

Profile and Plan Essentials

LEA Name		AUN
Hanover Public SD		112672803
Address 1		
403 Moul Ave		
Address 2		
City	State	Zip
Hanover	PA	17331
Director of Special Education Name		
Lisa Jackson		
Director of Special Education Email		
ljackson@hanoverpublic.org		
Director of Special Education Phone Number		Director of Special Education Ext
7176379000		6040
Chief Administrator Name		
Dr John A Scola		
Chief Administrator Email		
jscola@hpsd.k12.pa.us		

Special Education Students

Total Number of Students Receiving Special Education 298

School District Total Student Enrollment 2052

Percent of Students Receiving Special Education 14.5

Steering Committee

Name	Position/Role	Building	Email
Lisa Jackson	Director of Special Education	Hanover Public SD	ljackson@hanoverpublic.org
Dr. Susan Seiple	Director of Curriculum	Hanover Public SD	sseiple@hanoverpublic.org
Tina Wetzel	Other	Hanover Public SD	twetzel@hanoverpublic.org
Jennifer Bolin	Parent	Washington El Sch	jbolin@hanoverpublic.org
Kelly Abell	Other	Hanover Public SD	kabell@hanoverpublic.org
Jackie Uhler	Special Education Teacher	Hanover SHS	juhler@hanoverpublic.org
Andrew Walker	Building Principal	Clearview El Sch	awalker@hanoverpublic.org
Kristin Hahn	Special Education Teacher	Hanover MS	khahn@hanoverpublic.org
Madison Maloney	Other	Hanover Public SD	mmaloney@hanoverpublic.org
Beth Felix	Special Education Teacher	Washington El Sch	bfelix@hanoverpublic.org

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)

Indicator not flagged at this time.

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

District has completed all monitoring corrective action/improvement plans.

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
---------------	-----	---------------	-----	------------------

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.)**

In the event that a facility would locate into the Hanover Public School District, the LEA will fully comply with the requirements of IDEA 2004 and PA Chapter 14 to meet its obligations under Section 1306 of the Public School Code as outlined in the BEC: Educational Programs for Student in Non-Educational Placements 22 Pa. Code Section 14.102. Any barriers would be addressed through a collaborative effort between the District and 1306 facilities to ensure child find and provision of FAPE for students with disabilities.

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

Ongoing communication would be necessary to ensure all students are being provided FAPE, including the transition back to the host district when appropriate. This would be accomplished through collaborative meetings with the 1306 facilities, LEA, and host district, following appropriate timelines as set forth under IDEA 2004 and PA School Code.

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).**

The LEA (home district) takes responsibility to ensure that FAPE is offered to each student who is eligible for special education within a correctional facility. The Lincoln Intermediate Unit #12 provides services for all incarcerated students who are or may be eligible for special education services. Procedures are developed in the facility by LIU staff to identify anyone in need or eligible for services. Contact will be made with the home district and requests for previous records are sent to the student's home district in order to determine previous needs of the student and the number of credits that they previously earned. Students may be evaluated while incarcerated if the need arises. The home district will work in conjunction with the LIU to complete the evaluation. The Special Education Supervisor for the home district will serve as the LEA (Local Education Agency). Students are eligible for a diploma when the principal from the home district determines that the work completed is appropriate for graduation.

Least Restrictive Environment

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

School Year	> 80% in Reg. Ed.	<40% in Reg. Ed.	Other Settings	2012-2013	41%	14.6%	
*2013-2014	43.6	11.9%	7.8%	2014-2015	45.8%	11.2%	
5.1%	2015-2016	45.6%	10.3%	8%	2016-2017	47% (62.4% State target)	7.1% (9.0% State target)
10% (4.9% State target)	2017-2018	45.2% (64.1% State target)	7.7% (8.1% State target)	5.7% (4.6% State target)	2018-2019	44.4% (64.1% State target)	9.7% (8.1% State target)
9.3% (4.6% State target)	2019-2020	45.1%	11.3%	8.7%	2020-2021	46% (61.8% State target)	12.4%
8.7%	2021-2022	45.4%	8.0%	*Baseline data was reset in 2019-2020 therefore no target measurements were performed.A review of the Least Restrictive			

A review of the Least Restrictive Environment (LRE) numbers/percentages (>80, >40, other settings) yielded the following: >80% in Regular Education: The most recent number is 45% which is a slight decline from the 47% in 2016-2017 (the highest level since 2007-2008 school year). The district continues to have as it's focus more targeted instruction which allows for the students to be included for specific sections of the ELA block. With new training in 2018-2019, as well on ongoing training, this process has continued/expanded and includes our disabled students as long as they are making progress towards their IEP goals. It should be noted that due to the state assessment rigor, the district has expanded the time of instruction for both ELA and Math instruction in K-8 levels. If a student is receiving replacement services for one of these areas, they are automatically thrown out of the >80% time frame. >40% in Regular Education; The most recent number is 12.8%, which is an increase from the previous three years average of 8.2%. The current number still exceeds the state target, and most likely impacted due to replacement courses for either ELA or Math in the K-8 levels. The addition of the Autistic Support classrooms will impact this category with a likely increase for the 2023 school year data and moving forward. Other Settings: The most recent number for this area is 8.0%, which is an area that has shown decrease for the district. There are several factors which can influence this percentage including, but not limited to growth/specialization for transition programs for student in LSS or MDS classes and community settings. Some students are placed outside the public school setting and in community based settings. Additionally, the severity of student behaviors impact placements resulting in expulsions or a referral to an AEDY program. Lastly, as the field of Autism has expanded/increased over the past several years, so have the private programs which have been developed to meet those individual student needs. It is projected that this percentage will continue to decrease with the addition of the 3 Autistic Support classrooms within the district. Overall, any student placed outside of the public school building is not done lightly. There are meetings that include community agencies (as needed), parents, staff, student (as able) and district representative. Data is reviewed and several levels of interventions are completed prior to the move. The focus/goal has been and continues to be ensuring students are placed in the LRE while making sufficient progress towards IEP goals.

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?

The Hanover Public School District utilizes an Intervention Specialist in grades K-12 as a screening process for all students who are identified by data as struggling with academics. The district also utilizes a Behavior Support Specialist who collaborates with administration/staff for any student who is struggling behaviorally in grades K-12. There are regularly scheduled grade/team/department level meetings at each district building to share student concerns. Time is built into the schedule at each level for these meetings to occur.

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

HPSD provides all levels of servicing (itinerant, supplemental, and full-time) K-12. When a student is initially identified with a disability, every effort is made to service the student within the least restrictive environment. This starts with servicing them in their regular education classroom with supplemental support and services. Training for all staff, including teachers and classified staff, has focused on accommodations/modifications that can be utilized for instructional purposes, strategies for teaching students with autism, and Restorative practices within the classroom. In addition, our PE teachers have received ongoing training related to adaptations specific to their setting. These will be ongoing professional development opportunities that help ensure that all students can meaningfully participate in the general education curriculum, as appropriate.

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

The district provides access to our students with disabilities in extracurricular activities as follows: Nursing services as needed (i.e. diabetic, epilepsy etc.) Opportunity for extended practice/repetition of activities Assistive technology (communication devices, enlarged materials) Peer buddies Adult support (i.e. interpreter, paraprofessional) Specialized Transportation to and from activities after school hours

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?

IEP meetings are held with the outside site and discussion among the IEP team is held to ensure the opportunity to participate in extracurricular activities is reviewed. As appropriate, students are allowed to participate in athletics, music programs and family-based activities which occur at their neighborhood building.

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)**

Each year, the district looks at the trends and needs of our current population and continues to seek ways to meet our students needs within the district in ways that are fiscally and instructionally responsible. This includes looking at our total student population in each disability category and our ability to best meet their needs. As a result, HPSD provides all levels of servicing (itinerant, supplemental and full time) K-12. Within that continuum of services, we have included an Intensive Learning Support/Transition Based classroom at the HS level, an Emotional Support classroom at the HS level, and brought back to the district from the Lincoln Intermediate Unit #12, 3 Autistic support classrooms for the 2023-2024 school year grades K-4th. Assistive technology devices have been reviewed and added along with the addition of two full time speech/language pathologists to our district to meet the variety of communication needs for our students K-12. A Behavior Specialist has been hired full time and is working to complete her BCBA national certification. This will allow us to support our low-incidence classrooms social/emotional needs, as well as the needs of other students whose IEPs indicate the need for support. The district has contracted a Student Support Services Coordinator to assist families with connecting to community agency based support such as MH IDD, Service Access Management and counseling services. Each building uses paraprofessionals/teaching assistants to help with implementing and providing the specially designed instruction to assist in supporting students in their LRE.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
West Manheim Elementary	Other	Neighboring School District	South Western School District	Emotional Support	1
New Visions Training Site	Other	Special Education Center	LIU #12	Life Skills Support	2
Gettysburg Village Outlet	Other	Special Education Center	LIU #12	Life Skills Support	2
Gettysburg Middle School	Other	Neighboring School District	Gettysburg Area School District	Life Skills Support	1
James Gettys Elementary School	Other	Neighboring School District	Gettysburg Area School District	Life Skills Support	1
Baresville Elementary School	Other	Neighboring School District	South Western School District	Autistic Support	1
Conewago Valley Intermediate School	Other	Neighboring School District	Conewago Valley School District	Deaf and Hard of Hearing Support	3
Spring Grove Sr. High	Other	Neighboring School District	Spring Grove Area School District	Multiple Disabilities Support	2
Paradise Elementary School	Other	Neighboring School District	Spring Grove Area School District	Life Skills Support	2
York Learning Center	Other	Special Education Center	LIU #12	Multiple Disabilities Support	2
Paradise School	Other	Special Education Center	LIU #12	Emotional Support	7
New Oxford Training Site	Other	Special Education Center	LIU #12	Life Skills Support	1
Upper Adams Intermediate School	Other	Neighboring School District	Upper Adams School District	Autistic Support	3
River Rock Academy - Spring Grove Campus	Licensed Private Academic		River Rock Academy	Emotional Support	7

Soaring Heights	Licensed Private Academic		Pyramid Healthcare	Autistic Support	7
High Road of York	Licensed Private Academic		SEIS	Emotional Support	1
Yellow Breeches Educational Center	Licensed Private Academic		Yellow Breeches, INC.	Emotional Support	4

Positive Behavior Support

Date of Approval

2020-12-07

Uploaded Files

Board Policy 113.2 - Behavior Support_1961a40f.pdf

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

Students with disabilities shall be educated in the least restrictive environment and shall only be placed in setting other than the regular education class when the nature or severity of the student's disability is such that education in the regular education class with the use of appropriate supplementary aids and services cannot be achieved satisfactorily. The IEP team for a student with disabilities shall develop a positive behavior support plan if the student requires specific interventions to address behavior that interferes with learning. The identification, evaluation, and plan or program shall be conducted and implemented in accordance with state and federal law and regulations. Development of a separate Behavior Support Plan is not required when appropriate positive behavioral interventions, strategies, and support can be incorporated into a student's IEP. When an intervention is necessary to address problem behavior, the types of intervention chosen for a student shall be the least intrusive necessary. Any eligible student who exhibits problems which interfere with the student's ability to learn shall have a program of behavior support. This behavior support plan shall be included in the IEP and shall:

1. Include research-based practices and techniques to develop and maintain skills that will enhance a student's opportunity for learning and self-fulfillment.
2. Be based on a functional assessment of behavior and use of positive behavior techniques.
3. Primarily focus on positive rather than negative measures.
4. Use interventions that are the least intrusive necessary.
5. Not substitute aversive techniques, restraints, or discipline for the systematic application of behavior change techniques.
6. Only use techniques for which the staff has been adequately trained.

Any eligible student will be provided the opportunity to meet with either the school counselor or our contracted Master's level therapist individually or in groups, as a way to support their individual social/emotional needs.

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.**

The Director of Special Education shall serve as the person responsible for monitoring the implementation of positive behavior supports in consultation with the building principals and under the direction of the superintendent. All buildings review the positive behavior supports on at least a monthly basis as part of their building-wide staff meeting. HPSD has a special education staff member who is a trainer for Crisis Prevention and Intervention (CPI). As a district, we provide an Initial and a Refresher course in CPI, at minimum, once a semester. The building administrators work collaboratively with the Director of Special Education to identify the team members who require this training to support our students better when in crisis. All HPSD-employed teaching assistants, personal care assistants, and any staff member for their professional development sessions have been trained in Verbal De-Escalation procedures through the Crisis Prevention program. All staff in HPSD have received training in trauma-informed teaching and Restorative Practices to identify and respond to behaviors that may occur in their classrooms on a day-to-day basis. All staff were also provided an overview of strategies for teaching students with autism.

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

The following programs are in place in each of the district's buildings to enhance behavior support for all students:

Clearview Elementary School: Clearview uses SOAR. The premise behind this program is to encourage students to act appropriately and then reward them when they do instead of waiting until they do something wrong and punishing them for it. Each letter stands for something different for example S means to stand in straight quiet lines. If students do that without having to be told, they will get a SMILE punch. After they accumulate 20 SMILE punches, they are allowed to go to the SMILE cart or the teacher's prize cart and pick out a prize. Then another card is filled out for that letter, in this case an S. These cards are then taped in one of the upstairs windows until the letter S is filled in. When that happens, we hold a building-wide event. (for examples a few years ago, we filled in the letter L and the whole school went to the gym and did line dancing) There are a few students who have too many misbehaviors which means they do not participate in the event. This is a very small amount of students.

Hanover Street Elementary School: Hanover Street follows STAR rules. The students receive STARbucks for demonstrating STAR rules in the classroom, lunchroom, hallways, on the bus etc.. Students are able to use their Starbucks to attend special building activities. On a daily basis they may use their Starbucks for special classroom activities such as: bringing their favorite stuffed animal in for the day, sitting at the teacher's desk for a day, lunch with the teacher. In addition, students can also use their Starbucks to buy items from the school cart such as: pencils, erasers, pens, stuffed animals, hats and more. The rules are as follows:

- S – Safe walking at all times
- T- Talk kindly and when appropriate
- A- Always follow directions
- R- Respect self and others

Washington Elementary School: Washington still uses the SWEBS school wide behavior support program. We have the major cost section covered by the PTO. They pay for the extrinsic gifts the children can purchase every third month on stage. The teachers and staff provide children with a HAWK buck if they see something good happening within a group of children. It is also used by the PTO as a leverage to get items returned to them in a timely manner. Then, each classroom student is in charge of

counting their hawk bucks prior to the hawk cart shopping timeframe. In addition, we are starting to charge students to attend a special event. This may include a 3rd grade swimming party a Zumba dance in the gym, or a school wide bingo party. Learning how to save your hawk bucks to cash in for exciting school wide events is actually a skill that displays real life application skills. Goal area: We have not been able to find a person to data collect for which areas the hawk buck is given. That goal is still being worked upon. There is a large push currently to teach children to bank their points until May. Then, they can use those points to spend at the spring fling carnival event in various capacities.

Hanover Middle School: At Hanover Middle School, students are rewarded for following our established rules: Be Safe, Be Responsible, Be Respectful. HMS students may earn ticket codes throughout the day for following the rules and going "above and beyond" in displaying positive behaviors. Students enter each code into our online behavior tracking system to accumulate points. Each month, students are invited to a reward assembly if they have collected the required number of points. Students also have the opportunity to spend their tickets on other rewards. These could include a homework pass, free seat pass, extra computer time, etc... A SWEBS team meets periodically to update the building-wide plan and brainstorm new ideas.

Hanover Senior High School: G.R.A.D.S. is part of Hanover High School's Schoolwide Effective Behavior Supports (S.W.E.B.S) program that is a comprehensive, schoolwide set of strategies to support positive behavior and academic achievement for all students. It is the expectation that all staff and members of the faculty embody the G.R.A.D.S traits and model them during all of their day to day actions. What does the acronym mean?

Goal Oriented- In order to be successful the student must maintain a clear focus on what their personal goals are and the best way to accomplish them.

Respect- In order to be successful in the global economy of the 21st century one must always be polite and respectful of all people.

Achievement- In order to be successful one must achieve and succeed to the best of their abilities.

Diversity- In order to be successful one must celebrate and appreciate the uniqueness of all members of society.

Show-up- In order to be successful one must be present and participate in daily events.

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

School Based Services at Hanover Public School District are contracted with local mental health/counseling providers. The following process is utilized by all buildings and shared with families.

School Based Health Services: We participate with most major insurance companies including medical assistance. However, there are a few private insurance companies we do not participate with and each private insurance has their own credentialing process. Therefore, not all staff are credentialed with the private insurances we participate with. If a school based therapist is not credentialed with a particular insurance, students with that insurance will be referred to the nearest outpatient office location.

Referral Process: -School staff recognizes a need and discusses services with student and parent/guardian. Parent/guardian completes referral paperwork for students under 14. If there is custody paperwork include it in the referral paperwork. -Referral forms are faxed to the appropriate agency. -The agency reviews referrals, enters the information into a master tracking sheet and submits to Intake. -Intake contacts the parent/guardian in order to verify insurance and demographics. At this time the parent/guardian is informed about financial responsibilities (i.e. co-pays or deductible) and custody is reviewed. Intake will make two attempts to contact the parent/guardian and then mails out an interest letter. If there is no response Samantha will follow up with the referral source. -Intake will notify the appropriate staff once a referral is ready. -The agency will assign a therapist. -Therapist contacts parent/guardian to schedule an initial appointment, which typically takes place at the school. -Therapist meets with the student based on clinical necessity (i.e. weekly, bi-weekly, monthly). -Therapist collaborates with school staff and parent/guardian as permitted by releases of information.

Referral Tracking and Communication: Every two weeks the agency will send via fax a tracking sheet with updated information on pending referrals, active clients and discharges. For specific inquiries regarding the status of a referral please contact the assigned staff member. For ongoing updates and collaboration regarding an active client please contact the assigned therapist.

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

The following aversive techniques of handling behavior may not be used in educational programs: corporal punishment, a punishment that is a manifestation of the student's disability, locked rooms, locked boxes other locked structures or spaces from which the student cannot readily exit, noxious substances, deprivation of basic human rights, such as withholding meals, water, or fresh air, suspension constituting a pattern as defined in state regulations, treatment of a demeaning nature, electric shock, methods implemented by untrained personnel, prone restraints, which are restraints by which a student is held face down on the floor, suspensions constituting a pattern as defined in regulations of the State Board of Education, 22 Pa Code 14.143 (a), and any successor regulation, and suspensions for more than ten consecutive days, and other aversive techniques found in 22 Pa. Code 133 (e).

HPSD requires that trained staff implement a restraint under the CPI training guidelines. Once the event is over, the person(s) involved must complete a Serious Incident Report and submit the document to the Director of Special Education. The student's parents are notified, and if identified as a student with a disability, an IEP meeting is scheduled.

Referral to Law Enforcement: After a referral to law enforcement, an updated functional behavioral assessment and Positive Behavior Support Plan shall be required for students with disabilities who have a PBSP at the time of such referral. For those students who do not have a PBSP, an FBA and PBSP shall be completed. If, as a result of such referral, the student is detained or otherwise placed in a residential setting located outside the district, the Director of Special Education or designee shall ensure that the responsible school district or IU is informed of the need to update the student's FBA and PBSP.

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 Public School District is not currently having difficulty ensuring FAPE for an individual student or a particular disability category. The district utilizes the following services to help with students who are in need of FAPE that would require education conducted in the home, outside of the home district and/or public school setting. 1. Lincoln Intermediate #12: The Hanover Public School District works closely with LIU #12 when trying to find the least restrictive environment for students who require special education services. LIU #12 offers the following programs to ensure that students are receiving FAPE: * Emotional Support* Life Skills Support* Neurological Support* Autistic Support* Hearing Impaired Support* Alternative Education* Partial Hospitalization* Multiple Disabilities Support* Therapeutic-Emotional Support* Dual Diagnosis Classes* Blind/Visual Impairment 2. The Hanover Public School District has formed a Consortium with the South Western School District and Conewago Valley School District. We work together to offer Life Skills and Emotional Support services to students in each district. Hanover offers High School Level Emotional Support and South Western offers Middle School Emotional Support. Conewago Valley offers Life Skills Support K-12 as well as High School Emotional Support. 3. River Rock Academy: Approved private provider for customized alternative education services for students in grades 6-12. River Rock also is approved by the Department of Public Welfare License to provide Day Treatment program. Starting in the 2013-2014 school year River Rock was approved by PDE as a private academic program for grades 1-6. In the new program they can provide both regular education and special education with the exceptionalities of learning disabled, intellectual disabilities, and emotional disturbance. These programs are outside of the public school setting. 4. Bridges, Philhaven: These are facilities that provide partial hospitalization placements for students that may be transitioning from an in-patient hospitalization. Placements at these programs are determined in conjunction with outside agencies and insurance providers to determine medical necessity for this type of service. 5. The Hanover Public School District works closely with outside agencies to find appropriate educational services for students. When families need to be put into contact with outside agencies we will schedule a Family Engagement Unit meeting. (FEU) We work closely with MH/IDD, and SAMs to help to find and provide FAPE for students. These agencies can work and help with placement of students in residential facilities that are close to the area. (i.e. Hoffman Homes)

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AS - RG	Elementary	Full-time (1.0)	04/01/2024 08:28 PM

Building Name			
Clearview El Sch			
Support Type			
Autistic Support			
Support Sub-Type			
Autistic Support			
Level of Support			Case Load
Supplemental (Less Than 80% but More Than 20%)			8
Identify Classroom	Classroom Location	Age Range	
School District	Elementary	8 to 10	
Age Range Justification			FTE %
The IEP team has concluded that this is the most appropriate educational placement at this time and the students are not all grouped together for instruction.			1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SLP - MM	Elementary	Full-time (1.0)	04/01/2024 08:29 PM

Building Name			
Hanover Street El Sch			
Support Type			
Speech And Language Support			
Support Sub-Type			
Speech And Language Support			
Level of Support			Case Load
Itinerant (20% or Less)			34
Identify Classroom	Classroom Location	Age Range	
School District	Elementary	6 to 10	
Age Range Justification			FTE %
The IEP team has concluded that this is the most appropriate educational placement at this time and the students are not all grouped together for instruction.			0.52

Building Name			
Washington El Sch			
Support Type			
Speech And Language Support			

Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		21
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 10
Age Range Justification		FTE %
The IEP team has concluded that this is the most appropriate educational placement at this time and the students are not all grouped together for instruction.		0.32

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HSE LS	Elementary	Full-time (1.0)	04/01/2024 08:30 PM

Building Name		
Hanover Street El Sch		
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	Elementary	6 to 10
Age Range Justification		FTE %
The IEP team has concluded that this is the most appropriate educational placement at this time and the students are not all grouped together for instruction.		0.1

Building Name		
Hanover Street El Sch		
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	Elementary	6 to 10
Age Range Justification		FTE %
The IEP team has concluded that this is the most appropriate educational placement at this time and the students are not all grouped together for instruction.		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HHS - CB	Secondary	Full-time (1.0)	07/27/2023 02:17 PM

Building Name		
Hanover SHS		
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	Secondary	14 to 19
Age Range Justification		FTE %
The IEP team has concluded that this is the most appropriate educational placement at this time and the students are not all grouped together for instruction.		0.08

Building Name		
Hanover SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 19
Age Range Justification		FTE %
The IEP team has concluded that this is the most appropriate educational placement at this time and the students are not all grouped together for instruction.		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HHS - JK	Secondary	Full-time (1.0)	07/27/2023 02:17 PM

Building Name			
Hanover SHS			
Support Type			

Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 19
Age Range Justification		FTE %
The IEP team has concluded that this is the most appropriate educational placement at this time and the students are not all grouped together for instruction.		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HMS LS - 6th	Secondary	Full-time (1.0)	07/27/2023 02:17 PM

Building Name		
Hanover MS		
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	11 to 13
Age Range Justification		FTE %
The IEP team has concluded that this is the most appropriate educational placement at this time and the students are not all grouped together for instruction.		0.1

Building Name		
Hanover MS		
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	11 to 13
Age Range Justification		FTE %
The IEP team has concluded that this is the most appropriate educational placement at this time and the students are not all grouped together for instruction.		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WASH AS	Elementary	Full-time (1.0)	07/27/2023 02:17 PM

Building Name		
Washington El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 10
Age Range Justification		FTE %
The IEP team has concluded that this is the most appropriate educational placement at this time and the students are not all grouped together for instruction.		0.25

Building Name		
Washington El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 10
Age Range Justification		FTE %
The IEP team has concluded that this is the most appropriate educational placement at this time and the students are not all grouped together for instruction.		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HHS - JU	Secondary	Full-time (1.0)	07/27/2023 02:17 PM

Building Name			
Hanover SHS			
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	14 to 19
Age Range Justification		FTE %
The IEP team has concluded that this is the most appropriate educational placement at this time and the students are not all grouped together for instruction.		0.1

Building Name		
Hanover SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		14
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 19
Age Range Justification		FTE %
The IEP team has concluded that this is the most appropriate educational placement at this time and the students are not all grouped together for instruction.		0.7

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CV LS	Elementary	Full-time (1.0)	07/27/2023 02:17 PM

Building Name		
Clearview 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	6 to 10
Age Range Justification		FTE %
The IEP team has concluded that this is the most appropriate educational placement at this time and the students are not all grouped together for instruction.		0.12

Building Name		
Clearview 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	6 to 10
Age Range Justification		FTE %
The IEP team has concluded that this is the most appropriate educational placement at this time and the students are not all grouped together for instruction.		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AS - DJ	Elementary	Full-time (1.0)	07/27/2023 02:17 PM

Building Name		
Clearview El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	6 to 8
Age Range Justification		FTE %
The IEP team has concluded that this is the most appropriate educational placement at this time and the students are not all grouped together for instruction.		0.88

Building Name		
Clearview El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range

Intermediate Unit	Elementary	6 to 8
Age Range Justification		FTE %
The IEP team has concluded that this is the most appropriate educational placement at this time and the students are not all grouped together for instruction.		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SLP-JB	Multiple	Full-time (1.0)	07/27/2023 02:17 PM

Building Name		
Clearview El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		32
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 10
Age Range Justification		FTE %
The IEP team has concluded that this is the most appropriate educational placement at this time and the students are not all grouped together for instruction.		0.49

Building Name		
Hanover MS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	10 to 14
Age Range Justification		FTE %
The IEP team has concluded that this is the most appropriate educational placement at this time and the students are not all grouped together for instruction.		0.09

Building Name			
Hanover SHS			
Support Type			
Speech And Language Support			
Support Sub-Type			

Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 19
Age Range Justification		FTE %
The IEP team has concluded that this is the most appropriate educational placement at this time and the students are not all grouped together for instruction.		0.06

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HMS LS - 8th	Secondary	Full-time (1.0)	07/27/2023 02:17 PM

Building Name		
Hanover MS		
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	Secondary	12 to 14
Age Range Justification		FTE %
The IEP team has concluded that this is the most appropriate educational placement at this time and the students are not all grouped together for instruction.		0.08

Building Name		
Hanover MS		
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	12 to 14
Age Range Justification		FTE %
The IEP team has concluded that this is the most appropriate educational placement at this time and the students are not all grouped together for instruction.		0.65

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HMS - LLS	Secondary	Full-time (1.0)	07/27/2023 02:17 PM

Building Name		
Hanover MS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Secondary	10 to 12
Age Range Justification		FTE %
The IEP team has concluded that this is the most appropriate educational placement at this time and the students are not all grouped together for instruction.		0.1

Building Name		
Hanover MS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Secondary	11 to 14
Age Range Justification		FTE %
The IEP team has concluded that this is the most appropriate educational placement at this time and the students are not all grouped together for instruction.		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HHS - SJ	Secondary	Full-time (1.0)	07/27/2023 02:17 PM

Building Name		
Hanover SHS		
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	14 to 18
Age Range Justification		FTE %
The IEP team has concluded that this is the most appropriate educational placement at this time and the students are not all grouped together for instruction.		0.08

Building Name		
Hanover SHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		14
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
The IEP team has concluded that this is the most appropriate educational placement at this time and the students are not all grouped together for instruction.		0.7

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HHS - CS	Secondary	Full-time (1.0)	07/27/2023 02:17 PM

Building Name		
Hanover SHS		
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	14 to 19
Age Range Justification		FTE %
The IEP team has concluded that this is the most appropriate educational placement at this time and the students are not all grouped together for instruction.		0.1

Building Name

Hanover SHS		
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	14 to 19
Age Range Justification		FTE %
The IEP team has concluded that this is the most appropriate educational placement at this time and the students are not all grouped together for instruction.		0.65

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WASH LS	Elementary	Full-time (1.0)	07/27/2023 02:17 PM

Building Name		
Washington 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	6 to 8
Age Range Justification		FTE %
The IEP team has concluded that this is the most appropriate educational placement at this time and the students are not all grouped together for instruction.		0.04

Building Name		
Washington 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	6 to 10
Age Range Justification		FTE %

The IEP team has concluded that this is the most appropriate educational placement at this time and the students are not all grouped together for instruction.	0.25
--	------

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HMS LS - 7th	Secondary	Full-time (1.0)	07/27/2023 02:17 PM

Building Name		
Hanover MS		
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	12 to 14
Age Range Justification		FTE %
The IEP team has concluded that this is the most appropriate educational placement at this time and the students are not all grouped together for instruction.		0.1

Building Name		
Hanover MS		
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 14
Age Range Justification		FTE %
The IEP team has concluded that this is the most appropriate educational placement at this time and the students are not all grouped together for instruction.		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HMS LS - 5th	Secondary	Full-time (1.0)	07/27/2023 02:17 PM

Building Name

Hanover MS		
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	10 to 11
Age Range Justification		FTE %
The IEP team has concluded that this is the most appropriate educational placement at this time and the students are not all grouped together for instruction.		0.1

Building Name		
Hanover MS		
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	10 to 11
Age Range Justification		FTE %
The IEP team has concluded that this is the most appropriate educational placement at this time and the students are not all grouped together for instruction.		0.25

Special Education Facilities

Building Name		Room #
Hanover SHS		S04
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 28 feet, 0 inches	672sqft	24
Implementation Date		
2022-06-14		
Uploaded Files		

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.		No

Building Name		Room #
Hanover MS		106
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 25 feet, 0 inches	750sqft	26
Implementation Date		
2022-06-14		
Uploaded Files		

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.		No

Building Name		Room #
Clearview El Sch		107
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 32 feet, 0 inches	896sqft	32
Implementation Date		
2023-08-23		
Uploaded Files		

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.		No

Building Name		Room #
Hanover MS		403
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 25 feet, 0 inches	750sqft	26
Implementation Date		
2022-06-14		
Uploaded Files		

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.		No

Building Name		Room #
Hanover SHS		406
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 24 feet, 0 inches	672sqft	24
Implementation Date		
2022-06-14		
Uploaded Files		

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.		No

Building Name		Room #
Hanover Street El Sch		110
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 28 feet, 0 inches	700sqft	25
Implementation Date		
2022-06-14		
Uploaded Files		

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.		No
--	--	----

Building Name		Room #
Clearview El Sch		108
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 32 feet, 0 inches	896sqft	32
Implementation Date		
2023-08-23		
Uploaded Files		

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.		No

Building Name		Room #
Hanover SHS		105
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 32 feet, 0 inches	896sqft	32
Implementation Date		
2022-06-14		
Uploaded Files		

--

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.		No

Building Name		Room #
Clearview El Sch		Office
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
8 feet, 0 inches x 8 feet, 0 inches	64sqft	2
Implementation Date		
2022-06-14		
Uploaded Files		

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.		No
--	--	----

Building Name		Room #
Hanover MS		205
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 25 feet, 0 inches	750sqft	26
Implementation Date		
2022-06-14		
Uploaded Files		

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.		No

Building Name		Room #
Clearview El Sch		Office
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
8 feet, 0 inches x 8 feet, 0 inches	64sqft	2
Implementation Date		
2022-06-14		
Uploaded Files		

--

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.		No

Building Name		Room #
Hanover MS		506
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 25 feet, 0 inches	750sqft	26
Implementation Date		
2022-06-14		
Uploaded Files		

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.		No
--	--	----

Building Name		Room #
Washington El Sch		15
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 40 feet, 0 inches	1120sqft	40
Implementation Date		
2022-06-14		
Uploaded Files		

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.		No

Building Name		Room #
Clearview El Sch		208
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 32 feet, 0 inches	896sqft	32
Implementation Date		
2022-06-14		
Uploaded Files		

--

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.		No

Building Name		Room #
Hanover SHS		S01
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 20 feet, 0 inches	640sqft	22
Implementation Date		
2022-06-14		
Uploaded Files		

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.		No
--	--	----

Building Name		Room #
Hanover Street El Sch		206
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 28 feet, 0 inches	700sqft	25
Implementation Date		
2022-06-14		
Uploaded Files		

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.		No

Building Name		Room #
Hanover SHS		103
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 32 feet, 0 inches	896sqft	32
Implementation Date		
2022-06-14		
Uploaded Files		

--

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.		No

Special Education Support Services

Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
School Psychologist	1	District Wide	District
Behavior Specialist	1	District Wide	District
Guidance Counselor	3	Elementary	District
Guidance Counselor	4	Secondary	District
Paraprofessionals	13	Elementary	District
Paraprofessionals	6	Secondary	District
Social Worker	1	District Wide	Contractor
Physical Therapist	3.5 hours	District Wide	Contractor
Occupational Therapist	21 hours	District Wide	Contractor
Paraprofessionals	7	Elementary	Contractor
Paraprofessionals	3	Secondary	Contractor
Other	1	Secondary	Contractor
Other	1	Elementary	Contractor

Special Education Personnel Development

Autism

Description of Training			
Training opportunities in the area of Autism will include, but are not limited to: At the beginning of each school year and as new students are enrolled in the Hanover Public School District team meetings will be held to provide the staff educating a particular student the ability to receive information pertinent to that student who may be diagnosed with an Autism disability. This will be completed by having the parents or any outside agency involved with the family an opportunity to share information with the staff to ensure that the student is receiving the specially designed instruction in order to be successful in the least restrictive environment.			
Lead Person/Position		Year of Training	
LEA and School Psychologist		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	2	Other	Building Administrators General Education Teachers Parents

Description of Training			
STAR and SOLER Workshops and Coaching			
Lead Person/Position		Year of Training	
Director of Special Education		2024 2025	
Hours Per Training	Number of Sessions	Provider	Audience
6	6	Other	Building Administrators Paraprofessionals Special Education Teachers

Positive Behavior Support

Description of Training	
Training opportunities in the area of Behavior Support will include (but are not limited to): 1. District administrators in conjunction with district PBIS team members will present and review building level PBIS rules for all building staff. This will allow for staff to be able to use the system to target behaviors specific to that building. This will occur at the beginning of each school year as a review for all staff and to present to new staff. At the conclusion of the year the building level team will review discipline data to determine if there is a need to change/modify PBIS rules for the following school year.	
Lead Person/Position	Year of Training

Special Ed. Director, Building Administrators, Staff		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
2	2-10	District	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Paraprofessional

Description of Training			
Training for Paraprofessionals will include (but not be limited to): Annually, beginning July 1st the Hanover Public School District will offer Special Education Paraprofessionals 20 hours of in-service hours to meet PDE/Chapter 14 mandate, and to enhance their overall skills and knowledge when working with students with disabilities.			
Lead Person/Position		Year of Training	
Assistant Superintendent, Director of Special Education		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	20	District Intermediate Unit	Paraprofessionals

Description of Training			
The district will review the needs of individual students, as well as feedback from paraprofessionals, learning support teachers and administrators that work with the students who are in need of special education services, to determine if there are any specific trainings that are needed. The specific trainings will ensure that each student is educated in the least restrictive environment and receiving FAPE. Trainings will be sure to include CPI, CPR, First Aid, behavioral support items, reading and math instruction, autism strategies, and PSSA administration.			
Lead Person/Position		Year of Training	
Special Education Director, Building Administrators		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience

1	4	District Intermediate Unit	Paraprofessionals
---	---	-------------------------------	-------------------

Transition

Description of Training			
Training in the area of Transition will include (but not limited to): Annual training provided to special education staff in the area of transition for students who have an IEP and are between the age of 14-21. This would include transition support at IEP meetings, providing information regarding training opportunities that are being held locally, attendance at local Transition Council meetings Increase awareness of local community agencies and the supports they can provide to the student and family following graduation. Provide training opportunities/information to families in the area of transition. This could include inviting community agency service providers to IEP meetings, forward training opportunities that occur in the community to parents and students, and annual college/career fair. Provide transition services to students with an IEP that are between the age of 14-21. This could include inviting the student to IEP meetings, local transition days, provide them the opportunity for job shadowing (both inside and outside the school setting), referral to OVR. There is a Parent Special Education Page available on the district website. The following areas will be addressed on the page: 1. Links to Parent Resources (to include transition), 2. List of Community Resources and contacts, 3. Information specific to HPSD, 4. Parent training opportunities in the district, and 5. Parent workshops that may be available in the community. A special education teacher attends the local Transition Council meetings that occur 4 times per year. This information is then carried back and shared in house with all appropriate teachers/staff/students/parents. Students attend the local Transition Fair when they are in 11th grade. At the fair there are representatives from local agencies and colleges that may be able to service our graduates following graduation. Special Education Teachers (grades 7-12) attend on a bi-annual basis the Teacher Transition Day. This provides the most recent information of available resources to staff, students, and parents in the field of transition services. Student will have the opportunity to participate with the Crispus Attucks Center for Employment and Training program. This program is offered with the following goals: prepare for the workforce, develop personal (soft) skills and tangible hard skills, and to instill a sense of ownership and responsibility.			
Lead Person/Position		Year of Training	
District Administrators and Staff		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
2	4	District Intermediate Unit PaTTAN Other	Building Administrators Central Office Administrators General Education Teachers Parents Special Education Teachers

Science of Literacy

Description of Training
Training opportunities in the area of Literacy will include (but not limited to): All staff will participate in professional development including differentiated instruction, engaging students, Danielson Framework for Educator's Effectiveness, shifting to the common core, and meeting the needs of English Language Learners. Evidence that the action step has been implemented will occur through Act 48 reporting system All professional staff will participate in curriculum mapping. This will include teachers from all levels

mapping current practices, materials, and content for each content area subjects. Gaps and overlaps will be noted and planning for curriculum alignment to the Common Core will begin. The Hanover Public School District will continue to work and address reading skills for students with IEPs and at-risk students. This will occur with implementation of an Intervention Specialist position for K-12. The Hanover Public School District will continue to complete benchmark assessments for all students K-12 in the areas of early literacy skills, reading fluency and reading comprehension. Based upon the results of these assessments intervention will be implemented to include the use of RtII designed interventions that will best meet the student's needs in order to allow us to close the gap for identified and at-risk students in the area of reading.			
Lead Person/Position		Year of Training	
Assistant Superintendent, Building Administrators		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
3	6	District Intermediate Unit PaTTAN Other	Building Administrators General Education Teachers Special Education Teachers Other

Parent Training

Description of Training			
Parent trainings across the different eligibilities that may be offered within the district or in the community will be shared on the district Special Education Parent site that will be updated as needed.			
Lead Person/Position		Year of Training	
Assistant Superintendent, Director of Special Education, Building Administrators		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
Varied	Varied	District Intermediate Unit PaTTAN Other	Parents

IEP Development

Description of Training
Annual Review of IEP processes and procedures will be provided for the purpose of updating staff on new legislation which directly impacts the IEP. Quality IEPs will also be reviewed, as well as our local process/procedures for all processes.

Lead Person/Position		Year of Training	
Special Education Director		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
3	2	District PaTTAN	Special Education Teachers Other

Description of Training			
Facilitated IEPs - Training will be provided to all Special Education staff and building administrators on the Facilitated IEP Process.			
Lead Person/Position		Year of Training	
Director of Special Education		2024 2025	
Hours Per Training	Number of Sessions	Provider	Audience
7	2-3	Other	Building Administrators Special Education Teachers

Signatures & Affirmations

Approval Date

2022-06-20

Uploaded Files

scan_ljackson_2022-07-22-14-07-55.pdf

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

Dr. John A. Scola

Date

2022-08-04