

Penn Manor SD

**Special Education Plan Report**

07/01/2018 - 06/30/2021

# District Profile

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## Demographics

PO Box 1001  
 Millersville, PA 17551  
 (717)872-9500  
 Superintendent: Michael Lechliter  
 Director of Special Education: Theresa Kreider

## Planning Committee

Name	Role
Brian Malek	Administrator : Special Education
Joe Fullerton	Board Member : Professional Education Special Education
Danielle Gentile	Ed Specialist - School Psychologist : Professional Education Special Education
Shelly Kyle	Elementary School Teacher - Regular Education : Special Education
Megan Galbreath	Elementary School Teacher - Special Education : Special Education
Daryn Vinson	Middle School Teacher - Regular Education : Professional Education Special Education
Elizabeth Freeman	Parent : Professional Education Special Education
Joy Meley	School Social Worker : Special Education
Peggy Anastasio	Special Education Director/Specialist : Special Education
Patrick Eichelberger	Special Education Director/Specialist : Special Education
Theresa Kreider	Student Services Director/Specialist : Special Education

# Core Foundations

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## Special Education

### *Special Education Students*

Total students identified: 906

### *Identification Method*

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

Penn Manor School District currently uses the discrepancy model for identifying students with specific learning disabilities. There are a small percentage that have been identified through the RTI model. Children at the elementary level are referred after intensive academic support services. The data collected by the child's team is an integral part of the consideration for specific learning disability along with the evaluation measures and input from the school psychologist. The district will continue to use a combined discrepancy/RTI model for identification of students with learning disabilities.

Students at the middle school level are identified through the discrepancy model at this time. Prior to referral for evaluation, students at the middle school level are supported by Academic Support Teams, and the interventions, data and progress monitoring from these teams is strongly included in the decision process along with the evaluation measures and input from the school psychologist.

The main method of identification at the high school at this time is the discrepancy model based on evaluation measures and input by the school psychologist. The high school also uses data provided by curriculum based, district-wide and state level assessments.

### *Enrollment*

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

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

The Penn Manor School District is not significantly disproportionate.

### *Non-Resident Students Oversight*

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

The Penn Manor School District works collaboratively with Arborvale and Hope's Haven to ensure that students in these locations receive FAPE in the Least Restrictive Environment. As the LEA for these students, the district's administration attend IEP meetings, re-evaluations and monitor student progress. At this time there does not appear to be barriers that limit our ability to meet our obligations under Section 1306 of the Public School Code.

### *Incarcerated Students Oversight*

Describe the system of oversight the District would implement to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated and when deemed eligible, are offered a free appropriate public education (FAPE).

The Youth Intervention Center (YIC) and the Lancaster County Prison contact the Penn Manor School District whenever a student is placed there and is in need of services. IU#13 provides special education teachers at both facilities to deliver special education services. As LEA, the Director and/or Assistant Director of Student Support Services would attend the IEP meetings, re-evaluations and monitor student progress oversight for all incarcerated students.

### *Least Restrictive Environment*

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

The Penn Manor School District provides programs for students in the least restrictive environment. The general education classroom is the first consideration for delivery of services for all students. All students attending the district's schools are included in some level of the general education environment with the appropriate supports. The district provides paraprofessional support in the general classroom to assist students, and we also provide a co-teaching model at the secondary level to aid student success in the general education classroom environment. We continue to evaluate programming and structure at the elementary level to best meet the needs of all students in the least restrictive environment. In August of 2016, we provided training to the entire elementary division regarding educating students with disabilities in the general education classroom. We have also formed a district level committee to examine how we determine if students receive support in a special education setting or in the general education setting. We have worked extensively with Laura Lent from the IU #13 to direct our team in making these changes. Furthermore, we contract with the IU to provide itinerant autistic support services to our students.

It is always the emphasis to provide students with disabilities maximum opportunities with non-disabled peers. It is also the intent of the Penn Manor School District to educate students with disabilities in the same school they would attend if non-exceptional. We have participated in the SAS Toolkit training for a student, and we also utilize the consultants at IU#13 frequently to assist us with assuring that our students are in the least restrictive environment.

In circumstances that it is not possible to educate students in his/her neighborhood school, we look to our neighboring school districts and Intermediate Unit #13 to host/operate special education classes in which students with similar needs can be provided a free and appropriate public education. In these instances, we develop transition plans for students to return to district programming when possible. When examining the data, out of the District's 874 special education students, only 33 are educated outside of the district. In addition when examining our state report it is noted that we have meet all Indicator 5 targets.

The Penn Manor School District implements supplementary supports and services to assure that all students are receiving an education in the Least Restrictive Environment. These include

<b>Service/Resource</b>	<b>Description</b>
Adaptations and modifications to the physical environment.	Students with special education services are provided specific seating arrangements and adaptive equipment as identified by their IEP team. Our occupational and physical therapists make recommendations for adaptations and modifications to the physical environment and these are provided for both physical and sensory needs.
Collaborative services of adults working together to support students	In Penn Manor our special education and general education teachers collaborate in order to best serve students. In addition, paraeducators are serving students extensively in general education settings. Penn Manor utilizes our local IU for coaching and guided support in many areas. Reading, Assistive Technology and Autism are just to name a few. We also have a parent support group and there are 2 parental workshops for parents each school year.

Development and delivery of instruction that addresses diverse learning needs.

Students receiving special education services have access to general education student assistance support teams. The elementary, middle school and high school all have collaborative departmental time and special education teachers are equally involved in this.

This is evidenced through the Individualized Education Plan process. Penn Manor works extensively as a team in the IEP process to provide modified curricular goals and alternate ways for students to demonstrate learning. Testing modifications, alternate materials and assistive technology are utilized whenever needed for an individual student need and to support access to general education. Research based supplementary materials and instructional adaptations are used on a daily basis.

Supports and Services to increase appropriate behavior and reduce disruptive and interfering behavior.

Penn Manor offers extensive supports through various personnel to support progress in the general education setting for students with behavioral needs. The school social workers, school psychologists and guidance counselors provide specific supports as identified by the student's IEP team. Social skills instruction, peer supports and Individualized Behavior Support Plans are evidenced are an integral part of supporting a student with behavioral needs in the general education setting. General education teachers are supported by the appropriate special education staff to develop modification of rules and expectations when needed.

### *Behavior Support Services*

1. Provide a summary of the District policy on behavioral support services including, but not limited to, the school wide positive behavior supports (PBS).
2. Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention.
3. If the district also has School-Based Behavioral Health Services, please discuss it.

School Board Policy 113.2 outlines all required components of the Penn Manor School District's Positive Behavior Support policy. The district employs PBS as the primary method of addressing behaviors as evidenced by specific PBS plans that fall under the over-arching umbrella of the district's PBS policy. Building and student specific plans are available. In addition, several elementary schools and one middle school have implemented "The Leader In Me" program. This program has had an overall positive impact on school culture and behavior.

The District's procedures involving restraints is outlined in policy 113.2 and is available for review at the time of the visit and has been provided in advance for review. The District's procedures involving the training of personnel training on the use of PBA, de-escalation techniques, and emergency responses is outlined in policy 113.2. All students with behavioral needs have a positive

behavior support plan as part of his/her IEP. We have collaborated with IU#13 to train district personnel in Crisis Prevention Institute (CPI). The Penn Manor School District believes that restraints should be utilized as a measure of last resort and only after the use of less restrictive measures including de-escalation techniques. CPI emphasizes de-escalation techniques and reconnection between student and staff members. These techniques are used throughout the district and across all levels. In addition, in 2014 we had one of our special education coordinators attend a "train the trainer" session, so we now have an onsite trainer available for new hires and to provide refresher courses onsite.

Penn Manor also has 2 social workers. They provide weekly group sessions within our emotional support program. They also provide extensive consultation to staff and families regarding positive behavioral supports. They are instrumental in strong community linkage and help promote home/school/community communication and problem solving.

Our school psychologists also have extensive training in positive behavioral supports and provide consultation to student or building teams whenever requested. The high school emotional support staff has implemented monthly department sessions to problem solve and enhance their programming through training and collaboration in these sessions. We also have monthly meetings at the middle school and elementary levels to ensure we are meeting the needs of our students in the emotional support program.

On site counseling services are available to students through a partnership with a local mental health provider. Regular and special education students have access to this provider. The school teams also work very collaboratively with many other mental health providers to offer students behavior specialists, mobile therapists and therapeutic support staff. Members of the agency mental health team are fully included in any special education process we may complete such as a reevaluation or IEP. We currently work with approximately 6 different providers of this kind of service.

Our emotional support classes also attend an 8 week (one time per week) program at The Winner's Circle Center at Herrbrook. Located within our district, The Winner's Circle Center provides group sessions using equine therapy techniques, team-building activities and problem-solving sessions.

### *Intensive Interagency/Ensuring FAPE/Hard to Place Students*

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

The district is currently able to provide FAPE for all students with disabilities. When a situation arises where further or less services may be needed for a student, the district convenes a reevaluation team. These teams often include advocates, agency personnel, social workers and other required team members to this process. If alternate placements need to be considered, the team will involve that possible placement in the process. The district also collaborates with IU #13 and other agencies to provide FAPE for all students with disabilities. In some cases, the district will request a CAASP meeting which is an interagency meeting to problem solve ways to best meet the needs of a student.

### *Strengths and Highlights*

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

The Penn Manor School District offers a wide continuum of special education services within the district. These services include supplemental and itinerant learning support services in each of the seven elementary buildings, both middle schools and the high school. In addition, we have 3 full-time learning support classes in one of our elementary schools, and a full-time learning support class in one of our middle schools. The Penn Manor School District also offers full-time emotional support classes at the elementary, middle school and high school levels. A full-time life skills support class is offered at the high school level, and the district also offers itinerant autistic support services district-wide. The District also houses an Intermediate Unit run full time autistic support class at the high school and also at Central Manor Elementary School. In addition, we house a full-time Multiple Disabilities Support class at Marticville Middle School.

#### **A.) Assistive Technology**

- All students within the district who are in need of assistive technology are provided the appropriate technology. This includes, but is not limited to, adaptive keyboards, FM systems, communication devices, portable notetakers, Braille devices and hearing aids. The district works collaboratively with IU #13 audiology and assistive technology consultants who provide ongoing monitoring of the devices and appropriate training to students, parents and staff. In the spring of 2016 we also formed a small team of teachers and IT staff that received training from the IU in order to build capacity of knowledge of assistive technology within the district. The intermediate unit provides loaner devices to students when systems are in need of repair and also facilitates return of the device to the appropriate manufacturer for repair. District staff are provided with appropriate training in the use of devices.

#### **B.) Behavior Supports**

- The district's behavioral support policy reflects federal and state regulations. The district has collaborated with IU #13 to train teachers, paraeducators, and administrators from each building in Crisis Prevention Institute (CPI). With its foundation of de-escalation techniques and reconnection between student and staff member, CPI offers a consistent approach to addressing difficult behaviors.



All schools offer individual plans to support students with behavioral needs.

Exclusions: Suspensions and Expulsions:

The Penn Manor School district uses a variety of strategies to prevent disruptive behavior and limit the number of suspensions. However, when students show a pattern of suspensions the district convenes a meeting to explore the function of the behavior and to develop a support plan.

Depending on the severity and/or duration of the behavior the district may consider an alternate placement for a student. In some instances a 45-day alternate placement is recommended to allow time for further evaluation of the student to determine future appropriate programming and placement.

**C.) Child Find: Annual Public Notice and General Dissemination of Materials -**

The district provides information for the public by way of its annual public notice in the district newsletter, district calendar and district website. In addition parents are regularly informed of available services by instructional staff and administrators. In addition, the district works with non-public schools where Penn Manor resident students attend in order to insure that parents are aware of their rights to an evaluation if they have an educational concern for their child. Furthermore, the Intermediate Unit #13 conducts child find activities to identify preschool children who may have developmental or other disabilities. We work collaboratively with the IU to transition these students from early intervention to school-aged programming.

**D.) Dispute Resolution**

- The Penn Manor School District works closely with parents to resolve issues through the IEP process. Building principals, the Director and/or Assistant Director of Student Support Services participate in the IEP meetings, serve as the LEA and assist teams in resolving conflicts. Staff work closely with parents and use a variety of communication methods to insure that parents and staff are working together. Staff communicates with parents in a variety of ways including email, phone, written reports and direct communication through meetings.

**E.) Highly Qualified Staff**

- The Penn Manor School District has highly qualified and experienced staff in its special education program. All professional staff is appropriately certified by the Pennsylvania Department of Education or are in the process of becoming certified through PRAXIS certification testing.

**F.) Inclusion/LRE -**

The Penn Manor School District provides a continuum of services and placement options for its students with disabilities. The district collaborates with IU#13, numerous agencies and neighboring school districts to provide programs for all students with disabilities. The Penn Manor School District operates learning support, emotional support, life skills and speech and language support programs within the district. These programs provide itinerant, supplemental and/or full-time support based on student need. The district also employs its own autistic support teacher who provides consultative and direct support to students on the autism spectrum.

The district contracts with IU #13 to serve some students with lower incidences disabilities. These services include multiple disabilities support, autistic support, physical support, hearing impaired support and center-based emotional support programs. In addition, the district contracts with Austill's Rehabilitation Services for occupational therapy and physical therapy support.

All students receiving services within the Penn Manor School District have opportunities to interact

with same-aged, typical peers. The level of interaction is determined individually through the IEP process. The district continues to make changes in curriculum and instruction in order to increase the participation of students with disabilities in general education classes and in the general education curriculum. Furthermore, all students in the district participate in non-academic areas in the general education environment. Those students with the most severe disabilities spend time with their general education peers on the playground, in the cafeteria, in special and related arts classes and at assemblies and special programs.

Decisions to place students out of the district are made by IEP teams and are based on individual student needs. The district may seek placement outside of the regular school when a student's needs are so severe that they cannot be met even with supplementary aids and services. This may occur when a student presents a danger to himself and/or others in the general education setting or when he or she requires a non-traditional school environment to meet his/her educational needs. The Director and/or Assistant Director of Student Support Services participates in IEP meetings for students who are placed outside of the district. Each IEP team discusses the student's readiness to return to his/her home school.

The Penn Manor School District understands the obligation under the Gaskin's case to examine a full range of supplementary aids and services in the least restrictive and has provided district teachers and administrators with this information.

#### **G.) Intensive Interagency Approach -**

Penn Manor actively works with our local Child and Adolescent Service System Program (CASSP) team. We also partner with our local BHDS, Juvenile Probation and Parole, Children and Youth, Drug and Alcohol Commission and IU 13. In addition, the Penn Manor School District has a resource officer who provides a direct linkage to the local police force. We have a strong network with these supporting community agencies. The school district provides supportive representation at all student meetings. This is most frequently done by one of our two social workers or special education administrators. If it would be more valuable to have another team member available for the meeting, we make every effort to have that school team member attend the meeting. We also stay in communication with the facilities in which our students may be placed such as Hoffman Homes, Devereaux, KidsPeace, Pressley Ridge, Western PA School for the Deaf, and Lancaster County Youth Intervention Center.

#### **H.) Parental Communication**

- Penn Manor's Special Education Department collaborates with parents and a parental support group; SNaPs (special needs parent support) has formed. We hold two informational sessions per year. We held one session in the fall of 2016 addressing anxiety in children.

#### **I.) Progress Monitoring**

- All of our special education teachers are trained in progress monitoring. Their training for this has been supported by our local Intermediate Unit, PATTAN trainings and our own district inservices. The methods of progress monitoring we use are Aimsweb and other curriculum based assessments, DIBELS, the elementary reading series benchmark, weekly and theme tests, and the DRA.

#### **J.) Researched-Based Curriculum:**

A main focus of the district's special education program is supporting reading, writing, math and

science proficiency. In order to meet this goal, the district has put numerous research-based interventions and curriculum in place. Each level incorporates specific programs into their instruction: SRA Reading Mastery Plus, Language!, Reading Naturally, Phonics for Reading, Project Read, EdMark, Foundations, Step Up to Writing and Great Leaps are several reading programs implemented at the elementary level. Language! is also used at the middle school level, and Jamestown, Language!, and Read Naturally is used at the high school level. In math, all levels utilize a modified general education curriculum. The elementary level also incorporates Number Worlds for students that need additional support. In addition, the full-time learning support classes implement Saxon Math.

#### **K.) Staff Development -**

The district provides extensive staff development for professionals and paraprofessionals. Training is provided by our own professional staff as well as resources outside of our district. In addition, the special education teachers attend PaTTAN and local Intermediate Unit 13 workshops. Teachers have participated in workshop topics such as autism, behavioral supports, differentiated instruction, progress monitoring, SIMS, LETRS, Visualizing and Verbalizing, Language! and other reading, writing and math instructional workshops. The district supports attendance at various conferences outside the district for administrators, teachers, and therapists. The district utilizes the staff development team of our local IU to provide direct training on site when needed for either a group or individual student need.

#### **L.) Transition to Post-Secondary and/or Employment-**

Students with disabilities participate in community based instruction and work experience programs to facilitate their transition to post school outcomes as identified in their IEP. We provide 9 days of job training services through our local intermediate unit to district special education students at the middle school and high school level. Job training services through our local intermediate unit are also provided to students that are in special education placements outside of the district.

In 2007, the Penn Manor School district opened a School to Work Program at the high school level. This program supports students in the areas of employment skills, career exploration, and other skills needed for successful transition to post-secondary employment and/or training. Another major source of transition services for our students is through the local Career and Technology Centers. We have approximately 50-55 full day and 55 half day students attending various programs at the Career and Technology Center. In January 2016, the District started another transition program. This block (88 minutes daily) class supports juniors and seniors in determining life after high school, learning soft skills, job search skills, interviewing and more.

Furthermore, students with special needs have the opportunity to participate in job shadowing co-op and internship programs. The district routinely collaborates with IU13, OVR, MH/MR, ARC and sheltered and supported employment to establish connections necessary for a successful transition to post-secondary and/or employment opportunities.

#### **M.) Transition from Early Intervention to School-Age**

- The Lancaster-Lebanon Intermediate Unit #13 is the MAWA for services for children from age three to five. To prepare for transition to school, IU #13 collaborates with school districts to provide an orientation for parents of children entering school during the next school year. The IU and the district holds transition meetings to facilitate the process of entering school age programming. The

child's needs are discussed and the process that will be followed to prepare the child for school-aged programming is outlined. If the parent indicates an intent to register his/her child for school, the district provides information about the registration process and evaluation process. The district will then follow up by arranging evaluations, observations and IEP development if it is determined that these services are appropriate.

**N.) Training of Staff:**

Professional development related to special education is identified through personnel interest communicated during trainings, meetings, and email communication. Training is also driven by the district and building initiatives, student-related need, State or Federal regulations, service delivery, program models, and observation.

These needs are reviewed throughout the school year and at the start of summer to plan for professional development training during in-service time, department meetings, faculty meetings, and professional days. Professional development information offered by PaTTAN, the IU, or other appropriate providers is communicated with personnel as pertinent trainings are presented. Professional development opportunities for both general and special education professional personnel are provided by the District, the IU, and PaTTAN. Trainings related to student specific information, Autism, non-violent crisis intervention, inclusion, and differentiated instruction are all examples of professional development activities provided to both general and special education personnel.

**O.) Training of Parents:**

Parent input is sought to determine training needs particularly in the area of transition. In other individual cases, parent input is often encouraged and desired. Parents are appropriately notified of all meetings for the purpose of identification, evaluation, educational placement and the provision of FAPE. We make every effort to accommodate a parent's need so that they can attend trainings and/or meetings. If this does not occur an administrator will follow up to determine the reason and then we make attempts to remedy any difficulty.

We actively identify parents who may need additional support and or training. Our school social workers, psychologists, guidance counselors and special education staff support parents in a variety of ways so that they can fully participate in their child's educational process.

During the 2015-16 school year, a parent support group; SNaPs formed.

# Assurances

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## Special Education Assurances

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

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

## 24 P.S. §1306 and §1306.2 Facilities

Facility Name	Facility Type	Services Provided By	Student Count
Arborvale Manor	Nonresident	Penn Manor School District	5
Hope's Haven	Nonresident	Penn Manor SD	4

## Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
New Story Lancaster	Special Education Centers	Autistic Support and Emotional Support	7
George Junior Republic	Special Education Centers	Emotional Support	1
River Rock Academy	Special Education Centers	Emotional Support	2
Clear Vision - Montgomery Area SD	Other	Emotional Support	1
Valley Road Education Center	Special Education Centers	Autistic Support and Emotional Support	5
Community School West	Special Education Centers	Emotional Support	1
Community School Southeast	Special Education Centers	Emotional Support	4
IU #13- CV HS	Neighboring School Districts	Multiple Disabilities Support	1
IU #13- Kissel Hill Elementary	Neighboring School Districts	Autistic Support	3
IU #13 - Warwick Middle School	Neighboring School Districts	Deaf/Hard of Hearing	1
IU#13 - Providence Elementary School	Neighboring School Districts	Multiple Disabilities Support	1
IU #13 - Solanco High School	Neighboring School Districts	Multiple Disabilities Support	1
IU #13- Doe Run Elementary	Neighboring School Districts	Autistic Support	1
IU #13 - Lampeter Strasburg High School	Neighboring School Districts	Emotional Support	2
IU #13- Reidenbaugh Elementary	Neighboring School Districts	Multiple Disabilities Support	1

## Special Education Program Profile

### Program Position #2

*Operator:* School District

#### PROGRAM DETAILS

*Type:*

*Implementation Date:*

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Learning Support	6 to 8	12	1

Locations:				
Pequea Elementary (HM)	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #3***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 24, 2016*Reason for the proposed change:* Updated caseload**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	12	1
Locations:				
Pequea Elementary (DZ)	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #4***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Learning Support	9 to 12	10	0.75
Locations:				
Pequea Elementary (TW)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	9 to 12	1	0.25
Locations:				
Pequea Elementary (TW)	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #5***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	9	0.25
Locations:				
Hambright Elementary (KW)	An Elementary	A building in which General		

	School Building	Education programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 12	12	0.75
Locations:				
Hambright Elementary (KW)	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #6***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 10	10	0.25
Locations:				
Hambright Elementary (NK)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 10	13	0.75
Locations:				
Hambright (NK)	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #7***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 12	15	0.5
Justification: There is not an age range greater than 3 being instructed at the same time or in the same room.				
Locations:				
Martic (BT)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 12	4	0.5
Justification: There is not an age range greater than three being instructed in the room at any one time.				
Locations:				
Martic (BT)	An Elementary School Building	A building in which General Education programs are operated		



**Program Position #8***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 12	7	0.5
Justification: There is not an age range greater than 3 at any one time.				
Locations:				
Eshleman Elem. (MG)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 12	17	0.5
Justification: There is not an age range greater than 3 at any one time.				
Locations:				
Eshelman Elem. (MG)	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #9***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 11	1	0.25
Justification: There is not greater than a 3 year age span at any one time.				
Locations:				
Central Manor Elem (JM)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 11	18	0.75
Justification: There is not greater than a 3 year age span at any one time.				
Locations:				
Central Manor (JM)	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #10***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 12	3	0.25
Justification: There is not greater than a 3 year age span in the room at one time.				
Locations:				
Central Manor (MZ)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 12	13	0.75
Justification: There is not greater than a 3 year age span in the room at one time.				
Locations:				
Central Manor (MZ)	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #11***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	9 to 12	1	0.1
Locations:				
Central Manor (JK)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	9 to 12	1	0.5
Locations:				
Central Manor (JK)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	7 to 12	7	0.4
Justification: There is not an age range greater than 3 at any one time.				
Locations:				
Central Manor (JK)	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #12***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 12	6	0.25
Justification: There is not an age range greater than 3 at any one time.				
Locations:				
Conestoga Elem. (MH)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 12	17	0.75
Justification: There is not an age range greater than 3 at any one time.				
Locations:				
Conestoga Elem. (MH)	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #13***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 11	5	0.25
Justification: There is not an age range greater than 3 at any one time.				
Locations:				
Letort Elem. (JW)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 12	14	0.75
Justification: There is not an age range greater than 3 at any one time.				
Locations:				
Letort Elem (JW)	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #14***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	12 to 14	6	0.5
Locations:				
Manor Middle (RN)	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	12 to 15	4	0.5
Locations:				
Manor Middle School (RN)	A Middle School Building	A building in which General Education programs are operated		

**Program Position #15***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	11	0.4
Locations:				
Manor Middle School (CE)	A Middle School Building	A building in which General Education programs are operated		

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

**Program Position #16***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	7	0.15
Locations:				
Manor Middle School (CB)	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	17	0.85
Locations:				
Manor Middle School (CB)	A Middle School Building	A building in which General Education programs are operated		

**Program Position #17***Operator:* School District

**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 15	16	0.5
Locations:				
Manor Middle School (Curt)	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	9	0.5
Locations:				
Manor Middle School (Curt)	A Middle School Building	A building in which General Education programs are operated		

**Program Position #18***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	9	0.75
Locations:				
Marticville Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #19***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	17	0.75
Locations:				
Marticville Middle School (LB)	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	5	0.25
Locations:				
Marticville Middle School (LB)	A Middle School Building	A building in which General Education programs are operated		

**Program Position #20***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	7	0.5
Locations:				
Marticville Middle School (SA)	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	12 to 15	6	0.5
Locations:				
Marticville Middle School (SA)	A Middle School Building	A building in which General Education programs are operated		

**Program Position #21***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	24	0.5
Locations:				
Penn Manor HS (MW)	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	4	0.5
Locations:				
Penn Manor HS (MW)	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #22***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	24	1
Locations:				
Penn Manor HS (SM)	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #23***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	25	0.75
Locations:				
Penn Manor HS (EL)	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	1	0.25
Locations:				
Penn Manor HS (EL)	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #24***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 23, 2016*Reason for the proposed change:* This position changed in that there are no longer students that receive supplemental services on this caseload.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	26	1
Locations:				
Penn Manor HS (JC)	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #25***Operator:* School District**PROGRAM DETAILS**

Type:

Implementation Date:

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 18	18	0.5
Locations:				
Penn Manor HS (JH)	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 18	9	0.5
Locations:				
Penn Manor HS (JH)	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #26**

Operator: School District

**PROGRAM DETAILS**

Type:

Implementation Date:

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	4	0.25
Locations:				
Penn Manor HS (BW)	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 19	16	0.75
Justification: There is not greater than a 4 year age difference in the class at any one time.				
Locations:				
Penn Manor HS (BW)	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #27**

Operator: School District

**PROGRAM DETAILS**

Type:

Implementation Date:

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	23	0.75
Locations:				
Penn Manor HS (HB)	A Senior High School Building	A building in which General Education programs are operated		



Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	2	0.25
Locations:				
Penn Manor HS (HB)	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #28***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 17	21	0.5
Locations:				
Penn Manor HS (DA)	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	4	0.25
Locations:				
Penn Manor HS (DA)	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #29***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	15	1
Locations:				
Penn Manor HS (PE)	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #30***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	16 to 19	4	0.3
Locations:				
Penn Manor HS (NS)	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 19	7	0.5
Locations:				
Penn Manor HS (NS)	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	15 to 19	1	0.2
Locations:				
Penn Manor HS (NS)	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #31***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 18	4	0.2
Locations:				
Penn Manor HS (JJ)	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 18	4	0.3
Locations:				
Penn Manor HS (JJ)	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	14 to 17	2	0.5
Locations:				
Penn Manor HS (JJ)	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #32***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
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Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	15 to 19	2	0.25
Locations:				
Penn Manor HS (MM)	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	15 to 19	11	0.75
Locations:				
Penn Manor HS (MM)	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #33***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 24, 2016*Reason for the proposed change:* There are now students that receive full-time services on this caseload.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 20	2	0.1
Locations:				
Penn Manor HS (RT)	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 20	6	0.5
Locations:				
Penn Manor HS (RT)	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Learning Support	17 to 21	3	0.4
Locations:				
Penn Manor HS (RT)	A Senior High School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language	6 to 14	57	1

	Support			
Justification: This speech and language clinician serves both Central Manor Elementary and Manor Middle School. At no time is there a age range greater than 3 being instructed at the same time.				
Locations:				
District Wide	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #35***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	6 to 11	53	1
Justification: At no time is there a age range greater than 3 being instructed at the same time.				
Locations:				
District Wide (MS)	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #36***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	6 to 12	65	1
Justification: At no time is there a age range greater than 3 being instructed at the same time.				
Locations:				
District Wide (JO)	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #37***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	6 to 13	60	1
Justification: At no time is there a age range greater than 3 being instructed at the same time.				
Locations:				
District Wide	An Elementary School	A building in which General Education		

(MH)	Building	programs are operated		
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**Program Position #38***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	6 to 12	46	1
Justification: At no time is there a age range greater than 3 being instructed at the same time.				
Locations:				
District Wide (EV)	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #39***Operator:* Intermediate Unit**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	7 to 10	6	1
Locations:				
Central Manor Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #41***Operator:* Intermediate Unit**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	11 to 15	6	1
Locations:				
Marticville Middle	A Middle School Building	A building in which General Education programs are operated		

**Program Position #42***Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* August 24, 2017

*Reason for the proposed change:* Renovations are completed and this teacher will keep the same position, but it she will rotate throughout the district as an itinerant teacher.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 12	4	1
Locations:				
Conestoga/MMS (CB)	A Middle School Building	A building in which General Education programs are operated		

**Program Position #44**

*Operator:* Intermediate Unit

**PROGRAM DETAILS**

*Type:* ClassandPosition

*Implementation Date:* August 24, 2017

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	5 to 8	7	1
Locations:				
Martic Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #45**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* ClassandPosition

*Implementation Date:* August 26, 2015

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 18	7	0.5
Locations:				
Penn Manor HS (JT)	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	14 to 18	2	0.5
Locations:				
Penn Manor (HS)	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #46**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* Position

*Implementation Date:* February 8, 2017

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	50	1
Justification: There will not be an age range of greater than 3 years in the room at any one time.				
Locations:				
Martic Elementary, Conestoga Elementary	An Elementary School Building	A building in which General Education programs are operated		

### Special Education Support Services

Support Service	Location	Teacher FTE
Director of Student Services	District Wide	1
Assistant Director of Student Services	District Wide	1
School Psychologists	District Wide	4
School Social Workers	District Wide	2
Special Education 7-12 Coordinator	Middle Schools and High School	1
Elementary Special Education Coordinator	All Elementary Buildings	1

### Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Occupational Therapy	Outside Contractor	40 Hours
Physical Therapy	Outside Contractor	15 Hours
Paraeducators	Outside Contractor	181 Days
Job Trainer	Intermediate Unit	9 Days
Occupational Therapy	Intermediate Unit	10 Hours
Physical Therapy	Intermediate Unit	3 Hours
Speech and Language Clinician	Intermediate Unit	10 Hours
Itinerant Autistic Support Services	Intermediate Unit	60 Hours

# District Level Plan

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## Special Education Personnel Development

### Autism

<b>Description</b>	<p>The Penn Manor School District contracts with Intermediate Unit 13 for autistic support services. During the years of this plan, 2018-2021, training will be provided to staff on meeting the needs of students with Autism. These trainings will range from group trainings about general topics in meeting the needs of these students to student specific trainings.</p> <p>Evidence of Results - There will be an increase in the percentage of students with autism that are in general education classes.</p>
<b>Person Responsible</b>	District Staff, IU Staff, Administration
<b>Start Date</b>	8/14/2018
<b>End Date</b>	6/5/2021
<b>Program Area(s)</b>	Special Education

### Professional Development Details

<b>Hours Per Session</b>	3.0
<b># of Sessions</b>	6
<b># of Participants Per Session</b>	10
<b>Provider</b>	District Staff, IU, PATTAN
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	No
<b>Knowledge Gain</b>	This is an optional narrative for Special Education.
<b>Research &amp; Best Practices Base</b>	This is an optional narrative for Special Education.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and</p>



	community partners.
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
<b>Training Format</b>	LEA Whole Group Presentation Series of Workshops School Whole Group Presentation Department Focused Presentation Professional Learning Communities
<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional New Staff Other educational specialists Related Service Personnel Parents
<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring
<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Review of written reports summarizing instructional activity

## Behavior Support

<p><b>Description</b></p>	<p>District policy reflects current practices and is in accordance with Chapter 14 regulations for special education.</p> <p>All students with behavioral needs have a positive behavior support plan as part of his/her IEP. We have had a member of our staff participate in the train the trainer model in Crisis Prevention Institute (CPI), and now have an onsite trainer. CPI emphasizes de-escalation techniques and reconnection between student and staff members. These techniques are used throughout the district and across all levels.</p> <p>Penn Manor also has 2 social workers. They provide weekly group sessions within our emotional support program. They also provide extensive consultation to staff and families regarding positive behavioral supports. They are instrumental in strong community linkage and help promote home/school/community communication and problem solving.</p> <p>Our school psychologists also have extensive training in positive behavioral supports and provide consultation to student or building teams whenever requested. The high school emotional support staff has implemented monthly department sessions to problem solve and enhance their programming through training and collaboration in these sessions.</p> <p>On site counseling services are available to students through a partnership with a local mental health provider. Regular and special education students have access to this provider. The school teams also work very collaboratively with many other mental health providers to offer students behavior specialists, mobile therapists and therapeutic support staff. Members of the agency mental health team are fully included in any special education process we may complete such as a reevaluation or IEP. We currently work with approximately 6 different providers of this kind of service.</p> <p>Evidence of Results: There will be a decrease of 2% on out of school suspensions for each year of the plan.</p> <p>An additional one staff member per school will be trained in Crisis Prevention Institute techniques during each year of the plan. In addition, 85% of the staff currently trained in CPI techniques will take the refresher course which is required every 2 years.</p>
<p><b>Person Responsible</b></p>	<p>Administrative and Support Staff</p>

<b>Start Date</b>	8/25/2018
<b>End Date</b>	6/2/2021
<b>Program Area(s)</b>	Special Education

### Professional Development Details

<b>Hours Per Session</b>	6.0
<b># of Sessions</b>	6
<b># of Participants Per Session</b>	24
<b>Provider</b>	Penn Manor SD and IU #13
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	No
<b>Knowledge Gain</b>	This is an optional narrative for Special Education.
<b>Research &amp; Best Practices Base</b>	This is an optional narrative for Special Education.
<b>For classroom teachers, school counselors and education specialists</b>	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
<b>Training Format</b>	Series of Workshops Department Focused Presentation
<b>Participant Roles</b>	Classroom teachers Paraprofessional New Staff
<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)

<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
<b>Evaluation Methods</b>	A review of student discipline data. Review of staff certified in CPI.

## Paraprofessional

<b>Description</b>	<p>The Penn Manor SD offers a paraprofessional training institute each summer. We started this in 2014 and plan to continue it through the three years of this plan. Topics have included: CPR/First Aid, CPI, Assistive Technology, Sign Language and Communication, Poverty, Supporting Reading and Math Instruction, Autism/Sensory Needs, Confidentiality and Professionalism.</p> <p>Evidence of Results: 100% of paraprofessionals will be actively involved in supporting the most recent research based and co-teaching methods for students receiving special education services.</p>
<b>Person Responsible</b>	Building Administrators and District Office Administrators
<b>Start Date</b>	8/13/2018
<b>End Date</b>	8/18/2021
<b>Program Area(s)</b>	Special Education

## Professional Development Details

<b>Hours Per Session</b>	3.0
<b># of Sessions</b>	18
<b># of Participants Per Session</b>	100
<b>Provider</b>	Penn Manor SD
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	No
<b>Knowledge Gain</b>	This is an optional narrative for Special Education.
<b>Research &amp; Best Practices Base</b>	This is an optional narrative for Special Education.
<b>For classroom teachers, school counselors and education specialists</b>	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

<b>For school or LEA administrators, and other educators seeking leadership roles</b>	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
<b>Training Format</b>	Series of Workshops
<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals Paraprofessional New Staff
<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Participant survey

## Reading NCLB #1

<b>Description</b>	<p>1. Elementary Level - Training will be provided on best practices in reading. In addition, training on teaching reading to all students and differentiating instruction will be incorporated.</p> <p>Evidence of Results: Over the three years of the plan the number of students</p>
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	<p>with disabilities that score proficient on the ELA PSSA exam will increase by 2% per year.</p> <p>2. Middle Level - The middle school as increased the number of students participating in the general education reading/English setting. Continued training on how to differentiate instruction will be given.</p> <p>Evidence of Results: Over the three years of the plan the number of students with disabilities that score proficient on the ELA PSSA exam will increase by 2% per year.</p> <p>3. High School - The high school continues to revise curriculum to align with Common Core and to prepare all students, including students with disabilities to be proficient on the Keystone Exams.</p> <p>Evidence of Results: Over the three years of the plan the number of students with disabilities that score proficient on the Keystone English exams will increase by 2% per year.</p> <p>4. Differentiated Instruction - This continues to be a need across all levels in the district. As district demographics change, teachers need to be equipped with knowledge and instructional strategies to meet the needs of students within the general education setting.</p> <p>Evidence of Results: There will be a minimum 2% per year of the plan decrease in the number of special education referrals district-wide.</p> <p>5. Continued review of implementation of researched based reading programs that are used in replacement instruction. These include Language!, Step Up to Writing, SRA and Foundations.</p> <p>Evidence of Results: 2018-2019 School Year - There will be an increase of 5% of students with IEPs moving from below basic to basic on PSSA reading. 2019-2020- There will be an increase of 5% of students with IEPs moving from below basic to basic on PSSA reading. 2020-2021 School Year - There will be an increase of 5% of students with IEPs moving from below basic to basic on PSSA reading.</p>
<b>Person Responsible</b>	Building Administrators and District Office Administrators
<b>Start Date</b>	9/1/2018
<b>End Date</b>	8/31/2021
<b>Program Area(s)</b>	Special Education

### Professional Development Details

<b>Hours Per Session</b>	6.0
<b># of Sessions</b>	3
<b># of Participants Per Session</b>	400
<b>Provider</b>	District Staff, IU, PATTAN
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	No
<b>Knowledge Gain</b>	This is an optional narrative for Special Education.
<b>Research &amp; Best Practices Base</b>	This is an optional narrative for Special Education.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
<b>Training Format</b>	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>School Whole Group Presentation</p> <p>Live Webinar</p> <p>Department Focused Presentation</p> <p>Offsite Conferences</p>
<b>Participant Roles</b>	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p>

	Related Service Personnel
<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers  Analysis of student work, with administrator and/or peers
<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Review of participant lesson plans

## Transition

<b>Description</b>	Students with disabilities will demonstrate increased ability to successfully make the transition from school to work and to post-secondary education.  Evidence of results: Post-secondary surveys, increased graduation. Graduation rate for students with disabilities will increase by 1% for each year of the plan.
<b>Person Responsible</b>	Administrative Staff, Professional Staff and IU Staff
<b>Start Date</b>	8/25/2018
<b>End Date</b>	6/2/2021
<b>Program Area(s)</b>	Special Education

## Professional Development Details

<b>Hours Per Session</b>	3.0
<b># of Sessions</b>	3
<b># of Participants Per Session</b>	30
<b>Provider</b>	Penn Manor SD and IU #13
<b>Provider Type</b>	School Entity



<b>PDE Approved</b>	No
<b>Knowledge Gain</b>	This is an optional narrative for Special Education.
<b>Research &amp; Best Practices Base</b>	This is an optional narrative for Special Education.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Instructs the leader in managing resources for effective results.</p>
<b>Training Format</b>	<p>Series of Workshops</p> <p>Offsite Conferences</p>
<b>Participant Roles</b>	<p>Classroom teachers</p> <p>Paraprofessional</p> <p>New Staff</p> <p>Related Service Personnel</p>
<b>Grade Levels</b>	<p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
<b>Follow-up Activities</b>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p>

<b>Evaluation Methods</b>	Standardized student assessment data other than the PSSA Review of post-secondary surveys, graduation rate data, student employment and or post-secondary training data.

# Special Education Affirmations

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

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

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

*No signature has been provided*

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*Board President*

*No signature has been provided*

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*Superintendent/Chief Executive Officer*