

Profile and Plan Essentials

LEA Name		AUN	
Manheim Central SD		113364403	
Address 1			
281 White Oak Rd			
Address 2			
City	State	Zip	
Manheim	PA	17545	
Director of Special Education Name			
Keisha McCauley			
Director of Special Education Email			
mccauleyk@manheimcentral.org			
Director of Special Education Phone Number		Director of Special Education Ext	
717-664-8546			
Chief Administrator Name			
Dr Ryan J Axe			
Chief Administrator Email			
axer@manheimcentral.org			

Special Education Students

Total Number of Students Receiving Special Education

531

School District Total Student Enrollment

2742

Percent of Students Receiving Special Education

19.4

Steering Committee

Name	Position/Role	Building	Email
Keisha McCauley	Director of Special Education	Manheim Central SD	mccauleyk@manheimcentral.org
Ryan Axe	Superintendent	Manheim Central SD	axer@manheimcentral.org
Krystle Nemeth	Director of Curriculum	Manheim Central SD	nemethk@manheimcentral.org
Kimberly Marroli	Building Principal	Baron EL Sch	marrollik@manheimcentral.org
Michael Pyle	Building Principal	Manheim Central MS	pylem@manheimcentral.org
Eric Beiler	Building Principal	Manheim Central SHS	beilere@manheimcentral.org
Nicholas Marinaro	Board Member	Manheim Central SD	marinaron@manheimcentral.org
Gail Troutman	Special Education Teacher	Manheim Central SHS	troutmang@manheimcentral.org
Bianca Palmer	Other	Manheim Central MS	palmerb@manheimcentral.org
Tammy Martin	Parent	Baron EL Sch	martinmom5419@gmail.com
Camille Kreiser	Parent	Manheim Central MS	camiwags@aol.com
Ina Hosszu	Parent	Manheim Central SHS	ina.hosszu@yahoo.com
Burk Hulst	Other	Manheim Central SHS	hulstb@manheimcentral.org
Jackie 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)

Indicator not flagged at this time.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Improvement and Planning Activity
-Provide training for stakeholders. Training with Special Education Teachers on, but not limited to: o PASA Eligibility: Who qualifies for PASA vs PSSAs o PSSA Assessment Accommodations Guidelines & the IEP o How to reduce test anxiety in students.
-Provide training for stakeholders. Training for building Administration on, but not limited to: o PASA Eligibility: Who qualifies for PASA vs PSSAs o Accommodations for students with special needs in the PASA or PSSAs
-Provide training for stakeholders. Training for Parent/Guardian: o Letter sent with information about PSSA/PASA outlining the Why and What o Principals and Special Education Supervisor will meet with parents/guardians who send letters opting students out of testing to reduce misunderstandings o How to reduce test anxiety in students as a parent o Collaborating at the IEP meeting to best support the child and the test to be taken. This could include adding supports and services.
-Provide training for stakeholders. Training for Students: o calming strategies, emotional regulation, and anxiety-reducing skills when preparing and talking about state testing o why state testing is important and the reasoning behind the assessments

Education Environments (Indicator 5)

Improvement and Planning Activity
MCSD did not meet the "Special Education inside Regular Education Class Less Than 40%." - Continue to strengthen MTSS processes to ensure that students are receiving appropriate supports promptly, even before they are identified as special education. 1. The district introduced Linkit!, a data tool that allows for swifter identification of students who are struggling. This was rolled out during the 25-26 SY.

2. Expand Linkit! Training to all staff in the 26-27 & 27-28 SY. 3. Implement the MTSS monitoring tool provided by Linkit! for better tracking of student intervention and progress.
- Continue to strengthen MTSS processes to ensure that students are receiving appropriate supports promptly, even before they are identified as special education. 1. Review Tier I Instruction with the director of curriculum to ensure instruction for math and ELA is evidence-aligned with the science of learning. 2. Supervise and coach to Tier I instruction expectations with staff
- Complete a root cause analysis: 1. Review LRE numbers by building/grade level to analyze where the disproportionate number of "students in regular education is less than 40%." 2. Review and shore up the decision-making tree when proposing a student to supplemental levels of learning support. 3. Present the process to staff.

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
<p>Increase student participation rate for children with IEPs & decrease the gap in proficiency rate.</p>	<p>-Provide training for stakeholders. Training with Special Education Teachers on, but not limited to:</p> <ul style="list-style-type: none"> o PASA Eligibility: Who qualifies for PASA vs PSSAs o PSSA Assessment Accommodations Guidelines & the IEP o How to reduce test anxiety in students. <p>Training for building Administration on, but not limited to:</p> <ul style="list-style-type: none"> o PASA Eligibility: Who qualifies for PASA vs PSSAs o Accommodations for students with special needs in the PASA or PSSAs o Training for Parent/Guardian: o Letter sent with information about PSSA/PASA outlining the Why and What o Principals and Special Education Supervisor will meet with parents/guardians who send letters opting students out of testing to reduce misunderstandings o How to reduce test anxiety in students as a parent o Collaborating at the IEP meeting to best support the child and the test to be taken. This could include adding supports and services. <p>Training for Students:</p> <ul style="list-style-type: none"> o calming strategies, emotional regulation, and anxiety-reducing skills when preparing and talking about state testing o why state testing is important and the reasoning behind the assessments
<p>MCSD needs to address the number of students who fall into the LRE category "Special Education inside Regular Education Class Less Than 40%."</p>	<p>- Continue to strengthen MTSS processes to ensure that students are receiving appropriate supports promptly, even before they are identified as special education.</p> <ol style="list-style-type: none"> 1. The district introduced Linkit!, a data tool that allows for swifter identification of students who are struggling. This was rolled out during the 25-26 SY. 2. Expand Linkit! Training to all staff in the 26-27 & 27-28 SY. 3. Implement the MTSS monitoring tool provided by Linkit! for better tracking of student intervention and progress. <p>- Continue to strengthen MTSS processes to ensure that students are receiving appropriate supports promptly, even before they are identified as special education.</p> <ol style="list-style-type: none"> 1. Review Tier I Instruction with the director of curriculum to ensure instruction for math and ELA is evidence-aligned with the science of learning. 2. Supervise and coach to Tier I instruction expectations with staff <p>- Complete a root cause analysis:</p> <ol style="list-style-type: none"> 1. Review LRE numbers by building/grade level to analyze where the disproportionate number of "students in regular education is less than 40%." 2. Review and shore up the decision-making tree when proposing a student to supplemental levels of learning support. 3. Present the process to staff.

Identification Method

Identify the School 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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Non-Resident Students Oversight

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

Yes

I.1. P.S. §1306 facilities				
Facility Name	Facility Type	Facility Type: Other	Services Provided By	Total Students in Facility
Community Services Group	Resident Treatment Facility		Other	2

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 one facility within the Manheim Central School District which would require the school district to host 1306 students. The residential treatment facility is owned and operated by Community Services Group and hosts adolescents. When students are placed in a Section 1306 facility, the Supervisor of Special Education complies 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 residence 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 promptly 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 School District's procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school.

The District would comply with Section 1306 of the School Code and 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

4. **Does the School District have an adult correctional facility that houses juveniles within its geographical boundaries?**

No

2. **Describe the system of oversight the School 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

- 3. Review the School District's most recent 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 66.1% in comparison to the state average of 61.7%. For the last five years, MCSD continues to hold this percentage around 65%-67%. For student receiving their education less than 40% of the time in general education, Manheim Central School District has made significant improvement since 2020-2021, reducing this percentage from 15.8% to 13.5%. It should be noted that during the 2019-20 school year, Manheim Central was at 18% in this area. Students with IEPs in "Other Settings" has consistently stayed around 3%, which is below the state percentage rate.

- 4. What universal practices does the School 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 and Comprehensive Student Service Meetings, that identify 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 on 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 provider that is a part of the team. Additional resources used for addressing Social/Emotional Needs include: - Whole School PBIS - Social Skills Curriculum (Everyday Speech/Purposeful People, and Character Strong) - Classroom Lessons provided by School Counselors K-4 - Social Skills Instruction - School-Based Counseling K-12 - Check and Connect Program & Check-In, Check-Out Strategies - After-School Clubs - SAP Team - School Resource Officer & Security Officers K-12 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 through ESY or Credit Recovery - Title I Reading Support (elementary level) - Individual Programming to meet Transition Goals

5. Describe the academic programming and training efforts the School District 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 the 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, that 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 no limit to the type and degree of and 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 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 show that the student is not benefiting 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 have 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 Personalized Learning, Learning Progressions, and multi-age classrooms and

continues to grow in its implementation and understanding of these teaching methodologies, which emphasize 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.

6. 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.

7. Describe the School District procedures that ensure, 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-led 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 Director of Special Education or the Special Education Consultant 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, clubs, 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.

8. Discuss the School 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 K-12 Learning Support classrooms in all buildings, K-12 Emotional Support, and K-12 Life Skills Support. Manheim Central School District also employs our own Speech and Language Therapists and an Itinerant Autistic Support teacher who services all buildings. To ensure that the District is meeting all identified needs, we have developed and grown the transition programs operated within the high school, which includes 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
Yellow Breeches Educational Center-- Annville Campus	Licensed Private Academic		Yellow Breeches Educational Center	Emotional Support	4
Lebanon High School	Other	IU operated class in high school building	Lancaster-Lebanon Intermediate Unit 13	Autistic Support	2
Donegal Junior High	Other	IU operated class in middle school building	Lancaster-Lebanon Intermediate Unit 13	Emotional Support	1

Neff Elementary	Other	IU operated class in elementary building	Lancaster-Lebanon Intermediate Unit 13	Multiple Disabilities Support	2
Landisville Middle School	Other	IU operated class in middle school building	Lancaster-Lebanon Intermediate Unit 13	Multiple Disabilities Support	2
CSG/IU13 PHP Program	Other	IU13 Facility	Lancaster-Lebanon Intermediate Unit 13	Emotional Support	2
Central Education Center	Other	IU13 Facility	Lancaster-Lebanon Intermediate Unit 13	Emotional Support	5
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	3
Centerville Elementary School	Other	IU13 Facility	Lancaster-Lebanon Intermediate Unit 13	Multiple Disabilities Support	1
Conestoga Valley High School	Other	IU13 Facility	Lancaster-Lebanon Intermediate Unit 13	Multiple Disabilities Support	1
Donegal High School	Other	IU13 Facility	Lancaster-Lebanon Intermediate Unit 13	Autistic Support	1
John Beck Elementary	Other	IU13 Facility	Lancaster-Lebanon Intermediate Unit 13	Deaf and Hard of Hearing Support	1
New Story Lancaster	Approved Private School (APS)		New Story	Autistic Support	6
New Story Lancaster	Approved Private School (APS)		New Story	Emotional Support	2

River Rock Academy	Approved Private School (APS)		River Rock	Emotional Support	1
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Positive Behavior Support

Date of Approval

2024-11-18

Uploaded Files

113.1 Discipline of Students with Disabilities (2).pdf

113.2 Behavior Support_bf5f5f61.pdf

9. How does the School District support the emotional, social needs of students with disabilities?

Manheim School District has worked to implement tiered interventions and supports related to the social-emotional needs of all students, including those with disabilities. Each building has implemented a Social Emotional Learning program, and students 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 that 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's emotional support program consists of special education teachers, paraprofessionals, psychologists, and social workers, 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 or individual instruction developed by special education 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 on the PA Interpersonal Skills standards.

10. 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, school 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. 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 hold. 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 have received training from outside sources, as well as the TAC staff of the Lancaster-Lebanon Intermediate Unit, when necessary, to better serve this population.

11. Describe the School District's 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 have addressed routines such as bus and cafeteria rules/expectations. Purposeful People consists of lessons, activities, and student recognition related to 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 that have been identified through school-wide data collection and are 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. During the fall of 2025, several members attended the

MTSS conference in Hershey, PA as a refresher to these practices. The High School implements a weekly lesson/activity to address social and emotional learning using Character Strong and service projects in the community for their annual Going Beyond Day, a day of community service. Clubs such as the Interact Club and Avidum have continued to grow each school year. During the 25-26 SY, a student created and implemented the Connections Club, whose goal is to connect and include students in the Life Skills class into typical high school experiences. The overall goal is to create a positive mental health environment in which all students feel accepted, appreciated, acknowledged, and cared for in schools and communities. A targeted groups of staff (team leads, special education, student services and administrators) at all levels, elementary through high school, were provided training during the 25-26 school year to utilize Linkit!, a schoolwide data tool that provides better real-time data of student progress and starting next year, will be used for the monitoring of MTSS plans for students. The District currently has four facility dogs, one within each elementary school building, one at the middle school, and one at the high school. The dogs interact with the student population daily, 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.

12. Describe the School District's 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. Manheim Central contracts with PA Counseling to provide 2 SAP Assessors, one at the elementary level and one at the secondary level. We also have the services of 2 social workers, 3 school psychologists, and 9 school counselors who support situations as they arise and also 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.

13. Describe the School District's 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 anytime a restraint occurs. Parents are notified of the hold and offered an IEP meeting on the same day of the restraint. We use the information from the incident reports for RISC reporting and to ensure IEP meetings are held within ten days. After each restraint, the team involved meets to review the incident and problem-solve, ensuring less 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 two students receive instruction in the home based on their 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 support, the District would refer that student to the regional interagency coordinator for intensive interagency coordination.

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
Guidance Counselor	4	Elementary	District
Guidance Counselor	5	Secondary	District
Physical Therapist	.5	District Wide	Contractor
Occupational Therapist	1.5	District Wide	Contractor
Paraprofessionals	33	District Wide	District
Other	16	District Wide	District

1 Special Education Support Services

Special Education Personnel Development

Autism

Description of Training			
Provide training for staff 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	
Special Education Director & Special Education Coordinator		2026 2028	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District Intermediate Unit	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Positive Behavior Support

Description of Training			
Verbal De-escalation and Physical Restraint (NCPI) Training			
Lead Person/Position		Year of Training	
Special Education Director & School Psychologist		2026 2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
8	1 initial/yr; 1 refreshers/yr	District	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Description of Training			
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	
Special Education Coordinator & School Psychologist		2027 2029	
Hours Per Training	Number of Sessions	Provider	Audience

1	1/year	District Intermediate Unit	Paraprofessionals Special Education Teachers Other
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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	
SED/SEC/SP		2027 2029	
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	
SEC		2026 2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
.5	4	District Intermediate Unit	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Paraprofessional

Description of Training	
Paras will be provided with 20 hours of training per year to address the following topics (but not limited to): Autism, NCPI, Progress Monitoring, understanding and working with behavior, supporting student with academics (math and ELA), understanding disabilities, working as a team, etc.	
Lead Person/Position	Year of Training

SED/SEC		2026 2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
2	10	District Intermediate Unit PaTTAN Other	Paraprofessionals Other

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	
Lead Nurse		2026 2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
6.5	1/year	District	Paraprofessionals Other

Description of Training			
Upon hire, 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	
SED		2026 2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
1-2	10	PaTTAN	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
SEC/SEC	2026 2027 2028 2029

Hours Per Training	Number of Sessions	Provider	Audience
.5	2	District Intermediate Unit Other	Building Administrators Parents Paraprofessionals Special Education Teachers Other

Science of Literacy

Description of Training			
Description: By the end of 2026, Manheim Central will have implemented leading instructional and assessment practices in reading including structured literacy in all ELA and related area classrooms			
Lead Person/Position		Year of Training	
Director of Curriculum & Instruction		2026	
Hours Per Training	Number of Sessions	Provider	Audience
1	4	District	Building Administrators Central Office Administrators General Education Teachers Special Education Teachers

Description of Training			
American Reading Company Core Reading Program Training for New Staff			
Lead Person/Position		Year of Training	
Director of Curriculum and Instruction		2026	
		2027	
		2028	
		2029	
Hours Per Training	Number of Sessions	Provider	Audience
1	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	
Director of Curriculum and Instruction		2027	
		2028	
		2029	
Hours Per Training	Number of Sessions	Provider	Audience
1	4	District	Building Administrators General Education Teachers Special Education Teachers

Parent Training

Description of Training

Manheim Central Family Connections parent group participates in quarterly meetings 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	
SED, SEC or Lead		2026	
		2027	
		2028	
		2029	
Hours Per Training	Number of Sessions	Provider	Audience
1	1 meeting per quarter	District Intermediate Unit PaTTAN Other	Parents

IEP Development

Description of Training			
Training to develop IEPs that serve the needs of students receiving special education services.			
Lead Person/Position		Year of Training	
SED, SEC, SP, and Lead		2026	
		2027	
		2028	
		2029	
Hours Per Training	Number of Sessions	Provider	Audience
.75	1 session each month for new teachers; 1 session each month as needs arise as a refresher	District	Building Administrators Special Education Teachers

Description of Training			
Training to IEP stakeholders on the what needs to happen prior to, during and after an IEP meeting is held.			
Lead Person/Position		Year of Training	
SED, SEC, SP, and Lead		2026	
		2027	
		2028	
		2029	
Hours Per Training	Number of Sessions	Provider	Audience
.5	1 initial session; with highlights during department and leadership meetings	District	Building Administrators Central Office 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