

Profile and Plan Essentials

Special Education Students

Total Number of Special Education Students 883

Total Student Enrollment 5955

Percent of Special Education Students 14.8

## Steering Committee

Name	Position/Role	Building	Email
Paul Barr	Director of Special Education	Manheim Township SD	barrpa@mtwp.net
Joni Lefever	Other	Manheim Township SD	lefevejo@mtwp.net
Courtney Nowak	Other	Manheim Township SD	nowakco@mtwp.net
Laura Rakoczy	Building Principal	Manheim Twp HS	rakoczla@mtwp.net
Nikki Rivera	Board Member	Manheim Township SD	riverani@mtwp.net
Josh Stehman	Special Education Teacher	Manheim Township SD	stehmajo@mtwp.net
Ashley Oleksa	Special Education Teacher	Manheim Township SD	oleksaas@mtwp.net
Phifer, Jill	Special Education Teacher	Manheim Twp HS	phiferji@mtwp.net
David Cooper	General Education Teacher	Manheim Twp MS	cooperda@mtwp.net
Sandra Salerno	Parent	Reidenbaugh El Sch	iusandra@live.com
Amy Fisher	Parent	Neff Sch	fisheramy18@gmail.com
Stephanie Millazzo	Parent	Manheim Twp MS	smmilazzo@sdlancaster.org
Mike Peoples	Parent	Brecht Sch	peoples@bluehour.us
Laura Donofrio	Parent	Manheim Twp HS	Ltdonofrio425@comcast.net
Elizabeth Edwards	Building Principal	Schaeffer Sch	edwardei@mtwp.net

## 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)

Improvement and Planning Activity
District corrected plan through IEP team meetings during the 2020 Compliance Monitoring.

### Graduation (Indicator 1)

Indicator not flagged at this time.

### Drop Out (Indicator 2)

Indicator not flagged at this time.

### Assessment (Indicator 3)

Indicator not flagged at this time.

### Education Environments (Indicator 5)

Improvement and Planning Activity
Create a district/ building scheduling committee that analyzes current course offerings that support an appropriate levels of support and services.

## Parent Involvement (Indicator 8)

Improvement and Planning Activity
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Offering in-person and virtual parent trainings throughout the year. Ensuring greater communication through varied platforms and in the parent's native language.
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## 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
LRE Corrective Action	Teacher training in special education. Teacher training in Positive Behavior Supports and interventions (PBSP). Development and training of co-teaching arrangements in the Landis Run Intermediate School, Middle and High Schools. Provide all general education teachers with training on referral, IEP, and specially designed instruction.

## Identification Method

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

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

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends	Improvement Planning and Activities

**Significant Disproportionality - Discipline**

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

## Significant Disproportionality - Identification

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

<b>Identify Trends/Notable Observations</b>	<b>Improvement Planning and Activities</b>
<p>When determining eligibility for Specific Learning Disability, Manheim Township School District follows state regulations in the identification process. The Manheim Township School District will continue to use this Discrepancy Model. School psychologists will evaluate students to determine if a statistically significant discrepancy exists. The school district uses a two-prong test. Part one of the test is that a student does not achieve adequately for his or her age or grade. A student will be found to not achieve adequately for his age or grade when the 90% confidence interval of a subtest from a nationally normed, individually administered achievement test includes scores that place the student at or below the 10th percentile (as referenced in the PA Guidelines for Identifying Students with Specific Learning Disabilities). Part two of the test: The student exhibits a pattern of strengths and weaknesses (discrepancy model). A student will be found to have a severe discrepancy if one of the following conditions is met. First, there is a severe discrepancy between cognitive ability and achievement, which is determined by comparing a student's actual achievement scores on a nationally normed, individually administered standardized achievement test with those predicted (regression approach) based on the student's measured cognitive ability. Second, a severe discrepancy is operationalized in one of two ways depending on the measures utilized to assess cognitive ability and academic achievement. a. A difference between actual and predicted achievement scores that is statistically significant and occurs in less than 5 to 10% of the norm sample. b. An actual achievement score that is more than 1.35 standard deviations below the predicted achievement score</p> <p>The student exhibits a significant discrepancy between areas of academic achievement, as measured by nationally normed, individually administered achievement test(s), such that the 90% confidence interval of the lower score does not overlap the 90% confidence interval of the higher score. In addition, there are numerous other factors set forth in the regulations that the evaluation team considers when determining eligibility, such as the adequacy of prior instruction, confounding behavioral issues, and level of English proficiency. The district has a pre-referral system for students at risk of academic failure or who demonstrate a higher level of support that can be met through differentiated instruction in the general education classroom.</p>	



## Non-Resident Students Oversight

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

No

1. 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.)

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

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

The Manheim Township School District does not have any children's institutions, including detention homes or treatment centers located within the District. If there were, the District would comply with Section 1306 of the School Code. If a facility moves into the Manheim Township School District, the District will comply with the requirements of IDEA 2004 and PA Chapter 14 to meet its obligations. The LEA follows the public school code and works with our local IU13 to meet our Child Find requirements to locate and provide services to the students placed within these facilities to provide special education and related services. To ensure that students are receiving a free appropriate public education (FAPE) in the least restrictive environment, when the District becomes aware of a student who has been placed, the Supervisor of Special Education contacts the District where the facility is located and informs them that the student needs special education and related services. In addition, the team asks to participate in all Individualized Education Program (IEP) meetings and treatment team meetings to ensure that the student is in the Least Restrictive Environment. By being an active team member, Township ensures that our students receive FAPE and the transition back to their home school and community will be successful. The Manheim Township 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. Therefore, Manheim Township will send all the necessary paperwork and request copies of all school records.

## Incarcerated Students Oversight

1. Does the district have an adult correctional facility that houses juveniles within its geographical boundaries?  
No

1. Describe the system of oversight the District would implement to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated and when deemed eligible, are offered a free appropriate public education (FAPE).  
When the Manheim Township School District receives notice that a student with an Individualized Educational Program (IEP) is receiving services in a state correctional facility, the district will forward educational records to the facility, including the most recent evaluation/reevaluation report as well as the IEP. In addition, the district communicates with agencies providing services for incarcerated youth, such as probation and mental health providers, to allow participation in the IEP team meetings and/or transition service needs as they arise. Eligible students receive special education when they are charged with a criminal offense, awaiting trial, and after they are convicted of a criminal offense. When District students with special needs are placed at the Lancaster County Prison, personnel will contact the district. As the LEA, the Supervisor of Special Education from Manheim Township attends all IEP meetings, reevaluations meetings, and monitors the student's progress. Manheim Township hosts a juvenile probation officer at the middle school and high school to monitor students who have been on court-appointed probation.

## Least Restrictive Environment

1. Review the district's data for Least Restrictive Environment. Highlight areas of improvement.

The District will explore all options to ensure the delivery of FAPE. The District has consistently dedicated resources to maintaining students in those settings, including redistributing district resources, such as staff and money, and adjusting schedules to ensure students are receiving supports in the Least Restrictive Environment (LRE). The District has incorporated the inclusion questions into the IEP as mandated by the state, facilitating discussions for appropriate educational placement. When referencing the District's Special Education State Report, Indicator 5: Educational Environments, Manheim Township School District is below the state target of students in SE Inside Regular Class 80% of the time. The District is currently at 45.6% compared to the state percentage of 62.4%. The District has improved the percentage of students participating in the general education setting 79-40% (supplemental) of their day to 13.5% compared to the state percentage average of 9%. These "other outside settings" include separate public facilities, residential treatment facilities, and approved private schools. Manheim Township School District will work with all stakeholders to ensure appropriate attempts to educate students in their Least Restrictive Environment. However, there are times when students require the program offerings of a more restrictive setting or outside settings to meet their individual academic, social/emotional, or behavioral needs. IEP teams make decisions where all members have an equal voice. To improve the District's LRE percentages and support our students in general education, co-teaching arrangements continue to be developed. Co-teaching arrangements have been developed at the elementary, middle, and high school levels. At the elementary level, special education teachers push into the general education classrooms to support students. Currently, there are co-taught arrangements in the area of mathematics at the K-4 level. This allows our students to access to the general education curriculum with their regular education peers. At Landis Run Intermediate School, special and general education teachers offer two co-taught sections for math for Fifth-grade and three co-taught math sections for sixth-grade. At the Middle School, special and general education teachers co-teach in five English sections, one math section, and three science classes. In addition, para-educators consistently support students in content areas classes. Special Education Teachers help adapt and modify tests or consult with the general education teachers to develop strategies to support and improve the learning opportunities for students with disabilities. At the high school, special and general education teachers co-teach in the areas of math, science, social studies, and English. There are 17 co-taught sections, including; six math classes, three science classes, four social studies classes, and five English classes. As a result of such arrangements and supports, students have full access to the general education curriculum with the supports needed for personal and academic success.

2. What universal practices does the district utilize to address the academic and social/emotional needs of all students in need of accommodations to their learning environments?

Manheim Township School District has implemented a multi-tiered support system K-12, Pupil Services Team (PST), that identifies students with academic, behavioral, and/or attendance needs. PST supports all students, individualized to their needs. The District also ensures that comprehensive evaluations are conducted, with parent consent, to identify needs in the areas of academic, behavioral, and/or social/emotional. The comprehensive evaluation or reevaluation determines the student's eligibility and needs under Chapter 14, special education services. Students identified with an educational disability are provided accommodations based upon their needs in the least restrictive environment. These accommodations are determined by the IEP team, which consists of parents/ guardians, principal, special education teacher, general education teacher, and any related service provided that is a part of the team.

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

The District utilizes co-teaching and co-planning for special education teachers and general education teachers. The teachers complete mandatory training throughout the year that is offered through the district and Lancaster Lebanon Intermediate Unit 13. The co-teaching teams work together to develop their plans and instructional delivery methods to meet all students' needs within the co-taught classroom. Each level is working to build arrangements to meet the students' learning needs. At the K-6 level, there are co-taught class offerings for math; the middle school has co-taught arrangements for math, English, and science. Finally, the high school co-taught arrangements include math, science, social studies, ELA, and reading classes. The District also provides special education services through a push-in service model within the regular education classroom or works with students in a smaller group setting in the special education classroom. These models are considered and determined based upon individualized student needs through an IEP meeting. The level of special education services is determined based upon a student's least restrictive environment. Students are supported through accommodations and modifications to access core instruction and exposure, depending on individualized student needs. To ensure that co-teaching pairs receive training at the start of the academic school year. Throughout the year, teaching pairs are observed and provided with additional consultation and support. Importantly, teams are provided with co-planning time, which is essential to meet the students' academic, behavioral, and needs. Finally, administrators, special and general education teachers educators are provided with training on the critical components in an IEP, understanding specially designed instruction, the least restrictive environment, and supplementary aids and services throughout the year.

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

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 to peer mentors or buddies to support students with special needs and attend the events together.

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

Through the IEP process, the District ensures that children with disabilities placed in private institutions or parentally-placed private school children with disabilities are educated with non-disabled children and have the opportunity to participate in district lead extracurricular activities. Nonacademic and extracurricular services and activities may include counseling services, athletics, transportation, health services, other recreational activities, school clubs, publically run clubs, and organizations, or referrals to agencies that assist individuals with disabilities. When students are placed in private institutions outside of Manheim Township School District, the team ensures the student's LRE could participate in the community to develop the appropriate social skills, work skills, and daily living skills. Vocational skills training and job training services can be included in the IEP as well. When appropriate, the District, through IEP meetings, consultation, and coordination with key stakeholders, including the student's family, District ensures that each child with a disability has the opportunity to participate with nondisabled children in those extracurricular services and activities to the maximum extent appropriate to the needs of the student.



Additionally, with all stakeholders, the District ensures that any student with a disability has the appropriate supplementary aids and services as determined by the student's IEP to participate in those extracurricular activities.

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

The Manheim Township School District educates students with Individualized Education Programs (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 hosts Learning Support classrooms in all buildings, K-12; Emotional Support is also provided K-12. One of the fastest-growing disability categories in the Manheim Township School District is Autism. The Manheim Township School District currently has five (5) Autistic Support classrooms at the elementary level (K-4), one at the Intermediate level (5-6), one at the Middle School (7-8), and one at the High School level (9-12). To support this growing need, the district has implemented Applied Behavior Analysis/Verbal Behavior Techniques (VB) to meet the growing communication and behavioral needs of our students. The district provides ongoing professional development to our speech therapists, so they are better able to address the areas of expressive language, receptive language, pragmatic language, social skill, and assistive technology needs within the district. Additionally, the District provides ongoing professional development to our administrators, professional staff, and para-professionals to ensure appropriate implementation of strategies and interventions to meet the needs of our students. The implementation of Verbal Behavior techniques teaches communication using principles and theories of B.F. Skinner. The therapy motivates a child to learn language by connecting words with their purposes. The student learns that words can help obtain the desired object or result. The implementation and integration of these strategies have helped to promote inclusion and success for our students. Life Skills Support is provided through K-12 as is Multiple Disabilities Support programs. Manheim Township School District also employs our own Speech and Language Therapists and a certified Occupational Therapist. To ensure that the District is meeting all identified needs, we have developed a Work-based Learning Program (WBL) to ensure that students make a successful transition from school to work life. The WBL program, which is available for high school students with disabilities, is designed to help students learn self-determination and functional academics, and to establish linkages to adult service agencies. The WBL program provides continued academic and social/emotional instruction in key areas of the student's IEP and community-based training in actual community work settings. Preparing students with disabilities to become successful in the world of work after graduation from high school, requires hands-on experiences beyond what is offered in a traditional public school setting. Supports are provided to students through job training services that provide high-quality special education services to students and if needed, parents with a focus on individual student progress and successful transition to life after school. The job trainer supports our teachers in focusing on teaching job skills, social awareness, and work ethics for empowering students to gain and maintain independence through employment. In addition, the District contracts with Pediatric Therapeutic Support Services to provide physical therapy and an additional occupational therapist to serve our growing students' needs. Further, the District contracts with the Lancaster-Lebanon IU13 for services such as vision, hearing, audiology, job training, and orientation and mobility, to name a few of the services. If through the evaluation 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
River Rock Academy	Approved Private School (APS)		Customized Alternative Education Services	Emotional Support	4
Central Education Center	Other	Special Education Center	Lancaster Lebanon Intermediate Unit 13	Autistic Support	6
John Beck Elementary	Other	Special Education Center	Lancaster Lebanon Intermediate Unit 13	Deaf and Hard of Hearing Support	1
Warwick Middle School	Other	Special Education	Lancaster Lebanon Intermediate Unit 13	Deaf and Hard of Hearing Support	1
Warwick High School	Other	Special Education	Lancaster Lebanon Intermediate Unit 13	Deaf and Hard of Hearing Support	1
Donegal Intermediate School	Other		Lancaster Lebanon Intermediate Unit 13	Emotional Support	1
The Vista School	Approved Private School (APS)		The Vista School Facilities	Autistic Support	1
Community School Southeast	Other	Special Education Center	Lancaster Lebanon Intermediate Unit 13	Emotional Support	6
Donegal Intermediate School	Other	Full-time	Lancaster Lebanon Intermediate Unit 13	Autistic Support	1
South Lebanon Elementary	Other	Fulltime MDS Support	Lancaster Lebanon Intermediate Unit 13	Multiple Disabilities Support	1
Penn Manor High School	Other	Full-time Therapeutic ES	Lancaster Lebanon Intermediate Unit 13	Emotional Support	1
Fairwold Academy	Approved Private School (APS)		Fairwold Academy	Emotional Support	1
Mulberry Street School	Licensed Private Academic		Catholic Charities	Emotional Support	3

Conestoga Valley High School	Other	Full-time Therapeutic ES	Lancaster Lebanon Intermediate Unit 13	Emotional Support	2
Community School West	Other	Special Education Center	Lancaster Lebanon Intermediate Unit 13	Emotional Support	1
Garden Spot High School	Other	Full-time Autistic Support	ELANCO School District	Autistic Support	1
Hoffman Academy	Licensed Private Academic		Hoffman Homes for Youth	Emotional Support	1
Donegal Junior High	Other	Full time Emotional Support	Lancaster Lebanon Intermediate Unit 13	Emotional Support	1
Materials Handling and Logistics	Other	Full time Transition Program	Lancaster Lebanon Intermediate Unit 13	Life Skills Support	2
Project Search	Other	Full time Transition Program	Lancaster Lebanon Intermediate Unit 13	Life Skills Support	1

## Positive Behavior Support

Date of Approval  
2020-12-17

Uploaded Files  
BEHAVIOR SUPPORT.pdf

1. How does the district support the emotional, social needs of students with disabilities?  
The Manheim Township School District Board Policy includes all the components that are required and follows procedures and timelines established through federal and state regulations. The policy specifically addresses students with disabilities are to be educated in the least restrictive environment and will only be placed in settings other than the regular education class when the nature or severity of the student's disability is such that education in the regular education class, with the use of appropriate supplementary aids and services, cannot be achieved satisfactorily. The IEP team for a student with disabilities must develop a positive behavior support plan if the student requires specific interventions to address behavior that interferes with the learning of themselves or the learning of others. Furthermore, the Board directs that the district's behavior support program be based on positive, rather than negative behavior techniques, to ensure that students are free from demeaning treatment and unreasonable use of restraints or other aversive techniques. The use of restraints is considered a measure of last resort and is only to be used after other less restrictive measures, including de-escalation techniques, have been exhausted. Behavior support programs and plans are based on a functional assessment of behavior and shall include a variety of research-based techniques to develop and maintain skills that will enhance students' opportunities for learning and self-fulfillment.
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.  
Special Education professional staff are trained and updated in the new regulations as they relate to positive behavior supports and the use of restraints. The district only uses positive techniques to develop, change, and maintain selected behaviors. Teachers receive training through school year in-service sessions, consultations with IU13/PaTTAN, and during monthly department meetings to develop their skills in identifying the function of student behavior and how to appropriately adjust responses to students' behavior to promote learning. Special Education case managers monitor the progress and needs of students with disabilities and collaborate with the general education teachers to ensure knowledge and understanding of specially designed instruction and services, including behavioral goals and supports.
3. Describe the district positive school wide support programs.  
The District has implemented school-wide positive behavior programs at each school building (K-6), with tiered supports. In addition, morning meetings and advisory periods take place at each school building (K-12) to support connections with school staff, character education, social-emotional learning, and college and career readiness at the HS level. The District has begun the implementation of social-emotional programs such as Second Step and Check and Connect at our K-8 buildings.
4. Describe the district school-based behavior health services.  
School Counselors, School Psychologists, the Home & School Visitor, and the School Social Worker support students based upon individual

needs by providing group or individual sessions. Other supports may include crisis counseling, involvement with the Crisis Intervention Team, and Student Assistance Program (SAP). The District also partners with a community agency to provide School-Based therapy for families that complete an intake and are approved through insurance or availability of the therapist.

5. Describe the district restraint procedure.

The District staff have been trained in Safety Care Management (SCM) since the 18-19 school year. SCM is a comprehensive continuum of prevention, de-escalation, and safe emergency intervention strategies for responding to aggressive behavior in the school environment. Staff will be re-certified at the start of each school year. The District never uses Prone restraints. When a student is referred to law enforcement, the IEP team meets to update or develop the functional behavior assessment (FBA), positive behavior support plan (PBSP), and IEP as necessary to address the student's identified needs. The district uses the state-recommended forms and processes when addressing behavioral concerns through behavior support plans. The District has not had a need for more intensive support, such as the services provided by the Bureau.

## 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.

Currently, Manheim Township School District is not having difficulty ensuring Free Appropriate Public Education (FAPE) for any particular disability category or individual student. The district offers a full continuum of services, supports, and programs to students with disabilities. In the event the district would encounter difficulty in programming for a student, we would work collaboratively with the Lancaster-Lebanon IU13 and community agencies in order to resolve the situation. The Child and Adolescent Service System Program (CASSP) has been a supportive resource that the district has utilized; it provides comprehensive mental health care for children, adolescents, and their families. The Supervisor of Special Education or District Administrators will attend CASSP meetings to support our students and ensure appropriate program decision-making. Through the District programs, Lancaster-Lebanon IU13 programs, and interagency collaboration, all students are being provided FAPE. The District currently provides a continuum of supports and services in order to meet the needs of our students and to make an effort to educate students in their homeschools. Within the district, we offer Learning Support K-12, Emotional Support K-12, Autistic Support K-12, Life Skills Support K-12, and Multiple Disabilities Support K-12.

## Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AC13	Secondary	Full-time (1.0)	02/04/2022 11:23 AM

<b>Building Name</b>		
Manheim Twp HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		12
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.24

<b>Building Name</b>		
Manheim Twp HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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TM12	Secondary	Full-time (1.0)	02/04/2022 11:21 AM
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<b>Building Name</b>		
Manheim Twp HS		
<b>Support Type</b>		
Multiple Disabilities Support		
<b>Support Sub-Type</b>		
Multiple Disabilities Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	16 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
		0.62

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
CS11	Secondary	Full-time (1.0)	02/04/2022 11:18 AM

<b>Building Name</b>		
Manheim Twp HS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>



	0.08
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<b>Building Name</b>		
Manheim Twp HS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.5

<b>Building Name</b>		
Manheim Twp HS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
VS10	Secondary	Full-time (1.0)	02/04/2022 11:15 AM

<b>Building Name</b>		
Manheim Twp HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		19
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.38

<b>Building Name</b>		
Manheim Twp HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
TS9	Secondary	Full-time (1.0)	02/04/2022 11:01 AM

<b>Building Name</b>		
Manheim Twp HS		

<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.2

<b>Building Name</b>		
Manheim Twp HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		9
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.45

<b>Building Name</b>		
Manheim Twp HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18

<b>Age Range Justification</b>	<b>FTE %</b>
	0.08

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
BB8	Secondary	Full-time (1.0)	02/04/2022 10:31 AM

<b>Building Name</b>		
Manheim Twp HS		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
Students are in grades 9-12, receiving the supports		0.3

<b>Building Name</b>		
Manheim Twp HS		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
Students are in grades 9-12, receiving the supports at different times		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CR7	Secondary	Full-time (1.0)	02/04/2022 09:53 AM

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<b>Building Name</b>		
Manheim Twp HS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KK6	Secondary	Full-time (1.0)	02/04/2022 10:58 AM

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<b>Building Name</b>		
Manheim Twp HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		10

<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.2

<b>Building Name</b>		
Manheim Twp HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.35

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
SH5	Secondary	Full-time (1.0)	02/04/2022 10:58 AM

<b>Building Name</b>		
Manheim Twp HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		15
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18

<b>Age Range Justification</b>	<b>FTE %</b>
	0.3

<b>Building Name</b>		
Manheim Twp HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.35

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
SD4	Secondary	Full-time (1.0)	02/04/2022 10:58 AM

<b>Building Name</b>		
Manheim Twp HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		9
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.18

<b>Building Name</b>		
Manheim Twp HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AC3	Secondary	Full-time (1.0)	02/04/2022 11:26 AM

<b>Building Name</b>		
Manheim Twp HS		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	16 to 20
<b>Age Range Justification</b>		<b>FTE %</b>
		0.15



FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AC2	Secondary	Full-time (1.0)	02/04/2022 09:38 AM

<b>Building Name</b>		
Manheim Twp HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		16
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.32

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JP1	Secondary	Full-time (1.0)	02/04/2022 09:02 AM

<b>Building Name</b>		
Manheim Twp HS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.04

<b>Building Name</b>		
Manheim Twp HS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		9
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.45

<b>Building Name</b>		
Manheim Twp HS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		

Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
ALSPEECH	Secondary	Full-time (1.0)	02/04/2022 10:57 AM

<b>Building Name</b>		
Manheim Twp MS		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		18
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.28

<b>Building Name</b>		
Manheim Twp HS		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>

Itinerant (20% or Less)		34
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 21
<b>Age Range Justification</b>		<b>FTE %</b>
Age range is within state level requirements, the speech and language pathologist sees 9-12 at different times.		0.52

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BSSPEECH	Elementary	Full-time (1.0)	02/03/2022 10:40 AM

<b>Building Name</b>		
Landis Run Intermediate School		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		49
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.75

<b>Building Name</b>		
Schaeffer Sch		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		12
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>

School District	Elementary	5 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
Age range is within state level requirements, the speech and language pathologists see K-4 at different times.		0.18

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KBSPEECH	Elementary	Full-time (1.0)	02/03/2022 10:37 AM

<b>Building Name</b>		
Nitrauer Sch		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		52
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
Age range is within state level requirements, the speech and language pathologists see K-4 at different times.		0.8

<b>Building Name</b>		
Schaeffer Sch		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 10
<b>Age Range Justification</b>		<b>FTE %</b>

Age range is within state level requirements, the speech and language pathologists see K-4 at different times.	0.12
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SBSPEECH	Elementary	Part-time (0.5)	02/03/2022 10:36 AM

<b>Building Name</b>		
Schaeffer Sch		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		28
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
Intermediate Unit	Elementary	5 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
Age range is within state level requirements, the speech and language pathologists see K-4 at different times.		0.43

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SCSPEECH	Elementary	Full-time (1.0)	02/03/2022 10:36 AM

<b>Building Name</b>		
Brecht Sch		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>

Itinerant (20% or Less)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
Age range is within state level requirements, the speech and language pathologists see K-4 at different times.		0.06

<b>Building Name</b>		
Bucher Sch		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		56
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
Age range is within state level requirements, the speech and language pathologists see K-4 at different times.		0.86

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MMSPEECH	Elementary	Full-time (1.0)	02/03/2022 10:36 AM

<b>Building Name</b>		
Neff Sch		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		43
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>

School District	Elementary	5 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
Age range is within state level requirements, the speech and language pathologists see K-4 at different times.		0.66

<b>Building Name</b>		
Brecht Sch		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		18
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
Age range is within state level requirements, the speech and language pathologists see K-4 at different times.		0.28

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HPSPEECH	Elementary	Full-time (1.0)	02/03/2022 10:36 AM

<b>Building Name</b>		
Reidenbaugh El Sch		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		61
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 10
<b>Age Range Justification</b>		<b>FTE %</b>



Age range is within state level requirements, the speech and language pathologists see K-4 at different times.	0.94
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ES10	Secondary	Full-time (1.0)	02/01/2022 05:43 PM

<b>Building Name</b>		
Manheim Twp MS		
<b>Support Type</b>		
Multiple Disabilities Support		
<b>Support Sub-Type</b>		
Multiple Disabilities Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CP9	Secondary	Full-time (1.0)	02/01/2022 05:41 PM

<b>Building Name</b>		
Manheim Twp MS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>

Full-Time (80% or More)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

<b>Building Name</b>		
Manheim Twp MS		
<b>Support Type</b>		
Multiple Disabilities Support		
<b>Support Sub-Type</b>		
Multiple Disabilities Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.38

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LB8	Secondary	Full-time (1.0)	02/01/2022 05:38 PM

<b>Building Name</b>		
Manheim Twp MS		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>

School District	Secondary	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.15

<b>Building Name</b>		
Manheim Twp MS		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.47

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AL7	Secondary	Full-time (1.0)	02/01/2022 05:36 PM

<b>Building Name</b>		
Manheim Twp MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>

	0.2
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<b>Building Name</b>		
Manheim Twp MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AW6	Secondary	Full-time (1.0)	02/01/2022 05:34 PM

<b>Building Name</b>		
Manheim Twp MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.5

<b>Building Name</b>		
Manheim Twp MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>	<b>Case Load</b>	
Itinerant (20% or Less)	10	
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 14
<b>Age Range Justification</b>	<b>FTE %</b>	
	0.2	

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AH5	Secondary	Full-time (1.0)	02/01/2022 05:32 PM

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

<b>Building Name</b>
Manheim Twp MS

<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.3

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
TR4	Secondary	Full-time (1.0)	02/01/2022 05:43 PM

<b>Building Name</b>		
Manheim Twp MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		12
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.24

<b>Building Name</b>		
Manheim Twp MS		
<b>Support Type</b>		
Learning Support		

<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		9
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.45

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
HH3	Secondary	Full-time (1.0)	02/01/2022 05:43 PM

<b>Building Name</b>		
Manheim Twp MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		12
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.24

<b>Building Name</b>		
Manheim Twp MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		

<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.3

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
LS2	Secondary	Full-time (1.0)	02/01/2022 05:27 PM

<b>Building Name</b>		
Manheim Twp MS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.06

<b>Building Name</b>		
Manheim Twp MS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		10



<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.5

<b>Building Name</b>		
Manheim Twp MS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.08

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
CC1	Secondary	Full-time (1.0)	02/01/2022 05:25 PM

<b>Building Name</b>		
Manheim Twp MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		13
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 13

<b>Age Range Justification</b>	<b>FTE %</b>
	0.26

<b>Building Name</b>		
Manheim Twp MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.2

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
DF8	Elementary	Full-time (1.0)	02/01/2022 05:22 PM

<b>Building Name</b>		
Landis Run Intermediate School		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	11 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.38

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
MF8	Elementary	Full-time (1.0)	02/01/2022 05:21 PM

<b>Building Name</b>		
Landis Run Intermediate School		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	11 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.16

<b>Building Name</b>		
Landis Run Intermediate School		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	11 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JM7	Elementary	Full-time (1.0)	02/01/2022 05:20 PM

<b>Building Name</b>		
Landis Run Intermediate School		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	11 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.12

<b>Building Name</b>		
Landis Run Intermediate School		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	11 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BW6	Elementary	Full-time (1.0)	02/01/2022 05:18 PM

<b>Building Name</b>		
Landis Run Intermediate School		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	11 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>Building Name</b>		
Landis Run Intermediate School		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		13
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	11 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.65

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
JW5	Elementary	Full-time (1.0)	02/01/2022 05:16 PM

<b>Building Name</b>		
Landis Run Intermediate School		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	11 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.06

<b>Building Name</b>		
Landis Run Intermediate School		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	11 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.2

<b>Building Name</b>		
Landis Run Intermediate School		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>

Full-Time (80% or More)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	11 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SW4	Elementary	Full-time (1.0)	02/01/2022 05:14 PM

<b>Building Name</b>	
Landis Run Intermediate School	
<b>Support Type</b>	
Learning Support	
<b>Support Sub-Type</b>	
Learning Support	
<b>Level of Support</b>	<b>Case Load</b>
Itinerant (20% or Less)	8
<b>Identify Classroom</b>	<b>Classroom Location</b>
School District	Elementary
<b>Age Range Justification</b>	<b>FTE %</b>
	0.16

<b>Building Name</b>	
Landis Run Intermediate School	
<b>Support Type</b>	
Learning Support	
<b>Support Sub-Type</b>	
Learning Support	
<b>Level of Support</b>	<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)	7
<b>Identify Classroom</b>	<b>Classroom Location</b>
	<b>Age Range</b>

School District	Elementary	11 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.35

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
EB3	Elementary	Full-time (1.0)	02/01/2022 05:12 PM

<b>Building Name</b>		
Landis Run Intermediate School		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		9
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	11 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.18

<b>Building Name</b>		
Landis Run Intermediate School		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		9
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	11 to 12
<b>Age Range Justification</b>		<b>FTE %</b>



	0.45
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JB2	Elementary	Full-time (1.0)	02/01/2022 05:10 PM

<b>Building Name</b>		
Landis Run Intermediate School		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades K-6)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	11 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.15

<b>Building Name</b>		
Landis Run Intermediate School		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	11 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

<b>Building Name</b>		
Landis Run Intermediate School		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades K-6)		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	11 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

<b>Building Name</b>		
Landis Run Intermediate School		
<b>Support Type</b>		
Multiple Disabilities Support		
<b>Support Sub-Type</b>		
Multiple Disabilities Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	11 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
EA1	Elementary	Full-time (1.0)	02/01/2022 05:01 PM

<b>Building Name</b>		
Landis Run Intermediate School		

<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	11 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.08

<b>Building Name</b>		
Landis Run Intermediate School		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		13
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	11 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.65

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
CW2	Elementary	Full-time (1.0)	02/01/2022 04:58 PM

<b>Building Name</b>		
Schaeffer Sch		
<b>Support Type</b>		
Autistic Support		

<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
Students are not instructed or in the classroom at the same time.		0.38

<b>Building Name</b>		
Schaeffer Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
Students are not instructed or in the classroom at the same time.		0.62

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
NW	Elementary	Full-time (1.0)	02/01/2022 04:55 PM

<b>Building Name</b>		
Schaeffer Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		

<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		19
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
Students are not instructed or in the classroom at the same time.		0.38

<b>Building Name</b>		
Schaeffer Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
Students are not instructed or in the classroom at the same time.		0.3

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
AC4	Elementary	Full-time (1.0)	02/01/2022 04:51 PM

<b>Building Name</b>		
Reidenbaugh El Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		3

<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
		0.38

<b>Building Name</b>		
Reidenbaugh El Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
		0.5

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
JH3	Elementary	Full-time (1.0)	02/01/2022 04:47 PM

<b>Building Name</b>		
Reidenbaugh El Sch		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades K-6)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 10

<b>Age Range Justification</b>	<b>FTE %</b>
Students are not educated or in the classroom at the same time.	0.15

<b>Building Name</b>		
Reidenbaugh El Sch		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades K-6)		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
Students are not educated or in the classroom at the same time.		0.42

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
MB2	Elementary	Full-time (1.0)	02/01/2022 04:34 PM

<b>Building Name</b>		
Reidenbaugh El Sch		
<b>Support Type</b>		
Multiple Disabilities Support		
<b>Support Sub-Type</b>		
Multiple Disabilities Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SM1	Elementary	Full-time (1.0)	02/01/2022 04:33 PM

<b>Building Name</b>		
Reidenbaugh El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		12
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
		0.24

<b>Building Name</b>		
Reidenbaugh El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
		0.15

<b>Building Name</b>
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Reidenbaugh El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TT2	Elementary	Full-time (1.0)	02/01/2022 04:29 PM

<b>Building Name</b>		
Nitrauer Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
Students are not in the classroom or instructed at the same time.		0.12

<b>Building Name</b>		
Nitrauer Sch		
<b>Support Type</b>		

Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
Students are not in the classroom or instructed at the same time.		0.88

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HH1	Elementary	Full-time (1.0)	02/01/2022 04:26 PM

<b>Building Name</b>		
Nitrauer Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
Students are not instructed or in the classroom at the same time.		0.14

<b>Building Name</b>		
Nitrauer Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		

Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		12
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
Students are not instructed or in the classroom at the same time.		0.6

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
SD3	Elementary	Full-time (1.0)	02/01/2022 04:21 PM

<b>Building Name</b>		
Neff Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.12

<b>Building Name</b>		
Neff Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>

Full-Time (80% or More)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LM1	Elementary	Full-time (1.0)	02/01/2022 04:16 PM

<b>Building Name</b>		
Neff Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		14
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.28

<b>Building Name</b>		
Neff Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		9
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>

School District	Elementary	7 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
		0.45

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
VM4	Elementary	Full-time (1.0)	02/07/2022 10:19 AM

<b>Building Name</b>		
Bucher Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>Building Name</b>		
Bucher Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 9
<b>Age Range Justification</b>		<b>FTE %</b>

	0.2
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<b>Building Name</b>		
Bucher Sch		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

<b>Building Name</b>		
Nitrauer Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
		0.2

<b>Building Name</b>		
Nitrauer Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		

<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
		0.08

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
BA3	Elementary	Full-time (1.0)	02/01/2022 03:52 PM

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<b>Building Name</b>		
Bucher Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
Students are not instructed or in the classroom at the same time		0.25

<b>Building Name</b>		
Bucher Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		5

<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
Students are not instructed or in the classroom at the same time		0.62

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
AF2	Elementary	Full-time (1.0)	02/01/2022 03:48 PM

<b>Building Name</b>		
Bucher Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.14

<b>Building Name</b>		
Bucher Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		11
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 10



<b>Age Range Justification</b>	<b>FTE %</b>
	0.55

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
RB1	Elementary	Full-time (1.0)	02/01/2022 03:44 PM

<b>Building Name</b>		
Bucher Sch		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
		0.06

<b>Building Name</b>		
Bucher Sch		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>Building Name</b>		
Bucher Sch		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
		0.17

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
BL2	Elementary	Full-time (1.0)	02/01/2022 03:33 PM

<b>Building Name</b>		
Brecht Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
		0.35

<b>Building Name</b>
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Neff Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
Students are not instructed in the classroom during the same period.		0.1

<b>Building Name</b>		
Neff Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
Students are not instructed in the classroom during the same period.		0.05

<b>Building Name</b>		
Brecht Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>

School District	Elementary	6 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.04

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
AO1	Elementary	Full-time (1.0)	02/01/2022 03:00 PM

<b>Building Name</b>		
Brecht Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		14
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
Students are instructed during different periods and times of the day.		0.28

<b>Building Name</b>		
Brecht Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		13
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 10
<b>Age Range Justification</b>		<b>FTE %</b>

Students are being instructed at different times	0.65
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## Special Education Facilities

<b>Building Name</b>		<b>Room #</b>
Brecht Sch		29
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
22 feet, 0 inches x 29 feet, 0 inches	638sqft	22
<b>Implementation Date</b>		
2017-03-30		
<b>Uploaded Files</b>		

### 1Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Brecht Sch		12
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
25 feet, 11 inches x 19 feet, 2 inches	496sqft	17
<b>Implementation Date</b>		
2022-02-02		
<b>Uploaded Files</b>		

2 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Brecht Sch		3
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
17 feet, 0 inches x 16 feet, 0 inches	272sqft	9
<b>Implementation Date</b>		
2022-02-02		
<b>Uploaded Files</b>		

3 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Bucher Sch		104
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
32 feet, 8 inches x 28 feet, 6 inches	931sqft	33
<b>Implementation Date</b>		
2018-08-27		
<b>Uploaded Files</b>		

#### 4Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Bucher Sch		213
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
32 feet, 0 inches x 28 feet, 7 inches	914sqft	32
<b>Implementation Date</b>		
2017-03-30		
<b>Uploaded Files</b>		



5 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Bucher Sch		103
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
32 feet, 8 inches x 28 feet, 6 inches	931sqft	33
<b>Implementation Date</b>		
2021-11-23		
<b>Uploaded Files</b>		

6 Assurance Check

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

<b>Building Name</b>	<b>Room #</b>
Bucher Sch	131

<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
33 feet, 4 inches x 30 feet, 8 inches	1022sqft	36
<b>Implementation Date</b>		
2021-11-23		
<b>Uploaded Files</b>		

#### 7Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Bucher Sch		116
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
34 feet, 11 inches x 15 feet, 5 inches	538sqft	19
<b>Implementation Date</b>		
2022-02-02		
<b>Uploaded Files</b>		

#### 8Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Neff Sch		28
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
32 feet, 7 inches x 20 feet, 2 inches	657sqft	23
<b>Implementation Date</b>		
2017-03-30		
<b>Uploaded Files</b>		

#### 9Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Neff Sch		17B
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated

<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
34 feet, 8 inches x 22 feet, 5 inches	777sqft	27
<b>Implementation Date</b>		
2022-02-02		
<b>Uploaded Files</b>		

10 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Neff Sch		26
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
23 feet, 10 inches x 20 feet, 7 inches	490sqft	17
<b>Implementation Date</b>		
2022-02-02		
<b>Uploaded Files</b>		

11 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	

The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

<b>Building Name</b>		<b>Room #</b>
Neff Sch		25A
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
12 feet, 6 inches x 24 feet, 10 inches	310sqft	11
<b>Implementation Date</b>		
2022-02-02		
<b>Uploaded Files</b>		

12Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Nitrauer Sch		305
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
29 feet, 0 inches x 29 feet, 0 inches	841sqft	30

<b>Implementation Date</b>
2022-02-02
<b>Uploaded Files</b>

13 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Nitrauer Sch		113
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
28 feet, 9 inches x 12 feet, 0 inches	345sqft	12
<b>Implementation Date</b>		
2022-02-02		
<b>Uploaded Files</b>		

14 Assurance Check

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

The class is composed of at least 28 square feet per student	Yes	
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<b>Building Name</b>		<b>Room #</b>
Nitrauer Sch		105
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
26 feet, 6 inches x 29 feet, 1 inches	770sqft	27
<b>Implementation Date</b>		
2022-02-02		
<b>Uploaded Files</b>		

15Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Nitrauer Sch		112
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
17 feet, 6 inches x 12 feet, 6 inches	218sqft	7
<b>Implementation Date</b>		
2022-02-02		

<b>Uploaded Files</b>

16 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Reidenbaugh El Sch		403
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
40 feet, 5 inches x 27 feet, 7 inches	1114sqft	39
<b>Implementation Date</b>		
2022-02-02		
<b>Uploaded Files</b>		

17 Assurance Check

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



<b>Building Name</b>		<b>Room #</b>
Reidenbaugh El Sch		123
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
33 feet, 9 inches x 28 feet, 7 inches	964sqft	34
<b>Implementation Date</b>		
2022-02-02		
<b>Uploaded Files</b>		

18Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Reidenbaugh El Sch		121
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
33 feet, 9 inches x 28 feet, 5 inches	959sqft	34
<b>Implementation Date</b>		
2022-02-02		
<b>Uploaded Files</b>		

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19 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Reidenbaugh El Sch		128
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
33 feet, 8 inches x 28 feet, 7 inches	962sqft	34
<b>Implementation Date</b>		
2022-02-02		
<b>Uploaded Files</b>		

20 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Reidenbaugh El Sch		105
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
12 feet, 0 inches x 16 feet, 0 inches	192sqft	6
<b>Implementation Date</b>		
2022-02-02		
<b>Uploaded Files</b>		

21Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Schaeffer Sch		101
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
22 feet, 0 inches x 37 feet, 5 inches	823sqft	29
<b>Implementation Date</b>		
2022-02-02		
<b>Uploaded Files</b>		

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22Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Schaeffer Sch		108
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
31 feet, 6 inches x 18 feet, 6 inches	582sqft	20
<b>Implementation Date</b>		
2018-08-27		
<b>Uploaded Files</b>		

23Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Schaeffer Sch		LR 4
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
19 feet, 0 inches x 8 feet, 6 inches	161sqft	5
<b>Implementation Date</b>		
2022-02-02		
<b>Uploaded Files</b>		

24Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Schaeffer Sch		LR 5
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
16 feet, 0 inches x 15 feet, 4 inches	245sqft	8
<b>Implementation Date</b>		
2022-02-02		
<b>Uploaded Files</b>		

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25 Assurance Check

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

Building Name		Room #
Landis Run Intermediate School		154
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 6 inches x 28 feet, 8 inches	903sqft	32
Implementation Date		
2022-02-02		
Uploaded Files		

26 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Landis Run Intermediate School		52
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
28 feet, 7 inches x 32 feet, 4 inches	924sqft	33
<b>Implementation Date</b>		
2022-02-02		
<b>Uploaded Files</b>		

27Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Landis Run Intermediate School		130
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
23 feet, 2 inches x 29 feet, 11 inches	693sqft	24
<b>Implementation Date</b>		
2022-02-02		
<b>Uploaded Files</b>		

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28 Assurance Check

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

Building Name		Room #
Landis Run Intermediate School		151
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 4 inches x 29 feet, 11 inches	967sqft	34
Implementation Date		
2022-02-02		
Uploaded Files		

29 Assurance Check

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



<b>Building Name</b>		<b>Room #</b>
Landis Run Intermediate School		3
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
28 feet, 6 inches x 32 feet, 7 inches	928sqft	33
<b>Implementation Date</b>		
2022-02-02		
<b>Uploaded Files</b>		

30Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Landis Run Intermediate School		103
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
28 feet, 7 inches x 28 feet, 7 inches	817sqft	29
<b>Implementation Date</b>		
2022-02-02		
<b>Uploaded Files</b>		

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31 Assurance Check

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

Building Name		Room #
Landis Run Intermediate School		201
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 7 inches x 31 feet, 10 inches	909sqft	32
Implementation Date		
2022-02-02		
Uploaded Files		

32 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Landis Run Intermediate School		252
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
28 feet, 7 inches x 32 feet, 3 inches	921sqft	32
<b>Implementation Date</b>		
2022-02-02		
<b>Uploaded Files</b>		

### 33Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Landis Run Intermediate School		102
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
30 feet, 0 inches x 32 feet, 10 inches	985sqft	35
<b>Implementation Date</b>		
2021-08-23		
<b>Uploaded Files</b>		

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34 Assurance Check

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

Building Name		Room #
Landis Run Intermediate School		120
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
19 feet, 11 inches x 27 feet, 10 inches	554sqft	19
Implementation Date		
2022-02-02		
Uploaded Files		

35 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Manheim Twp MS		113
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
52 feet, 4 inches x 25 feet, 2 inches	1317sqft	47
<b>Implementation Date</b>		
2021-08-23		
<b>Uploaded Files</b>		

### 36Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Manheim Twp MS		114
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
52 feet, 4 inches x 25 feet, 2 inches	1317sqft	47
<b>Implementation Date</b>		
2021-08-23		
<b>Uploaded Files</b>		

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37 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Manheim Twp MS		115
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
33 feet, 0 inches x 21 feet, 2 inches	698sqft	24
<b>Implementation Date</b>		
2021-08-23		
<b>Uploaded Files</b>		

38 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Manheim Twp MS		116
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
33 feet, 0 inches x 21 feet, 2 inches	698sqft	24
<b>Implementation Date</b>		
2021-08-23		
<b>Uploaded Files</b>		

39Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Manheim Twp MS		148
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
21 feet, 4 inches x 36 feet, 4 inches	775sqft	27
<b>Implementation Date</b>		
2022-02-02		
<b>Uploaded Files</b>		

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40Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Manheim Twp MS		153
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
43 feet, 0 inches x 24 feet, 8 inches	1060sqft	37
<b>Implementation Date</b>		
2021-08-23		
<b>Uploaded Files</b>		

41Assurance Check

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



<b>Building Name</b>		<b>Room #</b>
Manheim Twp MS		248
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
21 feet, 4 inches x 36 feet, 4 inches	775sqft	27
<b>Implementation Date</b>		
2021-08-23		
<b>Uploaded Files</b>		

42Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Manheim Twp MS		215
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
33 feet, 0 inches x 21 feet, 2 inches	698sqft	24
<b>Implementation Date</b>		
2021-08-23		
<b>Uploaded Files</b>		

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43 Assurance Check

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

Building Name		Room #
Manheim Twp MS		254
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
36 feet, 4 inches x 21 feet, 4 inches	775sqft	27
Implementation Date		
2022-02-02		
Uploaded Files		

44 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Manheim Twp MS		138
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
35 feet, 2 inches x 25 feet, 3 inches	887sqft	31
<b>Implementation Date</b>		
2022-02-02		
<b>Uploaded Files</b>		

45Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Manheim Twp HS		134
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
29 feet, 11 inches x 37 feet, 8 inches	1126sqft	40
<b>Implementation Date</b>		
2022-02-02		
<b>Uploaded Files</b>		

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46 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Manheim Twp HS		000
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
45 feet, 6 inches x 13 feet, 7 inches	618sqft	22
<b>Implementation Date</b>		
2021-08-23		
<b>Uploaded Files</b>		

47 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Manheim Twp HS		160
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
27 feet, 3 inches x 29 feet, 9 inches	810sqft	28
<b>Implementation Date</b>		
2022-02-02		
<b>Uploaded Files</b>		

48Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Manheim Twp HS		256
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
25 feet, 7 inches x 16 feet, 0 inches	409sqft	14
<b>Implementation Date</b>		
2022-02-02		
<b>Uploaded Files</b>		

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49 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Manheim Twp HS		026
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
30 feet, 1 inches x 30 feet, 8 inches	922sqft	32
<b>Implementation Date</b>		
2022-02-02		
<b>Uploaded Files</b>		

50 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Manheim Twp HS		268
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
27 feet, 6 inches x 29 feet, 8 inches	815sqft	29
<b>Implementation Date</b>		
2022-02-02		
<b>Uploaded Files</b>		

51Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Manheim Twp HS		272
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
29 feet, 8 inches x 27 feet, 0 inches	801sqft	28
<b>Implementation Date</b>		
2022-02-02		
<b>Uploaded Files</b>		

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52 Assurance Check

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

Building Name		Room #
Manheim Twp HS		233
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
39 feet, 0 inches x 29 feet, 5 inches	1147sqft	40
Implementation Date		
2022-02-02		
Uploaded Files		

53 Assurance Check

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



<b>Building Name</b>		<b>Room #</b>
Manheim Twp HS		258
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
25 feet, 8 inches x 16 feet, 5 inches	421sqft	15
<b>Implementation Date</b>		
2022-02-02		
<b>Uploaded Files</b>		

54Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Manheim Twp HS		249
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
31 feet, 11 inches x 16 feet, 0 inches	510sqft	18
<b>Implementation Date</b>		
2022-02-02		
<b>Uploaded Files</b>		

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55 Assurance Check

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

Building Name		Room #
Manheim Twp HS		136
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
35 feet, 10 inches x 29 feet, 5 inches	1054sqft	37
Implementation Date		
2022-02-02		
Uploaded Files		

56 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Manheim Twp HS		136
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
35 feet, 10 inches x 16 feet, 0 inches	573sqft	20
<b>Implementation Date</b>		
2022-02-02		
<b>Uploaded Files</b>		

57Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Manheim Twp HS		161
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
49 feet, 3 inches x 28 feet, 11 inches	1424sqft	50
<b>Implementation Date</b>		
2022-02-02		
<b>Uploaded Files</b>		

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58 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Manheim Twp HS		144
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
27 feet, 4 inches x 29 feet, 5 inches	804sqft	28
<b>Implementation Date</b>		
2022-02-02		
<b>Uploaded Files</b>		

59 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Manheim Twp HS		271
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
25 feet, 10 inches x 16 feet, 5 inches	424sqft	15
<b>Implementation Date</b>		
2022-02-02		
<b>Uploaded Files</b>		

60Assurance Check

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

## Special Education Support Services

### 61Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
School Psychologist	7	District Wide	District
Physical Therapist	1	District Wide	Contractor
Occupational Therapist	1	District Wide	District
Social Worker	2	District Wide	District
Director of Pupil Services	1	District Wide	District
Paraprofessionals	48	District Wide	District
Guidance Counselor	9	Secondary	District
Guidance Counselor	8	Elementary	District
Director of Special Education	1	District Wide	District
Other	1	Secondary	District
Other	1	Elementary	District
Other	1	District Wide	District

## Special Education Personnel Development

### Autism

<b>Description of Training</b>			
FOSTERING DIVERSITY, EQUITY, AND INCLUSION TO CREATE SENSE OF BELONGING			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Millersville University		2021-2022	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
40	5	District Intermediate Unit PaTTAN	Building Administrators Paraprofessionals Special Education Teachers

<b>Description of Training</b>			
Cognition -This course provides in depth study of the processes required for students to process information, including perception, attention, memory, encoding, retrieval, problem solving, and the information processing requirements of reading and writing. Consideration of problem solving in specific subject areas is also covered.			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Wilkes University		2021	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
N/A	N/A	District	Building Administrators Parents Paraprofessionals Special Education Teachers Other

<b>Description of Training</b>			
PaTTAN Autism Initiative Site Review- Classroom (8 district classrooms)			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
District/ PaTTAN		2020, 2021, 2022, 2023	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>

2	2	District Intermediate Unit PaTTAN Other	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other
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Description of Training			
Basic Intensive Skill Training in ABA- "VB Bootcamp"			
Lead Person/Position		Year of Training	
Joni Lefever/ Director of Pupil Services		2020, 2021, 2022, 2023	
Hours Per Training	Number of Sessions	Provider	Audience
4	2	District	

Description of Training			
Inclusive Practices in the Diverse Classroom			
Lead Person/Position		Year of Training	
District		2021	
Hours Per Training	Number of Sessions	Provider	Audience
N/A	N/A		

Description of Training			
Autistic Support Internal Coaches Network			
Lead Person/Position		Year of Training	
IU13		2020, 2021, 2022, 2023	
Hours Per Training	Number of Sessions	Provider	Audience
1	9	District	



<b>Description of Training</b>			
Beginning Mand Training Asynchronous Schoology Course			
<b>Lead Person/Position</b>			<b>Year of Training</b>
IU13			2021
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
8	NA		

<b>Description of Training</b>			
DATA and Verbal Behavior-Not Another Four Letter Word Asynchronous Schoology Course			
<b>Lead Person/Position</b>			<b>Year of Training</b>
IU13			2021
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
Asynchronous	NA		

<b>Description of Training</b>			
Paraeducator Workshop-Anxiety Disorders in the Classroom-ZOOM Training			
<b>Lead Person/Position</b>			<b>Year of Training</b>
IU13			2022
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2	1		

**Positive Behavior Support**

<b>Description of Training</b>			
QBS Safety Care- Initial Training			
<b>Lead Person/Position</b>			<b>Year of Training</b>
Certified Trainer/ Special Education Consultant			2020, 2021, 2022, 2023
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>

14	2	District	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers Other
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<b>Description of Training</b>			
QBS Safety Care- Recertification			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Certified Trainer/ Special Education Consultant		2020, 2021, 2022, 2023	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
7	1	District	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

<b>Description of Training</b>			
Peacebuilding & Conflict Transformation			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
District		2022	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
N/A	N/A	District	General Education Teachers Special Education Teachers

<b>Description of Training</b>
--------------------------------

Teaching Techniques and Strategies Description Staff Development at Brecht Elementary Schools in the 21-22 SY will be focused on piloting Check & Connect as well as implementing student engagement interventions that are high yield, research-based, and applied based on classroom SEI data.			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Manheim Township School District		2021	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
45 minutes	10 hours	District	General Education Teachers Special Education Teachers

<b>Description of Training</b>			
The Bully Proof Classroom			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
District		2021	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
N/A	1	District	General Education Teachers Special Education Teachers

<b>Description of Training</b>			
IU13 ESY CPI Non Violent Crisis Prevention Initial Training (ESY Staff Only)			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
IU13		2021	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
N/A	1	Intermediate Unit	Paraprofessionals

<b>Description of Training</b>	
Behavioral Change Procedures and Management II	
<b>Lead Person/Position</b>	<b>Year of Training</b>
District	2021

Hours Per Training	Number of Sessions	Provider	Audience
N/A	3	District	Other

Description of Training			
School Community Relations Seminar			
Lead Person/Position		Year of Training	
District		2021	
Hours Per Training	Number of Sessions	Provider	Audience
N/A	N/A	District	General Education Teachers Special Education Teachers

Description of Training			
Topics: Anti- Racist Ed PreK-6			
Lead Person/Position		Year of Training	
District		2021	
Hours Per Training	Number of Sessions	Provider	Audience
N/A	N/A	District	General Education Teachers Special Education Teachers

Description of Training			
K-12 Student Engagement			
Lead Person/Position		Year of Training	
District		2021	
Hours Per Training	Number of Sessions	Provider	Audience
N/A	1	District Intermediate Unit	General Education Teachers Special Education Teachers

<b>Description of Training</b>			
Student Engagement Inventory- Psychologists & Counselors			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
District		2021	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
N/A	1	District Intermediate Unit	Other

<b>Description of Training</b>			
Staff Development at Bucher Elementary School in the 21-22 SY will be focused on piloting Check & Connect as well as implementing student engagement interventions that are high yield, research-based, and applied based on classroom SEI data.			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
District		21-22	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
45 minutes	N/A	District	General Education Teachers Paraprofessionals Special Education Teachers

<b>Description of Training</b>			
PD Meetings will occur monthly to discuss and further learn about topics such as MTSS Academic/Behavioral, Trauma-informed practices, PBIS (Positive Behavior Intervention and Supports), S.E.L. (Social Emotional Learning), and DEI (Diversity, Equity, and Inclusion).			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
District			
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
45 minutes	10 hours	District	General Education Teachers Paraprofessionals Special Education Teachers

<b>Description of Training</b>
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Safety Care Training- Fall Training			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
MTSD/ PaTTAN		2021	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
8	1	District PaTTAN	Building Administrators Paraprofessionals Special Education Teachers

<b>Description of Training</b>			
MTSS/DEI Inservice Day- Brecht			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
District		2021	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
8	1	District	General Education Teachers Paraprofessionals Special Education Teachers

<b>Description of Training</b>			
Check & Connect Mentor Training- Inservice Day 10/8/21 (Bucher and Brecht Elementary Schools)			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
District		2021	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
7	1	District	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

<b>Description of Training</b>
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Teaching Techniques and Strategies DescriptionK-6 Staff will participate in monthly building PD focused on MT Flex Instructional Model. This monthly PD may also include PD on technology, PBIS, data, and other new learning to support instruction and assessment for the 20-21 school year.			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
K6 Administrators- District		2020-2021	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	9	District	General Education Teachers Paraprofessionals Special Education Teachers

<b>Description of Training</b>			
AIM - Accept, Identify, Move -AIM raises the bar for what best practice can be for children struggling with social discomfort, challenging behaviors, and the daily struggles with life they must navigate. This text introduces and blends together the concepts of Mindfulness, Acceptance and Commitment Therapy, and Applied Behavior Analysis. Together the approach seeks to improve the lives of children with or without disabilities who struggle with social and emotional challenges. Or in other words, every child. Online training (asynchronous) - 16 hours total			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
AIM		2021	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
16 (asynchronously)	N/A	Other	Special Education Teachers

<b>Description of Training</b>			
Bullying Policy - Training session 1 of 3			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
IU13		2021	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
8	3	Intermediate Unit	Other

<b>Description of Training</b>
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Emotional Support Network Meeting -The purpose of this meeting is to share ideas and resources, as well as to problem-solve and collaborate. Topic areas will include: IEP goal writing practices, analysis of social-emotional learning curricula, classroom behavior plans, instructional strategies, and other topics driven by the participants.			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
IU13		2020-2021	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	2	Intermediate Unit	Special Education Teachers

**Paraprofessional**

<b>Description of Training</b>			
Para-educator Academy (Summer)			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
IU13		2020, 2021, 2022, 2023	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
20	10	Intermediate Unit	Paraprofessionals

<b>Description of Training</b>			
Progress Monitoring and Data Collection			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
IU13		2020	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2.0	1	Intermediate Unit	Paraprofessionals

<b>Description of Training</b>	
Building Positive Relationships	
<b>Lead Person/Position</b>	<b>Year of Training</b>
IU13	



Hours Per Training	Number of Sessions	Provider	Audience
2	1	Intermediate Unit	Paraprofessionals

Description of Training			
Deaf and hard of Hearing 101			
Lead Person/Position		Year of Training	
IU13			
Hours Per Training	Number of Sessions	Provider	Audience
2	1	Intermediate Unit	Paraprofessionals

Description of Training			
Strategies for diffusing Potential Behavior Problems			
Lead Person/Position		Year of Training	
IU13			
Hours Per Training	Number of Sessions	Provider	Audience
2	1	Intermediate Unit	Paraprofessionals

Description of Training			
Response to instruction and intervention			
Lead Person/Position		Year of Training	
IU13			
Hours Per Training	Number of Sessions	Provider	Audience
2.0	1	Intermediate Unit	Paraprofessionals

Description of Training
Restorative Practices

<b>Lead Person/Position</b>		<b>Year of Training</b>	
IU13			
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
8	2	Intermediate Unit	Building Administrators

<b>Description of Training</b>			
Sensory Based Interventions			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
IU13		2022	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
N/A	1	Intermediate Unit	Paraprofessionals

<b>Description of Training</b>			
Resilience			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
IU13		2021	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
N/A	1	Intermediate Unit	Paraprofessionals

<b>Description of Training</b>			
Gross Motor and Fine Motor in the Elementary Population			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
IU13		2021	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
N/A	1	Intermediate Unit	Paraprofessionals

<b>Description of Training</b>			
Beginning Mand (Verbal Behavior)			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
IU13		2021	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
N/A	1	Intermediate Unit	Paraprofessionals

<b>Description of Training</b>			
Writing Strategies			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
IU13		2021	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
N/A	1	Intermediate Unit	Paraprofessionals

<b>Description of Training</b>			
Universal Design for Learning			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
IU13		2021	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
N/A	1	Intermediate Unit	Paraprofessionals

<b>Description of Training</b>			
Simple Strategies to Support Students Emotional Wellness			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
IU13		2021	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
N/A	1	Intermediate Unit	Paraprofessionals

<b>Description of Training</b>			
The Paraprofessional's Role in Supporting Students Who Are English Language Learners			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
IU13		2021	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
N/A	1	Intermediate Unit	Paraprofessionals

<b>Description of Training</b>			
Autism 101			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
IU13		2021	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
N/A	1	Intermediate Unit	Paraprofessionals

<b>Description of Training</b>			
Increasing Independence (Two Part Series)			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
IU13		2021	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
N/A	2	Intermediate Unit	Paraprofessionals

<b>Description of Training</b>			
Fostering Peer Supports and Relationships in Schools			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
IU13		2021	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>

N/A	1	Intermediate Unit	Paraprofessionals
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<b>Description of Training</b>			
Understanding Common Characteristics of Students with Disabilities			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
IU13		2021	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
N/A	1	Intermediate Unit	Paraprofessionals

<b>Description of Training</b>			
Paraeducator Workshop-What Are You So Worried About: Supporting Students with Anxiety-VIRTUAL			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
IU13		2020	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2	1	Intermediate Unit	Paraprofessionals

<b>Description of Training</b>			
Technology Trainings: Tools for the Classroom (Zoom and Apps)			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
District		2021, 2023	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	2	District	Paraprofessionals

## Transition

<b>Description of Training</b>
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Lighthouse Vocational Services			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Lighthouse Vocational Services/Paul Barr		2021, 2022, 2023	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
6	1	District Other	Special Education Teachers

<b>Description of Training</b>			
Career Ready Region 9 Ask the Liaison Webinar - Resource Rescue This webinar is designed to assist districts in meeting evidence requirements for the Career Readiness Indicator and the Industry-Based Learning Indicator. Educators will take a deep dive into existing free classroom resources, SAS, and the Career Ready PA Coalition websites to support career readiness and work-based learning. Your regional Career Ready PA liaison will guide you through the process, as well as provide technical support.			
<b>Lead Person/Position</b>			<b>Year of Training</b>
IU13			2020
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
7	1	Intermediate Unit	Other

<b>Description of Training</b>			
Transition: Work Immersion, Support and Services			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
District/ IU13		2023	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	1	District Intermediate Unit	Building Administrators Paraprofessionals Special Education Teachers

Science of Literacy

<b>Description of Training</b>			
Into Reading - Neff Elementary Oct 8 Inservice			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
District		2021-2022	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
8	1	District	General Education Teachers Paraprofessionals Special Education Teachers Other

<b>Description of Training</b>			
My View Literacy - Schaeffer- October 8 Inservice			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
District		2021-2022	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
8	1	District	General Education Teachers Paraprofessionals Special Education Teachers Other

<b>Description of Training</b>			
Wilson Training- by invitation only			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
IU13		2020-2021	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
7	1	Intermediate Unit	Special Education Teachers

<b>Description of Training</b>			
Reading Mastery Training (Invitation Only) -Reading Mastery is a direct instruction program designed to provide explicit, systematic instruction in English language reading. ... Later lessons continue to emphasize accurate and fluent decoding while teaching students the skills necessary to read and comprehend and to learn from expository text			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
IU13		2020-2021	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
7	1	Intermediate Unit	Special Education Teachers

<b>Description of Training</b>			
Early Literacy Skill Builder- an ideal curriculum for students with significant developmental disabilities, autism, or who use a variety of communication methods. ELSB supports students to develop the foundations of literacy (conventions of print, phonemic awareness, letter-sound correspondence, and sight word vocabulary), and covers all National Reading Panel components.			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
District		2022, 2023	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2	4	District	Special Education Teachers

### Parent Training

<b>Description of Training</b>			
MTSD Parent Informational Session: Assistive Technology & Tools			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
IU13/ District		2022. 2023	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	1	District Intermediate Unit	Parents



Description of Training			
MTSD Parent Informational Session: Lighthouse & Transition			
Lead Person/Position		Year of Training	
District		2021, 2022, 2023	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District Other	Parents

Description of Training			
MTSD Parent Informational Session: Promoting Positive Behavior at Home			
Lead Person/Position		Year of Training	
IU13/ District		2021. 2022. 2023	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District Intermediate Unit	Parents

Description of Training			
Addressing Problem Behavior for MTSD Parents			
Lead Person/Position		Year of Training	
IU13/ District		2022, 2023	
Hours Per Training	Number of Sessions	Provider	Audience
1.5	1	District Intermediate Unit	Parents

Description of Training			
Parent Informational Session: Verbal Behavior and ABA			
Lead Person/Position		Year of Training	
District/IU13		2020, 2022, 2021	

Hours Per Training	Number of Sessions	Provider	Audience
1	1	District Intermediate Unit	Parents

Description of Training			
Early College and Career Night for MTSD Families			
Lead Person/Position		Year of Training	
District		2021, 2022, 2023	
Hours Per Training	Number of Sessions	Provider	Audience
1.5	4	District	Parents

Description of Training			
Transition Fair: Post Secondary Planning for Families			
Lead Person/Position		Year of Training	
District		2023	
Hours Per Training	Number of Sessions	Provider	Audience
2	2	District	Parents

### IEP Development

Description of Training			
FOSTERING DIVERSITY, EQUITY, AND INCLUSION TO CREATE SENSE OF BELONGING			
Lead Person/Position		Year of Training	
Millersville University		2021-22	
Hours Per Training	Number of Sessions	Provider	Audience
40	5	Other	General Education Teachers Special Education Teachers

<b>Description of Training</b>			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
		2021-22	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>

<b>Description of Training</b>			
Special Education Legal Session for Special Education Administrators			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
IU13/Sweet Stevens Law Offices		2020, 2022, 2023	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3 hours	1	Intermediate Unit Other	Building Administrators Central Office Administrators

<b>Description of Training</b>			
Co-Teaching Training			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
District		2020-2021	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	1	District	General Education Teachers Special Education Teachers

<b>Description of Training</b>			
MTSD Special Education: Referral, IEP Process, Specially Designed Instruction, Progress Monitoring			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
District		2021, 2022, 2023	

Hours Per Training	Number of Sessions	Provider	Audience
3	3	District	Building Administrators General Education Teachers Special Education Teachers

Description of Training			
MTSD Special Education Department Meetings (monthly meetings for elementary, middle, and high school special education teachers attend to obtain current policies, procedures, and timely updates).			
Lead Person/Position		Year of Training	
District		2020, 2021, 2022, 2023	
Hours Per Training	Number of Sessions	Provider	Audience
.5	11	District	Special Education Teachers

Description of Training			
MTSD Special Education 21-22- HIGH SCHOOL			
Lead Person/Position		Year of Training	
Joni Lefever Pupil Services/Courtney Nowak Pupil Services		2021-2022	
Hours Per Training	Number of Sessions	Provider	Audience
1	4	District	Building Administrators General Education Teachers Special Education Teachers

Description of Training			
MTSD Special Education 21-22- MIDDLE SCHOOL			
Lead Person/Position		Year of Training	
Joni Lefever Pupil Services/Courtney Nowak Pupil Services		2021-2022	
Hours Per Training	Number of Sessions	Provider	Audience
1	4	District	Building Administrators General Education Teachers

			Special Education Teachers
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<b>Description of Training</b>			
MTSD Special Education 21-22- LRIS			
<b>Lead Person/Position</b>			<b>Year of Training</b>
Joni Lefever Pupil Services/Courtney Nowak Pupil Services			2021-2022
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	4	District	Building Administrators General Education Teachers Special Education Teachers

<b>Description of Training</b>			
MTSD Special Education 21-22- Brecht, Bucher, Neff, Nitrauer, Reidenbaugh & Schaeffer			
<b>Lead Person/Position</b>			<b>Year of Training</b>
Joni Lefever Pupil Services/Courtney Nowak Pupil Services			2021-2022
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	4	District	Building Administrators General Education Teachers Special Education Teachers

<b>Description of Training</b>			
Learning Support Network Meeting/ELEMENTARY- A.M. option The purpose of this network is to share literacy and math evidence-based practices and resources as well as to collaboratively address problems of practice. Topics will include progress monitoring, diagnostic assessment, IEP goals, instructional strategies, comparing/contrasting programs, virtual instruction and assessment in addition to topics suggested by the participants			
<b>Lead Person/Position</b>			<b>Year of Training</b>
IU13			2020-21
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>

N/A	1	Intermediate Unit	Special Education Teachers Other
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## 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

