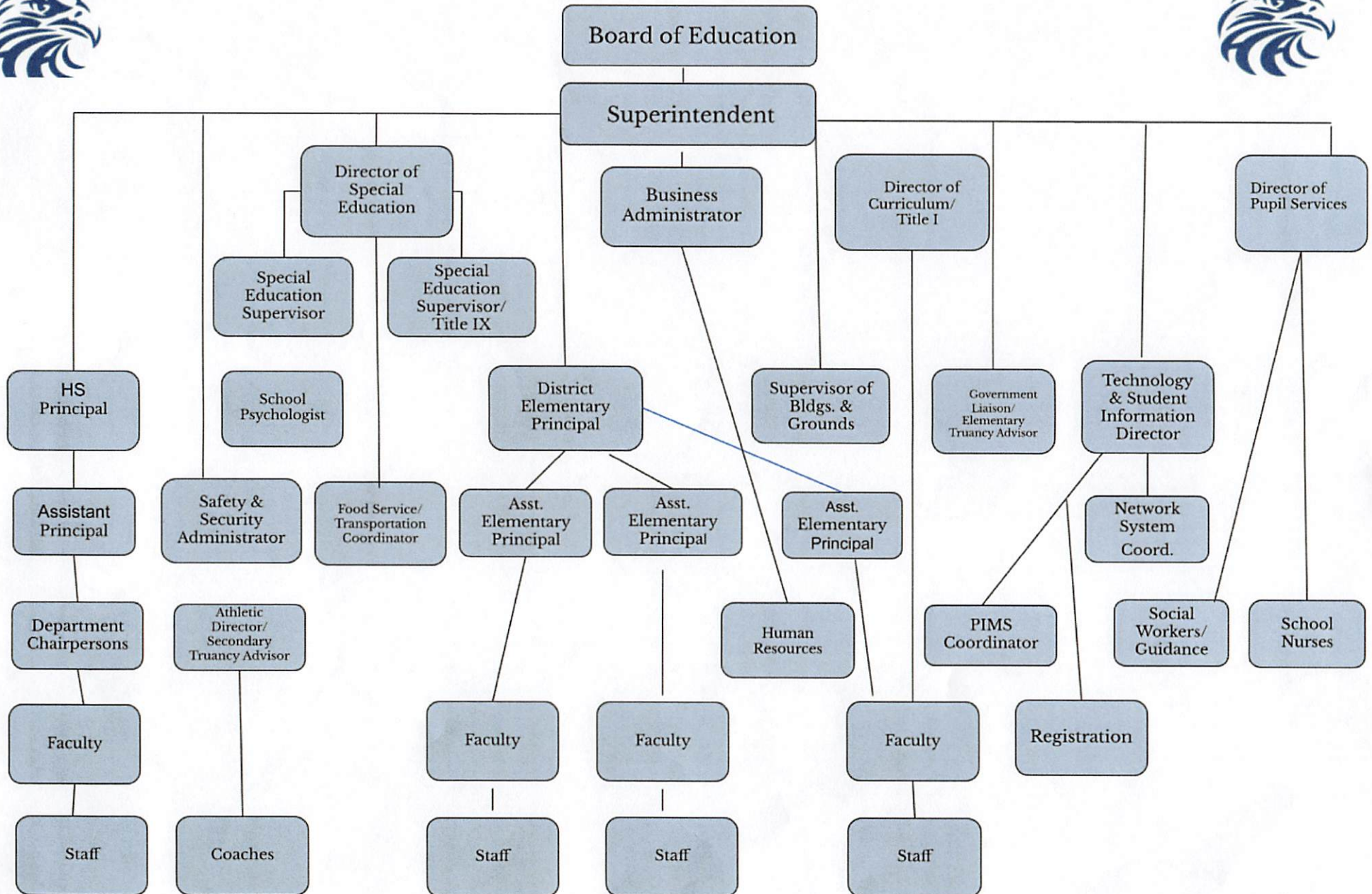


General Exhibits

May 8, 2023

2022-2023 Organizational Chart Hanover Area School District



*A Proclamation
Hanover Area School District*

HAWKEYE RECOGNITION DAY
Friday, May 26, 2023

WHEREAS, the Hanover Area Board of Education recognizes its students for outstanding achievement in academics, athletics and the arts: and

WHEREAS, the Hanover Board of Education wishes also to recognize and commend the professional staff, support staff and administration for their efforts; and

WHEREAS, the Hanover Board of Education wishes to continue with the past tradition of recognizing staff and students for their achievements in all areas; and

NOW THEREFORE, the Hanover Area Board of Education directs the superintendent and administration to declare Friday, May 26, 2023, as "Hawkeye Recognition Day", and to prepare with the professional staff, various activities to honor and recognize all students (K-12) for outstanding achievement and to express thanks and appreciation to all of the fine students and all of the employees of the Hanover Area School District:

HANOVER AREA BOARD OF EDUCATION

John J. Mahle, Jr.
President

Dr. Vic Kopko
Vice President

Rick Stevens
Secretary

Joyce Potsko
Treasurer

Stacy Bleich

Paul Holmgren

Michael Mazur

Richard Oravic

Matthew Redick

Nathan Barrett
Superintendent of Schools

HANOVER AREA SD

1600 Sans Souci Pkwy

Comprehensive Plan | 2022 - 2025

MISSION STATEMENT

The Hanover Area School District believes that all students deserve opportunities to learn at different rates and in different ways in a safe, loving environment comprised of the best educational resources. Students should be challenged and encouraged to achieve their highest potential in order to become productive members of society and assume personal responsibility. Education is a life-long process for students and educators and is the shared responsibility of the school, governing authorities, family, and community. The Hanover Area School District shares common values and feels strongly about operating under the strong code of ethics necessary for sustaining our society, celebrating diversity, and fostering tolerance in a society/community of educated citizens.

VISION STATEMENT

The Hanover Area School District is committed to provide a safe learning environment in which students are encouraged to achieve their highest potential as they mature into productive members of the community.

EDUCATIONAL VALUE STATEMENTS

STUDENTS

1. We believe that all students can acquire the knowledge and skills necessary for life-long learning. 2. We believe that the purpose of education is to provide opportunities for students to be responsible and productive citizens. 3. We believe all students should be encouraged to be creative, access higher order thinking skills, and develop the ability to adapt to change. 4. We believe that educators and students should respect society's diverse population. 5. We believe that all students are entitled to a safe, orderly, and positive learning environment. 6. We believe that quality education is the responsibility of the district, parents, and community.

STAFF

We believe that educators and students should respect society's diverse population. We believe that quality education is the responsibility of the district, parents, and community.

ADMINISTRATION

We believe that educators and students should respect society's diverse population. We believe that quality education is the responsibility of the district, parents, and community.

PARENTS

We believe that parents should respect society's diverse population. We believe that quality education is the responsibility of the district, parents, and community.

COMMUNITY

We believe that the community should respect society's diverse population. We believe that quality education is the responsibility of the district, parents, and community.

OTHER (OPTIONAL)

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STEERING COMMITTEE

Name	Position	Building/Group
Nathan Barrett	Administrator	Hanover Area School District
Shannon Bennett	Administrator	Hanover Area School District
Luke Matthews	Parent	Hanover Area School District
John Sipper	Administrator	Hanover Area School District
Karen Mchale	Administrator	Hanover Area School District
Courtney Paden	Administrator	Hanover Area School District
Carl Daubert	Staff Member	Hanover Area School District
Desiree Bannon	Staff Member	Hanover Area School District
Jillian Pientka	Staff Member	Hanover Area School District
Pam Quaglia	Staff Member	Hanover Area School District
Christa Langdon	Administrator	Hanover Area School District
Ron Hummer	Administrator	Hanover Area School District
Mary Ann Potsko	Community Member	Hanover Area School District

Name	Position	Building/Group
Daphne Pugh	Administrator	Hanover Area School District
Catherine Rinaldi	Staff Member	Hanover Area School District
Terry Dravage	Staff Member	Hanover Area School District
Dawnette Dreyfus	Staff Member	Hanover Area School District
Jody Puza	Staff Member	Hanover Area School District
Kendra Korpusik	Staff Member	Hanover Area School District
Mary Ann Potsko	Community Member	Hanover Area School District
Vic Kopko	Board Member	Hanover Area School District
Lee Ann Topf	Staff Member	Hanover Area School District
Mallory Hudak	Staff Member	Hanover Area School District
Christina Souter	Staff Member	Hanover Area School District
Sharon Pericci	Staff Member	Hanover Area School District

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
The Hanover Area School District will utilize the resources of the School Attendance Toolkit to reduce non-attendance by encouraging families, public agencies, the legal system, non-profits, businesses, school, and community to work together to support home situations (parents recognizing the importance of school attendance); academic struggles, avoidance of social and/or academic situations; and school culture.	Regular Attendance
The Hanover Area School District will secure additional resources (human, financial, and material) to work toward closing the achievement gap and increase math proficiency.	Mathematics
The Hanover Area School District will provide increased activities that will provide opportunity for engagement, opportunity to become involved in school culture and academics, and strengthen the support systems for our students.	Parent and family engagement

ACTION PLAN AND STEPS

Evidence-based Strategy	
Multi-Tiered System of Support (MTSS)	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Academic Growth-Math	By the end of the 2024-2025 school year, the Hanover Area School District will increase academic

Goal Nickname	Measurable Goal Statement (Smart Goal)
Attendance	achievement in mathematics and reduce achievement gaps that are noted in local and state achievement data. The district will embrace a new focus on each student's individual growth in all areas. Through the use of the School Attendance Toolkit including increasing student engagement, professional development, PSWB, and other initiatives that foster belongingness, the Hanover Area School District will increase attendance by 15% in the year 2024-2025.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Ensure participation of school level MTSS teams in all related MTSS trainings. Data analysis is a primary goal to drive future instruction and provide interventions.	2023-01-02 - 2025-06-13	Karen Mchale, Principal Liason	assessment, professional development, scheduled team meetings

Anticipated Outcome

Increased student achievement, work toward closing the achievement gaps, increase in student achievement

Monitoring/Evaluation

Karen McHale and building principals. Evaluation of processes during monthly principal meetings.

Evidence-based Strategy

Positive Behavior Interventions and Supports

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Attendance	Through the use of the School Attendance Toolkit including increasing student engagement, professional development, PSWB, and other initiatives that foster belongingness, the Hanover Area School District will increase attendance by 15% in the year 2024-2025.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Annual training for PBIS teams and faculty including PBIS processes, teaching PBIS lessons, implementation of programming. Development of SEL lessons that incorporate self-awareness, self-management, decision making skills, and responsible behaviors. Parent and community outreach about the importance of school attendance.	2023-01-02 - 2025-06-13	Karen Mchale, Principal Liason	Professional development, scheduled team meetings, resources needed for lessons and celebrations.

Anticipated Outcome

Monitoring/Evaluation

Evidence-based Strategy

Understanding and Utilizing Student Data

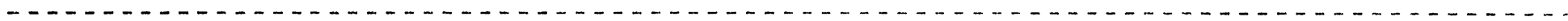
Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Academic Growth-Math	By the end of the 2024-2025 school year, the Hanover Area School District will increase academic achievement in mathematics and reduce achievement gaps that are noted in local and state achievement data. The district will embrace a new focus on each student's individual growth in all areas.
Attendance	Through the use of the School Attendance Toolkit including increasing student engagement, professional development, PSWB, and other initiatives that foster belongingness, the Hanover Area School District will increase attendance by 15% in the year 2024-2025.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Incorporate content area data teams to review student achievement, identify curricular gaps, and implement interventions as needed.	2023-08-28 - 2023-06-20	Director of Curriculum/Bldg Principal	academic achievement data

Anticipated Outcome

Monitoring/Evaluation



PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

EXHIBIT - G -4

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By the end of the 2024-2025 school year, the Hanover Area School District will increase academic achievement in mathematics and reduce achievement gaps that are noted in local and state achievement data. The district will embrace a new focus on each student's individual growth in all areas. (Academic Growth-Math)</p>	<p>Multi-Tiered System of Support (MTSS)</p>	<p>Ensure participation of school level MTSS teams in all related MTSS trainings. Data analysis is a primary goal to drive future instruction and provide interventions.</p>	<p>01/02/2023 - 06/13/2025</p>
<p>Through the use of the School Attendance Toolkit including increasing student engagement, professional development, PSWB, and other initiatives that foster belongingness, the Hanover Area School District will increase attendance by 15% in the year 2024-2025. (Attendance)</p>			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

EXHIBIT - G - 4

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Through the use of the School Attendance Toolkit including increasing student engagement, professional development, PSWB, and other initiatives that foster belongingness, the Hanover Area School District will increase attendance by 15% in the year 2024-2025. (Attendance)</p>	<p>Positive Behavior Interventions and Supports</p>	<p>Annual training for PBIS teams and faculty including PBIS processes, teaching PBIS lessons, implementation of programming. Development of SEL lessons that incorporate self-awareness, self-management, decision making skills, and responsible behaviors. Parent and community outreach about the importance of school attendance.</p>	<p>01/02/2023 - 06/13/2025</p>

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By the end of the 2024-2025 school year, the Hanover Area School District will increase academic achievement in mathematics and reduce achievement gaps that are noted in local and state achievement data. The district will embrace a new focus on each student's individual growth in all areas. (Academic Growth-Math)</p> <p>Through the use of the School Attendance Toolkit including increasing student engagement, professional development, PSWB, and other initiatives that foster belongingness, the Hanover Area School District will increase attendance by 15% in the year 2024-2025. (Attendance)</p>	<p>Understanding and Utilizing Student Data</p>	<p>Incorporate content area data teams to review student achievement, identify curricular gaps, and implement interventions as needed.</p>	<p>08/28/2023 - 06/20/2023</p>



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COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>Through the use of the School Attendance Toolkit including increasing student engagement, professional development, PSWB, and other initiatives that foster belongingness, the Hanover Area School District will increase attendance by 15% in the year 2024-2025. (Attendance)</p>	<p>Positive Behavior Interventions and Supports</p>	<p>Annual training for PBIS teams and faculty including PBIS processes, teaching PBIS lessons, implementation of programming. Development of SEL lessons that incorporate self-awareness, self-management, decision making skills, and responsible behaviors. Parent and community outreach about the importance of school attendance.</p>	<p>01/02/2023 - 06/13/2025</p>

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

As Chief School Administrator, I affirm that this LEA Level Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 14, 16 and 49. I also affirm that the governing board reviewed the LEA Level Plan, as indicated in the attached official Board minutes and the contents of the plan are true and correct. Finally, I affirm that the plan was made available for public inspection and comment for a minimum of 28 days prior to approval by the school's governing board and submission to the Department.

Signature (Entered Electronically and must have access to web application).

Chief School Administrator

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN**Strengths**

Professional Development

Implementation of Evidence based strategies

Professional development

Implementation of Positive Schoolwide Behavior Initiatives

Annual growth expectations in ELA/Literature at the Jr/Sr High School exceeded the Statewide Average Growth score. In other buildings, it was within ten points of the Statewide average.

Lyndwood Elementary Math growth score was on target with the Statewide Growth Standard: (70). Lyndwood Elementary has put a strong focus on math for 6th grade with the implementation of 2 math periods, Title I math support, and designated WIN periods to focus on math needs.

At or above half of the students tested in science are proficient or advanced.

Curriculum revision has started and implementation of the newly adopted science standards are in process.

Challenges

All students did not meet performance standards for attendance.

All students did not meet the percent proficient/advanced in Mathematics/Algebra I

Parent and Family engagement

Attendance

Parent and Family Engagement

Attendance

Parent and Family Engagement

Low proficiency percentages in all buildings.

Attendance

District math scores/proficiency continue to be low. Attendance, transiency, and family engagement are key challenges.

Additional time/focus on science in elementary school including more hands-on, inquiry based learning experiences need to

Strengths

Title I programming

Implementation of Positive School Wide Behavior Programs to support attendance and family engagement

ELL support for students in academic areas

Pilot of MTSS programming

Title I and ESSER funding has allowed for a strong focus on new processes such as MTSS, PSWB, and professional development in the areas of data analysis and differentiation. Additional personnel have been secured with these resources to further support closing the achievement gap and enhancing parent and family engagement.

New partnerships with local industry and community colleges have increased and are effective.

Annual growth expectations in ELA/Literature at the Jr/Sr High School exceeded the Statewide Average Growth Scores. In other buildings, it was within ten points of the Statewide Average.

Lyndwood Elementary Math growth score was on target with the Statewide growth standard (70).

Challenges

occur.

Student attendance

Additional personnel needed for increasing ELL numbers in all buildings.

COVID 19 has widened the achievement gap and required additional remediation in all content areas. Curriculum revision and increased progress monitoring is required.

A culture of high expectations for all students needs to be re-established.

All students did not meet performance standards for attendance.

ELL student proficiency in ELA, Math, and Science is low.



Most Notable Observations/Patterns

The need to increase attendance and parent and family engagement is evident. In addition, the need to provide additional professional development for data analysis and using data to drive instruction is also evident.

Challenges	Discussion Point	Priority for Planning
All students did not meet performance standards for attendance.	home situation (parents recognizing the importance of school attendance); academic struggles, avoidance of social and/or academic situations; school culture.	
All students did not meet the percent proficient/advanced in Mathematics/Algebra I	lack of basic math skills, attendance, need for targeted, data driven instruction	
Parent and Family engagement	remove barriers to participation in engagement, provide additional opportunities for engagement.	
Additional personnel needed for increasing ELL numbers in all buildings.		

ADDENDUM B: ACTION PLAN

EXHIBIT - G - 4

Action Plan: Multi-Tiered System of Support (MTSS)

Action Steps	Anticipated Start/Completion Date
Ensure participation of school level MTSS teams in all related MTSS trainings. Data analysis is a primary goal to drive future instruction and provide interventions.	01/02/2023 - 06/13/2025

Monitoring/Evaluation	Anticipated Output
Karen McHale and building principals. Evaluation of processes during monthly principal meetings.	Increased student achievement, work toward closing the achievement gaps, increase in student achievement

Material/Resources/Supports Needed	PD Step	Comm Step
assessment, professional development, scheduled team meetings	yes	no

Action Plan: Positive Behavior Interventions and Supports

Action Steps	Anticipated Start/Completion Date
Annual training for PBIS teams and faculty including PBIS processes, teaching PBIS lessons, implementation of programming. Development of SEL lessons that incorporate self-awareness, self-management, decision making skills, and responsible behaviors. Parent and community outreach about the importance of school attendance.	01/02/2023 - 06/13/2025

Monitoring/Evaluation	Anticipated Output

Material/Resources/Supports Needed	PD Step	Comm Step
Professional development, scheduled team meetings, resources needed for lessons and celebrations.	yes	yes

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Action Plan: Understanding and Utilizing Student Data

Action Steps	Anticipated Start/Completion Date
Incorporate content area data teams to review student achievement, identify curricular gaps, and implement interventions as needed.	08/28/2023 - 06/20/2023

Monitoring/Evaluation	Anticipated Output

Material/Resources/Supports Needed	PD Step	Comm Step
academic achievement data	yes	no

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By the end of the 2024-2025 school year, the Hanover Area School District will increase academic achievement in mathematics and reduce achievement gaps that are noted in local and state achievement data. The district will embrace a new focus on each student's individual growth in all areas. (Academic Growth-Math)</p> <p>Through the use of the School Attendance Toolkit including increasing student engagement, professional development, PSWB, and other initiatives that foster belongingness, the Hanover Area School District will increase attendance by 15% in the year 2024-2025. (Attendance)</p>	<p>Multi-Tiered System of Support (MTSS)</p>	<p>Ensure participation of school level MTSS teams in all related MTSS trainings. Data analysis is a primary goal to drive future instruction and provide interventions.</p>	<p>01/02/2023 - 06/13/2025</p>
<p>Through the use of the School Attendance Toolkit including increasing student engagement, professional development, PSWB, and other initiatives that foster belongingness, the Hanover Area School District will increase attendance by 15% in the year 2024-2025. (Attendance)</p>	<p>Positive Behavior Interventions and Supports</p>	<p>Annual training for PBIS teams and faculty including PBIS processes, teaching PBIS lessons, implementation of programming. Development of</p>	<p>01/02/2023 - 06/13/2025</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		SEL lessons that incorporate self-awareness, self-management, decision making skills, and responsible behaviors. Parent and community outreach about the importance of school attendance.	
<p>By the end of the 2024-2025 school year, the Hanover Area School District will increase academic achievement in mathematics and reduce achievement gaps that are noted in local and state achievement data. The district will embrace a new focus on each student's individual growth in all areas. (Academic Growth-Math)</p>	<p>Understanding and Utilizing Student Data</p>	<p>Incorporate content area data teams to review student achievement, identify curricular gaps, and implement interventions as needed.</p>	<p>08/28/2023 - 06/20/2023</p>
<p>Through the use of the School Attendance Toolkit including increasing student engagement, professional development, PSWB, and other initiatives that foster belongingness, the Hanover Area School District will increase attendance by 15% in the year 2024-2025. (Attendance)</p>			



PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev	
Understanding and Utilizing Student Data	faculty	Using data to drive instruction, differentiation, interventions, support for ELL students.	
Evidence of Learning	Anticipated Timeframe	Lead Person/Position	
follow up surveys (from pd activities), classroom observations, student achievement data	05/01/2023 - 06/10/2025	Director of Curriculum, Building principals	
Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:		
3d: Using Assessment in Instruction	Language and Literacy Acquisition for All Students		
4a: Reflecting on Teaching			
4d: Participating in a Professional Community			
1c: Setting Instructional Outcomes			
1b: Demonstrating Knowledge of Students			
1a: Demonstrating Knowledge of Content and Pedagogy			

EXHIBIT - (1)

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16. The sixteenth part of the document is a letter from the Governor of the State of New York to the Secretary of the State of New York.

17. The seventeenth part of the document is a letter from the Secretary of the State of New York to the Governor of the State of New York.

18. The eighteenth part of the document is a letter from the Governor of the State of New York to the Secretary of the State of New York.

19. The nineteenth part of the document is a letter from the Secretary of the State of New York to the Governor of the State of New York.

20. The twentieth part of the document is a letter from the Governor of the State of New York to the Secretary of the State of New York.

ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Through the use of the School Attendance Toolkit including increasing student engagement, professional development, PSWB, and other initiatives that foster belongingness, the Hanover Area School District will increase attendance by 15% in the year 2024-2025. (Attendance)	Positive Behavior Interventions and Supports	Annual training for PBIS teams and faculty including PBIS processes, teaching PBIS lessons, implementation of programming. Development of SEL lessons that incorporate self-awareness, self-management, decision making skills, and responsible behaviors. Parent and community outreach about the importance of school attendance.	2023-01-02 - 2025-06-13

COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Parent and family engagement	Parents, families, faculty, staff	parent events and resources (including workshops) to support increased attendance, SEL components, etc.
Anticipated Timeframe	Frequency	Delivery Method
08/28/2022 - 06/10/2025	District REMIND, school communication, email, website, etc. Calendar of frequency to be determined yearly.	Other
Lead Person/Position	Karen Mchale, Principal Liaison, Building Principals.	

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step

Topics of Message

Mode

Audience

Anticipated Timeline



HANOVER AREA SD

1600 Sans Souci Pkwy

Gifted Education Plan Assurances (Chapter 16) | 2022 - 2025

EXHIBIT - G -4

CHAPTER 16

Chapter 16 of the PA Code specifies how Pennsylvania will meet its obligations to suspected and identified gifted students who require gifted education to reach their potential. Gifted students are to be provided with quality gifted education services and programs. Requirements for Gifted Education Plans can be found in the Pennsylvania Code (22 Pa Code §16.32).

In accordance with 22 Pa. Code § 4.13(e) (relating to strategic plans) and 22 Pa. Code § 16.4, each school district shall develop and implement a gifted education plan every 6 years.

- a. The plan shall include the process for identifying children who are gifted and in need of specially designed instruction, as well as the gifted special education programs offered.
- b. The school districts shall make its gifted education plan available for public inspection and comment for a minimum of 28 days prior to approval of the plan by the school district's board of directors.
- c. Each school district shall provide, as the Department may require, reports of students, personnel and program elements, including the costs of the elements, which are relevant to the delivery of gifted education. (22 Pa. Code § 16.4)

1. Describe your district's public notice procedures conducted annually to inform the public of the gifted education services AND programs offered (newspaper, student handbooks, school website, etc.).

A request for gifted evaluation can be made at any time by parents or staff. In addition, teachers and administrators regularly review data as a screening process. This data includes but is not limited to, universal screening data (Acadience), state and local assessments, curriculum-based assessments, and teacher observations.

2. Describe your district's process for locating students who are thought to be gifted and may need specially designed instruction.

The district publishes a Child Find Notice in the newspaper annually, which includes information for students who may be identified as "mentally gifted." This notice is also posted on the district website and in the student handbook. The public notice includes information about requesting an evaluation for services, identification procedures, the types of services offered, and the development of a gifted individualized education program (GIEP).

3. Describe your district's procedures for determining ELIGIBILITY (through MULTIPLE CRITERIA) and NEED (based on ACADEMIC STRENGTH) for potentially mentally gifted students (EVALUATION).

The district's procedures for screening and evaluation for gifted education align with the Pennsylvania Department of Education's Chapter 16 provisions. Indicators of giftedness should be drawn from a wide variety of sources. The Gifted Multidisciplinary Evaluation is a process to gather the information that assists in determining if a child is mentally gifted according to the state's definition. The term "mentally gifted" includes a person with an IQ of 130 or higher. However, the gifted eligibility determination is not based on IQ score alone. If a student's IQ is less than 130, other factors, such as academic performance, demonstrated achievement, or other observed skills, must strongly indicate gifted ability for that student to be identified as gifted. Criteria other than IQ score, which indicate gifted ability include but are not limited to Achievement, Rate of Acquisition/Retention, Demonstrated Achievement, Early Skill Development, and Intervening Factors Masking Giftedness.

4. Describe the gifted programs* that are offered to provide opportunities for acceleration, enrichment, or both. *The word "programs" refers to the CONTINUUM OF SERVICES, not one particular option.

The district offers a continuum of services and opportunities for acceleration, enrichment, or both. These opportunities can be delivered within their typical classes or in a pull-out setting. The service delivery options chosen for each gifted student are developed based on the strengths and needs identified within the Gifted Individualized Education Plan (GIEP). The Gifted Individualized Education Plan team must

agree to all proposed recommendations. Options for students with GIEPs include, but are not limited to: Cluster grouping based on instructional level Open-ended compacted curriculum with flexible pacing Level or subject acceleration with flexible pacing Advanced placement and honors courses with earlier-than-normal access Independent study designed to meet a gifted student's long-term interests and expertise in a given area Specialized curriculum for gifted learners based on validated research in gifted education Distance learning Enrichment in content areas Independent learning contracts Mentorships, apprenticeships, internships, and field experiences designed to meet gifted students' performance levels and career interests

Chief School Administrator

Date

HANOVER AREA SD

1600 Sans Souci Pkwy

Induction Plan (Chapter 49) | 2022 - 2025

INDUCTION PLAN (CHAPTER 49)

Chapter 4 establishes that each school entity shall submit to the Department for approval an induction plan every 6 years as required under Chapter 49, Section 16(a). A school entity shall make its induction plan available for public inspection and comment for a minimum of 28 days prior to approval of the plan by the school entity's governing board and submission of the plan to the Department.

Chapter 49.16, Approval of Induction Plans, establishes the following requirements of LEA Induction Plans:

- Each school entity shall submit to the Department for approval a plan for the induction experience for first-year teachers (including teachers in prekindergarten programs, when offered), long-term substitutes who are hired for a position for 45 days or more and educational specialists.
- The induction plan shall be prepared by teacher or educational specialist representatives, or both, chosen by teachers and educational specialists and administrative representatives chosen by the administrative personnel of the school entity. Newly employed professional personnel with prior school teaching experience may be required by the school entity to participate in an induction program.
- The induction plan shall reflect a mentor relationship between the first-year teacher, long-term substitute or educational specialist, teacher educator and the induction team.
- Criteria for approval of the induction plans will be established by the Secretary in consultation with the Board and must include induction activities that focus on teaching diverse learners in inclusive settings.

PROFILE AND PLAN ESSENTIALS

School District
118403003
1600 Sans Souci Parkway , Hanover Township, PA 18706

Dr. Daphne Pugh
dpugh@hanoverarea.net
570-831-2313 Ext. 184

Mr. Nathan Barrett
nbarrett@hanoverarea.net

INDUCTION PLAN COMMITTEE PARTICIPANTS

The Induction Plan Committee is responsible for the development and operation of the LEA’s Educator Induction Program.

In accordance with 22 PA Code Chapter 49.16 the induction committee must include teacher or educational specialist representatives, or both, selected by teachers, educational specialists, and administrative representatives from within the school/district.

STEERING COMMITTEE

Name	Title	Committee Role	Chosen/Appointed by
Nathan Barrett	Superintendent	Administrator	School Board of Directors
Terry Dravage	Title I Teacher	Teacher	Administration Personnel

Name	Title	Committee Role	Chosen/Appointed by
Christa Langdon	Principal	Administrator	Administration Personnel
John Sipper	Principal	Administrator	Administration Personnel
Courtney Paden	Special Education Coordinator	Education Specialist	Administration Personnel
Jillian Pientka	Teacher	Teacher	Administration Personnel
Daphne Pugh	Director of Curriculum/Federal & State Programs	Administrator	Administration Personnel
Terry Dravage	Teacher	Teacher	Administration Personnel
Shannon Bennett	Director of Special Education	Administrator	Administration Personnel
Karen Mchale	Special Educator Supervisor	Administrator	Administration Personnel
Lee Ann Topf	Reading Specialist	Education Specialist	Teacher

EDUCATOR INDUCTION PLAN (EIP) (22 PA CODE, 49.16)

By checking each of the following boxes, the LEA is assuring that it complies with and has instituted each of the following Chapter 49 Induction Plan requirements.

Plan requirements	Yes/No
Will all first-year teachers (including teachers in prekindergarten programs, when offered), long-term substitutes who are hired for a position for 45 days or more and educational specialists be identified and provided a 2-year induction experience beginning in the 2024-25 SY? (22 Pa Code, 49.16)	Yes
Is the induction plan prepared by teacher or educational specialist representatives, or both, chosen by teachers and educational specialists and administrative representatives chosen by the administrative personnel of the school entity? (22 Pa Code, 49.16)	Yes
Has the plan been made available for public inspection and comment for a minimum of 28 days prior to approval of the plan by the school entity's governing board and submission of the plan to the Department? (22 Pa Code, 49.16)	Yes
Does the induction plan reflect a mentor relationship between the first-year teacher, long-term substitute or educational specialist, teacher educator and the induction team for the duration of the induction program? (22 Pa Code, 49.16)	Yes
Does the induction plan include training on the teacher observation and evaluation model inclusive of the consistent use of quality teacher-specific data and building-level data within student performance measures? (24 P.S. § 11-1138.8 (c)(3) and 22 Pa Code, 49.16)	Yes
Does the induction plan:	Yes
a. Assess the needs of inductees?	Yes
b. Describe how the program will be structured?	Yes
c. Describe what content will be included, along with the delivery format and timeframe?	Yes

Plan requirements

Yes/No

OTHER

<p>1. The plan must be written and describe the terms and conditions of the plan.</p>	<p>Yes</p>
<p>2. The plan must be approved by the board of directors.</p>	<p>Yes</p>
<p>3. The plan must be approved by the shareholders.</p>	<p>Yes</p>
<p>4. The plan must be approved by the committee.</p>	<p>Yes</p>
<p>5. The plan must be approved by the board of directors.</p>	<p>Yes</p>
<p>6. The plan must be approved by the shareholders.</p>	<p>Yes</p>
<p>7. The plan must be approved by the committee.</p>	<p>Yes</p>
<p>8. The plan must be approved by the board of directors.</p>	<p>Yes</p>
<p>9. The plan must be approved by the shareholders.</p>	<p>Yes</p>
<p>10. The plan must be approved by the committee.</p>	<p>Yes</p>
<p>11. The plan must be approved by the board of directors.</p>	<p>Yes</p>

MEMORANDUM

TO: [Name]

FROM: [Name]

SUBJECT: [Subject]

MENTORS

EXHIBIT - G - 4

Which of the following characteristics does the Local Education Agency (LEA) use to select mentors?

Characteristics used by LEA	Yes/No
Pool of possible mentors is comprised of teachers with outstanding work performance.	Yes
Potential mentors have similar certifications and teaching assignments.	Yes
Potential mentors must model continuous learning and reflection.	Yes
Potential mentors must have knowledge of LEA policies, procedures, and resources.	Yes
Potential mentors must have demonstrated ability to work effectively with students and other adults.	Yes
Potential mentors must be willing to accept additional responsibility.	Yes
Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching, and conferencing skills, problem-solving skills and knowledge of adult learning and development).	No
Mentors and inductees must have compatible schedules so that they can meet regularly.	Yes
Other, please specify below	No

OTHER

PLEASE EXPLAIN THE LEA'S PROCESS FOR ENSURING THEIR MENTORS HAVE THE ABOVE SELECTED

CHARACTERISTICS.

Mentor teachers will be chosen based on instructional leadership and their ability to work collaboratively with new educators. Mentors will be expected to have demonstrated knowledge and skills that have proven to help students grow academically and emotionally. Mentors will be selected based on certification and assignment, professional performance, knowledge of district resources, ability to work with others, and a willingness to accept responsibility.

NEEDS ASSESSMENT

Which of the following characteristics does the Local Education Agency (LEA) use to select mentors?

Characteristics used by LEA	Yes/No
Observations of inductee instructional practice by a coach or mentor to identify needs.	Yes
Multiple observations of inductee instructional practice by building supervisor to identify needs.	Yes
Regular scheduled meetings with mentors or coaches to reflect upon instructional practice to identify needs.	Yes
Standardized student assessment data	No
Classroom assessment data (Formative & Summative)	Yes
Inductee survey (local, intermediate units and national level)	Yes
Review of inductee lesson plans	Yes
Review of written reports summarizing instructional activity	Yes
Submission of Inductee Portfolio	No
Knowledge of successful research-based instructional models	Yes
Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).	No
Other, please specify below	No

OTHER**BASED ON THE TOOLS AND METHODS SELECTED ABOVE, DESCRIBE THE LEA'S INDUCTION PROGRAM, INCLUDING THE FOLLOWING DETAILS:**

- **PROGRAM STRUCTURE**
- **CONTENT INCLUDED**
- **MEETING FREQUENCY**
- **DELIVERY FORMAT**

Program Structure: The New Teacher Induction Program is a three year program. During year 1, new educators are assigned a mentor and will meet regularly. In addition to meetings, the mentor teacher will visit the educator's classroom during Q1 and Q3 and complete the required form detailing the observed domains. The New Educator will visit the mentor teacher's classroom during Q2 and Q4 and complete the required form detailing the observed domains. Also during year 1, New Educators will attend professional development in topics such as: SAS (PDE Standards Aligned Systems) Educator Effectiveness System-Teacher Effectiveness Tools Data driven instruction Differentiation Lesson planning Classroom management Assessment Ethics and Professionalism Mandated Reporting Other topics as assigned. During Years 2 & 3, new educators will attend targeted professional development and receive ongoing support through the clinical Teacher Effectiveness processes provided by the building principal (semi-annual and annual). Content included: Familiarize new educators with school district policies and practices Provide new educators with an overview of the Danielson Framework for Teaching Provide new educators with opportunities to reflect upon their teaching practices. Provide continued support of new educator professional knowledge and skills. Provide new educators professional experiences and encouragement to achieve success as a new educator. Delivery format: combination of in-person meetings and trainings, asynchronous online work, mentor-new educator meetings and classroom visits.

EDUCATOR INDUCTION PLAN TOPIC AREAS

Ensure that professional development activities contain content that develops teacher competency, increases student learning, and aligns with at least one component contained in the Danielson Framework for Teaching.

CODE OF PROFESSIONAL PRACTICE AND CONDUCT FOR EDUCATORS

Selected Danielson Framework(s)	Timeline
4c: Communicating with Families 4f: Showing Professionalism 4e: Growing and Developing Professionally 2a: Creating an Environment of Respect and Rapport 4d: Participating in a Professional Community 2b: Establishing a Culture for Learning	Year 1 Fall

ASSESSMENTS AND PROGRESS MONITORING

Selected Danielson Framework(s)	Timeline
4a: Reflecting on Teaching	Year 2 Winter, Year 1 Spring, Year 1 Winter, Year 2 Summer, Year 1 Summer, Year 1 Fall, Year 2

Selected Danielson Framework(s)	Timeline
1e: Designing Coherent Instruction 3d: Using Assessment in Instruction 1f: Designing Student Assessments 3e: Demonstrating Flexibility and Responsiveness	Spring, Year 2 Fall

INSTRUCTIONAL PRACTICES

Selected Danielson Framework(s)	Timeline
3c: Engaging Students in Learning 1e: Designing Coherent Instruction 1a: Demonstrating Knowledge of Content and Pedagogy 1c: Setting Instructional Outcomes 1b: Demonstrating Knowledge of Students	Year 2 Winter, Year 2 Fall, Year 1 Fall, Year 2 Spring, Year 1 Winter, Year 1 Summer, Year 1 Spring

STANDARDS/CURRICULUM

Selected Danielson Framework(s)	Timeline
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Selected Danielson Framework(s)	Timeline
3b: Using Questioning and Discussion Techniques	Year 2 Fall, Year 2 Winter, Year 1 Spring, Year 3 Fall, Year 1 Summer, Year 3 Winter, Year 1 Fall, Year 2 Spring, Year 1 Winter, Year 2 Summer
3c: Engaging Students in Learning	
3a: Communicating with Students	
3d: Using Assessment in Instruction	
2b: Establishing a Culture for Learning	
1e: Designing Coherent Instruction	

TECHNOLOGY INSTRUCTION

Selected Danielson Framework(s)	Timeline
1d: Demonstrating Knowledge of Resources	Year 1 Spring, Year 1 Winter, Year 1 Fall
2b: Establishing a Culture for Learning	
1e: Designing Coherent Instruction	

PROGRESS REPORTS AND PARENT-TEACHER CONFERENCING

Selected Danielson Framework(s)	Timeline
4a: Reflecting on Teaching	Year 1 Winter, Year 1 Fall, Year 1 Spring, Year 2 Winter, Year 2 Fall, Year 2 Spring

Selected Danielson Framework(s)	Timeline
4b: Maintaining Accurate Records 3b: Using Questioning and Discussion Techniques 4c: Communicating with Families 3a: Communicating with Students 4f: Showing Professionalism 3e: Demonstrating Flexibility and Responsiveness	

ACCOMMODATIONS AND ADAPTATIONS FOR DIVERSE LEARNERS

Selected Danielson Framework(s)	Timeline
1b: Demonstrating Knowledge of Students 2b: Establishing a Culture for Learning	Year 1 Fall, Year 2 Spring, Year 1 Spring, Year 3 Fall, Year 2 Winter, Year 3 Summer, Year 1 Winter, Year 2 Summer, Year 2 Fall, Year 3 Spring, Year 1 Summer, Year 3 Winter

MATERIALS AND RESOURCES FOR INSTRUCTION

Selected Danielson Framework(s)	Timeline
1d: Demonstrating Knowledge of	Year 1 Fall, Year 1 Winter, Year 1 Spring

Selected Danielson Framework(s)	Timeline
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Resources

1a: Demonstrating Knowledge of
Content and Pedagogy

CLASSROOM AND STUDENT MANAGEMENT

Selected Danielson Framework(s)	Timeline
---------------------------------	----------

2e: Organizing Physical Space 2c: Managing Classroom Procedures 2a: Creating an Environment of Respect and Rapport 2b: Establishing a Culture for Learning 2d: Managing Student Behavior	Year 2 Spring, Year 1 Winter, Year 1 Spring, Year 1 Fall, Year 2 Winter, Year 2 Fall
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EVALUATION AND MONITORING

Describe the procedures employed to monitor and evaluate the Educator Induction Program. As part of this process LEAs should systematically collect data on the educator induction program design, implementation, and outcomes. This data may include:

- a. Survey of participants – new teachers, mentors, principals, and other members of the Educator Induction Program to determine levels of satisfaction and to understand the strengths and weakness of the program
- b. Analysis of activities and resources used in the program
- c. Aligned program evaluation instruments that provide quantitative and qualitative data (e.g., survey/questionnaires, individual and group interviews, and observation tools) to determine the impact of participating teachers and their students

EVALUATION AND MONITORING

Yearly review of New Educator Induction Program in addition to review and analysis of the following: Required documentation All forms/documentation will be completed in Google forms Building Checklist-completed by Mentor and New Educator by October New Educator Induction Classroom Visitation Form A (this form will be completed 4 times) New Educator Visits Mentor Q1 & Q3 Mentor Visits New Educator Q2 & Q4 Mid Year Narrative-completed by Mentor and New Educator due in January New Educator Induction Program Evaluation Form B New Educator Induction Program Log Form C Final Confirmation of New Educator Induction Program Form D will be printed, signed, and placed in the New Educator personnel file. Review of the plan will occur at least every six years or more frequently if revision is required.

DOCUMENTATION OF PARTICIPATION AND COMPLETION

Identify the methods used to record inductee participation and program completion.

Participation	Completion
Mentor documents his/her inductee's involvement in the program.	Yes
A designated administrator receives, evaluates, and archives all mentor records.	Yes
School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.	Yes
Completion is verified by the LEA Chief Administrator on the Application for Level 2 Certification.	Yes
Confirm that all first-year teachers are required to participate in the induction program.	Yes

IF "NO" IS SELECTED, PLEASE EXPLAIN WHAT INDIVIDUALS WERE NOT INCLUDED IN THE INDUCTION PROGRAM AND WHY.

EDUCATOR INDUCTION PLAN STATEMENT OF ASSURANCE

We affirm that this Educator Induction Plan has been developed in accordance with the laws, regulations and guidelines for the development, implementation and evaluation of the Induction Plan as designated in Chapter 4 of the Pennsylvania Department of Education School Code.

We affirm that this Educator Induction Plan focuses on the learning needs of each professional staff member to ensure high quality instruction for all students.

Dr. Daphne Pugh
Educator Induction Plan Coordinator

10/03/2022
Date

I affirm that this Induction Plan provides staff learning that improves the learning of all students as outlined in the National Staff Development Council's Standards for Staff Learning.

Chief School Administrator

Date

HANOVER AREA SD

1600 Sans Souci Pkwy

Professional Development Plan (Act 48) | 2022 - 2025

ACT 48

Chapter 4 establishes that each school entity shall submit to the Secretary for approval a professional education plan every 3 years as required under Chapter 49, Section 17(a). A school entity shall make its professional education plan available for public inspection and comment for a minimum of 28 days prior to approval of the plan by the school entity's governing board and submission of the plan to the Secretary.

Chapter 49.17, Continuing professional education, establishes that every school entity shall develop a continuing education plan that addresses the following requirements:

- a. Includes options for professional development including, but not limited to, activities such as: (i) graduate level coursework; (ii) obtaining a professionally related master's degree; (iii) department-approved in-service courses; (iv) curriculum development work; and (v) attendance at professional conferences.
- b. Defines terms used including, but not limited to, the following: (i) Professionally related graduate level coursework. (ii) Professionally related master's degree. (iii) Curriculum development work. (iv) Professional conferences.
- c. Developed as specified in section 1205.1 of the act in which the plan describes the persons who developed the plan and how the persons were selected.
- d. Submitted to the Secretary shall be approved by both the professional education committee and the board of the school entity.
- e. Includes a section which describes how the professional education needs of the school entity, including those of diverse learners, and its professional employees are to be met through implementation of the plan. The plan must describe how professional development activities will improve language and literacy acquisition for all students and contribute to closing achievement gaps among students.
- f. Includes a description of how the school entity will offer all professional employees opportunities to participate in continuing education focused on teaching diverse learners in inclusive settings.

g. A school district that contracts with a community provider to operate a prekindergarten program shall address in the school district's professional education plan how the school district will offer professional education opportunities to teachers in the community provider's prekindergarten program.

LEA provided professional education meets the education needs of that school entity and its professional employees, so that they may meet the specific needs of students. Professional education for all levels of an LEA should be based on sound research and promising practices that promotes educators' skills over the long term.

Exemplary professional education for staff:

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

PROFILE AND PLAN ESSENTIALS

School District
 118403003
 1600 Sans Souci Parkway, Hanover Township, PA 18706

Dr. Daphne Pugh
 dpugh@hanoverarea.net
 570-831-2313 X 184

Mr. Nathan Barrett
 nbarrett@hanoverarea.net

STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Daphne Pugh	Administrator	Daphne Pugh	Administration Personnel
Vic Kopko	Member-Board of Education	Vic Kopko	School Board of Directors
Luke Matthews	Parent	Luke Matthews	Administration Personnel
Shannon Bennett	Director of Special Education	Shannon Bennett	Administration Personnel
Mary Ann Potsko	Community Member	Mary Ann Potsko	School Board of Directors
Courtney Paden	Special Education Coordinator	Courtney Paden	Administration Personnel

EXHIBIT - G-4

Name	Title	Committee Role	Appointed By
Lee Ann Topf	Child Study/Reading Specialist	Lee Ann Topf	Administration Personnel
Christa Langdon	Principal-Elementary	Christa Langdon	Administration Personnel
John Sipper	HS Principal	John Sipper	Administration Personnel
Dawnette Dreyfus	Math coach/Instructional Technologist	Dawnette Dreyfus	Administration Personnel
Lee Ann Topf	Reading Specialist/Special Education	Lee Ann Topf	Administration Personnel
Karen Mchale	Special Education Supervisor	Karen Mchale	Administration Personnel
Courtney Paden	Special Education Supervisor	Courtney Paden	Administration Personnel
Carl Daubert	HS Social Studies	Carl Daubert	Teacher
Amy Hummer	HS Science	Amy Hummer	Teacher
Kate Rinaldi	Elementary Reading Specialist	Kate Rinaldi	Teacher

DESCRIBE HOW MANY TIMES THE COMMITTEE MEETS IN A GIVEN YEAR, ANY SUBCOMMITTEES THAT ARE FORMED AND ANY OTHER RELEVANT INFORMATION REGARDING THE FUNCTION OF THE COMMITTEE.

The committee is provided with updated drafts. Meetings are scheduled as needed and subcommittees are formed based on individual interest.

PROFESSIONAL EDUCATION PLAN (PEP) (22 PA CODE, 49.17)

Professional Education Plan Guidelines	Yes/No
Are the professional development activities aligned with the current and applicable Pennsylvania Core Standards or Pennsylvania Academic Standards? (22 Pa Code, Chapter 4)	Yes
Are the effectiveness of offerings evaluated through multiple measures of student achievement within the context of educator effectiveness to determine impact on student learning, educator effectiveness, and/or school performance? (Act 82 of 2012) aka (22 Pa Code, 19)	Yes
Does the professional education plan contain a committee consisting of teacher representatives divided equally among elementary, middle and high school teachers chosen by the teachers, educational specialist representatives chosen by educational specialists and administrative representatives chosen by the administrative personnel? (Act 48, Section 1205.1)	Yes
Does the committee include parents of children attending a school in the district, local business representatives and other individuals representing the community appointed by the board of directors? (Act 48, Section 1205.1)	Yes
Was the professional education plan approved by the professional education committee and the board of the school entity? (22 pa Code, 49.16)	Yes
Does the professional development plan align with educator needs? (Act 48, Section 2)	Yes
Do the implementation steps cover at least a three-year implementation horizon?	Yes

ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

UNDERSTANDING AND UTILIZING STUDENT DATA

Action Step	Audience	Topics to be Included	Evidence of Learning
Incorporate content area data teams to review student achievement, identify curricular gaps, and implement interventions as needed.	faculty	Using data to drive instruction, differentiation, interventions, support for ELL students.	follow up surveys (from pd activities), classroom observations, student achievement data
Lead Person/Position		Anticipated Timeline	
Director of Curriculum, Building principals		05/01/2023 - 06/10/2025	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	4 times per year	3d: Using Assessment in Instruction 4a: Reflecting on Teaching 4d: Participating in a Professional Community 1c: Setting Instructional Outcomes	Language and Literacy Acquisition for All Students

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		1b: Demonstrating Knowledge of Students	
		1a: Demonstrating Knowledge of Content and Pedagogy	

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

CPR

Audience	Topics to be Included	Evidence of Learning
Faculty and Staff	CPR Certification, Safety/First Aid Training	Certification
Lead Person/Position	Anticipated Timeline	
Contracted Personnel	08/23/2022 - 06/09/2023	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	initial training; recert as required.	4e: Growing and Developing Professionally 4d: Participating in a Professional Community 4f: Showing Professionalism	School Safety including Trauma-informed Education Awareness (Act 44)

LETRS

Audience	Topics to be Included	Evidence of Learning
K-2 teachers of reading	LETRS training is an ongoing initiative to train faculty in brain based reading strategies.	Completion and certification in LETRS
Lead Person/Position		Anticipated Timeline
District Administration		08/22/2022 - 06/13/2025

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Independent study	Teachers will work through the training modules during release time from the district. In addition, PLC time will be provided with members of the statewide literacy initiative and IU 18 as follow up to independent work.	2b: Establishing a Culture for Learning 4a: Reflecting on Teaching 1d: Demonstrating Knowledge of	Language and Literacy Acquisition for All Students

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		Resources	
		1c: Setting Instructional Outcomes	
		1a: Demonstrating Knowledge of Content and Pedagogy	
		3e: Demonstrating Flexibility and Responsiveness	
		1b: Demonstrating Knowledge of Students	

MANDATED REPORTING

Audience	Topics to be Included	Evidence of Learning
faculty and staff	Mandated Reporting Requirements	Participation in workshop
Lead Person/Position	Anticipated Timeline	
outside agency/ Victim's Resource Center/ District Attorney's Office	08/29/2022 - 06/09/2025	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	every five years	<p>4e: Growing and Developing Professionally</p> <p>4f: Showing Professionalism</p> <p>4b: Maintaining Accurate Records</p> <p>3e: Demonstrating Flexibility and Responsiveness</p> <p>4d: Participating in a Professional Community</p>	School Safety including Trauma-informed Education Awareness (Act 44)

EVALUATION AND REVIEW

DESCRIBE IN THE BOX BELOW THE PROCEDURES FOR EVALUATING AND REVIEWING THE PROFESSIONAL EDUCATION PLAN.

The Hanover Area School District will provide a quality professional education program for all of the educators and leaders within the district. The Professional Development Committee will meet to discuss needs and share ongoing feedback on the professional development throughout the year. Periodically, topics will be reviewed and data will be collected from participants of the pd via surveys. This data will be used to evaluate future programming.

PROFESSIONAL EDUCATION PLAN ASSURANCES

EXHIBIT - G-4

We affirm that this Professional Education Plan focuses on the learning needs of each staff member to ensure all staff members meet or exceed high academic standards in each of the core subject areas.

Dr. Daphne Pugh

10/04/2022

Professional Education Committee Chairperson:

Date

I affirm that this Professional Education Plan provides staff learning that improves the learning of all students as outlined in the National Staff Development Council's Standards for Staff Learning.

Superintendent or Chief Administrative Officer:

Date

HANOVER AREA SD

1600 Sans Souci Pkwy

Academic Standards and Assessment Requirements (Chapter 4) | 2022 - 2025

ACADEMIC STANDARDS AND ASSESSMENT REQUIREMENTS (CHAPTER 4)

The purpose of Chapter 4, Academic Standards and Assessment, of the Pennsylvania School Code is to establish rigorous academic standards and assessments “to facilitate the improvement of student achievement and to provide parents and communities a measure by which school performance can be determined”. As part of the Comprehensive Planning process, each LEA will report on their curriculum and assessment alignment to the Academic Standards.

ACADEMIC STANDARDS AND PLANNING

Chapter 4 specifies the minimum curriculum requirements that are to be provided within each grade band.

A written curriculum framework specifies what and when content is taught for each subject within the LEA. In this section, LEAs identify whether a written curriculum exists for each subject area and in what grade spans the subject is taught.

Chapter 4 Curriculum and Instruction Requirements	Written Curriculum Framework	Taught within the Grade Span
PA-Core English Language Arts	K-2, 3-5, 6-8, 9-12	K-2, 3-5, 6-8, 9-12
PA-Core Mathematics	K-2, 3-5, 6-8, 9-12	K-2, 3-5, 6-8, 9-12
Science and Technology	K-2, 3-5, 6-8, 9-12	K-2, 3-5, 6-8, 9-12
Environment and Ecology	K-2, 3-5, 6-8, 9-12	K-2, 3-5, 6-8, 9-12
Civics and Government	K-2, 3-5, 6-8, 9-12	K-2, 3-5, 6-8, 9-12
Economics	K-2, 3-5, 6-8, 9-12	K-2, 3-5, 6-8, 9-12
Geography	K-2, 3-5, 6-8, 9-12	K-2, 3-5, 6-8, 9-12
History	K-2, 3-5, 6-8, 9-12	K-2, 3-5, 6-8, 9-12
Arts and Humanities	K-2, 3-5, 6-8, 9-12	K-2, 3-5, 6-8, 9-12
Health, Safety, and Physical Education	K-2, 3-5, 6-8, 9-12	K-2, 3-5, 6-8, 9-12
Family and Consumer Sciences	K-2, 3-5, 6-8, 9-12	K-2, 3-5, 6-8, 9-12

Chapter 4**Curriculum and Instruction Requirements****Written Curriculum Framework****Taught within the Grade Span**

Reading and Writing for Science and Technical Subjects

6-8, 9-12

6-8, 9-12

Reading and Writing for History and Social Studies

6-8, 9-12

6-8, 9-12

Career Education and Work

K-2, 3-5, 6-8, 9-12

K-2, 3-5, 6-8, 9-12

ASSURANCES: STANDARDS ALIGNMENT

EXHIBIT - G-4

The academic standards are benchmark measures that define what students should know and be able to do at specified grade levels beginning in grade 3. The standards are promulgated as state regulations. As such, they must be used as the basis for curriculum and instruction in Pennsylvania's public schools.

Standards	Yes/No
A. Grade K-2 locally developed curriculum is aligned to PA Core/Academic Content Standards	Yes
B. Grade 3-5 locally developed curriculum is aligned to PA Core/Academic Content Standards	Yes
C. Grade 6-8 locally developed curriculum is aligned to PA Core/Academic Content Standards	Yes
D. Grade 9-12 locally developed curriculum is aligned to PA Core/Academic Content Standards	Yes
E. Our LEA has a standardized format for mapping LEA curriculum to the PA Core/Academic Standards.	Yes

1. Describe your LEA's process for reviewing alignment to the PA Academic Standards and evaluating and updating the written curriculum. Include timelines and personnel involved.

A Curriculum Review and Revision Cycle was outlined in the previous Comprehensive Planning document. The district reviews and evaluates for relevancy and alignment with state and national standards. Ongoing analysis of academic achievement data and state and national standards determine if a course/content area needs further revision or rewriting. Grade level curriculum and assessment may be rewritten or revised based on ongoing evaluation. Materials may also be researched, piloted, or implemented during any revision/review. Administration monitors curriculum implementation and assessment data to ensure fidelity and student achievement. Additionally, teachers provide feedback and may make revisions based on assessment data.

2. List resources, supports or models that are used in developing and aligning curriculum.

Curriculum is aligned both horizontally and vertically. Course and content area maps/pacing guides include the big ideas, lesson essential questions, concepts and skills aligned to academic standards, vocabulary, resources, and supplemental resources. Teachers create lesson plans focused on pacing/maps using research-based and evidence-based practices that focus on student learning.

3. How does the LEA ensure that all teachers have access to the written curriculum and needed instructional materials? Explain.

Shared Drives and folders in Google Suite are where the written curriculum and additional resources are housed and shared with all teachers who need access.

Based on the responses above, would aligning locally developed curriculum to the academic standards be a priority in your comprehensive plan? Yes

ASSURANCES: CURRICULUM AND INSTRUCTION

Chapter 4 establishes that public education provides planned instruction. As defined by Chapter 4, planned instruction is the instruction offered by a school entity based upon a written plan to enable students to achieve the academic standards under § 4.12 (relating to academic standards) and any additional academic standards as determined by the school entity.

Standards	Yes/No
A. LEA develops/maintains a standard format that includes scope, sequence, and pacing.	Yes
B. Essential content is developed from PA Core/Academic Content Standards.	Yes
C. Content, resources, activities, and estimated instructional time are devoted to achieving the PA Core/Academic or Alternate Content Standards.	Yes
D. Consistency and continuity between planned courses, instructional units, and interdisciplinary studies around the PA Core/Academic or Alternate Content Standards exist.	Yes
E. Courses and units of study are developed from measurable outcomes and/or objectives.	Yes
F. Course objectives to be achieved by all students are identified.	Yes
G. Evidence of measurement procedures for the success of the objectives of a planned course, instructional unit, or interdisciplinary studies exists.	Yes

1. What is your LEA's approved cycle for reviewing the locally developed curriculum?

The district reviews and evaluates for relevancy and alignment with state and national standards. Ongoing analysis of academic

achievement data and state and national standards determine if a course/content area needs further revision or rewriting. Grade level curriculum and assessment may be rewritten or revised based on ongoing evaluation. Materials may also be researched, piloted, or implemented during any revision/review. Administration monitors curriculum implementation and assessment data to ensure fidelity and student achievement. Additionally, teachers provide feedback and may make revisions based on assessment data. A timeline of the approved cycle is approved with the comprehensive planning documents.

2. What is your LEA's intent to revise the locally developed curriculum during this comprehensive plan cycle?

It is the intent of the district to continue with ongoing revision and a large scale revision on an as needed basis and/or on the cycle as defined in the comprehensive planning documents.

ASSURANCES: CURRICULUM AND INSTRUCTION (CONTINUED)

EXHIBIT - G - 4

ACT 13

Act 13 states that all professional employees must be evaluated once a year and temporary professional employees must be evaluated twice a year.
Act 13 classifies educators as Classroom Professionals, Non-Teaching Principals, and Principals.

Assess the strengths, challenges, and trends of the classroom/school environments and instructional practices within your LEA.

Check if Act 13 is not used in educator evaluations (Charter/Cyber Charter School's only).

1. What percentage of the educators, who will be evaluated under Act 13, fall into each of the following categories? (Total percent sum of the 4 response boxes should equal 100%)
 - a. Data Available Classroom Teachers
47
 - b. Non-Data Available Classroom Teachers
39
 - c. Non-Teaching Professionals
10
 - d. Principals
4
- Total
100

2. On what observational components are classroom teachers rated the highest at the elementary/middle/high school level? (choose one in each domain)

	Elementary School	Middle School	High School
Domain 1: Planning and Preparation	1b: Demonstrating Knowledge of Students	Does Not Apply	1a: Demonstrating Knowledge of Content and Pedagogy
Domain 2: The Classroom Environment	2e: Organizing Physical Space	Does Not Apply	2c: Managing Classroom Procedures
Domain 3: Instruction	3c: Engaging Students in Learning	Does Not Apply	3a: Communicating with Students
Domain 4: Professional Responsibilities	4e: Growing and Developing Professionally	Does Not Apply	4e: Growing and Developing Professionally

3. What action steps will be implemented to build upon the strengths found in the classroom teacher observations?
Professional learning community experiences will be put into place as well as targeted professional development.

4. On what observational components are classroom teachers rated the lowest at the elementary/middle/high school level? (choose one in each domain)

	Elementary School	Middle School	High School
Domain 1: Planning and Preparation	1c: Setting Instructional Outcomes	Does Not Apply	1c: Setting Instructional Outcomes
Domain 2: The Classroom Environment	2d: Managing Student Behavior	Does Not Apply	2b: Establishing a Culture for Learning

	Elementary School	Middle School	High School
Domain 3: Instruction	3d: Using Assessment in Instruction	Does Not Apply	3d: Using Assessment in Instruction
Domain 4: Professional Responsibilities	4a: Reflecting on Teaching	Does Not Apply	4a: Reflecting on Teaching

5. What action steps will be implemented to improve the challenges found in the classroom teachers observations?
Professional learning community experiences will be put into place as well as targeted professional development and opportunity for reflection.
6. In planning for the implementation of Act 13, what information would be used to determine the LEA Selected Measures and Principal Performance Goals? How will those goals be determined?

Goals Set	Comments/Considerations
Provided at the district level	student achievement data; teacher and administrator input
Provided at the building level	student achievement data; teacher and administrator input
Provided at the grade level	student achievement data; teacher and administrator input
Provided within the content area	student achievement data; teacher and administrator input
Individual teacher choice	student achievement data; teacher and administrator input
Other (state what other is)	N/A

7. What student performance evidence or artifacts will classroom teachers use to measure the progress and effectiveness of meeting the set goals? (include all those classified as classroom teachers)

Evidence	Grades/Content Area	Comments
Locally Developed School District Rubric	N/A	There is no locally developed "school" rubric.
District-Designed Measure & Examination	K-6 reading/math	Assessment plan includes assessment calendar, baseline and trajected goals that are reviewed via progress monitoring and/or through data analysis /child study.
Nationally Recognized Standardized Test	N/A	N/A
Industry Certification Examination	N/A	N/A
Student Projects Pursuant to Local Requirements	9-12 content areas	TBD in process
Student Portfolios Pursuant to Local Requirements	K-12 Career Portfolio; 9-12 Graduation Pathways	in process

Based on the responses above, would written curriculum be a priority in your comprehensive plan? Yes

Based on the responses above, would instructional practices be a priority in your comprehensive plan? Yes

ASSESSMENT

Chapter 4, Section 4.52, indicates that each school entity shall design an assessment system to do the following:

- Determine the degree to which students are achieving academic standards under Section 4.12 (relating to academic standards).
- Use assessment results to improve curriculum and instructional practices and to guide instructional strategies.
- Provide information requested by the Department regarding the achievement of academic standard.
- Provide summary information, including results of assessments under this section, to the general public regarding the achievement of students.

Assessment					Type of Assessment
Edmentum Diagnostic Reading, ELA, Math					Diagnostic
Frequency or Date Given	K-2	3-5	6-8	9-12	
3 times per year	Yes	Yes	Yes	Yes	

Assessment					Type of Assessment
Acadience Reading & Math (K-6)					Formative
Frequency or Date Given	K-2	3-5	6-8	9-12	
3 times per year	Yes	Yes	Yes		

Assessment					Type of Assessment
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Into Math BOY, MOY, EOY		Formative			
Frequency or Date Given	K-2	3-5	6-8	9-12	
3 times per year	No	Yes	Yes	Yes	
Assessment	Type of Assessment				
Core Phonics Survey (K-3)	Diagnostic				
Frequency or Date Given	K-2	3-5	6-8	9-12	
3 times per year	Yes	Yes	No	No	
Assessment	Type of Assessment				
Gates MacGinitie (end of K through 6)	Diagnostic				
Frequency or Date Given	K-2	3-5	6-8	9-12	
2 times per year	Yes	Yes	Yes		
Assessment	Type of Assessment				
Hanover Area Assessment (K only)					
Frequency or Date Given	K-2	3-5	6-8	9-12	
2 times per year	Yes	No	No	No	
Assessment	Type of Assessment				
Brigance (K only)	Benchmark				
Frequency or Date Given	K-2	3-5	6-8	9-12	
1 time	Yes	No	No	No	

Assessment

Bi-weekly data points based on teacher SLO; student learning goals

Type of Assessment

Formative

Frequency or Date Given

K-2

3-5

6-8

9-12

bi-weekly

No

No

Yes

Yes

ASSESSMENT (CONTINUED)

EDUCATION AREAS OF CERTIFICATION

A locally-selected assessment is one of the indicators used for the Future Ready PA Index’s Grade 3 and/or Grade 7 Early Indicators of Success

Future Ready PA Index’s Grade 3 Early Indicators of Success – No

Future Ready PA Index’s Grade 7 Early Indicators of Success - No

Describe how your LEA uses benchmark and/or diagnostic assessments in instructional practices?

The Hanover Area School District utilizes benchmark and diagnostic assessments to help teachers to identify student strengths and challenge: within the grade-level standards. This data is used drive and differentiate instruction. Additionally, the data is used to identify students in need of more intensive Tier 2 and Tier 3 interventions as the district is in the initial stages of MTSS implementation. This data is also is used to evaluate instructional practices, effectiveness, curriculum, and would support any need for revision.

Based on the responses above, would the planning, alignment, or analysis of current LEA assessment practices be a priority in your Comprehensive Plan? Yes

SIGNATURE AND QUALITY ASSURANCE

EXHIBIT - G-4

EDUCATION AREAS OF CERTIFICATION

As Chief School Administrator, I affirm that this LEA's Academic Standards and Assessment Requirements (Chapter 4) Plan was developed in accordance and complies with the applicable provisions of 22 Pa. Code, Chapter 4.

Chief School Administrator

Date

HANOVER AREA SD

1600 Sans Souci Pkwy

Student Services Assurances (Chapter 12) | 2022 - 2025

STUDENT SERVICES ASSURANCES (CHAPTER 12)

Chapter 12, Section 12.32, establishes the elements required in an LEA's Student and Student Services Plan. The plan for student records must conform with applicable State and Federal laws, regulations, and directives identified in guidelines issued by the Department.

PROFILE AND PLAN ESSENTIALS

School District
 118403003
 1600 Sans Souci Parkway , Hanover Township, PA 18706

Shannon Bennett
 sbennett@hanoverarea.net
 570-831-2313 Ext. 285

Mr. Nathan Barrett
 nbarrett@hanoverarea.net

STUDENT SERVICES ASSURANCE

LEAs must indicate compliance to Chapter 12 regulations by ensuring the existence and implementation of the following LEA policies and procedures.

Safe Schools Programs, Strategies and Actions	In Compliance? Yes or No
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement (24 P.S. § 13-1303-A1)	Yes
School-wide Positive Behavioral Programs	Yes
Bullying Prevention Program	Yes
Conflict Resolution or Dispute Management	Yes

Safe Schools Programs, Strategies and Actions	In Compliance? Yes or No
Peer Helper Programs	Yes
Safety and Violence Prevention Curricula	Yes
Comprehensive School Safety and Violence Prevention Plans (Article XIII-B of the School Code)	Yes
Purchase of Security-Related Technology	Yes
Student, Staff and Visitor Identification Systems	Yes
Placement of School Resource Officers	Yes
Counseling Services available for all Students	Yes
Internet Web-Based System for the Management of Student Discipline	Yes

LEAs must indicate compliance to Chapter 12 regulations by ensuring the existence and implementation of the following LEA policies and procedures.

Other Chapter 12 Requirements	In Compliance? Yes or No
Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with § 12.41(a))	Yes
Free Education and Attendance (in compliance with § 12.1)	Yes
School Rules (in compliance with § 12.3)	Yes
Collection, maintenance and dissemination of student records (in compliance § 12.31(a) and § 12.32)	Yes
Discrimination (in compliance with § 12.4)	Yes
Corporal Punishment (in compliance with § 12.5)	Yes
Exclusion from School, Classes, Hearings (in compliance with § 12.6 , § 12.7 , § 12.8)	Yes
Freedom of Expression (in compliance with § 12.9)	Yes
Confidential Communications (in compliance with § 12.12)	Yes
Searches (in compliance with § 12.14)	Yes
Emergency Care and Administration of Medication and Treatment (in compliance with 35 P.S. § 780-101—780-144)	Yes

Other Chapter 12 Requirements**In Compliance? Yes or No**

Parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (consistent with § 445 of the General Education Provisions Act (20 U.S.C.A. § 1232h) and in compliance with § 12.41(d))	Yes
Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with § 12.41(e))	Yes
Development and Implementation of Local Wellness Program (in compliance with 42 USCS §1758b)	Yes
Establishment and Implementation of Student Assistance Programs at all of levels of the school system (§12.42)	Yes
Acceptable Use Policy for Technology Resources 24 P.S. § 4604	Yes

As Chief School Administrator, I affirm that this LEA complies with and has instituted local policies and procedures related to the requirements of Safe and Supportive Schools, as outlined in Chapter 12.

Superintendent/CEO Electronic Signature

Date



Hanover Area School District

1600 Sans Souci Parkway
Hanover Township, PA 18706

Board Affirmation Statement

As required by the Pennsylvania Department of Education and State Board Regulations, the Board of Education for the Hanover Area School District reviewed and approved the plan(s) at the following Board Meeting, held on **May 2, 2023**. The plan(s) was (were) approved by a vote of _____ (yes) and _____ (no).

Plan(s) Approved at School Board Meeting:

Place a check in the box next to the board approved plan(s).

Comprehensive Plan

Board Affirmation also includes review and approval of the following state reports:

- Induction Plan (Chapter 49)
- Professional Development Plan (Act 48)
- Gifted Education Plan Assurances* (Chapter 16)

School Plan(s)

List school name and plan type on the next page.

Affirmed on this _____ day of _____, 20____

By: _____ (Signature of Board President).

Mr. John Mahle (Print Name)

Hanover Area Board of Education