

Profile and Plan Essentials

Special Education Students

Total Number of Students Receiving Special Education 439

School District Total Student Enrollment 2299

Percent of Students Receiving Special Education 19.1

Steering Committee

Name	Position/Role	Building	Email
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	Special Education Teacher	Hanover Area JSHS	mrichardson@hanoverarea.net
Erica Greco	General Education Teacher	Hanover Green El Sch	egreco@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)

Improvement and Planning Activity

An Improvement Plan to address meeting the SPP target for drop out rates will be submitted by 10/03/2022.

Assessment (Indicator 3)

Indicator not flagged at this time.

Education Environments (Indicator 5)

Improvement and Planning Activity

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. The Improvement Plan will be submitted by 10/03/2022.
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Parent Involvement (Indicator 8)

Indicator not flagged at this time.

Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring

Corrective Action	Improvement and Planning Activities
The LEA will submit an Improvement Plan to address meeting the SPP target for drop out rates.	The Improvement Plan will be submitted by 10/03/2022.
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.	The Improvement Plan will be submitted by 10/03/2022.
The LEA will submit an Improvement Plan for Public School Enrollment.	The Improvement Plan will be submitted by 10/03/2022.

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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Significant Disproportionality - Placement

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends	Improvement Planning and Activities

Significant Disproportionality - Discipline

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Significant Disproportionality - Identification

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

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. 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 the district 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. Should the Hanover Area School District host an Institution or "Non-Educational" placement, the same 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 FAPE, 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?
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
Graham Academy	Licensed Private Academic		SEGIS Schools	Autistic Support	14
Beacon Light Behavioral Health System	Other	Act 48 Independent Provider	Beacon Light Behavioral Health System	Emotional Support	1
The Bradley Center	Other	Other Private, Non-Licensed	The Bradley Center		3
Milford E Barnes	Licensed Private Academic		Children's Service Center	Emotional Support	2
Milford E Barnes	Licensed Private Academic		Children's Service Center	Learning Support	1
Devereux CIDDS	Other	Other Private, Non-Licensed Entity	Devereux Advanced Behavioral Health	Emotional Support	1
Kistler Elementary	Other	Public School	Wilkes-Barre Area SD/LIU18	Multiple Disabilities Support	1
LCCC Transition Program	Other	IU	LIU 18	Life Skills Support	1
Lighthouse Academy	Other	IU	LIU 18	Autistic Support	1
Lighthouse Academy	Other	IU	LIU 18	Emotional Support	5
Plains Solomon Jr High	Other	Public School	Wilkes-Barre Area SD/LIU 18	Multiple Disabilities Support	1
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	1
Western Pennsylvania School for the Deaf	Approved Private School (APS)		Western Pennsylvania School for the Deaf	Deaf and Hard of Hearing Support	1
Woods Services	Licensed Private Academic		Woods Services	Emotional Support	1

Wyoming Area Primary Center	Other	Public School	Wyoming Area SD/LIU18	Autistic Support	1
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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, such as small groups based on special topics or counseling sessions, 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, reinforcement behavior change strategies. Staff learns not only how to prevent behavioral challenges or manage them if necessary but to change behavior.
3. Describe the district positive school wide support programs.
The Hanover Area SD has implemented a school-wide positive behavior program for grades K-8. 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, trained 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 taught clear expectations. 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-5. The team includes 2 Mobile Therapists and 2 Behavioral Health Technicians. LIU18 is the provider for the CSBBH Team and has just finished the first year of implementation. While no expansions have been approved for the 2022-2023 school year, the district intends to apply for an expansion for the following school year.

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. If the parent/guardian does not wish to have a meeting, they must sign a waiver. 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)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
NEAutisticSuppLP	Elementary	Full-time (1.0)	06/20/2022 12:40 PM

Building Name		
Lee Park El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MKSpeechHS	Secondary	Full-time (1.0)	06/20/2022 12:41 PM

Building Name		
Hanover Area JSHS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		57
Identify Classroom	Classroom Location	Age Range

School District	Secondary	12 to 17
Age Range Justification		FTE %
Caseloads are created across grades and different age ranges.		0.88

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MCMSpeechHGLP	Multiple	Full-time (1.0)	06/20/2022 12:26 PM

Building Name		
Hanover Area SD		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		39
Identify Classroom	Classroom Location	Age Range
School District	Multiple	6 to 9
Age Range Justification		FTE %
		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AVSpeechLPMem	Multiple	Full-time (1.0)	06/20/2022 12:49 PM

Building Name		
Hanover Area SD		
Support Type		
Speech And Language Support		
Support Sub-Type		

Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		58
Identify Classroom	Classroom Location	Age Range
School District	Multiple	8 to 12
Age Range Justification		FTE %
Caseloads are assigned with varying age ranges across different grades.		0.89

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KSSpeechHG	Elementary	Full-time (1.0)	06/20/2022 12:20 PM

Building Name		
Hanover Green El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		41
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7
Age Range Justification		FTE %
		0.63

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LTRReadingInter.Support	Multiple	Full-time (1.0)	06/20/2022 11:44 AM

Building Name		
Hanover Area SD		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Multiple	6 to 16
Age Range Justification		FTE %
Age range varies due to caseload assignment throughout multiple school buildings.		0.16

Building Name		
Hanover Area JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 16
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ALLearningSuppLyn	Elementary	Full-time (1.0)	06/20/2022 12:43 PM

Building Name		
Lee Park El Sch		

Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 12
Age Range Justification		FTE %
		0.1

Building Name		
Lee Park El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 12
Age Range Justification		FTE %
		0.24

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
OAlearningSuppLyn	Elementary	Full-time (1.0)	06/20/2022 12:44 PM

Building Name		
Hanover Area SD		
Support Type		
Learning Support		

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 12
Age Range Justification		FTE %
		0.4

Building Name		
Hanover Area SD		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 12
Age Range Justification		FTE %
		0.16

Building Name		
Hanover Area SD		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11
Age Range Justification		FTE %
		0.06

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HBLearningSuppHS	Secondary	Full-time (1.0)	06/20/2022 11:51 AM

Building Name		
Hanover Area JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 17
Age Range Justification		FTE %
		0.15

Building Name		
Hanover Area JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		16
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 17
Age Range Justification		FTE %
		0.32

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AELearningSuppHS	Secondary	Full-time (1.0)	06/20/2022 12:45 PM

Building Name		
Hanover Area JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 16
Age Range Justification		FTE %
Caseloads are assigned to varying age ranges and grades.		0.55

Building Name		
Hanover Area JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 17
Age Range Justification		FTE %
		0.18

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KFLifeSkillsHS	Secondary	Full-time (1.0)	06/20/2022 12:45 PM

Building Name		
Hanover Area JSHS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.4

Building Name		
Hanover Area JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 18
Age Range Justification		FTE %
Caseloads have varying age ranges and grades within the high school setting.		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SGEmoSuppHS	Secondary	Full-time (1.0)	06/20/2022 12:46 PM

Building Name		
Hanover Area JSHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 18
Age Range Justification		FTE %
Caseloads have varying age ranges and grades within the high school setting.		0.35

Building Name		
Hanover Area JSHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 16
Age Range Justification		FTE %
		0.08

Building Name		
Hanover Area JSHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load

Full-Time (80% or More)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 17
Age Range Justification		FTE %
		0.17

Building Name		
Hanover Area JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.2

Building Name		
Hanover Area JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 15
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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ASLearningSuppHS	Secondary	Full-time (1.0)	06/20/2022 12:46 PM
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Building Name		
Hanover Area JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 18
Age Range Justification		FTE %
Caseload assignment contains varying age ranges across multiple grades.		0.5

Building Name		
Hanover Area JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.18

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MSLifeSkillsHS	Secondary	Full-time (1.0)	06/20/2022 12:46 PM

Building Name		
Hanover Area JSHS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.4

Building Name		
Hanover Area JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 17
Age Range Justification		FTE %
		0.3

Building Name		
Hanover Area JSHS		
Support Type		
Learning Support		
Support Sub-Type		

Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 17
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MPLearningSupportHS	Secondary	Full-time (1.0)	06/20/2022 12:06 PM

Building Name		
Hanover Area JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 17
Age Range Justification		FTE %
		0.16

Building Name		
Hanover Area JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load

Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 18
Age Range Justification		FTE %
Caseloads have varying age ranges and grades within the high school setting.		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KMLearningSuppHS	Secondary	Full-time (1.0)	06/20/2022 10:20 AM

Building Name		
Hanover Area JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 17
Age Range Justification		FTE %
		0.22

Building Name		
Hanover Area JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	Classroom Location	Age Range

School District	Secondary	14 to 17
Age Range Justification		FTE %
		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MLLearningSuppHS	Secondary	Full-time (1.0)	06/20/2022 12:04 PM

Building Name		
Hanover Area JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 18
Age Range Justification		FTE %
Caseloads have varying age ranges and grades within the high school setting.		0.3

Building Name		
Hanover Area JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 17
Age Range Justification		FTE %

	0.25
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MZLearningSuppHS	Secondary	Full-time (1.0)	06/20/2022 12:09 PM

Building Name		
Hanover Area JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		13
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 18
Age Range Justification		FTE %
Caseloads have varying age ranges and grades within the high school setting.		0.65

Building Name		
Hanover Area JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 18
Age Range Justification		FTE %
Caseloads have varying age ranges and grades within the high school setting.		0.18

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MVEmoSupportHS	Secondary	Full-time (1.0)	06/20/2022 12:47 PM

Building Name		
Hanover Area JSHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.1

Building Name		
Hanover Area JSHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 14
Age Range Justification		FTE %
		0.25

Building Name

Hanover Area JSHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Full-Time (80% or More)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.5

Building Name		
Hanover Area JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 13
Age Range Justification		FTE %
		0.04

Building Name		
Hanover Area JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range

School District	Secondary	14 to 15
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AWLearningSupportMem	Elementary	Full-time (1.0)	06/16/2022 03:27 PM

Building Name		
Hanover Area Memorial El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 9
Age Range Justification		FTE %
		0.06

Building Name		
Hanover Area Memorial El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %

	0.12
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
NewAutisticSuppMem	Elementary	Full-time (1.0)	06/16/2022 03:08 PM

Building Name		
Hanover Area Memorial El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %
		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JMMemLearningSupport	Elementary	Full-time (1.0)	06/16/2022 02:50 PM

Building Name		
Hanover Area Memorial El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load

Supplemental (Less Than 80% but More Than 20%)		11
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 10
Age Range Justification		FTE %
		0.55

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CHMemLearningSupport	Elementary	Full-time (1.0)	06/16/2022 02:12 PM

Building Name		
Hanover Area Memorial El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		9
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11
Age Range Justification		FTE %
		0.18

Building Name		
Hanover Area Memorial El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range

School District	Elementary	10 to 10
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SMMEMLearningSupport	Elementary	Full-time (1.0)	06/16/2022 02:58 PM

Building Name		
Hanover Area Memorial El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 10
Age Range Justification		FTE %
		0.14

Building Name		
Hanover Area Memorial El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 8
Age Range Justification		FTE %

	0.05
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KGLPLearningSupport	Elementary	Full-time (1.0)	06/16/2022 02:56 PM

Building Name		
Lee Park El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 9
Age Range Justification		FTE %
		0.12

Building Name		
Lee Park El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 9
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MBLPSupplementalLS	Elementary	Full-time (1.0)	06/16/2022 02:54 PM

Building Name		
Lee Park El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 8
Age Range Justification		FTE %
		0.25

Building Name		
Lee Park El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 7
Age Range Justification		FTE %
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AGLPLearningSupp	Elementary	Full-time (1.0)	06/16/2022 02:57 PM

Building Name		
Lee Park El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 8
Age Range Justification		FTE %
		0.04

Building Name		
Lee Park El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 7
Age Range Justification		FTE %
		0.04

Building Name		
Lee Park El Sch		
Support Type		

Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 8
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MDHGLearningSupp	Elementary	Full-time (1.0)	06/16/2022 02:53 PM

Building Name		
Hanover Green El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 6
Age Range Justification		FTE %
		0.16

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ATHGAutisticSupp	Elementary	Full-time (1.0)	06/20/2022 12:32 AM

Building Name		
Hanover Green El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JBHGLearningSupp	Elementary	Full-time (1.0)	06/16/2022 02:51 PM

Building Name		
Hanover Green El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 7
Age Range Justification		FTE %
		0.15

Building Name

Hanover Green El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 7
Age Range Justification		FTE %
		0.08

Special Education Facilities

Building Name		Room #
Hanover Green El Sch		5-5
School Building		Building Description
Elementary		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		

1Assurance Check

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

Building Name		Room #
Hanover Green El Sch		B-16
School Building		Building Description
Elementary		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		

2 Assurance Check

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

Building Name		Room #
Hanover Green El Sch		A-06
School Building		Building Description
Elementary		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		

3 Assurance Check

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

Building Name		Room #
Lee Park El Sch		A-3
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 28 feet, 0 inches	840sqft	30
Implementation Date		
2022-07-01		
Uploaded Files		

4Assurance Check

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

Building Name		Room #
Lee Park El Sch		B-12
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 28 feet, 0 inches	840sqft	30
Implementation Date		
2022-07-01		
Uploaded Files		

5 Assurance Check

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

Building Name		Room #
Lee Park El Sch		C-9
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 28 feet, 0 inches	840sqft	30
Implementation Date		
2022-07-01		
Uploaded Files		

6 Assurance Check

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

Building Name	Room #
Hanover Area Memorial El Sch	C-8

School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 28 feet, 0 inches	784sqft	28
Implementation Date		
2022-07-01		
Uploaded Files		

7Assurance Check

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

Building Name		Room #
Hanover Area Memorial El Sch		C-6
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 28 feet, 0 inches	784sqft	28
Implementation Date		
2022-07-01		
Uploaded Files		

8Assurance Check

Assurance Check	Yes	No

The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Hanover Area Memorial El Sch		C-1
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 28 feet, 0 inches	784sqft	28
Implementation Date		
2022-07-01		
Uploaded Files		

9Assurance Check

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

Building Name		Room #
Hanover Area JSHS		B-4
School Building		Building Description
Elementary		A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 32 feet, 0 inches	960sqft	34
Implementation Date		
2022-07-01		
Uploaded Files		

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	

Building Name		Room #
Hanover Area JSHS		B-10
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 32 feet, 0 inches	960sqft	34
Implementation Date		
2022-07-01		
Uploaded Files		

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	

Building Name		Room #
Hanover Area JSHS		A-10
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
0 feet, 0 inches x 0 feet, 0 inches	0sqft	0
Implementation Date		
2022-07-01		
Uploaded Files		

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	

Building Name		Room #
Hanover Area JSHS		B-12
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
0 feet, 0 inches x 0 feet, 0 inches	0sqft	0

Implementation Date
2022-07-01
Uploaded Files

13Assurance Check

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

Building Name		Room #
Hanover Area JSHS		B-17
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 32 feet, 0 inches	1024sqft	36
Implementation Date		
2022-07-01		
Uploaded Files		

14Assurance Check

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

The class is composed of at least 28 square feet per student	Yes	
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Building Name		Room #
Hanover Area JSHS		A-21
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 32 feet, 0 inches	1024sqft	36
Implementation Date		
2022-07-01		
Uploaded Files		

15 Assurance Check

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

Building Name		Room #
Hanover Area JSHS		A-23
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 32 feet, 0 inches	1024sqft	36
Implementation Date		
2022-07-01		

Uploaded Files

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	

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

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	

Building Name		Room #
Hanover Area JSHS		B-02
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 32 feet, 0 inches	1024sqft	36
Implementation Date		
2022-06-20		
Uploaded Files		

18Assurance Check

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

Building Name		Room #
Hanover Area JSHS		A-11
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 32 feet, 0 inches	1024sqft	36
Implementation Date		
2022-07-01		
Uploaded Files		

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19 Assurance Check

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

Building Name		Room #
Hanover Area JSHS		A-09
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
0 feet, 0 inches x 0 feet, 0 inches	0sqft	0
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	

Building Name		Room #
Hanover Area JSHS		B-10
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
0 feet, 0 inches x 0 feet, 0 inches	0sqft	0
Implementation Date		
2022-07-01		
Uploaded Files		

[21Assurance Check](#)

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

Special Education Support Services

22Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
Other	1	Elementary	District
Other	1	Secondary	District
School Psychologist	1	District Wide	District
Paraprofessionals	13	District Wide	District
Social Worker	2	District Wide	District
Social Worker	.5	District Wide	Contractor
Occupational Therapist	1	District Wide	District
Guidance Counselor	3	Secondary	District
Occupational Therapist	.5	District Wide	Contractor
Guidance Counselor	2	Elementary	District

Special Education Personnel Development

Autism

Description of Training			
Verbal Behavior Bootcamp			
Lead Person/Position		Year of Training	
PaTTAN Consultants		2022	
Hours Per Training	Number of Sessions	Provider	Audience
6	2	PaTTAN	Central Office Administrators Special Education Teachers Other

Description of Training			
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.			
Lead Person/Position		Year of Training	
Shannon Bennett, Director of Special Education; Amy Trathen, Special Education Teacher		2022	
Hours Per Training	Number of Sessions	Provider	Audience
2	1		Parents Special Education Teachers Other

Description of Training			
School Community Sensitivity Training- provide peers and all school staff with information about students with autism and tools and strategies to achieve positive interactions.			
Lead Person/Position		Year of Training	
Shannon Bennett, Director of Special Education; Parent of Student with Autism; Amy Trathen & Nicole Emerick, Autistic Support Teachers		2022	
Hours Per Training	Number of Sessions	Provider	Audience
1.5	1	District	Building Administrators

		Intermediate Unit Other	Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other
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Description of Training			
Advanced Skills Training: In this training, participants learn how to program for advanced skills on the VB-MAPP. These include planning for teaching tactfeature, 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.			
Lead Person/Position		Year of Training	
PaTTAN Consultants		2024	
Hours Per Training	Number of Sessions	Provider	Audience
6	1	PaTTAN	Paraprofessionals Special Education Teachers Other

Description of Training			
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		2023	
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		2022, 2023, 2024	
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

Description of Training			
Safety Care Recertification			
Lead Person/Position		Year of Training	
George Butwin, PD Consultant		2022, 2023, 2024	
Hours Per Training	Number of Sessions	Provider	Audience
6	1 each school year	Intermediate Unit	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Description of Training	
PBIS Team Training- Implementation of School-wide PBIS and use of SWIS software	
Lead Person/Position	Year of Training
Lynn Ziller	2022, 2023, 2024

Hours Per Training	Number of Sessions	Provider	Audience
5	3 each year	Intermediate Unit	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Paraprofessional

Description of Training			
Practical Strategies for Managing Behaviors			
Lead Person/Position		Year of Training	
LIU18		2022	
Hours Per Training	Number of Sessions	Provider	Audience
2.5	1	Intermediate Unit	Paraprofessionals

Description of Training			
Structured Literacy Practices			
Lead Person/Position		Year of Training	
LIU18		2022	
Hours Per Training	Number of Sessions	Provider	Audience
2.5	1	Intermediate Unit	Paraprofessionals

Description of Training	
Creating a Welcoming Environment	
Lead Person/Position	Year of Training
LIU18	2022

Hours Per Training	Number of Sessions	Provider	Audience
2.5	1	Intermediate Unit	Paraprofessionals

Description of Training			
Supporting Students with Emotional and Behavioral Needs			
Lead Person/Position		Year of Training	
LIU18		2023	
Hours Per Training	Number of Sessions	Provider	Audience
2.5	1	Intermediate Unit	Paraprofessionals

Description of Training			
Safety Care Recert			
Lead Person/Position		Year of Training	
George Butwin, PD Consultant		2023	
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	
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		2022, 2023	
Hours Per Training	Number of Sessions	Provider	Audience
2	3	Intermediate Unit	Special Education Teachers

Science of Literacy

Description of Training			
PA LETRS Module 1,2,3			
Lead Person/Position			Year of Training
Janie Hertzler, Lauren Lutz, Melissa Klug, PaTTAN Consultants			2022
Hours Per Training	Number of Sessions	Provider	Audience
3	6	PaTTAN	Building Administrators Central Office Administrators Special Education Teachers

Description of Training			
Use of Acadience as a Universal Screener for Reading			
Lead Person/Position		Year of Training	
Lorianne Hoffman, PD Consultant		2022	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	Intermediate Unit	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

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Parent Training

Description of Training			
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.			
Lead Person/Position			Year of Training
Shannon Bennett, Director of Special Education; Amy Trathen, Special Education Teacher			2022
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District	Parents

Description of Training			
Special Education Process- Overview of the evaluation/reevaluation process, types of supports and services, and continuum of placement options			
Lead Person/Position			Year of Training
HASD Special Education Administration			2022, 2024
Hours Per Training	Number of Sessions	Provider	Audience
2	1 each year	District	Parents

Description of Training			
IEP Overview- 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			
Lead Person/Position			Year of Training
HASD Special Education Administration			2023
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District	Parents

Description of Training			
Related Services & Agency Supports- discussion of what related services and additional supports are available in the district as well as outside agency supports			
Lead Person/Position			Year of Training
HASD Special Education Administration, CSBBH Team			2022, 2023, 2024
Hours Per Training	Number of Sessions	Provider	Audience
2	1 each year	District Other	Parents

Description of Training			
Transition Planning- focus on transition sections of the IEP as well as the agencies available to support transition planning (OVR, MHDS, LIU18)			
Lead Person/Position			Year of Training
Shannon Bennett, Director of Special Education; Mary Joyce Stefanowicz, LIU18 Transition Coordinator Representatives from OVER, MHDS			2023
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District Other	Parents

IEP Development

Description of Training			
IEP Writing Refresher with special focus on ESY, PASA eligibility and writing measurable goals- Refresher provided at the beginning of each school year			
Lead Person/Position			Year of Training
Shannon Bennett, Director of Special Education			2022, 2023, 2024
Hours Per Training	Number of Sessions	Provider	Audience
3	1 each school year	District	Special Education Teachers Other

Description of Training			
Least Restrictive Environment- review of Supplementary Aides and Services, continuum of placement options and refresher in calculating LRE percentage			
Lead Person/Position		Year of Training	
Shannon Bennett, Director of Special Education		2022, 2023, 2024	
Hours Per Training	Number of Sessions	Provider	Audience
2	1 each school year	District	Special Education Teachers Other

Description of Training			
Legally Defensible IEPs & Other topics including FBAs/PSSPs and Discipline			
Lead Person/Position		Year of Training	
Rebecca Young, Special Education Attorney		2022	
Hours Per Training	Number of Sessions	Provider	Audience
5	1	Other	Building Administrators Special Education Teachers

Description of Training			
Implementing IEPs in the general education classroom- refresher for general education teachers			
Lead Person/Position		Year of Training	
Shannon Bennett, Director of Special Education		2022, 2023, 2024	
Hours Per Training	Number of Sessions	Provider	Audience
1	1 each school year	District	Building Administrators General Education Teachers

Signatures & Affirmations

Approval Date

Uploaded Files

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

Superintendent/Chief Executive Officer

Date

