

Profile and Plan Essentials

Special Education Students

Total Number of Students Receiving Special Education: 457

School District Total Student Enrollment: 2781

Percent of Students Receiving Special Education: 16.4

Steering Committee

Name	Position/Role	Building	Email
Pamela Watts	Director of Special Education	Manheim Central SD	WattsP@manheimcentral.org
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Tracy Fasick	Director of Curriculum	Manheim Central SD	FasickT@manheimcentral.org
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Jacqueline Ressler	Other	Manheim Central SD	resslerj@manheimcentral.org

School District Areas of Improvement and Planning - Indicators

Suspension/Expulsion by Race/Ethnicity (Indicator 4B)

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity/Disability (Indicator 10)

Indicator not flagged at this time.

Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

Secondary Transition (Indicator 13)

Indicator not flagged at this time.

Graduation (Indicator 1)

Improvement and Planning Activity

The Manheim Central SD corrected this indicator during the 2021-22 school year after the 2020-21 Compliance Monitoring. The following action steps were implemented: Training for special education teachers on, but not limited to:

- Transition assessments.
- OVR
- Transition planning and goal setting.
- Strategies supporting paths toward graduation (PATH, RENEW, etc.).

Increase transition services and supports to include all students with special needs:

- Job training at work sites.
- Job shadowing.
- Independent living activities.
- Internships in the school and community.
- Start to re-image our School-to-Work and Next Step Program to reach more learners.
- Examine current systems at the district to obtain an alert for students at-risk (grades, attendance, behavior).
- Develop a check, connect, and support process for all students in grades 5-12 grade. District staff were trained in the Check & Connect Program in the fall of 2021. Implementation of the program started at the middle school in January of 2022 and at the high school in September of 2022.

Drop Out (Indicator 2)

Improvement and Planning Activity

The Manheim Central SD corrected this indicator during the 2021-22 school year after the 2020-21 Compliance Monitoring. The following action steps were implemented: Training for special education teachers on, but not limited to:

- Transition assessments
- OVR
- Transition planning and goal setting
- Strategies supporting paths toward graduation (PATH, RENEW, etc.) Increase transition services and supports to include all students with special needs:
- Job training at work sites
- Job shadowing
- Independent living activities
- Internships in the school and community
- Start to re-image our School-to-Work and Next Step Program to reach more learners
- Examine current systems at the district to obtain an alert for students at-risk (grades, attendance, behavior)
- Develop a check, connect, and support process for all students in grades 5-12 grade. District staff were trained in the Check & Connect Program in the fall of 2021. Implementation of the program started at the middle school in January of 2022 and at the high school in September of 2022.

Assessment (Indicator 3)

Improvement and Planning Activity

Training with Special Education Teachers on, but not limited to:

- PASA Eligibility
- Alternative system of Assessment
- PSSA Assessment Accommodations Guidelines

Training for building Administration on, but not limited to:

- PASA Eligibility
- Alternative System of Assessment
- Accommodations for students with special needs

Parent/Guardian Connections

- Letter sent with information about PSSA/PASA
- Principals and Special Education Supervisor will meet with parents/guardians who send letters opting students out of testing.

Training with Special Education and Regular Education Teachers on, but not limited to:

- Test anxiety strategies

Parent/Guardian Training:

- Test anxiety strategies
- The Why and What about State Testing
- Share data and results.
- Discussion at every IEP meeting about accommodations for state and local testing.
- Add supports and services in the IEP to address parent concerns with state testing.
- Add strategies to reduce anxiety and frustration during testing.

Teach students:

- Calming strategies, emotional regulation, and anxiety reducing skills when preparing and talking about state testing.
- Why state testing is important and the reasoning behind the assessments.
- During the week of testing, have teachers plan activities/tasks/assignments that so not add to the stress of the students.

Education Environments (Indicator 5)

Indicator not flagged at this time.

Parent Involvement (Indicator 8)

Indicator not flagged at this time.

Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring

Corrective Action	Improvement and Planning Activities
State Testing Participation Rate	<p>Training with Special Education Teachers on, but not limited to:</p> <ul style="list-style-type: none"> • PASA Eligibility • Alternative system of Assessment • PSSA Assessment Accommodations Guidelines <p>Training for building Administration on, but not limited to:</p> <ul style="list-style-type: none"> • PASA Eligibility • Alternative System of Assessment • Accommodations for students with special needs <p>Parent/Guardian Connections:</p> <ul style="list-style-type: none"> • Letter sent with information about PSSA/PASA • Principals and Special Education Supervisor will meet with parents/guardians who send letters opting students out of testing • Training with Special Education and Regular Education Teachers on, but not limited to: • Test anxiety strategies • Parent/Guardian Training • Test anxiety strategies • The Why and What about State Testing • Share data and results • Discussion at every IEP meeting about accommodations for state and local testing • Add supports and services in the IEP to address parent concerns with state testing • Add strategies to reduce anxiety and frustration during testing <p>Teach students:</p> <ul style="list-style-type: none"> • Calming strategies, emotional regulation, and anxiety reducing skills when preparing and talking about state testing • Why state testing is important and the reasoning behind the assessments • During the week of testing, have teachers plan activities/tasks/assignments that so not add to the stress of the students.

Identification Method

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

Discrepancy Model

Building Name	AUN	Branch Number	RTI	Approved RTI Use
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Significant Disproportionality - Placement

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends	Improvement Planning and Activities

Significant Disproportionality - Discipline

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Significant Disproportionality - Identification

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Non-Resident Students Oversight

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

No

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

There is currently no facility within the Manheim Central School District School District which would require the school district to host 1306 students. When students from the Manheim Central School District are placed in a Section 1306 facility, the district provides student records to ensure LRE is included in FAPE. The Supervisor of Special Education participates in the any student meetings including IEP meetings by conference call or in person. If Manheim Central School District ever became a host district to a 1306 facility, the Supervisor of Special Education would comply with the requirements of IDEA 2004 and PA Chapter 14 to support the students in the facility. Manheim Central School District staff would contact the district of resident for a student who is placed in the facility and request educational records to ensure timely enrollment in the most appropriate educational placement. The Supervisor of Special Education would communicate with the LEA from which the student came about meetings and or necessary changes related to the student. Communication would happen in a timely manner so as not to disrupt the educational programming of the student. After receiving an IEP from the sending school/agency, the LEA will provide a program comparable to the program the student received in the sending school district. The IEP team would determine the student's least restrictive environment. Whenever additional information is necessary, the LEA also reevaluates the student and develops a new IEP based upon the information contained in the new RR. The host district would coordinate with the district of residence regarding the educational provided and also keep the district of residence informed with regard to the student’s educational programming.

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

The Manheim Central 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. If a facility moves into the Manheim Central School District, the District will 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 to locate and provide services to the students placed within these facilities to provide special education and related services. 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. In addition, the 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, Manheim Central ensures that our students receive FAPE and the transition back to their home school and community will be successful. The Manheim Central School District has not encountered any barriers to meeting its obligation under Section 1306 of the Public School Code or working with our other school partners.

Incarcerated Students Oversight

- 1. Does the district have an adult correctional facility that houses juveniles within its geographical boundaries?**
No
- 2. Describe the system of oversight the District would implement to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated and when deemed eligible, are offered a free appropriate public education (FAPE).**

Least Restrictive Environment

- 1. Review the district's data for Least Restrictive Environment. Highlight areas of improvement.**
The Manheim Central School District has demonstrated measurable improvement in the district's Least Restrictive Environment (LRE) data over the past 3 years. For students receiving education at 80% or more in regular education, Manheim Central has remained above the state percentage with an average of 67%. In the middle area (less than 40% in general education), Manheim Central School District has made significant improvement. During the 2019-20 school year, Manheim Central was at 18% in this area. By 2021-22, the District has reduced that percentage to 14.8%. Students with IEPs in "Other Settings" has consistently stayed around 3% which is below the state percentage rate.
- 2. What universal practices does the district utilize to address the academic and social/emotional needs of all students in need of accommodations to their learning environments?**
Manheim Central School District has implemented a multi-tiered support system (MTSS) K-12, Comprehensive Student Service Meetings, that identifies students with academic, behavioral, and/or attendance needs. The Team supports all students, individualized to their needs. The District also ensures that comprehensive evaluations are conducted, with parent consent, to identify needs in the areas of academic, behavioral, and/or social/emotional. The comprehensive evaluation or reevaluation determines the student's eligibility and needs under Chapter 14, special education services. Students identified with an educational disability are provided accommodations based upon their needs in the least restrictive environment. These accommodations are determined by the IEP team, which consists of parents/guardians, building and/or district administration, special education teacher, general education teacher, and any related service provided that is a part of the team. Additional resources used for addressing Social/Emotional Needs include: - Whole School PBIS - Social Skills Curriculum (Everyday Speech/Second Step) - Classroom Lessons provided by School Counselors - Social Skills Instruction - School Based Counseling - Check and Connect Program - We All Belong - After-School Clubs - SAP Team - School Resource Officer Additional resources for addressing Academic Needs include: - Multi-age Classrooms - Flexible Grouping - Differentiated Instruction - Progress Monitoring - Data Team Meetings- 504 Accommodation Plan - Individual Health Plan - Student

to Student Mentors/Peer Tutoring - Summer School Program - Title I Reading Support (elementary level) - Individual Programming to meet Transition Goals

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

The Manheim Central School District's programs and training efforts for ensuring that students with disabilities are educated with non-disabled peers to the maximum extent appropriate are governed and guided by regulations set forth under Chapter 14. IEP teams look at all needs of the student and provide students with the needed direct instruction as well as the appropriate supplementary aids and services. The District provides a continuum of services. From the preschool level through age 21, we are committed to inclusive practices. We have seen tremendous growth in our four year old children with special needs as they receive their preschool experiences within the regular education Pre-Kindergarten classes. Full inclusion at this early stage has been very successful and is fully embraced by staff and families. The Manheim Central School District attempts to ensure, to the maximum extent possible, all children with disabilities are integrated with their regular education peers. At every IEP team meeting, options are considered as to where the child's needs might best be met in order for that child to make meaningful academic progress. The team always starts with a consideration of placement in the regular class with a range of supplemental aids and services. The district does not maintain a finite list of supplementary aids and services for students as there is not a limit to type and degree of supports available. The Supplementary Aids and Services Toolkit by PATTAN and BSE is utilized when typical accommodations are not successful or more information is needed. The district uses the data from progress monitoring to add or supplement the students' needs in the general education classroom. We look at the strengths and needs of each individual student to see if we can provide them with the supports and services, they need to be successful in the regular education classroom. This is an ongoing process, and each student is monitored to ensure that they are meeting their IEP goals in the inclusive setting. The student is moved to a more restrictive setting only after data from intensive interventions in the regular education classroom shows that the student is not benefitting academically or behaviorally in the setting. Several meetings are held with the IEP team, including the parents to make the decision to move a student to a more restrictive setting. This process employs multiple stakeholders at the table and places value on everyone's voice. The team will, however, ensure that those children will spend part of their regular day in an academic class or social activity with their non-disabled peers. The school district continues to expand its inclusionary model by providing services in the regular class. School district staff has been trained and are very familiar with the inclusionary model and they work well with the special education staff to make this model work. Special education teachers and paraprofessionals co-teach or provide support in the regular education classroom whenever and wherever possible. This benefits not only the special education students in the classroom but the regular education students as well. All students benefit from the additional support, and it serves to educate students with a disability with their non-disabled peers, participate in the general curriculum and boost their self-confidence. The Manheim Central School District has implemented Mass Customized Learning (MCL), Learning Progressions, and multi-age classroom for and continues to grow in its implementation and understanding of this teaching methodology which emphasizes practices that promote inclusion. The school district's teachers have participated in trainings offered by PATTAN, IU13 and other resources to increase the district's capacity to offer continued inclusion.

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

Students with disabilities are provided the same opportunities to participate in extracurricular activities as peers who are non-disabled. Supplementary aids and services are critical elements in supporting the education of students with disabilities in regular classes and their participation in a range of school activities. The District will provide the necessary services and support to ensure that students with IEPs have equal opportunities to participate. Through the IEP process, teams and parents will determine necessary support. The IEP team will often invite key staff, such as coaches or behavior specialists. Team members can help determine what types of support the student may need in

the extracurricular setting. These supports include but are not limited to sign language interpreters, adult support, etc. Additionally, many students without disabilities have been trained as peer mentors or buddies to support students with special needs and attend the events together.

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

The goal of the Manheim Central School District is to educate students with disabilities in the same school they would attend if non-identified. It is only after an IEP team has determined that on-site district programming is not appropriate to meet a student's needs that the District will consider placement in an IU13 program, neighboring school district program, or other/separate facility program. By considering the full range of placement options, while maintaining strong LRE practices, the District ensures a free, appropriate public education (FAPE) for all students. For students placed in out-of-District programs, the Special Services Director attends IEP meetings and maintains regular communication with the staff and parents of those students. The goal is always to integrate a student back into his/her neighborhood school when IEP data reveals this would ensure FAPE. Additionally, students in out-of-district placements are always encouraged to continue or begin participation in extracurricular sports and clubs within the District, as well as building level activities such as but not limited to: dances, grade level events and trips, circus club, etc. Information is shared with parents as requested, and transportation is arranged accordingly. Students attending IU13 specialized transition programs are integrated into the community through student internships. While not in a school setting, this time with non-disabled peers is valuable as it mirrors the workplace settings many students will transition into upon graduation. Job trainers work tirelessly to build skills but also build natural supports for the students within each worksite.

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

The Manheim Central School District educates students with Individualized Education Plans (IEPs) in the Least Restrictive Environment (LRE) to the maximum extent appropriate based on their individual needs. The District has worked to develop a continuum of supports and services to make every effort to keep students in their neighborhood schools. Within the District, we offer a full continuum of services. The District operates Learning Support classrooms in all buildings, K-12; Emotional Support is also provided K 12; and Life Skills Support provided K-12. Manheim Central School District also employs our own Speech and Language Therapists and an Itinerant Autistic Support teacher that services all building. To ensure that the District is meeting all identified needs, we have developed and grown the transition programs operated with in the high school which include School- to-Work and our Next Step House. These programs focus on lessons and activities that promote post-secondary education, employment, and independent living. While at the Next Step Program, students participate in paid and unpaid internships with the goal of being competitively employed by graduation. The Manheim Central School District hosts several IU run classes (Autistic Support, Deaf/Hard of Hearing Support, and Diagnostic Kindergarten) so that the students requiring those full-time placements can still be educated with their home district. Further, the District contracts with the Lancaster-Lebanon IU13 and Austill's for services such as occupational therapy, physical therapy, vision, hearing, audiology, job training, and orientation and mobility, to name a few of the services. If through the evaluation or IEP process, students are found to have an identified need, the district will provide the required services.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Fairland School at Central Education Center	Other	IU13 Facility	Lancaster-Lebanon Intermediate Unit 13	Emotional Support	2
Central Education Center	Other	IU13 Facility	Lancaster-Lebanon Intermediate Unit 13	Emotional Support	4
Central Education Center	Other	IU13 Facility	Lancaster-Lebanon Intermediate Unit 13	Autistic Support	2
Farmdale Elementary School	Other	IU operated class in elementary building	Lancaster-Lebanon Intermediate Unit 13	Emotional Support	1
Donegal Intermediate School	Other	IU operated class in elementary building	Lancaster-Lebanon Intermediate Unit 13	Emotional Support	1
Rheamstown Elementary	Other	IU operated class in elementary building	Lancaster-Lebanon Intermediate Unit 13	Emotional Support	1
Lebanon High School	Other	IU operated class in high school building	Lancaster-Lebanon Intermediate Unit 13	Autistic Support	1
McCaskey High School	Other	IU operated class in high school building	Lancaster-Lebanon Intermediate Unit 13	Autistic Support	1
Donegal Junior High	Other	IU operated class in middle school building	Lancaster-Lebanon Intermediate Unit 13	Emotional Support	2
Reidenbaugh Elementary	Other	IU operated class in elementary building	Lancaster-Lebanon Intermediate Unit 13	Multiple Disabilities Support	3
Landisville Middle School	Other	IU operated class in middle school building	Lancaster-Lebanon Intermediate Unit 13	Multiple Disabilities Support	1
Penn Manor High School	Other	IU operated class in high school building	Lancaster-Lebanon Intermediate Unit 13	Autistic Support	1
Community School Southeast	Other	IU operated class	Lancaster-Lebanon Intermediate Unit 13	Emotional Support	1
Yellow Breeches Educational Center--Anville Campus	Licensed Private Academic		Yellow Breeches Educational Center	Emotional Support	3

Positive Behavior Support

Date of Approval

2021-02-22

Uploaded Files

behavior support.pdf

discipline of students with disabilities.pdf

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

Manheim School District has worked to implement tiered interventions and supports related to social emotional needs of all students, including those with disabilities. Each building has implemented a Social Emotional Learning program and student with disabilities participate in that instruction. In addition, School Counselors work with small groups of students on Social Emotional interventions. Those groups include students with disabilities. District policy specifies that the IEP for each student who exhibits behaviors which interfere with his/her ability to learn or with the learning of others must include provisions for positive behavior support. The policy defines Positive Behavior Supports as a plan for students with disabilities who require specific intervention to address behavior that interferes with learning. A positive behavior support plan shall be developed by the IEP team, be based on a functional behavioral assessment, and become part of the student's IEP. These plans must include methods that utilize positive reinforcement and other positive techniques to shape a student's behavior, ranging from the use of positive verbal statements as a reward for good behavior to specific tangible rewards. Furthermore, the policy indicates that behavior support shall be positive in nature, and that aversive techniques, restraints, or disciplinary procedures may not be used as a substitute for a behavior support plan. Positive behavior support plans are developed following a functional behavior assessment and with input from IEP team members including parents, regular and special education teachers, principals, guidance counselors, school psychologists, and the special education consultant and supervisor. Positive techniques are the foundation of all positive behavior support plans. Emotional Support is available within the District in grades Kindergarten through twelve. The district emotional support program consists of special education teachers, paraprofessionals, psychologists, and social worker, supporting the academic and social/emotional development of students. The program has a strong focus on the mental health of the students and provides daily groups run by the teachers, counseling provided by the school psychologists or outside agencies, and adventure-based learning/service learning at the high school level. Curriculum targets have been developed based upon the PA Interpersonal Skills standards.

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.**

Manheim Central School District building administration, regular and special education teacher, paraprofessionals, guidance counselors and other district staff are trained on the use of positive behavior supports on a yearly basis and de-escalation strategies as well as crisis prevention and intervention training which is part of our yearly professional development. Knowing how to diffuse behaviors before they become an issue is a requirement for a positive school atmosphere. The district currently trains building level crisis teams and other staff through the Crisis Prevention Institute's (CPI) Nonviolent Crisis Intervention model for de-escalation and crisis management. This program provides for the care and safety of everyone involved in a crisis situation. The program's proven strategies give educators the skills to safely and effectively respond to anxious, hostile, or violent behavior while balancing the responsibilities of care. At Manheim Central a core team at each building level is trained in physical intervention if the student is endangering themselves or others and is in need of a restraint. This is done only as a last resort after all other options have been tried and/or considered. Other district staff are trained in disengagement skills and verbal interventions with a focus on preventative and positive interactions. For special education students, the district has emotional support classrooms for students who need emotional/behavioral supports in the least

restrictive environment. District staff has received training from outside sources as well as the TAC staff of the Lancaster-Lebanon Intermediate Unit when necessary to better serve this population.

3. Describe the district positive school wide support programs.

The District continues to improve overall behavior supports, including revamping existing programs and developing new ones. The school psychologists are completing many more functional behavior assessments and providing intensive hands-on coaching, helping to improve the quality of positive behavior support plans. The amount of group and individual psychological counseling sessions has also increased, and trained staff have begun utilizing methods such as Restorative Practice, meditation, and mentoring programs. Secondary counselors have begun more proactive groups provided through outside agency support with topics including anxiety, depression, anger management, friendships, and bullying. Schoolwide positive behavior supports have increased at all school levels. Elementary proactive instruction and modeling has addressed routines such as bus and cafeteria rules/expectations. Purposeful People consists of lessons, activities and student recognition related to a respectful, responsible, and safe behaviors. Bucket Filling lessons, themes, and reinforcement activities have focused on kindness and helpful behaviors at the kindergarten through fourth grade level. The middle school runs a school-wide PBIS program to support social-emotional health called Character Strong. They also run mini-lessons targeting problem areas which have been identified through school-wide data collection and intended to reduce reactive consequences such as detention and suspension. During the spring of 2023, several core team members were trained in Restorative Practices as an alternative to discipline and negative consequences. The High School began a weekly lesson/activity to address social and emotional learning using Character Strong and service projects in the community. Clubs such as the Interact Club and Aevium have continued to grow each school year. The goal is to create a positive mental health environment in which all students feel accepted, appreciated, acknowledged, and cared for in schools and communities. The District currently has three facility dogs, one within each elementary school building and one at the middle school. The dogs interact with the student population on a daily basis, with a focus on our emotional support, autistic support, and life skills support programs. They are also heavily relied upon by school nurses and counselors to help support students in crisis.

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

Manheim Central contracts with Community Services group for School-Based Outpatient Services. A full-time licensed therapist provides on-site individual counseling support in each district building. Students are referred for these services through the K-12 SAP Program. We also have the services of school the social workers, school psychologists, and school counselors who are on hand to help diffuse situations as they arise and also to provide ongoing counseling for students whose needs indicate this type of support. We also work with outside agencies to support our students on-site when district staff cannot accommodate the students with the most severe needs. Our hope is to provide the space for an outside agency to provide services not only to students but families as it is not enough to treat just the child.

5. Describe the district restraint procedure.

The District has two certified CPI trainers, and we hold at least two trainings annually. Most special education teachers and paraprofessionals become certified, as well as building level supports such as principals, school counselors, and regular education teachers. We have internal Incident Reports that are completed any time a restraint occurs. We use this information for RISC reporting, and to ensure meetings are held within ten days. After each restraint, the team involved meets to review the incident and problem solve ensuring lesser restrictive interventions were used before the restraint. Restraints are used only as a last resort when students are endangering themselves or others. Incident Reports are reviewed to determine patterns, the potential need for behavior plan revisions, and/or the potential need for new FBAs or possibly formal reevaluations. As indicated in our Board Policy: Restraints to control acute or episodic aggressive behavior may be used only when the student is acting in a manner that presents a clear and present danger to the student, other students or employees, and only when less restrictive measures and techniques have proven to be or are less effective. The Director of Special

Education or designee shall notify the parent/guardian as soon as practicable of the use of restraints to control the aggressive behavior of the student and shall convene a meeting of the IEP team within ten (10) school days of the use of restraints, unless the parent/guardian, after written notice, agrees in writing to waive the meeting. At this meeting, the IEP team shall consider whether the student needs a functional behavioral assessment, re-evaluation, a new or revised positive Behavior Support Plan, or a change of placement to address the inappropriate behavior. The use of restraints shall not be included in the IEP for the convenience of staff, as a substitute for an educational program, or employed as punishment. Restraints may be included in an IEP only if: 1. The restraint is used with specific component elements of a positive Behavior Support Plan. 2. The restraint is used in conjunction with teaching socially appropriate alternative skills or behaviors. 3. Staff are authorized to use the restraint and have received appropriate training.

Intensive Interagency

Please address any areas of concern with students who are placed on Instruction Conducted in the Home or who are at a substantial risk of waiting more than 30 days for an appropriate educational placement.

Manheim Central School District does not have students for whom we have had difficulty locating a program to ensure the provision of FAPE as documented with approved NOREPs and student progress. We have had a few students receiving homebound instruction when they are placed in an inpatient or day treatment facility. The IEP team has determined that one student receive instruction in the home based on his extensive medical needs. The District does not have any areas of concern for homebound or instruction in the home students. Manheim Central School District continues to foster collaborative relationships with a variety of service providers including IUs outside the county, approved private schools, licensed private schools, and neighboring school districts. This has proved extremely beneficial when students with complex academic and/or behavioral needs enter the district or are newly identified for services. In the event the District has a student who requires intensive interagency supports, the District would refer that student to the regional interagency coordinator for intensive interagency coordination.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HIIIU	Multiple	Full-time (1.0)	03/31/2023 09:06 AM

Building Name		
Manheim Central SD		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Multiple	5 to 16
Age Range Justification		FTE %
Although the age range of the students' in this class is greater than four years, instruction is individualized according to needs on the IEP.		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SPL4	Secondary	Full-time (1.0)	03/31/2023 09:05 AM

Building Name		
Manheim Central MS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		53
Identify Classroom	Classroom Location	Age Range
School District	Secondary	10 to 14
Age Range Justification		FTE %
Although the age range of the students' in this class is greater than four years, instruction is individualized according to needs on the IEP.		0.82

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SPL3	Elementary	Full-time (1.0)	03/31/2023 09:04 AM

Building Name		
Baron EL Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		54
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 10
Age Range Justification		FTE %
Although the age range of the students' in this class is greater than four years, instruction is individualized according to needs on the IEP.		0.83

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SPL2	Multiple	Full-time (1.0)	03/31/2023 09:04 AM

Building Name		
Manheim Central SD		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		54
Identify Classroom	Classroom Location	Age Range
School District	Multiple	6 to 21
Age Range Justification		FTE %
Although the age range of the students' in this class is greater than four years, instruction is individualized according to needs on the IEP.		0.83

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SPL1	Elementary	Full-time (1.0)	03/31/2023 09:01 AM

Building Name		
Doe Run El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		52
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
Although the age range of the students' in this class is greater than four years, instruction is individualized according to needs on the IEP.		0.8

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LSHS4	Secondary	Full-time (1.0)	03/31/2023 08:57 AM

Building Name		
Manheim Central SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.3

Building Name		
Manheim Central SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.25

Building Name		
Manheim Central SHS		
Support Type		
Blind And Visually Impaired Support		
Support Sub-Type		
Blind And Visually Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 18
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LSHS3	Secondary	Full-time (1.0)	03/31/2023 08:55 AM

Building Name		
Manheim Central SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		25
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LSHS2	Secondary	Full-time (1.0)	03/31/2023 08:55 AM

Building Name		
Manheim Central SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		30
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 19
Age Range Justification		FTE %
		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LSHS1	Secondary	Full-time (1.0)	03/31/2023 08:54 AM

Building Name		
Manheim Central SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		26
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.52

Building Name		
Manheim Central SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 17
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ESHS2	Secondary	Full-time (1.0)	03/31/2023 08:53 AM

Building Name		
Manheim Central SHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.1

Building Name		
Manheim Central SHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.5

Building Name		
Manheim Central SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 16
Age Range Justification		FTE %
		0.02

Building Name		
Manheim Central SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 17
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ESHS1	Secondary	Full-time (1.0)	03/31/2023 08:51 AM

Building Name		
Manheim Central SHS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 16
Age Range Justification		FTE %
		0.25

Building Name		
Manheim Central SHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.2

Building Name		
Manheim Central SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
		0.1

Building Name		
Manheim Central SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 17
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
NSP	Secondary	Full-time (1.0)	03/31/2023 08:49 AM

Building Name		
Manheim Central SHS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	18 to 19
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
STWHS	Secondary	Full-time (1.0)	03/31/2023 08:48 AM

Building Name		
Manheim Central SHS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.55

Building Name		
Manheim Central SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 17
Age Range Justification		FTE %
		0.08

Building Name		
Manheim Central SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LSSHHS	Secondary	Full-time (1.0)	03/31/2023 08:46 AM

Building Name		
Manheim Central SHS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21
Age Range Justification		FTE %
Although the age range of the students' in this class is greater than four years, instruction is individualized according to needs on the IEP.		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ASIUMS	Secondary	Full-time (1.0)	03/30/2023 04:32 PM

Building Name		
Manheim Central MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		8
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Secondary	11 to 14
Age Range Justification		FTE %

	1
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LSMS6	Secondary	Full-time (1.0)	03/30/2023 04:31 PM

Building Name		
Manheim Central MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		13
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.26

Building Name		
Manheim Central MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 14
Age Range Justification		FTE %
		0.25

Building Name		
Manheim Central MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 14
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LSMS5	Secondary	Full-time (1.0)	03/30/2023 04:30 PM

Building Name		
Manheim Central MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		14
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %
		0.28

Building Name		
Manheim Central MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.4

Building Name		
Manheim Central MS		
Support Type		
Blind And Visually Impaired Support		
Support Sub-Type		
Blind And Visually Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 15
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LSMS4	Secondary	Full-time (1.0)	03/30/2023 04:29 PM

Building Name		
Manheim Central MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		20
Identify Classroom	Classroom Location	Age Range
School District	Secondary	10 to 13
Age Range Justification		FTE %
		0.4

Building Name		
Manheim Central MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	10 to 12
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LSMS3	Secondary	Full-time (1.0)	03/30/2023 04:28 PM

Building Name		
Manheim Central MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		20
Identify Classroom	Classroom Location	Age Range
School District	Secondary	10 to 12
Age Range Justification		FTE %
		0.4

Building Name		
Manheim Central MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	10 to 12
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LSMS2	Secondary	Full-time (1.0)	03/30/2023 04:26 PM

Building Name		
Manheim Central MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %
		0.6

Building Name		
Manheim Central MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 13
Age Range Justification		FTE %
		0.04

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LSMS1	Secondary	Full-time (1.0)	03/30/2023 04:25 PM

Building Name		
Manheim Central MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 12
Age Range Justification		FTE %
		0.4

Building Name		
Manheim Central MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 12
Age Range Justification		FTE %
		0.06

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ESMS2	Secondary	Full-time (1.0)	03/30/2023 04:24 PM

Building Name		
Manheim Central MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.12

Building Name		
Manheim Central MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.2

Building Name		
Manheim Central MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 13
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ESMS1	Secondary	Full-time (1.0)	03/30/2023 04:23 PM

Building Name		
Manheim Central MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.3

Building Name		
Manheim Central MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.42

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LSSMS	Secondary	Full-time (1.0)	03/30/2023 04:21 PM

Building Name		
Manheim Central MS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 13
Age Range Justification		FTE %
		0.25

Building Name		
Manheim Central MS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HIU	Elementary	Full-time (1.0)	03/30/2023 03:46 PM

Building Name		
Baron EL Sch		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		Case Load
Full-Time (80% or More)		8
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	7 to 10
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
DKIU	Elementary	Full-time (1.0)	03/30/2023 03:45 PM

Building Name		
Doe Run El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Full-Time (80% or More)		12
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	5 to 6
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ASIU2	Elementary	Full-time (1.0)	03/30/2023 03:44 PM

Building Name		
Doe Run El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		8
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	8 to 11
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ASIU1	Elementary	Full-time (1.0)	03/30/2023 03:43 PM

Building Name		
Doe Run El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		8
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	5 to 7
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LSElem4	Elementary	Full-time (1.0)	03/30/2023 03:42 PM

Building Name		
Baron EL Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		20
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 10
Age Range Justification		FTE %
Teacher does not provide services to students collectively outside of the mandated age span.		0.4

Building Name		
Baron EL Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 8
Age Range Justification		FTE %
		0.02

Building Name		
Baron EL Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LSElem3	Elementary	Full-time (1.0)	03/30/2023 03:40 PM

Building Name		
Doe Run El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		20
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 10
Age Range Justification		FTE %
Teacher does not provide services to students collectively outside of the mandated age span.		0.4

Building Name		
Doe Run El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 10
Age Range Justification		FTE %
		0.05

Building Name		
Doe Run El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 10
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LSElem2	Elementary	Full-time (1.0)	03/30/2023 03:38 PM

Building Name		
Doe Run El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		12
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LSElem1	Elementary	Full-time (1.0)	03/30/2023 03:37 PM

Building Name		
Doe Run El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
		0.5

Building Name		
Doe Run El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 8
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ESElem	Elementary	Full-time (1.0)	03/30/2023 03:36 PM

Building Name		
Doe Run El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		25
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 10
Age Range Justification		FTE %
Teacher does not provide services to students collectively outside of the mandated age span.		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LSSElem	Elementary	Full-time (1.0)	03/30/2023 03:46 PM

Building Name		
Doe Run El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		12
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %
		0.6

Special Education Facilities

Building Name		Room #
Doe Run El Sch		A126
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 34 feet, 0 inches	850sqft	30
Implementation Date		
2023-03-31		
Uploaded Files		

1Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Doe Run El Sch		A119
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 0 inches x 36 feet, 0 inches	972sqft	34
Implementation Date		
2023-03-31		
Uploaded Files		

2 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Doe Run El Sch		A127
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 34 feet, 0 inches	850sqft	30
Implementation Date		
2023-03-31		
Uploaded Files		

3 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Doe Run El Sch		A226
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 34 feet, 0 inches	850sqft	30
Implementation Date		
2023-03-31		
Uploaded Files		

4 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Doe Run El Sch		A203
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 0 inches x 36 feet, 0 inches	972sqft	34
Implementation Date		
2023-03-31		
Uploaded Files		

5 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Baron EL Sch		223
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 34 feet, 0 inches	884sqft	31
Implementation Date		
2023-03-31		
Uploaded Files		

6 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Doe Run El Sch		A201
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 34 feet, 0 inches	850sqft	30
Implementation Date		
2023-03-31		
Uploaded Files		

7 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Doe Run El Sch		A109
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 34 feet, 0 inches	850sqft	30
Implementation Date		
2023-03-31		
Uploaded Files		

8 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Doe Run El Sch		D110
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 34 feet, 0 inches	850sqft	30
Implementation Date		
2023-03-31		
Uploaded Files		

9 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Baron EL Sch		227
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 34 feet, 0 inches	884sqft	31
Implementation Date		
2023-03-31		
Uploaded Files		

10 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Manheim Central MS		173
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
38 feet, 0 inches x 32 feet, 0 inches	1216sqft	43
Implementation Date		
2023-03-31		
Uploaded Files		

11 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Manheim Central MS		273
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 15 feet, 0 inches	375sqft	13
Implementation Date		
2023-03-31		
Uploaded Files		

12 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Manheim Central MS		133
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
35 feet, 0 inches x 23 feet, 0 inches	805sqft	28
Implementation Date		
2023-03-31		
Uploaded Files		

13 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Manheim Central MS		251
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 0 inches x 35 feet, 0 inches	805sqft	28
Implementation Date		
2023-03-31		
Uploaded Files		

14 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Manheim Central MS		144
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
35 feet, 0 inches x 23 feet, 0 inches	805sqft	28
Implementation Date		
2023-03-31		
Uploaded Files		

15 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Manheim Central MS		241
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 0 inches x 35 feet, 0 inches	805sqft	28
Implementation Date		
2023-03-31		
Uploaded Files		

16 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Manheim Central MS		244
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
35 feet, 0 inches x 23 feet, 0 inches	805sqft	28
Implementation Date		
2023-03-31		
Uploaded Files		

17 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Manheim Central MS		163
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
35 feet, 0 inches x 23 feet, 0 inches	805sqft	28
Implementation Date		
2023-03-31		
Uploaded Files		

18 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Manheim Central MS		145
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
35 feet, 0 inches x 23 feet, 0 inches	805sqft	28
Implementation Date		
2023-03-31		
Uploaded Files		

19 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Manheim Central MS		270
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 0 inches x 35 feet, 0 inches	805sqft	28
Implementation Date		
2023-03-31		
Uploaded Files		

20 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Manheim Central MS		272
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 15 feet, 0 inches	375sqft	13
Implementation Date		
2023-03-31		
Uploaded Files		

21 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Manheim Central SHS		1001
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 30 feet, 0 inches	900sqft	32
Implementation Date		
2023-03-31		
Uploaded Files		

22 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Manheim Central SHS		NSP
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 30 feet, 0 inches	900sqft	32
Implementation Date		
2023-03-31		
Uploaded Files		

23 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Manheim Central SHS		MOD 5
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 25 feet, 0 inches	750sqft	26
Implementation Date		
2023-03-31		
Uploaded Files		

24 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Manheim Central SHS		3220
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
15 feet, 0 inches x 26 feet, 0 inches	390sqft	13
Implementation Date		
2023-03-31		
Uploaded Files		

25 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Manheim Central SHS		817
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 17 feet, 0 inches	510sqft	18
Implementation Date		
2023-03-31		
Uploaded Files		

26 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Manheim Central SHS		MOD 10
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 25 feet, 0 inches	750sqft	26
Implementation Date		
2023-03-31		
Uploaded Files		

27 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Manheim Central SHS		614
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
17 feet, 0 inches x 30 feet, 0 inches	510sqft	18
Implementation Date		
2023-03-31		
Uploaded Files		

28 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Manheim Central SHS		617
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
15 feet, 0 inches x 26 feet, 0 inches	390sqft	13
Implementation Date		
2023-03-31		
Uploaded Files		

29 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Doe Run El Sch		D119B
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
17 feet, 0 inches x 26 feet, 0 inches	442sqft	15
Implementation Date		
2023-03-31		
Uploaded Files		

30 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Doe Run El Sch		A219B
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
17 feet, 0 inches x 26 feet, 0 inches	442sqft	15
Implementation Date		
2023-03-31		
Uploaded Files		

31 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Baron EL Sch		215B
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 13 feet, 0 inches	390sqft	13
Implementation Date		
2023-03-31		
Uploaded Files		

32 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Manheim Central MS		274
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 15 feet, 0 inches	375sqft	13
Implementation Date		
2023-03-31		
Uploaded Files		

33 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Special Education Support Services

34 Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
Other	1	District Wide	District
School Psychologist	1	Elementary	District
School Psychologist	2	Secondary	District
Social Worker	2	District Wide	District
Social Worker	.5	District Wide	Contractor
Guidance Counselor	4	Elementary	District
Guidance Counselor	4	Secondary	District
Physical Therapist	.5	District Wide	Contractor
Other	1	Secondary	Contractor
Paraprofessionals	1	Secondary	Contractor
Other	1	District Wide	District
Other	2	Secondary	Contractor
Occupational Therapist	1.5	District Wide	Contractor
Paraprofessionals	41	District Wide	District

Special Education Personnel Development

Autism

Description of Training			
Provide training for all teachers related to understanding autism, teaching students with autism, perspective taking, self-advocacy, autism characteristics, principles of behavior, and other effective evidence-based practices and interventions.			
Lead Person/Position		Year of Training	
Pamela Watts/Special Education Director			
Hours Per Training	Number of Sessions	Provider	Audience
2	1/year	District Intermediate Unit	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Description of Training			
Training to focus on the use of research based academic, behaviors, and social skills instruction to best meet the needs of our students with autism.			
Lead Person/Position		Year of Training	
Pamela Watts/Special Education Director			
Hours Per Training	Number of Sessions	Provider	Audience
1	1/year	District Intermediate Unit	Parents Paraprofessionals Special Education Teachers

Positive Behavior Support

Description of Training			
Verbal De-escalation and Physical Restraint(CPI) Training			
Lead Person/Position		Year of Training	
Pamela Watts/Special Education Director			
Hours Per Training	Number of Sessions	Provider	Audience
8	1 initial/yr; 2 refreshers/yr	District	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Description of Training			
1. Training which focuses on how to effectively and accurately collect data of ongoing behavioral concerns. This training will focus on correctly identifying the behaviors of concern and recording this in measurable objectively state terms, antecedents to the behavior of concern, and action/reactions maintaining the behavior. 2. Training which focuses on the development of an individual positive behavioral support plan based upon the functional behavioral analysis.			
Lead Person/Position		Year of Training	
Pamela Watts/Special Education Director			
Hours Per Training	Number of Sessions	Provider	Audience
1	1/year	District Intermediate Unit	Paraprofessionals Special Education Teachers Other

Description of Training			
1. Training which focuses on the effective strategies to implement within the regular education classroom to reduce the number of removals from the educational environment. 2. Training provided on understanding and working with students with behavioral and emotional needs, trauma informed practices, school-wide positive behavioral support plans, effective communication, and other related topics.			
Lead Person/Position		Year of Training	
Pamela Watts/Special Education Director			
Hours Per Training	Number of Sessions	Provider	Audience
1	1/year	District Intermediate Unit PaTTAN	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Description of Training			
Individual/building specific training based on needs defined in the FBA and/or emotional support classroom			
Lead Person/Position		Year of Training	
Pamela Watts/Special Education Director			
Hours Per Training	Number of Sessions	Provider	Audience
.5	4	District	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Paraprofessional

Description of Training			
Paraprofessional staff will be trained in intervention methods that foster student independence while still supporting them at appropriate levels, avoid negatively stigmatizing students, and ensure educational benefit.			
Lead Person/Position		Year of Training	
Pamela Watts/Special Education Director			
Hours Per Training	Number of Sessions	Provider	Audience
1-2	1/year	District Intermediate Unit	Paraprofessionals

Description of Training			
Paraprofessionals that also work as Personal Care Assistants will be trained in CPR and First Aid either as an initial training or refresher			
Lead Person/Position		Year of Training	
Pamela Watts/Special Education Director			
Hours Per Training	Number of Sessions	Provider	Audience
4	1/year	District	Paraprofessionals

Description of Training			
All paraprofessionals that do not possess an Associate Degree or higher will complete the Paraeducator Credential of Competency developed by the Pennsylvania Department of Education.			
Lead Person/Position		Year of Training	
Pamela Watts/Special Education Director			
Hours Per Training	Number of Sessions	Provider	Audience
1-2	10	PaTTAN	Paraprofessionals

Description of Training			
Menu of topics for training might include: understanding and handling challenging behaviors, behavior management, initial and refresher CPI courses, executive functioning skills, math and reading strategies, trauma informed practices, understanding disabilities and effective instructional and behavioral practices, working as a team, etc.			
Lead Person/Position		Year of Training	
Pamela Watts/Special Education Director			
Hours Per Training	Number of Sessions	Provider	Audience
1-2 hours per session; 20 hours per year	10	District Intermediate Unit PaTTAN Other	Paraprofessionals

Transition

Description of Training			
1. Identifying postsecondary educational opportunities that specifically cater to students with disabilities and ensuring staff are familiar with these resources, and can offer parents and students information regarding these opportunities. 2. Trainings on developing meaningful transition plans, agency links, continuum of training opportunities (from job exploration to job training), the PATH Process, and other transition related topics.			
Lead Person/Position		Year of Training	
Pamela Watts/Special Education Director			
Hours Per Training	Number of Sessions	Provider	Audience
1-3	1	District Intermediate Unit Other	Building Administrators Parents Paraprofessionals Special Education Teachers Other

Description of Training			
Training on effective transition plan writing to include assessments that can be given to the student			
Lead Person/Position		Year of Training	
Pamela Watts/Special Education Director			
Hours Per Training	Number of Sessions	Provider	Audience
1	4	District Intermediate Unit	Special Education Teachers Other

Science of Literacy

Description of Training			
Providing staff with a comprehensive understanding of research-based instructional programs specifically targeted to the population of struggling readers and how to correctly identify and match-up identified students to the appropriate program.			
Lead Person/Position		Year of Training	
Pamela Watts/Special Education Director			
Hours Per Training	Number of Sessions	Provider	Audience
.5	2	District	General Education Teachers Special Education Teachers

Description of Training			
American Reading Company Core Reading Program Training			
Lead Person/Position		Year of Training	
Tracy Fasick/Director of Curriculum and Instruction			
Hours Per Training	Number of Sessions	Provider	Audience
1-4 hours	1 each year for new teachers and users	District Other	General Education Teachers Special Education Teachers

Description of Training			
Training in high quality, research-based instructional practices in the area of reading that improves the academic performance of students and engages them completely in their learning.			
Lead Person/Position		Year of Training	
Tracy Fasick/Director of Curriculum and Instruction			
Hours Per Training	Number of Sessions	Provider	Audience
1-3	1	District	General Education Teachers Paraprofessionals Special Education Teachers

Parent Training

Description of Training			
Manheim Central Family Connections parent group participates in monthly trainings on various topics including but not limited to: behavior interventions, effective instructional practices, secondary transition topics, independent living, Autism, related service providers, mental health information, etc.			
Lead Person/Position		Year of Training	
Pamela Watts/Special Education Director			
Hours Per Training	Number of Sessions	Provider	Audience
1	1 meeting each month from September through May	District Intermediate Unit Other	Parents

IEP Development

Description of Training			
Training on each section within the IEP document and process up to and including the meeting with families			
Lead Person/Position		Year of Training	
Pamela Watts/Special Education Director			
Hours Per Training	Number of Sessions	Provider	Audience
.5	1 session each month for new teachers; 1 session each month as needs arise as a refresher	District	Building Administrators Special Education Teachers

Signatures & Affirmations

Approval Date

Uploaded Files

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

Superintendent/Chief Executive Officer

Date