructional tool. Technology integration promotes student motivation and engagement, allowing them control over their own learning. Teachers will incorporate 21st century learning skills into their curriculum and instruction through the use of technology.

**Start Date:** 7/1/2018    **End Date:** 6/30/2022

**Program Area(s):** Educational Technology

**Supported Strategies:**

- Consistent implementation of technology integration within classroom instruction K-12.

*Create common standards-aligned curriculum and assessments as per the district Curriculum Development and Review Cycle.*

**Description:**

Teachers in Grades 5-12 will work collaboratively to create common standards-aligned curriculum and assessments as per the district Curriculum Development and Review Cycle. The grading practices will be reviewed for consistency and alignment as part of the work to develop common assessments.

**Start Date:** 7/1/2018    **End Date:** 6/30/2022

**Supported Strategies:**

- Common Assessments and Grading Practices - Using Student Achievement Data to Support Instructional Decision Making
- Standards-aligned Common Curriculum Development/Mapping

**Goal #2: Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.**

**Related Challenges:**

- Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.
- Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.
- Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

**Indicators of Effectiveness:**

Type: Interim

Data Source: Classroom Diagnostic Tools results, GRADE results, DIBELS results, and common assessment results.

Specific Targets: Improvement on diagnostic exams; growth on benchmark assessments; mastery on common assessments.

Type: Annual

Data Source: PSSA results

Specific Targets: Improvement in the number of students scoring Proficient or Advanced in subgroup categories and overall.

Type: Interim

Data Source: Truancy data in the Student Information System

Specific Targets: Improved daily attendance rates.

Type: Interim

Data Source: End-of-year literacy and mathematics assessment data for kindergarten students

Specific Targets: Increased percentage of students on grade level in reading and mathematics at the end of kindergarten.

Type: Interim



Data Source: Behavioral referral data in Student Information System

Specific Targets: Decreased number of behavioral referrals per school.

**Strategies:**

*1. Substantial Professional Development*

**Description:** The Southwest Regional Educational Laboratory found that substantial professional development showed a positive impact upon student achievement (substantial = greater than 14 hours of focused professional development delivered via workshops or summer institutes, supported by follow-up sessions and all delivered by professional developers rather than train-the-trainer approaches). (Source:

[http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel\\_2007033.pdf](http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf) )

Resource: <http://effectivestrategies.wiki.caiu.org/Professional+Development>

**SAS Alignment:** Instruction

*2. Develop and implement an early identification and intervention process that involves universal screening measures.*

**Description:**

A district-wide team will identify research-based practices regarding early identification and intervention processes. This process will focus on the identification of universal screening in the areas of reading, writing, math, and social/emotional (behavioral). Universal screening is the first step in identifying the students who are at risk for learning difficulties. By identifying students at risk in the earlier grades, the district can offer intervention services when needed and increase the likelihood of students developing academic competence.

**SAS Alignment:** Instruction, Materials & Resources, Safe and Supportive Schools

*3. Implement early childhood learning programs for Pre-K students that build basic foundational skills with literacy and math, and overall language development.*

**Description:**

The district will continue to collaborate with local organizations to seek funding and resources for providing strong early learning opportunities for students from Birth-Age 6 (PreK). These programs will connect families of PreK children with local resources and educational opportunities that effectively prepare students for the transition to kindergarten/school-age programs.

**SAS Alignment:** Instruction, Materials & Resources, Safe and Supportive Schools

*4. Create a comprehensive Grade K-12 Assessment Plan*

**Description:**

A district assessment plan will be created that provides a comprehensive overview of all assessments provided to students in grades K-12, including a schedule for the testing windows.

**SAS Alignment:** Assessment

*5. Develop a framework for Positive Behavioral Interventions and Supports (PBIS) for students in Grades K-6.*

**Description:**

Established district teams will work collaboratively to develop the framework and structure for implementing PBIS in all six elementary schools and Landis Run Intermediate School. According to the definition provided by PBIS.org, PBIS is a framework or approach for assisting school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students. It is a prevention-oriented way for school staff to organize evidence-based practices, improve their implementation of those practices, and maximize academic and social behavior outcomes for students. The framework promotes the success of ALL students.

**SAS Alignment:** Materials & Resources, Safe and Supportive Schools

*6. Develop a framework for implementing a Multi-tiered System of Support (MTSS) in the areas of reading, writing, and mathematics.*

**Description:**

District teams will work collaboratively to develop the framework and structure for implementing MTSS in all six elementary schools and Landis Run Intermediate School. The established tiers for core instruction and interventions/supports will cover the areas of reading, writing, and mathematics. By definition, MTSS is the practice of providing high-quality instruction and interventions matched to student's needs, and the continuous, regular monitoring of student progress with the instruction and supports. It also involves data-based decision making regarding student's educational programming and needs.

**SAS Alignment:** Curriculum Framework, Instruction, Materials & Resources, Safe and Supportive Schools, Assessment

**Implementation Steps:**

*Research best practices regarding academically at-risk students and make recommendations for district-wide adoption of an early identification and intervention process involving universal screening.*

**Description:**

A district-wide team will identify research-based practices regarding early identification and intervention processes for the purpose of establishing universal screening at designated grade levels. Specific screening measures will be researched and identified for consideration and implementation.

**Start Date:** 7/1/2018    **End Date:** 6/30/2022

**Program Area(s):** Student Services, Educational Technology

**Supported Strategies:**

- Develop and implement an early identification and intervention process that involves universal screening measures.

*Train staff in the identification of at-risk students and in the implementation of intervention strategies as per the MTSS and PBIS framework.*

**Description:**

Appropriate professional development will be provided to staff, addressing the area of focus within the MTSS and PBIS framework.

**Start Date:** 7/1/2018    **End Date:** 6/30/2022

**Program Area(s):** Professional Education, Student Services

**Supported Strategies:**

- Substantial Professional Development
- Develop and implement an early identification and intervention process that involves universal screening measures.

*Develop a comprehensive, district-wide Assessment Plan for students in Gr. K-12.*

**Description:**

An assessment plan will be developed that provides an overview of all district assessments and their administration window. The assessment plan will include the universal screening measures that are developed.

**Start Date:** 12/5/2018    **End Date:** 6/30/2022

**Program Area(s):** Student Services, Educational Technology

**Supported Strategies:**

- Develop and implement an early identification and intervention process that involves universal screening measures.

*Develop partnerships with local organizations to assist in the provision of early learning programs for PreK-aged students.*

**Description:**

Work collaboratively with local organizations and various funding sources to develop and implement early learning programs for students from Birth-Age 6.

**Start Date:** 7/1/2018    **End Date:** 6/30/2022

**Program Area(s):** Student Services

**Goal #3: Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.**

**Related Challenges:**

- Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.
- Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.
- Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

**Indicators of Effectiveness:**

Type: Interim

Data Source: Behavioral data tracked by Student Services

Specific Targets: Decreased number of conducted student risk assessments based on exhibited crisis level behaviors.

Type: Interim

Data Source: Student failure rate per marking period

Specific Targets: Decreased student failure rate (low performance rate) per marking period for students in transition years (Kindergarten, Grade 1, Grade 5, Grade 7, and Grade 9)

Type: Interim

Data Source: Behavioral referrals in targeted transition years, as noted in Student Information System

Specific Targets: Decreased behavioral referrals in targeted transition years (Kindergarten, Grade 1, Grade 5, Grade 7, and Grade 9)

Type: Interim

Data Source: My Learning Plan data; survey & interview data provided by professional and support staff regarding the expanded professional development framework

Specific Targets: Positive anecdotal feedback provided in online evaluation system and via the survey/interviews of professional and support staff regarding the relevance and benefits of the expanded district-wide professional development framework

**Strategies:*****1. Substantial Professional Development***

**Description:** The Southwest Regional Educational Laboratory found that substantial professional development showed a positive impact upon student achievement (substantial = greater than 14 hours of focused professional development delivered via workshops or summer institutes, supported by follow-up sessions and all delivered by professional developers rather than train-the-trainer approaches). (Source:

[http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel\\_2007033.pdf](http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf) )  
 Resource: <http://effectivestrategies.wiki.caiu.org/Professional+Development>

**SAS Alignment:** Instruction

*2. Provide mental health supports to students in need.*

**Description:**

The district will develop partnerships with local agencies to assist the district in providing interventions and supports to students exhibiting mental health concerns. Screening for mental health needs will be part of the planning process.

**SAS Alignment:** Safe and Supportive Schools

*3. Develop and implement a structured plan for helping students effectively transition during targeted time periods.*

**Description:**

The district will develop and implement a structured plan with procedures and resources to help students effectively transition to targeted grade levels. This will involve the creation of transition plans for students transitioning from PreK to Kindergarten, Kindergarten to Grade 1, Grade 4 to Grade 5, Grade 6 to Grade 7, Grade 8 to Grade 9, and Grade 12 to post-graduation.

**SAS Alignment:** Safe and Supportive Schools

*4. Create a "Pathways for Professional Learning" framework that offers meaningful professional development to professional and instructional support staff.*

**Description:**

A district-wide team will create a "Pathways for Professional Learning" that provides both professional and support staff with relevant, meaningful professional development that aligns with their instructional assignments, experiences, goals, and interests in future learning and growth.

**SAS Alignment:** Instruction, Materials & Resources, Safe and Supportive Schools

**Implementation Steps:**

*Identify and partner with local agencies to offer assistance in addressing the growing mental health needs of students.*

**Description:**

The district will pursue partnerships with local organizations to bring resources to students with mental health concerns. This work will also include screening measures.

**Start Date:** 8/28/2018    **End Date:** 6/30/2022

**Program Area(s):** Student Services

**Supported Strategies:**

- Provide mental health supports to students in need.

*Develop structured Transition Plans for students transitioning at key times in their educational programming.*

**Description:**

The district will develop structured Transition Plans for students transitioning at key times in their educational programming (PreK-Kindergarten, Kindergarten to Grade 1, Grade 4 to Grade 5, Grade 6 to Grade 7, Grade 8 to Grade 9, and Grade 12-post graduation).

**Start Date:** 7/1/2018    **End Date:** 6/30/2022

**Program Area(s):** Student Services

**Supported Strategies:**

- Develop and implement a structured plan for helping students effectively transition during targeted time periods.

*Create a "Pathways for Professional Learning" staff development program*

**Description:**

A district-wide team will create a "Pathways for Professional Learning" staff development program for professional and instructional support staff.

**Start Date:** 9/6/2018    **End Date:** 6/30/2022

**Program Area(s):** Professional Education

**Supported Strategies:**

- Substantial Professional Development
- Create a "Pathways for Professional Learning" framework that offers meaningful professional development to professional and instructional support staff.

## District Level Affirmations

---

We affirm that this District Level Plan was developed in accordance and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 16, and 49. We also affirm that the contents are true and correct and that the plan was placed for public inspection in the school district/AVTS offices and in the nearest public library until the next regularly scheduled meeting of the board or for a minimum of 28 days whichever comes first.

We affirm that the responses in the Professional Education Core Foundations and the Professional Development Implementation Steps focus on the learning needs of each staff member to enable all staff members meet or exceed the Pennsylvania academic standards in each of the core subject areas.

*No signature has been provided*

---

*Board President*

*No signature has been provided*

---

*Superintendent/Chief Executive Officer*



# 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).

**Affirmed by Nikki Rivera on 4/23/2018**

---

*Board President*

**Affirmed by Robin Felty on 4/27/2018**

---

*Superintendent/Chief Executive Officer*