

# General Exhibits

May 7, 2024

Book	Policy Manual
Section	800 Operations
Title	Suicide Awareness, Prevention and Response
Code	819 Vol IV 2023
Status	Second Reading
Legal	<u>1. 24 P.S. 1526</u> 2. Pol. 103 3. Pol. 103.1 4. Pol. 236.1 5. Pol. 249 6. Pol. 806 <u>7. 24 P.S. 1301-E</u> 8. Pol. 333 9. Pol. 805 <u>10. 22 PA Code 12.12</u> <u>11. 20 U.S.C. 1232g</u> <u>12. 34 CFR Part 99</u> 13. Pol. 207 14. Pol. 216 15. Pol. 236 16. Pol. 146 <u>17. 24 P.S. 1302-E</u> 18. Pol. 113 19. Pol. 113.2 20. Pol. 113.3 21. Pol. 114 22. Pol. 117 23. Pol. 204 24. Pol. 113.4 25. Pol. 209 Pol. 146.1 Pol. 816 Pol. 911

**Purpose**

The Board is committed to protecting the health, safety and welfare of its students and the school community; **promoting healthy development; and safeguarding against the threat or attempt of suicide.** This policy supports the provision of a comprehensive district program **of education, training and resources** designed to promote **school connectedness and behavioral health, and prevent suicide.**[1][2][3][4][5][6]

### **Authority**

The Board directs the district to provide education on youth suicide awareness and prevention; methods of prevention, intervention and response to suicide attempt or suicide; **and reporting procedures.**[1][2][3][4][5][6]

**The district is committed to providing access to age and developmentally-appropriate youth suicide awareness and prevention supports and resources to all district students, without bias or discrimination.**[2][3]

The district shall notify employees, students and parents/guardians of this policy and shall post the policy on the district's website.[1]

### **Definitions**

**Behavioral health - the emotion, behaviors and biology related to a person's mental well-being, their ability to function in everyday life and their concept of self.**

**Behavioral service providers – include, but are not limited to, state, county or local behavioral health service providers, crisis intervention center or psychiatric hospital. The term includes a private service provider which contracts with a state, county or local government to act as a behavioral health agency.**[4][Z]

**Bias – the attitudes or beliefs we have about a person or group that affect our understanding, actions and decisions in a conscious or subconscious manner.**[4]

**Individualized Management Plan – a plan developed for a student who is referred to the threat assessment team that documents the concerns that brought a student to the team's attention, as well as the resources and supports a student might need based on the information gathered during the assessment. The Individualized Management Plan is developed primarily for documentation and communication purposes.**[4]

**Postvention – a multi-component crisis response to provide support, promote healing after a tragic loss and to minimize risk of contagion after a suicide.**

**Prevention - refers to efforts that seek to reduce the factors that increase the risk for suicidal thoughts and behaviors and increase the factors that help strengthen, support and protect the behavioral health and wellness of individuals.**

**Protective factors - refer to characteristics associated with a lower likelihood of negative outcomes or that reduce a risk factor's impact. Protective factors may be seen as positive countering events.**

**Resilience - the process of adapting well in the face of adversity, trauma, tragedy, threats or significant sources of stress, or "bouncing back" from difficult experiences.**

**Risk factors - refer to characteristics at the biological, psychological, family, community or cultural level that precede and are associated with a higher likelihood of negative outcomes, including suicide.**

**Safety Plan** – an agreement developed between the student, parent/guardian, appropriate team members and behavioral health professionals, following a suicide screening or assessment, that documents communications, conveys an understanding of the seriousness of the student’s distress and provides a set of skills and resources the student can use in a crisis.

**School connectedness** - the belief by students that adults and peers in the school care about their learning as well as about them as individuals.

**School personnel** - include, but may not be limited to, administrators, teachers, school-based behavioral health professionals (e.g., school counselor, school psychologist, school social worker), paraprofessionals, support staff, coaches, bus drivers, custodians and cafeteria workers.

**Self-harm** – behavior that is self-directed and deliberately results in injury or the potential for injury to oneself. Self-harm behaviors can be either suicidal or nonsuicidal.

**Suicide** - death caused by self-directed injurious behavior with intent to die as a result of the behavior.

**Suicide attempt** - a potentially self-injurious behavior for which there is evidence that the person had at least some intent to kill themselves.

**Suicide threat** - a verbal or nonverbal communication that an individual intends to harm themselves with the intention to die but has not acted on the behavior.

**Threat assessment** – a fact-based process for the assessment of and intervention with students whose behaviors may indicate a threat to the safety of the student, other students, school employees, school facilities, the community or others.[4]

**Warning signs** - evidence-based indicators, often observable, that someone may be in danger of suicide, either immediately or in the very near future.

### **Delegation of Responsibility**

The Superintendent or designee, in collaboration with designated school personnel, shall develop administrative regulations regarding the district’s protocols for response to suicide threats, suicide attempts and suicide.

### **Guidelines**

#### **SUICIDE AWARENESS AND PREVENTION EDUCATION[1]**

##### **Suicide Awareness and Prevention Education for Students**

Students shall receive age and developmentally-appropriate, student-centered lessons on the importance of safe and healthy choices, coping strategies **focused on resiliency**, how to recognize risk factors and warning signs, as well as help-seeking strategies for self or others, including how to engage school resources.

**These lessons shall be integrated into the curriculum of health classes and other classes as appropriate. The lessons may be taught by health and physical education teachers, classroom teachers, student services staff or community service providers.**

**{ } Programming related to suicide prevention shall be delivered in small group or classroom settings; not in a large group or auditorium setting.**

**{X} District staff shall provide resources and access to counseling staff for students participating in programming, who may struggle with the topic of suicide prevention.**

Lessons shall **contain information on comprehensive health and wellness, including emotional, behavioral and social skills development by:**

1. **Informing** students about broader behavioral health issues such as depression and substance **use**, as well as specific risk factors, protective factors and warning signs for suicide.
2. {X} **Encouraging** students to seek help for themselves or their peers, including when concerns arise via social media or other online forum, and to avoid making promises of confidence when they are concerned about the safety of a peer **or other individual**.
3. {X} **Adhering** to safe and effective messaging guidelines, **avoiding** graphic testimonials and **including research-based** suicide prevention resources.
4. {X} **Promoting** a healthy school climate where students feel connected to and can identify trusted adults in the building.
5. {X} **Providing local, state and/or national resources for seeking help.**

### **Suicide Awareness and Prevention Education for School Personnel**

All **school personnel** shall receive **written** information about the **district's protocols for suicide awareness and prevention, including** risk factors, warning signs, response **and communication** procedures, referrals and resources.

**{X} School personnel shall also receive information regarding strategies to enhance protective factors, resilience and school connectedness.**

As part of the district's professional development plan, professional educators in school buildings serving students in grades six (6) through twelve (12) shall participate in a minimum of four (4) hours of youth suicide awareness and prevention training every five (5) years.[1][8][9]

**{X} The district shall make required training and refresher training available on an ongoing basis, so that educators may fulfill training requirements throughout the required timeframe.**

**{X} The district may also require training of professional staff in grades K-5, as well as ancillary school-wide staff, and may increase the training requirement.**

**School safety and security training for employees may include suicide awareness.[9]**

Additional professional development in suicide risk screening and/or assessment and crisis intervention shall be provided to specialized staff and school behavioral health professionals such as school crisis response/intervention team members, **threat assessment team members**, designated administrators, school counselors, school psychologists, school social workers and school nurses.

**{X} Resources for Parents/Guardians**

**{X}** The district **shall** provide parents/guardians with resources including, but not limited to, health promotion and suicide risk, including characteristics and warning signs, and information about local, **state and national** behavioral health resources.

### **METHODS OF PREVENTION[1]**

**The district shall utilize a multifaceted approach to suicide prevention which integrates school and community-based supports.**

The methods of prevention utilized by the district include, but are not limited to, **education, training and awareness**; early identification and support for students at risk; and delegation of responsibility for planning and coordination of suicide prevention efforts.

**Information** received in confidence from a student may be revealed to the student's parents/guardians, the building principal, **the threat assessment team and/or crisis response/intervention team** or other appropriate authority when the health, welfare or safety of the student or any other person is clearly in jeopardy, **in accordance with applicable law, regulations and Board policy.**[4][10][11][12][13][14][15]

#### Suicide Prevention Coordinators

##### *District-Wide -*

A **district-level** suicide prevention coordinator shall be designated by the Superintendent **or designee**. This may be an existing district employee. The district suicide prevention coordinator shall be responsible for planning and coordinating implementation of this policy.

##### *Building-Level -*

Each building principal shall designate a school suicide prevention coordinator to act as a point of contact in each school for issues relating to suicide prevention and policy implementation. This may be an existing district employee.

**{X}** , **who may also be a member of the threat assessment team.**[4]

#### Early Identification Procedures

Early identification of individuals with warning signs or suicide risk factors **that appear to adversely impact the student** is crucial to the district's suicide prevention efforts. To promote awareness, **school personnel**, students and parents/guardians should be educated about suicide risk factors and warning signs.

#### Referral Procedures

Any **school personnel** who observes a student exhibiting a warning sign for suicide, or **who** has another indication that a student may be contemplating suicide, shall **immediately** refer the student for suicide risk screening and/or assessment and intervention in accordance with **Board policy and** district procedures.[4][15][16]

In the absence of a warning sign for suicide, students demonstrating suicide risk factors that appear to be adversely impacting the student, **or other indications of self-harm**, should be referred to **an appropriate team or staff member (e.g., principal, school counselor, Student Assistance Program team)** for support and follow-up.

**When a student's behavior indicates a threat to the safety of the student, school**

**personnel shall report the student to the threat assessment team, an appropriate member of the team or the suicide prevention coordinator. The threat assessment team, crisis response/intervention team and designated staff responsible for conducting or arranging suicide risk screening and assessment shall coordinate to provide assessment and intervention in accordance with Board policy and district procedures.[4][15][16][17]**

**School personnel shall arrange for or provide continuous adult supervision to ensure the student's safety.**

### **Safe2Say Something**

**When the district receives a report through the Safe2Say Something program, members of the Safe2Say Something team shall coordinate with the appropriate emergency dispatch center(s), local law enforcement and/or district team, in accordance with district procedures.[9]**

### **Documentation**

**The district shall document the referral, including specific reasons identified as indications that the student may be at risk.[4]**

## **METHODS OF ASSESSMENT AND INTERVENTION[1]**

**The methods of assessment and intervention utilized by the district include, but are not limited to, responding to threats of suicide or self-harm, suicide attempts in school, suicide attempts outside of school and suicide.**

**The district shall maintain a trained school crisis response/intervention team. Team members may include, but not be limited to, designated administrators, school counselors, school nurse, school psychologist, social worker, school security personnel, members of the Student Assistance Program team and others as designated by the district such as community behavioral health agency resources.**

**{ } The district's threat assessment team shall serve as a crisis response/intervention team, and may coordinate with district behavioral health staff and community behavioral health agency resources as needed.[4]**

**The Superintendent or designee shall establish administrative regulations for coordination of appropriate teams and staff in suicide assessment and intervention.**

**Suicide intervention procedures shall involve collaboration and coordination with the student, the parent/guardian, suicide prevention coordinator, the threat assessment team and/or the crisis response/intervention team and additional support services as needed.**

### **Student Assessment and Intervention**

**When a student has been referred for assessment, designated members of the threat assessment team and/or crisis response/intervention team shall coordinate with appropriate behavioral health staff to assess and respond to the student's behavior, which may include development or update of an Individualized Management Plan and/or Safety Plan, where appropriate, in accordance with Board policy and administrative regulations.[4]**

A district-approved suicide risk screening or assessment tool may be used by trained behavioral health staff such as **school** counselors, psychologists **or** social workers.

Parents/Guardians of a student identified as being at risk of suicide shall be notified by the **building principal or designee** and informed of crisis and community resources. If the school suspects that the student's risk status is the result of abuse or neglect, school staff shall immediately notify Children and Youth Services, **in accordance with applicable law and Board policy.**[4][6]

The district shall identify **and develop agreements with** behavioral service providers to whom students **may** be referred for further suicide risk screening and/or assessment and **intervention.**

If the student **has been** identified as being at increased risk of suicide, the district shall **develop** a new, or update a previous, Safety Plan to support the student and the student's family. The Plan should be developed collaboratively with input from the student, **the student's parents/guardians, appropriate team members and behavioral health professionals.**

#### Students With Disabilities

For students with disabilities who are identified as being at risk for suicide or who attempt suicide, the **team receiving the referral or other district staff shall notify the appropriate Individualized Education Program (IEP) team or Section 504 team** to address the student's needs in accordance with applicable law, regulations and Board policy.[3][4][18][19][20][21]

If a student is identified as being at risk for suicide or attempts suicide and the student may require special education services or accommodations, the Director of Special Education shall be notified and shall take action to address the student's needs in accordance with applicable law, regulations and Board policy.[3][18][19][20][21]

#### Documentation

The district shall document observations, recommendations and actions conducted throughout the course of intervention, suicide risk screening and/or assessment and follow-up, including verbal and written communications with students, parents/guardians, **appropriate team members** and behavioral service providers.[4]

### **METHODS OF RESPONSE TO SUICIDE ATTEMPT OR SUICIDE**[1]

**The district's crisis response/intervention team shall coordinate with first responders, district behavioral health staff and/or community behavioral health resources in response to a suicide attempt or suicide.**

#### Response to Suicide Attempt

Methods of response to a suicide attempt utilized by the district include, but are not limited to:

1. **Acting in accordance with professional development and crisis response training including, but not limited to:**
  - a. **The rendering of first aid until professional medical services and/or transportation can be received.**
  - b. **Supervision of the student and movement of all other students out of the**



**immediate area.**

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2. **Coordinating with the threat assessment team to document or follow up on the threat assessment process, in accordance with Board policy, where applicable.**[4]
3. Notifying students, employees and parents/guardians.
4. Working with families.
5. Responding appropriately to the media.
6. Collaborating with community providers.

Re-entry Procedures

A student's excusal from school attendance after a behavioral health crisis and the student's return to school shall be consistent with state and federal laws and regulations, **and in accordance with Board policy.**[3][18][19][20][22][23]

Prior to a student returning to school after a behavioral health crisis, a district-employed behavioral health professional, **member(s) of the threat assessment team**, the building principal **or designee** shall meet with the parents/guardians of the student and, if appropriate, meet with the student to **discuss the student's return** to school and to create an individual re-entry plan.[4]

When authorized by the student's parent/guardian, the designated district employee shall coordinate with the appropriate outside behavioral **service** providers, request **releases of information** and written documentation from the treating facility and encourage their involvement in the re-entry **process**.

**A school behavioral health professional shall** periodically check in with the student **and** monitor the student's **re-entry plan, which may include strategies and supports to facilitate the student's progress and** transition back into the school community, **including referrals to other school-based teams or programs (e.g. Student Assistance Program).**

Re-entry of a student with a disability requires coordination with the appropriate team to address the student's needs in accordance with applicable law, regulations and Board policy.[3][18][19][20][21]

Response to Suicide (Postvention)

Upon confirmation of a suicide, the district shall immediately implement established postvention procedures which shall include methods for informing the school community; identifying and monitoring at-risk youth; and providing resources and supports for students, staff and families.

**DOCUMENTATION PROCEDURES**[1]

Effective documentation assists in preserving the safety of the student and ensuring communication among school staff, parents/guardians and behavioral service providers.

When **school personnel** take notes on any conversations or situations involving or relating to an at-risk student, the notes should contain only factual or directly observed information, not opinions or hearsay.

As stated in this policy, **school personnel** shall be responsible for effective documentation of

incidents involving suicide prevention, intervention and response, **in accordance with applicable laws, regulations and Board policy.**[4]

**Reports and information shall be maintained confidentially and made available to appropriate district staff in accordance with applicable laws, regulations and Board policy.**[4][11][12][13][14][24][25]

### **SUICIDE AWARENESS, PREVENTION AND CRISIS RESOURCES**[1]

#### ***Crisis Resources:***

- National Suicide & Crisis Lifeline: 988 or visit <http://988lifeline.org>
- National Suicide Prevention Lifeline: **1-800-273-TALK (8255)** or visit <http://www.suicidepreventionlifeline.org/>
- Crisis Text Line: **TEXT 741741** or visit <http://www.crisistextline.org/>

#### ***National:***

- **Centers for Disease Control and Prevention – Risk and Protective Factors**
- **Suicide Prevention Resource Center – Risk and Protective Factors**
- **Substance Abuse and Mental Health Services Administration (SAMHSA) Preventing Suicide: A Toolkit for High Schools**
- Suicide Prevention Resource Center - **Safe and Effective Messaging for Suicide Prevention**
- Suicide Prevention Resource Center - **After a Suicide Toolkit**
- **Recommendations for Reporting on Suicide**

#### ***Pennsylvania:***

- **Suicide Prevention Task Forces** - groups of dedicated individuals that are committed to reducing the number of suicides and offering support to those who have been touched by suicide within their communities/counties in Pennsylvania.
- **Suicide Prevention Guide**
- **List of Crisis Intervention contact information by county**
- **List of County CASSP and Children's Behavioral Health Contact Persons**
- **Prevent Suicide PA's Act 71 Information**
- **STAR Center's Postvention Manual**

### **National and State Organizations**

#### ***National:***

- **American Association of Suicidology (AAS)**
- **American Foundation for Suicide Prevention (AFSP)**
- **Suicide Prevention Resource Center (SPRC)**

#### ***Pennsylvania:***

- **Prevent Suicide PA**
- **Jana Marie Foundation**
- **Aavidum**
- **Services for Teens at Risk (STAR-Center)**
- **Pennsylvania Department of Education**
- **Pennsylvania Network for Student Assistance Services (PNSAS)**

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EXHIBIT - G ~ |

Book	Policy Manual
Section	100 Programs
Title	Participation in Career and Technical Education Programs by Home Education Students
Code	137.3 Vol I 2023
Status	Second Reading
Legal	<u>1. 24 P.S. 1327.1</u> <u>2. 24 P.S. 1801</u> <u>3. 22 PA Code 4.31</u> 4. Pol. 115 5. Pol. 137 6. Pol. 137.2 7. Pol. 103 8. Pol. 103.1 9. Pol. 105 10. Pol. 218 11. Pol. 222 12. Pol. 227 13. Pol. 235 14. Pol. 204 15. Pol. 212

### **Authority.**

The Board approves participation in a career and technical education program by a student enrolled in a home education program who meets all the requirements stated in law and Board policy.[1][2][3][4][5][6]

Students attending home education programs shall be eligible to participate in a career and technical education program

**[Choose one or both options below, based on the district's career and technical education programs and the language in Policy 115.]**

{X} at WBACTC (Career and Technical Center), in accordance with the Articles of Agreement and center admission policy and procedures, on the same basis as other district students.

{ } in this district, based on the requirements for admission to that program and Board policy, on the same basis as other district students.

### **Guidelines**

Students attending home education programs shall be given an equal opportunity to [1][3][6][7][8]

**[Choose one or both options below, based on the district's career and technical education programs and the language in Policy 115.]**

apply for placement in available programs at WBACTC (Career and Technical Center).

participate in district career and technical education programs.

Prior to enrolling in a career and technical education program, a home education student shall submit required documents and written verification of eligibility or completion of prerequisites to the building principal or designee. Verification may include, but not be limited to, attendance records, portfolio records documenting completion of curriculum or other documents demonstrating completion of eligibility criteria.[1]

The following conditions shall govern participation in career and technical education programs by home education students, who shall:

1. Be a resident of the district.
2. Meet the required eligibility criteria or their equivalent or the prerequisites for the career and technical education program.[1][4][6][9]
3. Comply with applicable policies and school rules and administrative regulations  
**[Choose one or both options below, based on the district's career and technical education programs and the language in Policy 115.]**

of WBACTC (Career and Technical Center)

of the district

regarding student conduct in school and at school-sponsored activities.[1][10][11][12][13]

4. Meet attendance and reporting requirements established for all participants of the career and technical education program, including any sign-in and sign-out procedures for building attendance purposes. Home education students must participate in the required courses for the program on the same basis as students enrolled in the district, unless an exception has been granted in accordance with applicable Board policy and school or program rules.[14]

**[Choose this option only for a career and technical education program operated by the district.]**

Students attending home education programs who enroll in a career and technical education program operated by the district shall be eligible to participate in the academic courses required for that career and technical education program in accordance with law and Board policy on participation in academic courses by home education students.[1][6]

The

**[Choose one or both options below, based on the district's career and technical education programs and the language in Policy 115.]**

WBACTC (Career and Technical Center)

district

shall provide the student's home education program supervisor with a grade for each career and

technical education program course completed by a student enrolled in a home education program, in accordance with Board policy and administrative regulations. The home education program supervisor shall be responsible for maintaining the material in the student's portfolio of records.[1][5][15]

### Transportation

Students attending home education programs who participate in career and technical education programs may use district transportation to or from the career and technical education program during the times when district transportation is already operating, and space is available in addition to full-time district students.[1]

### **Delegation of Responsibility**

The Superintendent or designee shall post information regarding the district's options for career and technical education programs, as well as a copy of this Board policy, on the district's publicly available website and provide information upon request by students enrolled in home education programs or their parents/guardians.

The building principal or designee shall request and review verification from the parent/guardian or home education program supervisor that a student has met and continues to meet the established eligibility criteria for participation in career and technical education programs.

{ } The Superintendent or designee shall establish administrative regulations for prioritization of enrollment in career and technical education programs, [1]

**[Choose one or both options below, based on the district's career and technical education programs and the language in Policy 115.]**

{ } in accordance with the Articles of Agreement and the established number of allowable participants for designated programs at \_\_\_\_\_ (Career and Technical Center).

{ } based on the established number of allowable participants in designated district programs.

{X} Prioritization may be based on academic achievement, demonstration of skills or competencies, record of conduct, and other designated criteria. Students attending home education programs shall have an equal opportunity to compete for program enrollment, in accordance with established administrative regulations.[1][4][7][8]

**PSBA New 2/23 © 2023 PSBA**

*A Proclamation  
Hanover Area School District*

**HAWKEYE RECOGNITION DAY**  
*Friday, May 24, 2024*

*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 24, 2024, 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**

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**Brian C. McDermott**  
*President*

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**Stacy Bleich**  
*Vice President*

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**Rick Stevens**  
*Secretary*

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**Michael Mazur**  
*Treasurer*

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**Dr. Vic Kopko**

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**Paul Holmgren**

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**Jacob Hyder**

---

**Richard Oravic**

---

**Matthew Redick**

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**Nathan Barrett**  
*Superintendent of Schools*

**Profile and Plan Essentials**

<b>LEA Name</b>		<b>AUN</b>	
Hanover Area SD		118403003	
<b>Address 1</b>			
1600 Sans Souci Pkwy			
<b>Address 2</b>			
<b>City</b>		<b>State</b>	<b>Zip</b>
Hanover Township		PA	18706
<b>Director of Special Education Name</b>			
Shannon Bennett			
<b>Director of Special Education Email</b>			
sbennett@hanoverarea.net			
<b>Director of Special Education Phone Number</b>		<b>Director of Special Education Ext</b>	
(570)831-2301			
<b>Chief Administrator Name</b>			
Mr Nathan Barrett			
<b>Chief Administrator Email</b>			
nbarrett@HANOVERAREA.NET			

**Special Education Students**

**Total Number of Students Receiving Special Education 451**

**School District Total Student Enrollment 1994**

**Percent of Students Receiving Special Education 22.6**



**Steering Committee**

<b>Name</b>	<b>Position/Role</b>	<b>Building</b>	<b>Email</b>
Shannon Bennett	Director of Special Education	Hanover Area SD	sbennett@hanoverarea.net
Nathan Barrett	Superintendent	Hanover Area SD	nbarrett@hanoverarea.net
Courtney Paden	Other	Hanover Area SD	cpaden@hanoverarea.net
Daphne Pugh	Director of Curriculum	Hanover Area SD	dpugh@hanoverarea.net
Karen McHale	Other	Hanover Area SD	kmchale@hanoverarea.net
Christa Langdon	Building Principal	Hanover Area Memorial El Sch	clangdon@hanoverarea.net
Melissa Richardson	Other	Hanover Area SD	mrichardson@hanoverarea.net
Brittany Mercadante	General Education Teacher	Hanover Area JSHS	bmercadante@hanoverarea.net
Amy Yancheck	Special Education Teacher	Lyndwood El Sch	ayancheck @hanoverarea.net
Kathryn Schiel	Parent	Hanover Area Memorial El Sch	gap063@aol.com
Loni Morgan	Other	Hanover Area SD	lmorgan@hanoverarea.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)**

**Indicator not flagged at this time.**

**Graduation (Indicator 1)**

**Indicator not flagged at this time.**

**Drop Out (Indicator 2)**

**Indicator not flagged at this time.**

**Assessment (Indicator 3)**

**Indicator not flagged at this time.**

**Education Environments (Indicator 5)**

**Improvement and Planning Activity**

The LEA will improve its practices to ensure students are educated in the Least Restrictive Environment (LRE) to the maximum extent possible by completing the following: 1) Training for all case managers on Calculating Educational Environments, including a review of current percentages in IEPs to ensure they have been calculated accurately. 2) Professional development for general education teachers, special education teachers, AND parents in both supplementary aids and services and the continuum of placement options. 3) Continued monitoring and consideration for opening programs/classrooms inside the district rather than placing in out-of-district placements. 4) Work with directors/supervisors of outside placements to set timelines/goals for students to return to their home school.

**Parent Involvement (Indicator 8)**

**Indicator not flagged at this time.**

**Early Childhood Transition (Indicator 12)**

**Indicator not flagged at this time.**

**Post-School Outcomes (Indicator 14)**

**Indicator not flagged at this time.**

**Resolution Sessions (Indicator 15)**

**Indicator not flagged at this time.**

**Mediation (Indicator 16)**

**Indicator not flagged at this time.**

**School District Areas of Improvement and Planning - Monitoring**

<b>Corrective Action</b>	<b>Improvement and Planning Activities</b>
<p>The LEA will submit an Improvement Plan to address meeting the SPP target for students with disabilities served inside the regular classroom 80% or more of the day, students with disabilities served inside the regular classroom less than 40% of the day and students with disabilities served in other locations.</p>	<p>The LEA will improve its practices to ensure students are educated in the Least Restrictive Environment (LRE) to the maximum extent possible by completing the following: 1) Training for all case managers on Calculating Educational Environments, including a review of current percentages in IEPs to ensure they have been calculated accurately. 2) Professional development for general education teachers, special education teachers, AND parents in both supplementary aids and services and the continuum of placement options. 3) Continued monitoring and consideration for opening programs/classrooms inside the district rather than placing in out-of-district placements. 4) Work with directors/supervisors of outside placements to set timelines/goals for students to return to their home school. The BSE Adviser will review Penn Data to monitor progress.</p>
<p>The LEA will submit an Improvement Plan for Public School Enrollment.</p>	<p>The LEA will decrease the percentage of students qualifying for special education students by implementing the following: 1) Through the support of LIU 18, the LEA will begin to implement an MTSS Framework starting with grades K-1. This will include universal screening for ALL students aligned with appropriate interventions and a WIN (What I Need/ intervention &amp; enrichment) period built into the daily schedule for ALL students. Note: Implementation of WIN period includes all grades K-12. 2) The LEA will develop a comprehensive Literacy Plan, to include LETRS 3rd edition training for all K-2 teachers of reading and specialists, through an initiative with both LIU18 and PaTTAN consultants. The LEA will continue the implementation of Foundations for all students K-3 as part of this plan. 3) The LEA will purchase SWIS to track behaviors and begin to develop restorative practices. 4) Through the support of LIU 18, the LEA will revise and implement SWPBS plans, beginning with K-3 school buildings. 5) The LEA will continue its collaboration with the CSBBH team and begin services with the newly approved outpatient sites in 2 of our school buildings. 6) The LEA will begin to implement a professional development and coaching plan for 12 middle school teachers focusing on classroom strategies supporting mental and</p>

	behavioral health through a Trauma Informed Model. The BSE Adviser will review Penn Data to monitor progress.
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**Identification Method**

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

Discrepancy Model

Building Name	AUN	Branch Number	RTI	Approved RTI Use
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## 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 Hanover Area School District does not currently host any Institutions or "Non-Educational" placements. Should the Hanover Area School District host an Institution or "Non-Educational" placement, the required procedures would be followed. Hanover Area would forward the PDE-4605 to the district of residence for the district to acknowledge or disclaim the student. Hanover Area would then request records from the resident district and expect those records to be transferred within ten business days. After review of records, Hanover Area would convene the IEP team to determine educational placement and implement the past IEP to the best of its ability. This ensures the student receives a free and appropriate public education (FAPE) and considers the least restrictive environment first. The district would solicit advice from the resident district and invite a representative from the resident district to participate in all MDT/IEP meetings. Hanover Area would then implement all special education and related services as recommended by the IEP team. Hanover Area would be responsible for providing FAPE for eligible children with IEPs in accordance with the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. § 1400 et seq.) and for qualified handicapped students with Service Agreements in accordance with Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 701 et seq.) and 22 PA Code Chapter 15., including Child Find, reporting progress, appointing a surrogate, if needed, and communicating with the school district of residence.

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

When a "1306" student attends school in another district, the host district notifies Hanover Area via a form PDE-4605, Determination of District of Residence for Students in Facilities or Institutions. If HASD declares that the student's parent(s) reside in Hanover Area School District, the school board secretary will sign the form to acknowledge the student's residence. Hanover Area then works with the host district to stay informed of its plans to educate the student and offer educational programming recommendations. In these cases, Hanover Area School District is also responsible for transferring educational records and for the financial responsibility of educating the student. Once the Hanover Area School District acknowledges the residence of a student placed in a 1306 facility, the LEA representative and host district communicate regularly regarding the student's progress toward both treatment and educational goals.



As 1306 students come close to meeting their goals, discharge planning begins. The host district, resident school district, parent or guardian, and all agencies involved meet regularly to establish a discharge plan to ensure a successful transition back to school.

## **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).**

Not applicable- there are no adult correctional facilities that house juveniles within the geographical boundaries of Hanover Area SD.

**Least Restrictive Environment**

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

The Hanover Area School District is dedicated to ensuring that students with disabilities are educated in classrooms with students without disabilities to the maximum extent appropriate for each student. As indicated in the data below, the district has not met the State Performance Plan (SPP) targets for Indicator 5: Least Restrictive Environment. The district is currently working on an improvement plan to address meeting the SPP target for students with disabilities served inside the regular classroom 80% or more of the day, students with disabilities served inside the regular classroom less than 40% of the day, and students with disabilities served in other locations.

2020-21 80% or more	Less than 40%	Other Settings State %: 61.71	State %: 9.66
State %: 4.65 SPP Target: 64.10	SPP Target: 8.10	SPP Target: 4.60 HASD: 48.12	HASD: 17.74

HASD: 7.99 While HASD did not meet the state-defined SPP targets in 2020-2021, progress was demonstrated in each category over two years.

80% or more	Less than 40%	Other Settings HASD 2019-2020:	39.0
20.4	9.4 HASD 2018-2019:	39.1	22.6
			8.1

**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?**

To ensure that the needs of all students are met, the district is in the initial stage of implementing a Multi-Tiered System of Support (MTSS) Framework. This framework provides academic support, beginning with quality core instruction and best practices, and social/emotional support, starting with a Social Emotional Learning curriculum and School-Wide Positive Behavioral Support program, both at the Tier One level. Universal screening will be utilized to identify students in need of additional intervention. These interventions can be provided during regular instructional time or during the district’s WIN (What I Need) period. Students with disabilities may receive interventions at any of the three levels. Additional accommodations are made based on the academic and social/emotional needs identified by IEP teams. All recommendations for accommodations and modifications, including a continuum of supplementary aides and services, are made with the intent to educate all students in the Least Restrictive Environment, beginning with the general education classroom, to the maximum extent appropriate.

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

In the MTSS framework, Tier 1 includes high-quality, school-wide academic, social, emotional, and behavioral programming and supports designed to meet the needs of all students. Core instruction is delivered with fidelity and evidence-based practices with consistency. When any student, including those with disabilities, is not meeting grade-level benchmarks, additional supports at the Tier 2 and 3 levels are recommended. Aside from being trained on the implementation of the MTSS Framework and its main components, all staff will also be/have been trained in the best practices and interventions they will be expected to deliver. These topics include co-

teaching and inclusive practices, differentiated instruction, behavioral supports and interventions, trauma-informed care, and more. The district is also developing a comprehensive literacy plan based on the science of reading. These initiatives and the delivery of recommended accommodations and modifications will allow for meaningful participation of students with disabilities in the general education curriculum.

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

The Hanover Area SD is dedicated to ensuring that each student with a disability participates with non-disabled students in extracurricular activities to the maximum extent appropriate to that student's needs. The district provides any supplementary aids and services recommended by the IEP team as deemed appropriate and necessary for the student to participate. These supports and services are documented in the student's IEP, and all staff involved in the implementation are made aware. Supports and services can include varying supports from assistive technology to 1:1 support by a paraprofessional.

**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?**

Procedures are included in district policy 103.1, Nondiscrimination - Qualified Students with Disabilities Code. Upon placement in a private institution, the district's LEA Representative participates in meetings with the institution to discuss the student's needs. This discussion includes what supplementary aids and services are necessary for the student to participate in the general education classroom with non-disabled peers and have the opportunity to participate in district lead 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 goal of the Hanover Area School District is to educate all students in their neighborhood school. Historically, due to the small size of the district, low incidence populations have been placed in programs outside the district. The district would work collaboratively with LIU18 and other agencies to offer a continuum of services. In the past three years, the district has dedicated efforts and resources, both personnel and financial, to building capacity and expanding programs within in the district. In-district supports, such as the recent addition of a fully-staffed CSBBH team, two special education supervisors, and 2.5 social workers, have been added to prevent the need for a more restrictive setting. In addition, the district has opened several full-time classrooms to support students with significant needs so that they can remain in their neighborhood schools. These additions include three emotional support classrooms, a second life skills support classroom, and two autistic support classrooms, which PaTTAN's Autism Initiative supports. These efforts have significantly reduced the number of students placed by the LEA in out-of-district placement.

## Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Lighthouse Academy	Other	IU	LIU 18	Autistic Support	2
Milford E Barnes	Licensed Private Academic		Children's Service Center	Emotional Support	3
Lighthouse Academy	Other	IU	LIU 18	Emotional Support	8
Scranton School for the Deaf and Hard of Hearings	Approved Private School (APS)		Western Pennsylvania School for the Deaf	Deaf and Hard of Hearing Support	2
Graham Academy	Licensed Private Academic		SESI Schools	Autistic Support	13
Kistler Elementary	Other	Public School	Wilkes-Barre Area SD/LIU18	Multiple Disabilities Support	4
Western Pennsylvania School for the Deaf	Approved Private School (APS)		Western Pennsylvania School for the Deaf	Deaf and Hard of Hearing Support	1
LCCC Transition Program	Other	IU	LIU 18	Life Skills Support	4
Hanover Area HS	Other	Public School	Hanover Area SD/LIU18	Multiple Disabilities Support	2
Dallas Middle School	Other	Public School	Dallas SD/ LIU 18	Autistic Support	1
New Story Wyoming	Licensed Private Academic		New Story Schools	Autistic Support	2
New Story Wyoming	Licensed Private Academic		New Story Schools	Emotional Support	2
Pineapple Project	Other	Community Based Program	LIU 18	Learning Support	3
Solomon Plains Jr. HS	Other	Public School	Wilkes-Barre Area SD/LIU 18	Multiple Disabilities Support	1
Graham Academy	Licensed Private Academic		SESI Schools	Emotional Support	2

**Positive Behavior Support****Date of Approval**

2021-01-05

**Uploaded Files**

Behavior Support Policy.html

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

Hanover Area has a school board policy in place (Policy 113.2) regarding behavior support. The district supports the social and emotional needs of all students, including those with disabilities, through the School-wide Positive Behavior Support System and the delivery of a social-emotional learning program. Additional interventions are provided through the MTSS framework. In addition, students with disabilities who display behaviors that impede their learning or the learning of others have a Positive Behavior Support Plan (PBSP) plan in their IEP. The PBSP is developed using parent and teacher input, record review, behavior rating scales, and a Functional Behavior Assessment (FBA). This plan outlines the supports and services needed to support the social and emotional needs of the student.

**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.**

All staff has been trained in the use of positive behavior supports. Selected staff members are also trained in Safety Care. The focus of Safety Care is to train staff in evidence-based, de-escalation and reinforcement behavior change strategies. Staff learns how to prevent, manage, and change challenging behaviors.

**3. Describe the district positive school wide support programs.**

The Hanover Area SD has implemented a school-wide positive behavior program for grades PreK-6 and is expanding to the Jr/Sr High School. Each school building utilizes a different approach tailored to the age of the children in the building. Each building has trained teachers, guidance counselors, staff, and principals that developed the programs and, in turn, trains the new employees. The district's elementary principals work with building staff, students, and parents to implement the program to improve each school's social climate and promote positive behavior. Part of each school's approach is implementing positive reinforcements for desired behavior. During the first few days of school, all students take part in school tours and are given clear expectations for appropriate behavior in all areas of the school setting. Throughout the school year, students caught demonstrating aspects of each building's plan can randomly earn a reward. When new students enter, students are given a student handbook that describes each program.

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

The district has been approved for a School & Community Based Behavioral Health Team that services students in grades K-6. The team includes 4 Mobile Therapists and 6 Behavioral Health Technicians. LIU18 is the provider for the CSBBH Team and is in the third year of implementation.

**5. Describe the district restraint procedure.**

As indicated in board policy, Hanover Area SD promotes the use of de-escalation strategies. Restraints are only used as a last resort when there is a risk of safety to the student's safety or the safety of others. Staff is trained in Safety Care for when restraints are necessary. Any time a restraint is used, parents/guardians are notified immediately. An IEP meeting is offered to the parent and is held as soon as possible, no more than 10 days from the restraint. All restraints are documented and reported as required on a quarterly basis.

**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.**

The Hanover Area School District currently has no students placed on Instruction in the Home or are at a substantial risk of waiting more than 30 days for an appropriate educational placement.



**Education Program (Caseload FTE)**

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
PMSpeechHG	Elementary	Full-time (1.0)	04/05/2024 12:42 PM

<b>Building Name</b>		
Hanover Green 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)		33
<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>
		0.51

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
JRSpeechLP	Elementary	Full-time (1.0)	04/05/2024 12:41 PM

<b>Building Name</b>		
Lee Park 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)		52
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 11

<b>Age Range Justification</b>	<b>FTE %</b>
	0.8

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
OB-LYND	Elementary	Full-time (1.0)	04/05/2024 12:16 PM

<b>Building Name</b>		
Lyndwood 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)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 6
<b>Age Range Justification</b>		<b>FTE %</b>
		0.88

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
AE-HS	Secondary	Full-time (1.0)	04/02/2024 11:08 AM

<b>Building Name</b>		
Hanover Area JSHS		
<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	15 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.3

<b>Building Name</b>		
Hanover Area JSHS		
<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	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
Caseload assignment contains varying age ranges across multiple grades- students are not in the same class assignments.		0.28

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
AS-HS	Secondary	Full-time (1.0)	04/02/2024 11:11 AM

<b>Building Name</b>	
Hanover Area JSHS	
<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	13 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.4

<b>Building Name</b>		
Hanover Area JSHS		
<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)		11
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
Caseload assignment contains varying age ranges across multiple grades- students are not in the same class assignments.		0.22

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
CM-HS	Secondary	Full-time (1.0)	04/30/2024 11:16 AM

<b>Building Name</b>		
Hanover Area JSHS		
<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)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>

School District	Secondary	12 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
Caseload assignment contains varying age ranges across multiple grades- students are not in the same class assignments.		0.02

<b>Building Name</b>		
Hanover Area JSHS		
<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	Secondary	13 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
Caseload assignment contains varying age ranges across multiple grades- students are not in the same class assignments.		0.16

<b>Building Name</b>		
Hanover Area JSHS		
<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	13 to 16
<b>Age Range Justification</b>		<b>FTE %</b>
Caseload assignment contains varying age ranges across multiple grades- students are not in the same class assignments.		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ML-HS	Secondary	Full-time (1.0)	04/02/2024 11:13 AM

<b>Building Name</b>		
Hanover Area JSHS		
<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	13 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
Caseload assignment contains varying age ranges across multiple grades- students are not in the same class assignments.		0.24

<b>Building Name</b>		
Hanover Area JSHS		
<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	13 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
Caseload assignment contains varying age ranges across multiple grades- students are not in the same class assignments.		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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AVSpeechMEM	Multiple	Full-time (1.0)	04/05/2024 12:28 PM
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<b>Building Name</b>		
Hanover Area SD		
<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)		32
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Multiple	10 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
Caseloads are assigned with varying age ranges across different grades.		0.49

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
MB-LP	Elementary	Full-time (1.0)	04/05/2024 12:08 PM

<b>Building Name</b>		
Lee Park 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%)		9
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.45

<b>Building Name</b>		
Lee Park 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%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	11 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.12

<b>Building Name</b>		
Lee Park 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	11 to 11
<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>
KR-HG	Elementary	Full-time (1.0)	04/05/2024 12:11 PM



<b>Building Name</b>		
Hanover Green 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)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 8
<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>
BM-HS	Secondary	Full-time (1.0)	04/02/2024 11:16 AM

<b>Building Name</b>		
Hanover Area JSHS		
<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)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
Caseload assignment contains varying age ranges across multiple grades- students are not in the same class assignments.		0.02

<b>Building Name</b>
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Hanover Area JSHS		
<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%)		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>
Caseload assignment contains varying age ranges across multiple grades- students are not in the same class assignments.		0.35

<b>Building Name</b>		
Hanover Area JSHS		
<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	Secondary	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
Caseload assignment contains varying age ranges across multiple grades- students are not in the same class assignments.		0.1

<b>Building Name</b>		
Hanover Area JSHS		
<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	13 to 16
<b>Age Range Justification</b>		<b>FTE %</b>
Caseload assignment contains varying age ranges across multiple grades- students are not in the same class assignments.		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KF-HS	Secondary	Full-time (1.0)	04/02/2024 11:27 AM

<b>Building Name</b>		
Hanover Area JSHS		
<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	16 to 20
<b>Age Range Justification</b>		<b>FTE %</b>
Caseload assignment contains varying age ranges across multiple grades- students are not in the same class assignments.		0.47

<b>Building Name</b>		
Hanover Area JSHS		
<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	13 to 20
<b>Age Range Justification</b>		<b>FTE %</b>
Caseload assignment contains varying age ranges across multiple grades- students are not in the same class assignments.		0.4

<b>Building Name</b>		
Hanover Area JSHS		
<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	Secondary	17 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
Caseload assignment contains varying age ranges across multiple grades- students are not in the same class assignments.		0.04

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
AT-LYND	Elementary	Full-time (1.0)	04/05/2024 12:30 PM

<b>Building Name</b>		
Lyndwood 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)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>

School District	Elementary	5 to 6
<b>Age Range Justification</b>		<b>FTE %</b>
		0.75

<b>Building Name</b>		
Lyndwood 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%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 6
<b>Age Range Justification</b>		<b>FTE %</b>
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SM-LP	Elementary	Full-time (1.0)	04/05/2024 12:35 PM

<b>Building Name</b>		
Lee Park 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)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 11

<b>Age Range Justification</b>	<b>FTE %</b>
	0.12

<b>Building Name</b>		
Lee Park El Sch		
<b>Support Type</b>		
Physical Support		
<b>Support Sub-Type</b>		
Physical 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	10 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.07

<b>Building Name</b>		
Lee Park 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%)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

<b>Building Name</b>		
Lee Park El 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	10 to 10
<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>
HB-HS	Secondary	Full-time (1.0)	04/05/2024 12:05 PM

<b>Building Name</b>		
Hanover Area JSHS		
<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	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
Caseload assignment contains varying age ranges across multiple grades- students are not in the same class assignments.		0.45

<b>Building Name</b>		
Hanover Area JSHS		
<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)		11
<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>
Caseload assignment contains varying age ranges across multiple grades- students are not in the same class assignments.		0.22

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CH-Mem	Elementary	Full-time (1.0)	04/05/2024 12:04 PM

<b>Building Name</b>		
Hanover Area Memorial 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)		7
<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>
		0.14

<b>Building Name</b>		
Hanover Area Memorial 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%)		7
<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>
		0.35

<b>Building Name</b>		
Hanover Area Memorial 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)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	12 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
LT-Mult	Multiple	Full-time (1.0)	04/02/2024 11:33 AM

<b>Building Name</b>		
Lee Park 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%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
Age range varies due to caseload assignment throughout multiple school buildings. Caseload assignment contains varying age ranges across multiple grades- students are not in the same class assignments.		0.05

<b>Building Name</b>		
Hanover Area Memorial 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)		4
<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>
Caseload assignment contains varying age ranges across multiple grades- students are not in the same class assignments.		0.08

<b>Building Name</b>		
Hanover Area JSHS		
<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	Secondary	13 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
Caseload assignment contains varying age ranges across multiple grades- students are not in the same class assignments.		0.02

<b>Building Name</b>		
Lee Park 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)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
Caseload assignment contains varying age ranges across multiple grades- students are not in the same class assignments.		0.04

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
MCMSpeech HG	Elementary	Full-time (1.0)	04/05/2024 12:38 PM

<b>Building Name</b>		
Hanover Green 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)		19
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>

School District	Elementary	9 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.29

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
JB-HG	Elementary	Full-time (1.0)	04/05/2024 12:12 PM

<b>Building Name</b>		
Hanover Green 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%)		11
<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>
		0.55

<b>Building Name</b>		
Hanover Green 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)		3
<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>
	0.06

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
MP-HS	Secondary	Full-time (1.0)	04/02/2024 11:35 AM

<b>Building Name</b>		
Hanover Area JSHS		
<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)		11
<b>Identify Classroom</b>	<b>Classroom Location</b>	
School District	Secondary	
<b>Age Range Justification</b>		<b>FTE %</b>
Caseload assignment contains varying age ranges across multiple grades- students are not in the same class assignments.		0.22

<b>Building Name</b>		
Hanover Area JSHS		
<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>	
School District	Secondary	
<b>Age Range Justification</b>		<b>FTE %</b>

Caseload assignment contains varying age ranges across multiple grades- students are not in the same class assignments.	0.3
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AW-MEM	Elementary	Full-time (1.0)	04/05/2024 12:38 PM

<b>Building Name</b>		
Hanover Area Memorial 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)		11
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.22

<b>Building Name</b>		
Hanover Area Memorial 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%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	12 to 12
<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>
KG-LP	Elementary	Full-time (1.0)	04/05/2024 12:06 PM

<b>Building Name</b>		
Lee Park 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)		4
<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>
		0.08

<b>Building Name</b>		
Lee Park 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%)		9
<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>
		0.45

<b>Building Name</b>		
Lee Park El 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	8 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
		0.06

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
OA-MEM	Elementary	Full-time (1.0)	04/05/2024 12:39 PM

<b>Building Name</b>		
Hanover Area SD		
<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	Elementary	11 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

<b>Building Name</b>
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Hanover Area SD		
<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	11 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.28

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JM-Mem	Elementary	Full-time (1.0)	04/05/2024 12:03 PM

<b>Building Name</b>		
Hanover Area Memorial 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%)		13
<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>
		0.65

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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MD-LYND	Elementary	Full-time (1.0)	04/05/2024 12:01 PM
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<b>Building Name</b>		
Lyndwood 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)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 6
<b>Age Range Justification</b>		<b>FTE %</b>
		0.12

<b>Building Name</b>		
Lyndwood 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%)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 6
<b>Age Range Justification</b>		<b>FTE %</b>
		0.4

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
AG-LP	Elementary	Full-time (1.0)	04/05/2024 12:14 PM

<b>Building Name</b>		
Hanover Green 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)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.04

<b>Building Name</b>		
Lee Park El 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)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 7
<b>Age Range Justification</b>		<b>FTE %</b>
		0.04

<b>Building Name</b>		
Lee Park 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%)		13
<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>
		0.65

<b>Building Name</b>		
Lee Park El Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic 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	8 to 8
<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>
MS-HS	Secondary	Full-time (1.0)	04/02/2024 11:37 AM

<b>Building Name</b>		
Hanover Area JSHS		
<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	13 to 16
<b>Age Range Justification</b>		<b>FTE %</b>
Caseload assignment contains varying age ranges across multiple grades- students are not in the same class assignments.		0.47

<b>Building Name</b>		
Hanover Area JSHS		
<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	13 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
Caseload assignment contains varying age ranges across multiple grades- students are not in the same class assignments.		0.25

<b>Building Name</b>		
Hanover Area JSHS		
<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	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>

Caseload assignment contains varying age ranges across multiple grades- students are not in the same class assignments.	0.08
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SG-HS	Secondary	Full-time (1.0)	04/02/2024 11:42 AM

<b>Building Name</b>		
Hanover Area JSHS		
<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%)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
Caseload assignment contains varying age ranges across multiple grades- students are not in the same class assignments.		0.3

<b>Building Name</b>		
Hanover Area JSHS		
<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)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	16 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
Caseload assignment contains varying age ranges across multiple grades- students are not in the same class assignments.		0.12

<b>Building Name</b>		
Hanover Area JSHS		
<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	17 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
Caseload assignment contains varying age ranges across multiple grades- students are not in the same class assignments.		0.05

<b>Building Name</b>		
Hanover Area JSHS		
<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	Secondary	14 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
Caseload assignment contains varying age ranges across multiple grades- students are not in the same class assignments.		0.02

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
MKSpeechHS	Secondary	Full-time (1.0)	04/05/2024 11:15 AM

<b>Building Name</b>		
Hanover Area JSHS		
<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	Secondary	12 to 16
<b>Age Range Justification</b>		<b>FTE %</b>
Caseloads are created across grades and different age ranges.		0.8

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
KSSpeechLYND	Elementary	Full-time (1.0)	04/05/2024 12:40 PM

<b>Building Name</b>		
Lyndwood 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)		52
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 7
<b>Age Range Justification</b>		<b>FTE %</b>
		0.8



FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MZ-HS	Secondary	Full-time (1.0)	04/02/2024 11:45 AM

<b>Building Name</b>		
Hanover Area JSHS		
<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	13 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
Caseload assignment contains varying age ranges across multiple grades- students are not in the same class assignments.		0.5

<b>Building Name</b>		
Hanover Area JSHS		
<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	Secondary	12 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
Caseload assignment contains varying age ranges across multiple grades- students are not in the same class assignments.		0.16

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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JR-LP	Elementary	Full-time (1.0)	04/05/2024 12:09 PM
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<b>Building Name</b>		
Lee Park 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)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
		0.75

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
KM-HS	Secondary	Full-time (1.0)	04/05/2024 12:09 PM

<b>Building Name</b>		
Hanover Area JSHS		
<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	12 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
Caseload assignment contains varying age ranges across multiple grades- students are not in the same class assignments.		0.18

<b>Building Name</b>		
Hanover Area JSHS		
<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	13 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
Caseload assignment contains varying age ranges across multiple grades- students are not in the same class assignments.		0.35

**Special Education Facilities**

<b>Building Name</b>		<b>Room #</b>
Hanover Area Memorial El Sch		C-8
<b>School Building</b>		<b>Building Description</b>
		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, 0 inches x 28 feet, 0 inches	784sqft	28
<b>Implementation Date</b>		
2022-07-01		
<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 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	
The class is located where noise will not interfere with instruction	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

<b>Building Name</b>		<b>Room #</b>
Hanover Area JSHS		B-10
<b>School Building</b>		<b>Building Description</b>
		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, 0 inches	960sqft	34
<b>Implementation Date</b>		
2022-07-01		
<b>Uploaded Files</b>		

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**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 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	
The class is located where noise will not interfere with instruction	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

<b>Building Name</b>		<b>Room #</b>
Hanover Green El Sch		5-5
<b>School Building</b>		<b>Building Description</b>
		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 30 feet, 0 inches	900sqft	32
<b>Implementation Date</b>		
2022-07-01		
<b>Uploaded Files</b>		

**3 Assurance Check**

Assurance Check	Yes	No
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	

<b>Building Name</b>		<b>Room #</b>
Hanover Area JSHS		B-17
<b>School Building</b>		<b>Building Description</b>
		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 32 feet, 0 inches	1024sqft	36
<b>Implementation Date</b>		
2022-07-01		
<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 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	
The class is located where noise will not interfere with instruction	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

<b>Building Name</b>		<b>Room #</b>
Lee Park El Sch		A-3
<b>School Building</b>		<b>Building Description</b>
		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 28 feet, 0 inches	840sqft	30
<b>Implementation Date</b>		
2022-07-01		
<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 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	
The class is located where noise will not interfere with instruction	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

<b>Building Name</b>		<b>Room #</b>
Hanover Area JSHS		A-23
<b>School Building</b>		<b>Building Description</b>
		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 32 feet, 0 inches	1024sqft	36
<b>Implementation Date</b>		
2022-07-01		
<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 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	
The class is located where noise will not interfere with instruction	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

<b>Building Name</b>		<b>Room #</b>
Lee Park El Sch		B-12
<b>School Building</b>		<b>Building Description</b>
		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 28 feet, 0 inches	840sqft	30
<b>Implementation Date</b>		
2022-07-01		
<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 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	
The class is located where noise will not interfere with instruction	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

<b>Building Name</b>		<b>Room #</b>
Hanover Area JSHS		B-4
<b>School Building</b>		<b>Building Description</b>
		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, 0 inches	960sqft	34
<b>Implementation Date</b>		
2022-07-01		
<b>Uploaded Files</b>		



## 8 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located 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	
The class is located where noise will not interfere with instruction	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Hanover Green El Sch		B-16
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 30 feet, 0 inches	900sqft	32
Implementation Date		
2022-07-01		
Uploaded Files		

## 9 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name	Room #
Hanover Area Memorial El Sch	C-6

<b>School Building</b>		<b>Building Description</b>
		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, 0 inches x 28 feet, 0 inches	784sqft	28
<b>Implementation Date</b>		
2022-07-01		
<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	
The location of the class has been maintained for at least 3 school years.	Yes	

<b>Building Name</b>		<b>Room #</b>
Hanover Area JSHS		A-11
<b>School Building</b>		<b>Building Description</b>
		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 32 feet, 0 inches	1024sqft	36
<b>Implementation Date</b>		
2022-07-01		
<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	
The location of the class has been maintained for at least 3 school years.	Yes	

<b>Building Name</b>		<b>Room #</b>
Hanover Area JSHS		A-10
<b>School Building</b>		<b>Building Description</b>
		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>
24 feet, 0 inches x 16 feet, 0 inches	384sqft	13
<b>Implementation Date</b>		
2022-07-01		
<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	
The location of the class has been maintained for at least 3 school years.	Yes	

<b>Building Name</b>	<b>Room #</b>
Hanover Green El Sch	A-06
<b>School Building</b>	<b>Building Description</b>
	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 30 feet, 0 inches	900sqft	32
<b>Implementation Date</b>		
2022-07-01		
<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	
The location of the class has been maintained for at least 3 school years.	Yes	

<b>Building Name</b>	<b>Room #</b>	
Hanover Area JSHS	A-09	
<b>School Building</b>	<b>Building Description</b>	
	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>
24 feet, 0 inches x 16 feet, 0 inches	384sqft	13
<b>Implementation Date</b>		
2022-07-01		
<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	
The location of the class has been maintained for at least 3 school years.	Yes	

<b>Building Name</b>		<b>Room #</b>
Lee Park El Sch		C-9
<b>School Building</b>		<b>Building Description</b>
		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 28 feet, 0 inches	840sqft	30
<b>Implementation Date</b>		
2022-07-01		
<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	
The location of the class has been maintained for at least 3 school years.	Yes	

<b>Building Name</b>		<b>Room #</b>
Hanover Area JSHS		B-02
<b>School Building</b>		<b>Building Description</b>
		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 32 feet, 0 inches	1024sqft	36

<b>Implementation Date</b>
2022-06-20
<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	
The location of the class has been maintained for at least 3 school years.	Yes	

<b>Building Name</b>		<b>Room #</b>
Hanover Area Memorial El Sch		C-1
<b>School Building</b>		<b>Building Description</b>
		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, 0 inches x 28 feet, 0 inches	784sqft	28
<b>Implementation Date</b>		
2022-07-01		
<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	
The location of the class has been maintained for at least 3 school years.	Yes	

<b>Building Name</b>		<b>Room #</b>
Hanover Area JSHS		B-12
<b>School Building</b>		<b>Building Description</b>
		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 32 feet, 0 inches	1024sqft	36
<b>Implementation Date</b>		
2022-07-01		
<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	
The location of the class has been maintained for at least 3 school years.	Yes	

<b>Building Name</b>		<b>Room #</b>
Hanover Area JSHS		A-21
<b>School Building</b>		<b>Building Description</b>
		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 32 feet, 0 inches	1024sqft	36
<b>Implementation Date</b>		
2022-07-01		

**Uploaded Files****19 Assurance Check**

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Hanover Area JSHS		B-11
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
16 feet, 0 inches x 24 feet, 0 inches	384sqft	13
Implementation Date		
2022-07-01		
Uploaded Files		

**20 Assurance Check**

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	



<b>Building Name</b>		<b>Room #</b>
Lyndwood El Sch		A8
<b>School Building</b>		<b>Building Description</b>
		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, 0 inches x 28 feet, 0 inches	784sqft	28
<b>Implementation Date</b>		
2022-07-01		
<b>Uploaded Files</b>		

## 21Assurance Check

Assurance Check	Yes	No
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		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	

<b>Building Name</b>		<b>Room #</b>
Lyndwood El Sch		A9
<b>School Building</b>		<b>Building Description</b>
		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, 0 inches x 28 feet, 0 inches	784sqft	28
<b>Implementation Date</b>		
2022-07-01		
<b>Uploaded Files</b>		

**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	
The location of the class has been maintained for at least 3 school years.		No

**Special Education Support Services**

23Special Education Support Services

<b>Special Education Support Services</b>	<b>Numerical Value</b>	<b>Primary Location</b>	<b>Contractor or District</b>
Director of Special Education	1	District Wide	District
Other	1	Elementary	District
Other	1	Secondary	District
School Psychologist	1	District Wide	District
Paraprofessionals	16	District Wide	District
Social Worker	2	District Wide	District
Social Worker	.5	District Wide	Contractor
Occupational Therapist	2	District Wide	District
Guidance Counselor	3	Secondary	District
Guidance Counselor	2	Elementary	District

**Special Education Personnel Development**

**Autism**

<b>Description of Training</b>			
Verbal Behavior Bootcamp			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
PaTTAN Consultants		2024 2025 2026 2027	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
6	2	PaTTAN	Central Office Administrators Special Education Teachers Other

<b>Description of Training</b>			
Verbal Behavior Overview for Parents- Parents will learn basic concepts & terms associated with the verbal behavior program for the purpose of carryover, collaboration and shared responsibility.			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Shannon Bennett, Director of Special Education; Amy Yancheck, Special Education Teacher; Maria Majiros, SLP/VB Internal Coach		2025 2027	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2	1	District	Parents

<b>Description of Training</b>			
School Community Sensitivity Training- provide peers and all school staff with information about students with autism and tools and			

strategies to achieve positive interactions.			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Shannon Bennett, Director of Special Education; Parent of Student with Autism; Autism Acceptance Community Agency		2025 2027	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1.5	1	District Intermediate Unit Other	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

<b>Description of Training</b>			
Advanced Skills Training: In this training, participants learn how to program for advanced skills on the VB-MAPP. These include planning for teaching tact feature, function and class, advanced manding skills, listener response joint control procedures, tacting multiple items in a field, tacting the noun-verb and verb-noun combination, and intraverbal responses.			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
PaTTAN Consultants		2025 2026 2027	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
6	1	PaTTAN	Paraprofessionals Special Education Teachers Other

<b>Description of Training</b>
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Early Learner Training: In this training, participants learn how to plan and implement teaching procedures for students who do not score many points on the VB-MAPP assessment. Participants will learn how to teach the operants for motor imitation with objects, listener response with objects, motor imitation and listener response within context. This training also addresses how to follow protocols when students engage in problem behavior. Another main component for this training is mand training. Participants learn how to teach a mand to a vocal and a student who uses sign as their response form.

Lead Person/Position		Year of Training	
PaTTAN Consultants		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
6	1	PaTTAN	Paraprofessionals Special Education Teachers Other

**Positive Behavior Support**

Description of Training			
Safety Care Initial Certification			
Lead Person/Position		Year of Training	
George Butwin, PD Consultant		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
6	2 each school year	Intermediate Unit	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

			Other
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<b>Description of Training</b>			
Safety Care Recertification			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
George Butwin, PD Consultant		2024 2025 2026 2027	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
6	1 each school year	Intermediate Unit	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

<b>Description of Training</b>			
PBIS Team Training- Implementation of School-wide PBIS and use of SWIS software			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Lynn Ziller		2024 2025 2026	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
5	3 each year	Intermediate Unit	Building Administrators Central Office Administrators General Education Teachers

			Paraprofessionals Special Education Teachers Other
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**Paraprofessional**

<b>Description of Training</b>			
Practical Strategies for Managing Behaviors			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
LIU18		2024 2025 2026 2027	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2.5	1	Intermediate Unit	Paraprofessionals

<b>Description of Training</b>			
Structured Literacy Practices			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
LIU18		2024 2025	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2.5	1	Intermediate Unit	Paraprofessionals



<b>Description of Training</b>			
Creating a Welcoming Environment			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
LIU18		2025 2027	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2.5	1	Intermediate Unit	Paraprofessionals

<b>Description of Training</b>			
Supporting Students with Emotional and Behavioral Needs			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
LIU18		2024 2025 2026 2027	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2.5	1	Intermediate Unit	Paraprofessionals

<b>Description of Training</b>	
Safety Care Recert	
<b>Lead Person/Position</b>	<b>Year of Training</b>
George Butwin, PD Consultant	2024 2025 2026 2027

Hours Per Training	Number of Sessions	Provider	Audience
6	1	Intermediate Unit	Paraprofessionals

Description of Training			
Trauma and Self Care			
Lead Person/Position		Year of Training	
LIU18		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
2.5	1	Intermediate Unit	Paraprofessionals

### Transition

Description of Training			
Indicator 13 Refresher			
Lead Person/Position		Year of Training	
Cara Devine, PD Consultant; Shannon Bennett, Director of Special Education		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	3	District Intermediate Unit	Special Education Teachers

**Science of Literacy**

<b>Description of Training</b>			
PA LETRS			
<b>Lead Person/Position</b>			<b>Year of Training</b>
Janie Hertzler, Lauren Lutz, Melissa Klug, PaTTAN Consultants; Lorianne Hoffman, PD Consultant			2024 2025 2026
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	6	Intermediate Unit PaTTAN	Building Administrators Central Office Administrators Special Education Teachers

<b>Description of Training</b>			
Use of Acadience as a Universal Screener for Reading			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Lorianne Hoffman, PD Consultant		2024 2025 2026 2027	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2	1	Intermediate Unit	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals

			Special Education Teachers Other
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**Parent Training**

<b>Description of Training</b>			
Verbal Behavior Overview for Parents- Parents will learn basic concepts & terms associated with the verbal behavior program for the purpose of carryover, collaboration and shared responsibility.			
<b>Lead Person/Position</b>			<b>Year of Training</b>
Shannon Bennett, Director of Special Education; Amy Trathen, Special Education Teacher; Maria Majiros, VB Internal Coach			2025 2027
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2	1	District	Parents

<b>Description of Training</b>			
Special Education Process- Overview of the evaluation/reevaluation process, types of supports and services, and continuum of placement options			
<b>Lead Person/Position</b>			<b>Year of Training</b>
HASD Special Education Administration			2024 2025 2026 2027
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2	1 each year	District	Parents

<b>Description of Training</b>			
IEP Overview for Advocacy- review of each section of the IEP and parent's role in the development of the IEP. Procedural Safeguards and steps to take when there is a disagreement are also discussed			
<b>Lead Person/Position</b>			<b>Year of Training</b>
HASD Special Education Administration			2024
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2	1	District	Parents

<b>Description of Training</b>			
Related Services & Agency Supports- discussion of what related services and additional supports are available in the district as well as outside agency supports			
<b>Lead Person/Position</b>			<b>Year of Training</b>
HASD Special Education Administration, CSBBH Team			2025
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2	1 each year	District Other	Parents

<b>Description of Training</b>			
Transition Planning- focus on transition sections of the IEP as well as the agencies available to support transition planning (OVR, MHDS, LIU18)			
<b>Lead Person/Position</b>			<b>Year of Training</b>
Shannon Bennett, Director of Special Education; Mary Joyce Stefanowicz, LIU18 Transition Coordinator Representatives from OVER, MHDS			2026

Hours Per Training	Number of Sessions	Provider	Audience
2	1	District Other	Parents

Description of Training			
Support for parents/caretakers and siblings of children with special needs.			
Lead Person/Position		Year of Training	
Special Needs Parent Group		2025 2027	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	Other	Parents

Description of Training			
Executive Functioning, Positive Reinforcement, and De-escalation strategies for carryover in the home and community			
Lead Person/Position		Year of Training	
Shannon Bennett, Director of Special Education and Community Agency TBD		2026	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District Other	Parents

**IEP Development**

Description of Training
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IEP Writing Refresher with special focus on ESY, PASA eligibility and writing measurable goals- Refresher provided at the beginning of each school year			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Shannon Bennett, Director of Special Education		2024 2025 2026 2027	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	1 each school year	District	Special Education Teachers Other

<b>Description of Training</b>			
Least Restrictive Environment- review of Supplementary Aides and Services, continuum of placement options and refresher in calculating LRE percentage			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Shannon Bennett, Director of Special Education		2024 2025 2026 2027	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2	1 each school year	District	Special Education Teachers Other

<b>Description of Training</b>	
Legally Defensible IEPs & Other topics including FBAs/PSSPs and Discipline	
<b>Lead Person/Position</b>	<b>Year of Training</b>

Rebecca Young, Special Education Attorney		2024 2026	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
5	1	Other	Building Administrators Special Education Teachers

<b>Description of Training</b>			
Implementing IEPs in the general education classroom- refresher for general education teachers			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Shannon Bennett, Director of Special Education		2024 2025 2026 2027	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	1 each school year	District	Building Administrators General Education Teachers



**Signatures & Affirmations**

Approval Date

**Uploaded Files**

- x 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.
- x 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.
- x 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.
- x The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.
- x 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.
- x 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**