

Hanover Area SD

District Level Plan

07/01/2019 - 06/30/2022

District Profile

Demographics

1600 Sans Souci Pkwy
Hanover Township, PA 18706
(570)831-2313
Superintendent: WILLIAM JONES
Director of Special Education: Shannon Bennett

Planning Process

The Planning process is being led by Mr. William Jones, Superintendent of the District. A core team of administrators were chosen to review the necessary components of the plan as to create an outline and timeline for the process. Bi-monthly planning sessions were scheduled with informal meetings taking place as needed.

Areas of concentration were divided among central office administrators who will serve as planning team leaders as well as key members of the implementation team.

Dr. Daphne Pugh, Director of Curriculum/Federal Programs for the district examined and evaluated specific areas of the Core Foundations. Mrs. Shannon Bennett Director of Special Education and Pupil Personnel and her team concentrated on Safe and Supportive Schools as well as all issues pertaining to Special Education.

Throughout the process communication will be expected and monitored by the Superintendent. Team leaders will have both formal and informal meetings with their teams and with leaders of all teams sharing insights.

Mission Statement

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

Vision Statement

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

Shared Values

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

Educational Community

The Hanover Area School District, located in the scenic Wyoming Valley, is comprised of Hanover Township, and the boroughs of Warrior Run, Sugar Notch and Ashley. The School District encompasses approximately 30 square miles. The district consists of the Junior/Senior High School (grades 7-12), Memorial Elementary (grades 4, 5,6), Lee Park Elementary Center (grades 2,3), and Hanover Green Kindergarten Center (grades K,1).

Latest figures show that there were 11,488 people, 4,951 households, and 3,153 families residing in the township. The population density was 610.5 people per square mile There were 5,338 housing units at an average density of 283.7/sq mi (109.5/km²). The racial makeup of the township was 98.08% White, 0.96% African American, 0.02% Native American, 0.17% Asian, 0.12% from other races, and 0.64% from two or more races. Hispanic or Latino of any race were 0.60% of the population.

There were 4,951 households out of which 27.2% had children under the age of 18 living with them, 44.6% were married couples living together, 14.6% had a female householder with no husband present, and 36.3% were non-families. 32.4% of all households were made up of individuals, and 17.4% had someone living alone who was 65 years of age or older. The average household size was 2.29, and the average family size was 2.90.

In the township the population was spread out with 22.0% under the age of 18, 7.9% from 18 to 24, 26.5% from 25 to 44, 23.0% from 45 to 64, and 20.7% who were 65 years of age or older. The median age was 40 years. For every 100 females, there were 86.2 males. For every 100 females age 18 and over, there were 82.1 males.

Hanover Area is a comprehensive K-12 school district. The district offers basic and advanced placement courses in several subject areas. With the cooperation of the Wilkes-Barre Area Vocational-Technical School (WBAVTS), the district offers vocational training in building trades, power mechanics, food service, cosmetology and data processing. The curricular offerings at Hanover Area Jr./Sr. High School have been designed to provide a strong core of skills, enhanced by

electives oriented towards personal interests and career goals. The district's goal is to prepare our students for post-secondary experiences, whether in further education, the armed forces or as a member of the work force.

Planning Committee

Name	Role
William Jones	Administrator : Professional Education Special Education
Dan Malloy	Administrator : Professional Education Special Education
Ann Marie Mantione	Administrator : Professional Education Special Education
Terry Schnee	Administrator : Professional Education Special Education
Thomas Makowski	Business Representative : Professional Education
Joseph Steininger	Business Representative : Professional Education
Joseph Halesey	Community Representative : Professional Education
Susan Kuhl	Community Representative : Professional Education
Nicole Hummer	Ed Specialist - School Counselor : Special Education
Marilyn Namey	Ed Specialist - School Nurse : Professional Education Special Education
Bryan Finn	Ed Specialist - School Psychologist : Professional Education Special Education
Gina Considine	Elementary School Teacher - Regular Education : Professional Education Special Education
Shannon McCann	Elementary School Teacher - Regular Education : Professional Education
Melissa Richardson	Elementary School Teacher - Special Education : Special Education
Scott Francis	High School Teacher - Regular Education : Professional Education
Amy Hummer	High School Teacher - Regular Education : Professional Education
Maura Pambianco	High School Teacher - Special Education : Professional Education Special Education
Griffith Michael	Middle School Teacher - Regular Education : Professional Education

Kim Sweeney	Middle School Teacher - Regular Education : Professional Education
Jerri Clemons	Parent : Professional Education
William Kane	Parent : Professional Education Special Education
Shannon Bennett	Special Education Director/Specialist : Professional Education Special Education

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Developing	Developing
Civics and Government	Developing	Developing
PA Core Standards: English Language Arts	Developing	Developing
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
PA Core Standards: Mathematics	Developing	Developing
Economics	Developing	Developing
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Developing	Developing
Geography	Developing	Developing
Health, Safety and Physical Education	Developing	Developing
History	Developing	Developing
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Developing	Developing
Alternate Academic Content Standards for Reading	Developing	Developing
American School Counselor Association for Students	Developing	Developing
Early Childhood Education: Infant-Toddler→Second Grade	Developing	Developing
English Language Proficiency	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

This narrative is empty.

Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Developing	Developing
Civics and Government	Developing	Developing
PA Core Standards: English Language Arts	Developing	Developing
PA Core Standards: Literacy in History/Social Studies,	Developing	Developing

Science and Technical Subjects		
PA Core Standards: Mathematics	Developing	Developing
Economics	Developing	Developing
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Developing	Developing
Geography	Developing	Developing
Health, Safety and Physical Education	Developing	Developing
History	Developing	Developing
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Developing	Developing
Alternate Academic Content Standards for Reading	Developing	Developing
American School Counselor Association for Students	Developing	Developing
English Language Proficiency	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

This narrative is empty.

Middle Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Developing	Developing
Civics and Government	Developing	Developing
PA Core Standards: English Language Arts	Developing	Developing
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
PA Core Standards: Mathematics	Developing	Developing
Economics	Developing	Developing
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Developing	Developing
Geography	Developing	Developing
Health, Safety and Physical Education	Developing	Developing
History	Developing	Developing
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Developing	Developing
Alternate Academic Content Standards for Reading	Developing	Developing
American School Counselor Association for Students	Developing	Developing
English Language Proficiency	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing
World Language	Developing	Developing

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

This narrative is empty.

High School Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Developing	Developing
Civics and Government	Developing	Developing
PA Core Standards: English Language Arts	Developing	Developing
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
PA Core Standards: Mathematics	Developing	Developing
Economics	Developing	Developing
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Developing	Developing
Geography	Developing	Developing
Health, Safety and Physical Education	Developing	Developing
History	Developing	Developing
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Developing	Developing
Alternate Academic Content Standards for Reading	Developing	Developing
American School Counselor Association for Students	Developing	Developing
English Language Proficiency	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing
World Language	Developing	Developing

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

This narrative is empty.

Adaptations

Elementary Education-Primary Level

Checked answers

None.

Unchecked answers

None.

Elementary Education-Intermediate Level

Checked answers

None.

Unchecked answers

None.

Middle Level

Checked answers

None.

Unchecked answers

None.

High School Level

Checked answers

None.

Unchecked answers

None.

Explanation for any standards checked:

This narrative is empty.

Curriculum

Planned Instruction

Elementary Education-Primary Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Developing
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Developing
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Developing
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

This narrative is empty.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

Elementary Education-Intermediate Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Developing
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Developing
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Developing
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

This narrative is empty.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

Middle Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Developing
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Developing
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Developing
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Not answered

Processes used to ensure Accomplishment:

This narrative is empty.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

High School Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Developing

Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Developing
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Developing
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

This narrative is empty.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

Modification and Accommodations

Explain how planned instruction contains modifications and accommodations that allow all students at all mental and physical ability levels to access and master a rigorous standards aligned curriculum.

Planned instruction incorporates the use of differentiated instruction. Academic achievement data is continually monitored and reviewed by the Child Study team. Each case is revisited to ensure the implementation of appropriate interventions and adaptations and progress is monitored.

Instruction

Instructional Strategies

Checked Answers

- Formal classroom observations focused on instruction
- Walkthroughs targeted on instruction
- Annual Instructional evaluations
- Instructional Coaching

Unchecked Answers

- Peer evaluation/coaching

Regular Lesson Plan Review

Checked Answers

- Administrators
- Building Supervisors

- Instructional Coaches

Unchecked Answers

- Department Supervisors
- Not Reviewed

Provide brief explanation of LEA's process for incorporating selected strategies.

Ongoing assessment of teaching, curriculum, and instruction is important to ensure a quality education for all students. Strategies such as observations, walk throughs, etc. should be completed formally and informally throughout the year to build a positive relationship with faculty and to provide mentoring and professional development experiences based upon the results of the same. Literacy and math coaches support lesson planning processes and adapt as deemed necessary through data review processes.

Provide brief explanation for strategies not selected and how the LEA plans to address their incorporation.

In the year 2017-2018, Title I, II, IV, and RTL resources are being utilized to create a coaching initiative for reading and math in grades K-6.

Responsiveness to Student Needs

Elementary Education-Primary Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Full Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

If necessary, provide further explanation. (Required explanation if column selected was

This narrative is empty.

Elementary Education-Intermediate Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Full Implementation

A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation
--	---------------------

If necessary, provide further explanation. (Required explanation if column selected was

This narrative is empty.

Middle Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Full Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

If necessary, provide further explanation. (Required explanation if column selected was

This narrative is empty.

High School Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Differentiated instruction is used to meet student needs.	Full Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

If necessary, provide further explanation. (Required explanation if column selected was

Faculty at the high level utilize various instructional practices in class based upon student need (found in data analysis as well as teacher observation). Differentiation as well as structured grouping is utilized throughout the content areas. Flexible grouping and scheduling variances are being investigated further to ensure students' instructional needs are being met.

Recruitment

Describe the process you implement to recruit and assign the most effective and highly qualified teachers in order to meet the learning needs of students who are below proficiency or are at risk of not graduating.

District is assigning teachers with proven results to those at risk student.

Assessments

Local Graduation Requirements

Course Completion	SY 19/20	SY 20/21	SY 21/22
Total Courses	24.00	24.00	24.00
English	4.00	4.00	4.00
Mathematics	3.00	3.00	3.00
Social Studies	3.00	3.00	3.00
Science	3.00	3.00	3.00
Physical Education	4.00	4.00	4.00
Health	1.00	1.00	1.00
Music, Art, Family & Consumer Sciences, Career and Technical Education			
Electives	6.00	6.00	6.00
Minimum % Grade Required for Credit (Numerical Answer)	60.00	60.00	60.00

Graduation Requirement Specifics

We affirm that our entity requires demonstration of proficiency or above in each of the following State academic standards: English Language Arts and Mathematics, Science and Technology and Environment and Ecology, as determined through any one or a combination of the following: *Checked answers*

- Completion of secondary level coursework in English Language Arts (Literature), Algebra I and Biology in which a student demonstrates proficiency on the associated Keystone Exam or related project-based assessment if § 4.4(d)(4) (relating to general policies) applies.

Unchecked answers

- Locally approved and administered assessments, which shall be independently and objectively validated once every 6 years. Local assessments may be designed to include a variety of assessment strategies listed in ? 4.52(c) and may include the use of one or more Keystone Exams. Except for replacement of individual test items that

have a similar level of difficulty, a new validation is required for any material changes to the assessment. Validated local assessments must meet the following standards:

- I. Alignment with the following State academic standards: English Language Arts (Literature and Composition); Mathematics (Algebra I) and Environment and Ecology (Biology).
 - II. Performance level expectations and descriptors that describe the level of performance required to achieve proficiency comparable to that used for the Keystone Exams.
 - III. Administration of the local assessment to all students, as a requirement for graduation, except for those exempted by their individualized education program under subsection (g), regarding special education students, or gifted individualized education plan as provided in ? 16.32 (relating to GIEP).
 - IV. Subject to appropriations provided by law, the cost to validate local assessments shall be evenly divided between the school district, AVTS or charter school, including a cyber-charter school, and the Department. If the Department does not provide sufficient funding to meet its share, local assessments submitted for validation shall be deemed valid until a new validation is due to the Department.
 - V. The Department will establish a list of entities approved to perform independent validations of local assessments in consultation with the Local Assessment Validation Advisory Committee as provided in ? 4.52(f).
 - VI. School boards shall only approve assessments that have been determined to meet the requirements of this subsection by an approved entity performing the independent validation. If a school district, AVTS or charter school, including a cyber-charter school, uses a local assessment that has not been independently validated, the Secretary will direct the school entity to discontinue its use until the local assessment is approved through independent validation by an approved entity.
- Completion of an Advanced Placement exam or International Baccalaureate exam that includes academic content comparable to the appropriate Keystone Exam at a score established by the Secretary to be comparable to the proficient level on the appropriate Keystone Exam.
 - Not Applicable. Our LEA does not offer High School courses.

Local Assessments

Standards	WA	TD	NAT	DA	PSW	Other
Arts and Humanities		X			X	
Career Education and Work		X			X	
Civics and Government		X			X	
PA Core Standards: English Language Arts		X			X	
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects		X			X	
PA Core Standards: Mathematics		X			X	
Economics		X			X	
Environment and Ecology		X			X	
Family and Consumer Sciences		X			X	
Geography		X			X	
Health, Safety and Physical Education		X			X	
History		X			X	
Science and Technology and Engineering Education		X			X	
World Language		X			X	

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
Unit assessments (teacher or publisher created), PSSA, Keystone, PASA, end of chapter quizzes and tests.	X	X	X	X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
Compass Learning Benchmark Assessments are utilized in Reading and Math, PSSA,	X	X	X	X

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
In class assignments, anecdotal notes, teacher created evaluations, ongoing classroom based assessments(e.g. think-pair-share, exit tickets)	X	X	X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
Gates MacGinitie, STAR, KeyMath	X	X	X	

Validation of Implemented Assessments

Validation Methods	EEP	EEI	ML	HS
External Review				
Intermediate Unit Review				
LEA Administration Review	X	X	X	X
Building Supervisor Review				
Department Supervisor Review			X	X
Professional Learning Community Review				
Instructional Coach Review				
Teacher Peer Review	X	X		

Provide brief explanation of your process for reviewing assessments.

The district assessment plans for each content area are reviewed annually at a minimum by teams of teachers and administrators.

Development and Validation of Local Assessments

If applicable, explain your procedures for developing locally administered assessments and how they are independently and objectively validated every six years.

Locally administered assessments are developed by collaborative teams using research based approaches to assessment building. The district (includes core content area) reviews the assessment plan annually and revises as appropriate.

Collection and Dissemination

Describe your system to collect, analyze and disseminate assessment data efficiently and effectively for use by LEA leaders and instructional teams.

Grade level and district level teams comprised of administrators and teachers review data on a regular basis, share the implications for instruction, and revise accordingly.

Data Informed Instruction

Describe how information from the assessments is used to assist students who have not demonstrated achievement of the academic standards at a proficient level or higher.

Grade level data teams review data quarterly at a minimum, to create need based tutoring programs and opportunities for remediation during and after school.

Assessment Data Uses

Assessment Data Uses	EEP	EEI	ML	HS
Assessment results are reported out by PA assessment anchor or standards-aligned learning objective.	X	X	X	X
Instructional practices are identified that are linked to student success in mastering specific PA assessment anchors, eligible content or standards-aligned learning objectives.	X	X	X	X
Specific PA assessment anchors, eligible content or standards-aligned learning objectives are identified for those students who did not demonstrate sufficient mastery so that teachers can collaboratively create and/or identify instructional strategies likely to increase mastery.	X	X	X	X
Instructional practices modified or adapted to increase student mastery.	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

PA Assessment data is analyzed by teams both grade level and district level to review the effectiveness and efficiency of the curriculum and assessment plans in place. Instruction is modified to increase student success.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

This narrative is empty.

Distribution of Summative Assessment Results

Distribution Methods	EEP	EEI	ML	HS
Course Planning Guides	X	X	X	X
Directing Public to the PDE & other Test-related Websites				
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports				
Website				
Meetings with Community, Families and School Board	X	X	X	X
Mass Phone Calls/Emails/Letters				
Newsletters				
Press Releases				
School Calendar				
Student Handbook				

Provide brief explanation of the process for incorporating selected strategies.

Summative data is distributed to the public in forums such as literacy nights, parent/teacher conferences, PTA information sessions, letters to parents, etc. Dissemination of such data is important for data driven instruction, planning, and programming.

Provide brief explanation for strategies not selected and how the LEA plans to address their incorporation.

The Hanover Area School District utilizes the strategies that best fit the relevancy and efficiency of sharing summative data based upon the population/audience to which it is to be shared.

Safe and Supportive Schools

Assisting Struggling Schools

Describe your entity's process for assisting schools that either do not meet the annual student achievement targets or experience other challenges, which deter student attainment of academic standards at a proficient level or higher.

If your entity has no struggling schools, explain how you will demonstrate continued growth in student achievement.

The biggest challenge to the Hanover Area Schools is assisting students who struggle to meet academic standards at a proficient or higher level. Assistance to these students starts with each school having a Child Study/504 Team that identifies struggling students, examines the nature of the students' difficulties, makes recommendations to teachers that they may utilize with students, and monitors on a monthly basis students' progress. Intervention classes have been set up in first through sixth grades. The intervention classes work with students who are at least two years below expected achievement levels in reading and/or mathematics. These students are assessed to develop baseline and diagnostic scores. A plan of effective instruction is developed for the students and their progress is regularly monitored. Every two months the intervention class's teacher presents student data on the progress of his/her students to a committee consisting of the building's principal, counselor, Title I teacher, and Child Study Team Facilitator. The Director of Special Education/Student Services also attends the meetings. Other district support staff including the school nurse, school psychologist, and district attendance officer are called upon as needed. The district uses Title I funds to provide an extra teacher in the Intervention classes. The Title I teacher works on assisting students to improve their reading skills. The district uses computer software programs to assist struggling students to learn subject areas that is not clear to students, reinforce previously learned materials, and to provide the opportunity to learn new information and skills. Students in seventh and eighth grades receive a daily reading class in addition to their

daily English class. Students who are on level in their reading focus on improving these skills including developing the ability to analysis and think through the questions and issues raised in their readings. Students in the seventh and eighth grades who are struggling with their reading continue to receive instruction on how to improve their level of comprehension and develop a large vocabulary. For students who have not mastered decoding, they receive instruction from a state certified reading teacher who focuses on developing basic decoding skills, building up vocabulary and increasing ability to comprehend what they are reading. If necessary, students with serious reading difficulties will receive this additional reading assistance through twelfth grade.

Students with very significant difficulties in reading and/or mathematics who do not acquire the needed skills after they have received assistance provided by the district will be recommended for educational evaluation to determine eligibility for special education services. If the student qualifies, support and other types of assistance will be provided through the special education program or in some cases through a 504 if they meet the requirements.

A "CORE" program, that the district has been working with the last several years, supplies staff development and data assessment support. A "CORE" representative works with staff from the elementary schools and another representative from "CORE" works with the Junior/Senior High School staff. As part of this work, the district utilizes student data from classroom assessments and state assessment of student achievement. The data is used to evaluate and improve student progress as individuals, classes, and grades.

Edit

Programs, Strategies and Actions

Programs, Strategies and Actions	EEP	EEI	ML	HS
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement	X	X	X	X
School-wide Positive Behavioral Programs	X	X	X	X
Conflict Resolution or Dispute Management	X	X	X	X
Peer Helper Programs				
Safety and Violence Prevention Curricula	X	X	X	X
Student Codes of Conduct	X	X	X	X
Comprehensive School Safety and Violence Prevention Plans	X	X	X	X
Purchase of Security-related Technology	X	X	X	X
Student, Staff and Visitor Identification Systems	X	X	X	X

Placement of School Resource Officers	X	X	X	X
Student Assistance Program Teams and Training	X	X	X	X
Counseling Services Available for all Students	X	X	X	X
Internet Web-based System for the Management of Student Discipline	X	X	X	X

Explanation of strategies not selected and how the LEA plans to address their incorporation:

The district has had a School Resource Officer functioning in the district's four schools since January 2015. A web-based system for the data management of student discipline became operational in September 2015. For the 2018-2019 school year, the district hired a Safety and Security Officer as well as secured several grants to fund various safety measurements such as window tinting, camera and security systems, safety trainings for personnel, and a metal detector for the Jr/Sr High School. Procedures for school visitors and emergency protocols continue to be reviewed and revised if warranted.

The district's elementary schools implement positive behavior programs. The building's counselors and teachers implement its own program. Conflict management techniques are utilized by school's counselors and principals. They work with students to solve problems and resolve conflicts. Principals work with students who violate the student discipline policy. Students in conflict are brought together and a problem solving approach is used to develop better relationships and resolve student conflicts. The Box Out Bullying Prevention Program was implemented in grades K-6 in the 2018-2019 school year. Teachers had professional development on bullying prevention, a school climate survey was administered and reviewed, and a parent program and student assembly are scheduled for 2018.

Each school has a Child Study/504 Team that works with teachers, students, and parents to provide academic, behavior, and emotional support for students. Each building's team works with teachers to identify students who are having difficulties in school and to explore the nature of the student's difficulties. Recommendations are developed for the teacher to utilize with students. At each CST/504 meeting, the progress of previously referred students is reviewed and new suggestions are made.

Screening, Evaluating and Programming for Gifted Students

Describe your entity's awareness activities conducted annually to inform the public of the gifted education services and programs offered (newspaper, student handbooks, school website, etc.)

1. Students may be referred for gifted evaluation by parents for evaluation by the district's school psychologist. Teachers and counselors may make referrals for students to be considered for gifted evaluation. Students referred for possible giftedness are reviewed by the Child Study Team and the Child Study/504 Facilitator for possible evaluation by the school psychologist.
2. The elementary schools, Kg-6th grades, have a gifted facilitator and there is another gifted facilitator for the high school (7-12 grades). The GIEP team reviews the evaluation by the school psychologist and confirms that the student is a gifted student. The gifted facilitator is responsible for writing the Gifted Individual Education Plan (GIEP) upon the

recommendations of the GIEP team. Goals are established for each student. The facilitator at each level offers the student and his or her parents additional options to support and expand the skills of the gifted student. Some options include: Internet courses, Rosette Stone to study a foreign language, independent study or a project in an area of student interest, and high school students may take college courses. In some cases, a gifted student may be accelerated a grade. A course might be compressed or enhanced with projects and readings at a more advanced level than other students in the course. A gifted student may take a particular course at an advanced level in an area of strength. Gifted students are encouraged and supported to develop their skills in thinking and problem solving. Gifted students meet regularly with their gifted facilitator. At each elementary school the gifted teacher meets weekly with gifted students.

Describe your entity's process for locating students who are thought to be gifted and may be in need of specially designed instruction (screening).

Students may be referred for gifted evaluation by parents for evaluation by the district's school psychologist. Teachers and counselors may make referrals for students to be considered for gifted evaluation. Students referred for possible giftedness are reviewed by the Child Study Team and the Child Study/504 Facilitator for possible evaluation by the school psychologist.

Describe your entity's procedures for determining eligibility (through multiple criteria) and need (based on academic strength) for potentially mentally gifted students (evaluation).

The Hanover Area SD determines Gifted Eligibility through the evaluation process. An IQ of 130 or higher or if lower but significant strengths in other areas are evident, qualification is discussed.

Describe the gifted programs* being offered that provide opportunities for acceleration, enrichment or both. *The word "programs" refers to the continuum of services, not one particular option.

The gifted facilitator is responsible for writing the Gifted Individual Education Plan (GIEP) upon the recommendations of the GIEP team. Goals are established for each student. The facilitator at each level offers the student and his or her parents additional options to support and expand the skills of the gifted student. Some options include: Internet courses, Rosette Stone to study a foreign language, independent study or a project in an area of student interest, and high school students may take college courses. In some cases, a gifted student may be accelerated a grade. A course might be compressed or enhanced with projects and readings at a more advanced level than other students in the course. A gifted student may take a particular course at an advanced level in an area of strength. Gifted students are encouraged and supported to develop their skills in thinking and problem solving. Gifted students meet regularly with their gifted facilitator. At each elementary school the gifted teacher meets weekly with gifted students.

Developmental Services

Developmental Services	EEP	EEI	ML	HS
Academic Counseling	X	X	X	X
Attendance Monitoring	X	X	X	X

Behavior Management Programs	X	X	X	X
Bullying Prevention	X	X	X	X
Career Awareness	X	X	X	X
Career Development/Planning		X	X	X
Coaching/Mentoring		X	X	X
Compliance with Health Requirements –i.e., Immunization	X	X	X	X
Emergency and Disaster Preparedness	X	X	X	X
Guidance Curriculum	X	X	X	X
Health and Wellness Curriculum	X	X	X	X
Health Screenings	X	X	X	X
Individual Student Planning	X	X	X	X
Nutrition	X	X	X	X
Orientation/Transition	X	X	X	X
RTII/MTSS				
Wellness/Health Appraisal	X	X	X	X
Child Study-504 Teams in each school focus on the developmental needs of students.				

Explanation of developmental services:

Career Awareness starts in kindergarten with the study of community service jobs such as police, fire, postal worker, nurse, teacher or doctor. In first through sixth grades, career awareness is done in academic subjects. The roles of different people and the type of careers that are encountered are discussed whether it is an inventor, doctor, nurse, explorer, business person, steel worker, mason, artist or writer. Formal career planning for begins when students reach 14 years of age that occurs for some students in sixth grade. Starting in seventh grade teachers and counselors are the key people in supporting and mentoring students in developing skills that are work related. In ninth grade, the Career and Technical School offers two programs for students to explore different types of careers and training. Coaching and mentoring in a formal way does not begin until students enter 10th grade. This is the grade that students are eligible to attend Career and Technical High School classes under the instruction, coaching, and mentoring of job-experienced teachers. In eleventh grade students may start working in paying jobs and Internships. These students receive support from teachers functioning as coaches and mentors.

The district is not using an official RTII system, but is using an unofficial system of providing RTII support to students. Each school has a Child Study/504 Team that receives student referrals from teachers and parents. Each of these referred students' achievement data and personal history is analyzed. Recommendations are made that the teacher may use to assist the student. In some cases, additional assessments in reading and /or math are recommended which are done either by a teacher, counselor, or facilitator. The goal is to provide information to teachers about the students' specific needs. Each month new and previously referred students' progress is monitored and discussions focus on providing additional recommendations that the teacher may use with particular students. When appropriate, students are referred for evaluation by the district's school psychologist. In some cases where it seems warranted, students are referred to community agencies.

Diagnostic, Intervention and Referral Services

Diagnostic, Intervention and Referral Services	EEP	EEI	ML	HS
Accommodations and Modifications	X	X	X	X
Administration of Medication	X	X	X	X
Assessment of Academic Skills/Aptitude for Learning	X	X	X	X
Assessment/Progress Monitoring	X	X	X	X
Casework	X	X	X	X
Crisis Response/Management/Intervention	X	X	X	X
Individual Counseling	X	X	X	X
Intervention for Actual or Potential Health Problems	X	X	X	X
Placement into Appropriate Programs	X	X	X	X
Small Group Counseling-Coping with life situations	X	X	X	X
Small Group Counseling-Educational planning			X	X
Small Group Counseling-Personal and Social Development	X	X	X	X
Special Education Evaluation	X	X	X	X
Student Assistance Program	X	X	X	X
Students are referred to Children and Youth Services in appropriate cases of abuse, neglect, health, or attendance issues. Referrals are made to other community legal agencies: police, health or housing departments.	X	X	X	X

Explanation of diagnostic, intervention and referral services:

Each school has a Child Study/504Team that receives student referrals from teachers and parents. Each of these referred students is discussed with recommendations that the teacher may use to support the student. Some assessments by the counselor or Child Study/504 Facilitator will be done to provide information about the students' reading and/or math levels. The goal is to provide information to teachers about students specific needs. Each month-referred students are discussed and monitored with recommendations of support continuing to be provided. When appropriate, students are referred for evaluation by the district school psychologist.

Consultation and Coordination Services

Consultation and Coordination Services	EEP	EEI	ML	HS
Alternative Education	X	X	X	X
Case and Care Management	X	X	X	X
Community Liaison	X	X	X	X
Community Services Coordination (Internal or External)	X	X	X	X
Coordinate Plans	X	X	X	X
Coordination with Families (Learning or Behavioral)	X	X	X	X

Home/Family Communication	X	X	X	X
Managing Chronic Health Problems	X	X	X	X
Managing IEP and 504 Plans	X	X	X	X
Referral to Community Agencies	X	X	X	X
Staff Development	X	X	X	X
Strengthening Relationships Between School Personnel, Parents and Communities	X	X	X	X
System Support	X	X	X	X
Truancy Coordination	X	X	X	X

Explanation of consultation and coordination services:

The district counselors work with community agencies. In working with parents contact information to community agencies is provided when it seems appropriate. Referral information about community agencies may be provided to parents during IEP meetings. Representatives of community agencies who are working with students and their families are often present at school meetings. District staff will go to agency meetings about individual students either by physically going to meetings or if the student has been placed in a facility far from the district, staff will participate in meetings by phone.

Communication of Educational Opportunities

Communication of Educational Opportunities	EEP	EEI	ML	HS
Course Planning Guides			X	X
Directing Public to the PDE & Test-related Websites	X	X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X
Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters				
Press Releases	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Communication of Student Health Needs

Communication of Student Health Needs	EEP	EEI	ML	HS
Individual Meetings	X	X	X	X
Individual Screening Results	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and Board of	X	X	X	X

Directors				
Newsletters				
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Frequency of Communication

Elementary Education - Primary Level

- Quarterly

Elementary Education - Intermediate Level

- Quarterly

Middle Level

- Quarterly

High School Level

- Quarterly

Collaboration for Interventions

Describe the collaboration between classroom teachers and individuals providing interventions regarding differing student needs and academic progress.

Collaboration between parents and district staff occurs in meetings, through phone calls and written communication. In some circumstances, parent meetings are scheduled with teachers, counselors and an administrator. Student progress may be reported in daily or through weekly communication, usually in a student planning book. Other forms of communication are progress reports, report cards, and through IEP meetings if the student receives special education services. Agencies work directly with parents, attend district meetings, and work with some students and then communicate how the student is doing through phone or written communication. Agency representatives will attend IEP meetings as well as other meetings that have been set up to address a student with problems.

Community Coordination

Describe how you accomplish coordination with community operated infant and toddler centers, as well as preschool early intervention programs. In addition, describe the community coordination with the following before or after school programs and services for all grade levels, including pre-kindergarten, if offered, through grade 12.

1. Child care
2. After school programs
3. Youth workforce development programs

4. Tutoring

1. The district does not directly coordinate with community child care programs. The Intermediate Unit 18 provides an Early Intervention Program for all member districts. The Early Intervention Program evaluates all students in community pre-school programs as part of the IU18 Child Find. HASD works closely with the Early Intervention Program in preparation for the students to enter kindergarten in the next school year.

2. The district facilities are available for community programs for students from age three through eighteen years of age. The district provides a large variety of extra-curricular programs for district students. District programs involve students from kindergarten through twelfth grade. A number programs are offered. Club activities, dances, music, drama, cheerleading, and athletics are available to students. A variety of different athletic programs are offered. Students may also join a number of clubs including foreign language, drama, chess, environment, and service clubs. Students may participate in student government, band, and chorus,

3. As students enter eleventh and twelfth grades, students can be enrolled in work programs. Some of the work programs are paid and others are internships. Experience in different work environments may be part of the programs provided for special education students to meet their transition goals. A few programs can lead to post-graduate employment.

4. The district provides a variety of organized tutoring programs, some are federally funded and others are district-funded. Individual tutoring is provided on a case-by-case basis determined by the student's specific needs. In addition, the district provides computer programs that the student can use after school or at home to make up for work missed or to tutor them in work that needs to be learned or re-enforced. The computer programs can also enhance or accelerate learning. Some students are enrolled in cyber programs where students can study an area of interest or tutor themselves in different areas of learning.

Preschool Agency Coordination

Explain how the LEA coordinates with agencies that serve preschool age children with disabilities.

1. Address coordination activities designed to identify and serve children with disabilities and the supports and accommodations available to ensure both physical and programmatic access.
2. Address pre-kindergarten programs operated directly by the LEA and those operated by community agencies under contract from the LEA.

3. Describe how the LEA provides for a smooth transition from the home setting and any early childhood care or educational setting the students attend, to the school setting.

1. Intermediate Unit 18 provides an Early Intervention Program for all students from member school districts who have special education needs. When Early Intervention students are going to enter kindergarten the following school year, a meeting is held in December with district staff and the Early Intervention staff to start the transition process. An Early Intervention staff member is assigned to each district to ensure an effective transition process. A number of Early Intervention students are evaluated by the district's school psychologist to evaluate eligibility for special education services. This permits placement of students in programs appropriate to meet their needs. Any accommodations that require purchase of equipment or adapting a classroom can be put into place over the summer.

2. The district does not operate any pre-kindergarten programs other than working through the IU18 to provide Early Intervention services to students in need. The district does not contract with any community agencies to provide pre-kindergarten services.

3. Registration for kindergarten is scheduled several times in the spring and the summer. Evening hours are also provided for kindergarten registration. Students who are registered during the scheduled times are given a health, vision, and hearing screening. They also are given an academic screening by kindergarten teachers. This consists of each student being asked to undertake a variety of simple tasks. The purpose is to gather information about what academic or needs the student may have, and what accommodations may need to be made for the students.

Parents who do not register through the scheduled registration process are registered in the district's Registration Office. Medical information is screened for all students registering in the district. The health screening may result in identifying student needs requiring accommodations such as providing wheelchairs or, providing vision or hearing devices.

Edit

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing
A robust supply of high quality aligned instructional materials and resources available	Developing
Accessibility for students and teachers is effective and efficient	Developing

Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing
---	------------

Provide explanation for processes used to ensure Accomplishment.

This narrative is empty.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

Elementary Education-Intermediate Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing
A robust supply of high quality aligned instructional materials and resources available	Developing
Accessibility for students and teachers is effective and efficient	Developing
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing

Provide explanation for processes used to ensure Accomplishment.

This narrative is empty.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

Middle Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing
A robust supply of high quality aligned instructional materials and resources available	Developing
Accessibility for students and teachers is effective and efficient	Developing
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing

Provide explanation for processes used to ensure Accomplishment.

This narrative is empty.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

High School Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing
A robust supply of high quality aligned instructional materials and resources available	Developing
Accessibility for students and teachers is effective and efficient	Developing
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing

Provide explanation for processes used to ensure Accomplishment.

This narrative is empty.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

SAS Incorporation

Elementary Education-Primary Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms

PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
Early Childhood Education: Infant-Toddler→Second Grade	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district

	classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

This narrative is empty.

Elementary Education-Intermediate Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Implemented in 50% or more of

	district classrooms
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

This narrative is empty.

Middle Level

Standards	Status
Arts and Humanities	Implemented in

	50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms

Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms
World Language	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

This narrative is empty.

High School Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Implemented in 50% or more of district

	classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of

	district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms
World Language	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

This narrative is empty.

Early Warning System

The free PA Educator Dashboard Early Warning System and Intervention Catalog (PA EWS/IC) utilizes the metrics of Attendance, Behavior and Course grades to identify students who may be on a path to dropping out of school. Please indicate your selection of the following options.

Not answered

Professional Education

Characteristics

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

District's Professional Education Characteristics	EEP	EEI	ML	HS
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other, as well as to Pennsylvania's academic standards.	X	X	X	X
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for gifted students are aligned to each other, as well as to Pennsylvania's academic standards.	X	X	X	X
Provides leaders with the ability to access and use appropriate data to inform decision making.	X	X	X	X
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.	X	X	X	X
Instructs the leader in managing resources for effective results.	X	X	X	X

Provide brief explanation of your process for ensuring these selected characteristics.

District profesional development activities are derived from various sources such as teacher observation data, surveys, and achievement data. Resources are provided to ensure teacher reflection and ongoing emphasis of learning in all areas of curriculum and instruction.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

District will attempt to provide additional opportunites for more professionl development.

Educator Discipline Act 126, 71

Provides educators with mandated reporter training, totaling 3 hours, every 5 years as outlined in Act 126.

Questions
The LEA has conducted the required training on:
8/26/2015 Recognizing Child Abuse and Mandated Reporting

Provides educators with four (4) hours of professional development in youth suicide awareness and prevention every five (5) years for professional educators in grades six through twelve as outlined in Act 71.

Questions
The LEA has conducted the training on:
8/26/2015 Suicide Prevention Training

Provides educators with four (4) hours of professional development every five (5) years for professional educators that are teaching the curriculum in which the Child Exploitation Awareness Education program is incorporated as outlined in Act 71.

Questions
Not Applicable for our school entity

Strategies Ensuring Fidelity

Checked answers

- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Administrators participate fully in all professional development sessions targeted for their faculties.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

Unchecked answers

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.
- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.

Provide brief explanation of your process for ensuring these selected characteristics.

Ongoing evaluation of Professional Development will be done by administration and participants.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

District committee will be formed to ensure that professional development is focused and wide-ranging and is implemented with fidelity.

Administration will chair this committee and input will come from local IU.

Induction Program

Checked answers

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.
- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.
- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.
- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.
- Inductees will effectively navigate the Standards Aligned System website.
- Inductees will know and apply LEA endorsed classroom management strategies.
- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.
- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.

Unchecked answers

- Inductees will assign challenging work to diverse student populations.

Provide brief explanation of your process for ensuring these selected characteristics.

Induction activities will be monitored by administration

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

District will use Intermediate unit resources to supplement local activities.

Needs of Inductees

Checked answers

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Frequent observations of inductee instructional practice by supervisor to identify needs.

- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Classroom assessment data (Formative & Summative).
- Review of inductee lesson plans.
- Submission of inductee portfolio.

Unchecked answers

- Student PSSA data.
- Standardized student assessment data other than the PSSA.
- Inductee survey (local, intermediate units and national level).
- Review of written reports summarizing instructional activity.
- Knowledge of successful research-based instructional models.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

Provide brief explanation of your process for ensuring these selected characteristics.

Evaluation by mentor, inductee and administration.

Provide a brief explanation for strategies not selected and your plan to address their incorporation.

District induction Committee will address future incorporation of additional strategies and implementation plan.

Mentor Characteristics

Checked answers

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must model continuous learning and reflection.
- Potential mentors must have knowledge of LEA policies, procedures and resources.
- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must be willing to accept additional responsibility.

Unchecked answers

- Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching and conferencing skills, problem-solving skills and knowledge of adult learning and development).
- Mentors and inductees must have compatible schedules so that they can meet regularly.

Provide brief explanation of your process for ensuring these selected characteristics.

Mentors are chosen from pool of successful veterans who show an aptitude for outstanding mentor ship.

Provide brief explanation for characteristics not selected and how you plan to address their incorporation.

Attempts will be made to match schedules. Opportunities for training will be explored

Induction Program Timeline

Topics	Aug-Sep	Oct-Nov	Dec-Jan	Feb-Mar	Apr-May	Jun-Jul
Code of Professional Practice and Conduct for Educators	X					
Assessments	X	X				
Best Instructional Practices	X	X				
Safe and Supportive Schools	X	X				
Standards	X	X				
Curriculum	X	X	X	X	X	X
Instruction	X	X	X	X	X	X
Accommodations and Adaptations for diverse learners	X	X				
Data informed decision making		X	X		X	
Materials and Resources for Instruction	X	X				

If necessary, provide further explanation.

This narrative is empty.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

At the central office level the program is monitored and evaluated. Each inductee and mentor are reviewed periodically.

Recording Process

Identify the recording process for inductee participation and program completion. (Check all that apply) *Checked answers*

- Mentor documents his/her inductee's involvement in the program.
- A designated administrator receives, evaluates and archives all mentor records.

- School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.
- LEA administrator receives, tallies, and archives all LEA mentor records.
- Completion is verified by the LEA Chief Executive Officer on the Application for Level 2 Certification.

Unchecked answers

None.

Special Education

Special Education Students

Total students identified: **439**

Identification Method

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

The Hanover Area School District utilizes the discrepancy model to identify students with specific learning disabilities. The discrepancy model assesses whether there is a significant discrepancy (difference) between a student's scores on an individualized test of cognitive ability and one or more areas on an achievement test. The district typically defines a significant difference as 1.5 standard deviations, or approximately 20 points. Aside from a discrepancy between the student's IQ and achievement, the student must also be demonstrating achievement well below age or grade level. In addition, as with all disability categories, the district must ensure that a student is not identified as having a disability if the reason they are not achieving is due to a lack of instruction in math, reading or limited English proficiency.

Enrollment

Review the Enrollment Difference Status. If necessary, describe how your district plans to address any significant disproportionalities.

The data is publicly available via the PennData website. You can view your most recent report. The link is:

<https://penndata.hbg.psu.edu/PublicReporting/DataataGlance/tabid/2523/Default.aspx>

According to the Special Education Data Report for School Year 2015-2016, Hanover Area School District's percent of special education students is 19.3%, compared to the state

enrollment of 15.9%. The total district population is just over 2,000 with a high percentage of low-income families and a high transient population. Many low-income families find it more difficult to access resources within the community and early-intervention services.

The district is working closely with community agencies to bring more supports and services into the district. The district now offers a Pre-K Counts program, free of charge to families, that allows the students to gain a solid foundation prior to entering Kindergarten.

With 2 classrooms of approximately 18 students each currently operating, the district is applying for additional grant monies to operate 3 additional classrooms in the upcoming school year. District administrators have been working closely to pull resources together in order to offer additional support and interventions prior to the referral process for special education. With the high transient population, many students are enrolling in the district having already been identified with a disability and in need of special education. The district is required to continue the supports and services, to the best of our ability, as stated in the IEP from their previous school district.

In addition to total enrollment, the following disability categories are also disproportionate:

Autism and Other Health Impairment have found to be under the state enrollment. The percentage of students in the Hanover Area School District with a category of Autism is 8.5%, compare to the state enrollment of 10.3%. The percentage of students in the district with a category of Other Health Impairment is 11.5%, compared to the state enrollment of 14.1%.

Speech or Language Impairment and Intellectual Disability are both over state enrollment. The percentage of students in the Hanover Area School District with a Speech or Language Impairment is 17.5%, compared to the state enrollment of 15%. This has been the largest exceptionality category of students coming into Kindergarten identified through Early Intervention (EI). When identified through EI as a student in need of only Speech or Language services, the district adopts the IEP and provides the proposed services; therefore, several students are enrolling in the district already identified. Speech screenings are also performed during Kindergarten registration. This allows for services to be implemented soon after students are entering Kindergarten and also attributes to the high percentage of students identified as Speech or Language Impairment. The percentage of students in the district with a disability category of Intellectual Disability is 9.5%, compared to state enrollment of 6.5%.

The other disability categories, Deaf-Blindness, Emotional Disturbance, Hearing Impairment including Deafness, Multiple Disabilities, Orthopedic Impairment, Specific Learning Disability, Traumatic Brain Injury, and Visual Impairment, are all found to be not significantly disproportionate compared to state enrollment.

Non-Resident Students Oversight

1. How does the District meet its obligation under Section 1306 of the Public School Code as the host District at each location?
2. How does the District ensure that students are receiving a free appropriate public education (FAPE) in the least restrictive environment (LRE)?
3. What problems or barriers exist which limit the District's ability to meet its obligations under Section 1306 of the Public School Code?

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 residence of the student. Hanover Area then works with the host district to stay informed of its plans for educating the student and offering recommendations for educational programming. In these cases, Hanover Area School District is also responsible for transferring educational records and for 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 would expect those records to be transferred within 10 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 is to ensure the student is receiving a free and appropriate public education (FAPE) and always considering 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 and communicating with the school district of residence.

Incarcerated Students Oversight

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).

There are currently no facilities for incarcerated students within the district's boundaries. Should this change, the district would implement the following system:

1. **Locate-** The district would comply with the "child-find" obligations of IDEA. The Annual Notice of Special Education Services is posted in the local newspaper and on the district's website. The district would also send this notice to the warden of the facility. Once the district receives notification that a student is incarcerated, the district would send the appropriate form to the district of residence to acknowledge or disclaim the student. The district would then request educational records to determine if the student has a disability and received special education services. The district may also utilize the Department's PennData database to determine if the students have been previously identified as eligible for special education.
2. **Identify-** The district would utilize appropriate evaluation procedures to determine eligibility and educational needs.
3. **Evaluate-** Once identified, the district will implement and/or develop an Individualized Education Program (IEP) in accordance with state and federal regulations.
4. **Serve all eligible students-** The district is committed to providing a Free and Appropriate Public Education (FAPE) in accordance with the student's IEP.

Least Restrictive Environment

1. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled children, and that removal from the regular education environment only occurs when education in that setting with supplementary aids and services, cannot be achieved satisfactorily.
2. Describe how the District is replicating successful programs, evidence-based models, and other PDE sponsored initiatives to enhance or expand the continuum of supports/services and education placement options available within the District to support students with disabilities access the general education curriculum in the least restrictive environment (LRE). (Provide information describing the manner in which the District utilizes site-based training, consultation and technical assistance opportunities available through PDE/PaTTAN, or other public or private agencies.)
3. Refer to and discuss the SPP targets and the district's percentages in the Indicator 5 section - Educational Environments. Also discuss the number of students placed out of the district and how those placements were determined to assure that LRE requirements are met.

Procedures

The Hanover Area School District ensures that all students residing in the district receive a Free and Appropriate Public Education (FAPE). The district is committed to educating students with disabilities in the Least Restrictive Environment (LRE) to the maximum extent possible. IEP teams are trained to consider Regular Education with supports/services, as needed, as the first consideration for educational placement. IEP teams recommend placement at the end of the IEP process, once present levels of performance are reviewed and needs are identified. Examples of Supplementary Aids and Services that can be considered include: strategies for instructional access such as printed materials, assessment formats, project/presentation formats and instructional formats,

assistive technology, supports to address environmental needs and staff support. Co-teachers are assigned to general education classrooms, as available, to support any struggling learners. When co-teachers are not available in the general education classroom, support is made available through the resource room. The resource room is available for an alternative testing area and the resource room teacher is available to provide recommended testing accommodations as well as provide support on class activities and projects. There is currently a resource room available at the High School and Memorial Elementary where the need has been identified.

Replication of Successful Program

The district stays current on all PDE initiatives and utilizes the supports available, including training, consultation and technical assistance, through LIU 18, PDE/PaTTAN and other agencies. For example, the district purchased a new Reading curriculum for the 2017-2018 school year. All students, K-6, are using this program, regardless of the type of support they are receiving. The program is being used, with fidelity, in the general education classrooms, intervention classrooms and learning support programs. For those in need of additional support, specifically those in intervention and learning support programs, a companion program is being utilized that supports struggling readers and writers through research-based, data-driven, systematic instruction. All ELA teachers have been training in the program by a consultant provided by McGraw Hill. In addition, the district has contracted with the Consortium of Reaching Excellence in Education (CORE). A consultant works with all ELA teachers, K-12, throughout the school year and makes several on-site visits. During these visits curriculum is reviewed, student-centered data is analyzed and lessons and strategies are modeled in the classroom by the CORE consultant.

The district continues to be committed to inclusive practices. As the district attempts to have more students educated in general education classrooms, support is received by LIU 18. Most recently, LIU 18 provided an Inclusive Practices training to all special education and general education teachers. This training utilized resources from PaTTAN's Strategies for Instructional Access in General Education Classrooms: A Collaborative Framework. On the same day, all teachers also participated in disability awareness and sensitivity training provided by the Anthracite Region of Independent Living (ARCIL).

The district continues to expand their School Wide Positive Behavioral Interventions and Supports (SWPBIS) in the elementary schools and will collaborate with LIU 18 and PaTTAN to implement a program at the high school level in the near future. In addition to SWPBIS, the district hopes to be approved for a Community and School Based Behavioral Health (CSBBH) program for the start of the 2018-2019 school year. Should the district receive the approval, training will be given to all administrators, teachers and staff through the HASD Office of Special Education and the agency providing this service.

All of these programs allow for a continuum of services to be provided within the regular

school buildings and promote success for all students in the Least Restrictive Environment.

SPP/Educational Environments

According to the Special Education Data Report from the 2015-2016 school year, the district did not meet any SPP targets for Indicator 5: Educational Environments. The SPP target for students receiving special education inside the regular class 80% or more of the day was 63.1%; district percentage was 41.7%. The SPP target for students receiving special education inside the regular class less than 40% of the day was 8.5%; district percentage was 24.6%. The SPP target for students receiving special education in other settings was 4.6%; district percentage was 9.5%. Given the small size of Hanover Area, the district is not able to offer the continuum of supports and placement options as larger districts can. This often results in out-of-district placements. When an out-of-district placement is the only option, based on recommendation of the IEP team, Hanover Area works closely with the educating agency to ensure meaningful progress toward goals is being made. The end goal always remains to bring these students back to district programs. As needs continue to grow, the district will consider opening more support programs within the district. The district plans to begin with bringing an Emotional Support program to the High School for the 2018-2019 school year.

At the high school level, there is a large number of students that will be included in Science and Social Studies classes for the 2018-2019 school year that were not included in previous years. With a revamped Math curriculum sequence at the High School beginning in the 2018-2019 school year as well, there will be more supports available for students to remain in general education Math classes. The Director of Special Education, Special Education Department Chair and High School Principal have been working closely on scheduling for the 2018-2019 school year to ensure that classes are aligned to allow for special education teachers to provide support in more general education classrooms. These pro-active steps should increase the percentage of students receiving special education inside the regular class 80% or more of the day and decrease the percentage of students receiving special education outside the regular class less than 40% of the day. In order to make these changes most successful, all teachers have received training on Inclusive Practices during the 2017-2018 school year.

Behavior Support Services

1. Provide a summary of the District policy on behavioral support services including, but not limited to, the school wide positive behavior supports (PBS).
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.
3. If the district also has School-Based Behavioral Health Services, please discuss it.

1. Hanover Area has a school board policy in place (Policy 113.2) in regards to behavior supports. In summary, for students receiving special education services that display behaviors that impede their learning or the learning of others, a Positive Behavior Support Plan (PBSP) plan will be included in their IEP. The PBSP is developed using parent and teacher input, record review, behavior rating scales, and a Functional Behavior Assessment (FBA).

a. The Hanover Area Elementary Schools utilize a school wide positive behavior approach, for grades K-6. Each elementary 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 train 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 who are caught demonstrating aspects of each buildings plan can randomly earn a reward. When new students enter, students are given a student handbook that describes each program.

b. The Hanover Area School district has implemented a Student Assistance Program (SAP). This program has a Jr/Sr High Component and an Elementary Component. Numerous staff, including teachers, nurses, guidance counselors, principals, and administrators have attended the required training and sit on the SAP teams, along with local community agencies. The Student Assistance Program works to support students who are having emotional and behavioral difficulties, as well as other concerns, with parent permission.

c. The Hanover Area School District has been successful in implementing social skills groups that are run by our guidance counselors from K-12 grades. These sessions help our students who have social skill needs by training them how to act/react in social situations.

d. Functional Behavior Assessments (FBA) are utilized for students with significant behavioral needs. The LEA also contracts with local behavioral specialists and LIU 18, based on the level of need. After the FBA is complete, Positive Behavior Support Plans (PBSP) are written which are individualized to each students needs. The school psychologist is the backbone to every FBA that is initiated. He/she works alone or with the case manager and teachers to analyze behaviors, antecedents and consequences maintaining the given behaviors. Once the FBA is complete, a PSBP is written and implemented, if needed.

2. The district has provided training to administrators, guidance counselors, special education teachers and paraprofessionals through the Safety Care Program. This training covers the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention. Staff training is provided each year in order to keep the certification in Safety Care up-to-date. The school board policy supports

restraints as a last resort and if needed, restraints are then reported through state reporting system. Staff development on areas of behavioral support and intervention is offered through LIU 18 and/or PaTTAN.

3. The district does not have a School-Based Behavioral Health Program at this time. The district is currently in early planning stages of teaming up with a local Behavioral Health Agency to implement school-based program. Details are being addressed and the district hopes to have approval from Community Care Behavioral Health in the near future.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

1. If the LEA is having difficulty ensuring FAPE for an individual student or a particular disability category, describe the procedures and analysis methods used to determine gaps in the continuum of special education supports, services and education placement options available for students with disabilities.
2. Include information detailing successful programs, services, education placements as well as identified gaps in current programs, services, and education placements not available within the LEA. Include an overview of services provided through interagency collaboration within the LEA.
3. Discuss any expansion of the continuum of services planned during the life of this plan.

In providing a student FAPE, the district always considers the Least Restrictive Environment (LRE) first. We offer a list of supplementary aids and services so that students can access the general education curriculum. If this does not provide enough support for the student to make progress in the general curriculum, the district has a number of support programs available within district schools. These programs include Itinerant, Supplemental and Full-time learning support, available in K-12, as well as Life Skills Support for grades 7-12. The district also offers Itinerant Speech or Language Support, Itinerant Vision Support and Itinerant Hearing Support programs. When a student is in need of any other support programs, such as Autistic Support, Emotional Support, etc., the district then considers the programs available through LIU 18. Most programs are housed in neighbor school districts so students still have access to the general education classroom, as appropriate. The district, upon recommendation from the IEP team, may also consider a wide variety of programs, which include programs provided by neighboring schools, licensed private providers, or approved private schools.

The district seems to have some difficulty when a psychiatrist makes a recommendation for a Partial Hospitalization Program but there are no programs that have space available. In this particular situation, the district would request a CASSP meeting and has always found a resolution. A CASSP meeting brings together the child/adolescent, family, mental health system, the school and all other agencies involved in the child's or adolescent's life. Together, this team makes recommendations that are the least restrictive and in the best interest of the child. Aside from the CASSP program, the district uses inter-agency

coordination when the student/family does not yet receive services outside of school. The district contacts the interagency coordinator through LIU 18 to request a meeting with the district and family. Recommendations for services are made at this meeting. These services can include mental health services, home-based/family-based services, community based programs, etc.

Moving forward, the district would like to expand the continuum of services available in the district, as this would be least restrictive. The district has recently submitted a letter of interest to Community Care Behavioral Health (CCBH) to request support in implementing a Community and School Based Behavioral Health (CSBBH) program in district schools. This program would work collaboratively with families and offer a wide range of behavioral and mental health supports to students during the regular school day. In addition, the district would also like to offer different types of special education support programs in the district. The district is currently exploring the possibility of opening an Emotional Support program at the high school level for the start of the 2018-2019 school year and will explore other programs, such as Autistic Support, Emotional Support and Life Skills Support programs at the elementary level as the level of need continues to grow.

Strengths and Highlights

Describe the strengths and highlights of your current special education services and programs. Include in this section directions on how the district provides trainings for staff, faculty and parents.

Some of the strengths and highlights of the Hanover Area School District and Special Education Department include:

Child Study/Pre-Referral Process

The district currently has a comprehensive referral and evaluation process utilizing a Child Study/504 Team in each building. The school-based teams consist of a special education teacher, regular education teacher, Title I reading teacher, building guidance counselor, school administrator, and the Director of Pupil Services. The Director of Special Education and Special Education Coordinator are consulted, as needed. The district school psychologist is involved when a student's case requires their input. At the CST/504 meetings, the guidance counselor presents the information about the student who has been referred to the team for academic and/or behavioral concerns. Data and information about the student is reviewed and recommendations for supporting the student are made. The student's case is reviewed each month. Additional support suggestions are given. If the educational/behavioral approaches do not seem to be working, a recommendation for an educational evaluation may be made.

Student Assistance Program (SAP)

The district also has a SAP team that meets regularly in each building. The team consists of the building guidance counselor, school nurse, Director of Pupil Services, High School Assistant Principal (for HS cases), a representative from Wyoming Valley Drug and Alcohol, a representative from Northeast Counseling Services, and the Director of Special Education, as needed. All team members have been trained and SAP certified. Referrals may come from administrators, teachers and staff, parents, community members and students. Referral sources may choose to remain completely anonymous. The Student Assistance Program takes a pro-active, team approach in providing an intervention to students experiencing behavioral and/or mental health difficulties or abuse of drugs and/or alcohol.

Early Intervention

The school district, in partnership with Early Intervention, offers a smooth transition process for our incoming Kindergarten students. Transition meetings take place early, which help to ease concerns that parents may have at the start of the process. The school district currently offers two Pre-K Counts classrooms, with plans of opening 3 more in the near future. These classrooms have provided district students a foundation to be more prepared for Kindergarten. The classrooms also allow for early identification of needs that may not have been addressed in years past; therefore, making Kindergarten a difficult challenge for some students and families before the classrooms were set up.

Academic Support

At our early elementary center, housing Kindergarten and First grade, and our 2nd and 3rd grade center, students are given great opportunity to expand their knowledge in math and reading. If struggles arise, the building has a Title I teacher assigned to each grade. Once this intervention is offered, students typically show progress in the regular education setting. If progress is not being made, the students are referred to the building's Child Study Team, as described above. The centers also have a speech and language teacher, occupational therapist, full-time nurse, and the district contracts with the LIU 18 for other related services needed. Two special education teachers are located in each building, where students can receive Itinerant, Supplemental and Full-time Learning Support Services. At our 2nd and 3rd grade building, the district has a classroom that is utilized strictly for full-time students. These students benefit from a very small class size with a district assigned classroom aide. Here, students receive more intensive reading and math instruction and move at a slower pace through the curriculum. In this building, an intervention classroom for both math and reading, in each grade level, has been set up to help struggling learners and include both disabled and non-disabled students. Each classroom has a title I reading teacher present for reading instruction, so that there are two teachers in the classroom at the same time. Class sizes are smaller. An Intervention team that includes the teacher, title teacher, special education director, special education coordinator, and curriculum director follows these students closely. Every student is discussed during each quarter; if a student

is not making progress; many times they are referred for a special education evaluation if not already identified, or discussed further by the IEP team to see if more help is needed if the student is already identified.

In the fourth, fifth and sixth grade building, there are currently 5 special education teachers. Four of the teachers focus on students who receive Itinerant, Supplemental and Full-Time Learning Support Services. All four teachers specialize in reading, math, or both subjects. All classes are comprised of students who have baselined on the same level of instruction. The building has a classroom that is utilized strictly for full-time students. These students benefit from a very small class size with a district assigned classroom aide for part of the day. Here, students receive more intensive reading and math and move at a slower pace through the curriculum. In this building, an intervention classroom for both math and reading, in each grade level, has been set up to help struggling learners and include both disabled and non-disabled students. Each classroom has a title I reading teacher or a learning support teacher present for reading instruction so that there are two teachers in the classroom at the same time. Class sizes are smaller. An Intervention team that includes the teacher, title teacher, special education director, special education coordinator, and curriculum director follows these students closely. Every student is discussed each quarter; if a student is not making progress, many times they are referred for a special education evaluation if not already identified, or discussed further by the IEP team to assess whether more help is needed if the student is already identified. The building also has a resource classroom with a special education teacher that provides special education students assistance in instructional support, provides an alternative testing area for assessments and assistance with completing projects. Students also have the opportunity to use computers for research. A special educational teacher is also assigned to assist special education students in a number of inclusion classes.

At the secondary level, a Resource Classroom staffed with a special education teacher has been set up each period to provide special education students with support. Special education co-teachers are made available to assist in general education classrooms as resources allow. To further assist struggling readers, a special education teacher with a Reading Specialist certification has been provided to teach primarily special education students who are significantly below grade level in reading using a research based reading program. This class is available each teaching period of the day. The focus at the high school level is providing students with the supports and services they need to make progress toward transition goals.

Staff Development

The district stays current on all PDE initiatives and utilizes the supports available, including training, consultation and technical assistance, through LIU 18, PDE/PaTTAN and other agencies. Over the last several years, staff development for special education teachers focused on writing effective and meaningful IEPs, including writing measurable annual

goals. Other trainings have included progress monitoring, Indicator 13 for transition-age students, assistive technology and ESY procedures. Most recently, both special education teachers and general education teachers have received training in Inclusive Practices. Teachers and administration are kept up-to-date on all changes and legal procedures in the area of special education.

District staff, including special education teachers, has received training in the new reading curriculum, teacher effectiveness and using data to drive instruction. The district's general and special education teachers have also worked in collaboration to provide a PA Standards aligned curriculum to students with disabilities as well as our non-disabled students. A SRA Corrective Reading program is being implemented as a research based, targeted intervention for students in need at both the elementary and secondary level and training by the company has been provided. All special education teachers, paraprofessionals/PCAs, guidance counselors, nurses and most administrators have been certified in Safety Care. A recertification training will be held each school year to remain up-to-date on the latest de-escalation strategies and handling aggressive behavior in the least restrictive way possible.

District nurses provide training to teachers and staff on how to work with students with medical needs. The emphasis is on recognizing that a medical crisis may be occurring, responding immediately if the situation requires it, and notifying the nurse or 911 as soon as possible.

Paraprofessionals

The district is fortunate to have a great pool of paraprofessionals and PCAs, all of which are highly qualified. All paras/PCAs are certified in CPR, First Aide and Safety Care. They work one-on-one, small group or large group with students and develop a great rapport with both students and teachers in the classroom. They receive a minimum of 20 hours of training each school year on a wide range of topics. They are sensitive to the needs of each individual student and are truly dedicated to helping our students succeed.

Parent Trainings

Trainings are offered to parents in the district at least 3 times per school year. Parents are invited via a flier mailed to the home, district's all call system and posting on district's website, as well as signs hung up around the schools. In addition, parents are notified of trainings sponsored by LIU 18 or other community partners. Trainings have focused on transition, accessing community resources, ADHD, Autism and Home/School Structure and Strategies for Success. The district has also set up mobile carts to be utilized at district events. The cart includes many fliers, information from PATTAN and strategies that could be used to help students. A special education teacher, coordinator or administrator mans the carts/tables, so that they can be readily available for questions and answers. The district values parent involvement and believes it is the key to success. The district will continue to

partner with families through parent meetings and trainings, as well as through other district sponsored events.

Transition Opportunities

The district takes pride in the transition opportunities given to students of transition age. Case managers work closely with LIU 18's Transition Coordinator, the Office of Vocational Rehabilitation and other community agencies involved in preparing students for their post-secondary goals. These partners are invited to every IEP meeting when students are of transition age. LIU 18 has several Community Based Vocational Training (CBVT) opportunities available. These opportunities allow students to work with a mentor to develop employability and transferable skills at a work site. Other opportunities include skilled co-op and paid work experiences. On occasion, these paid work experiences will lead to an offer of employment by the company. In addition, the district invites community partners into classrooms of transition-age students to present on topics relating to life after High School. Topics include: self-advocacy, workplace readiness skills, independent living skills, financial responsibility and budgeting, and many more. These presentations take place approximately 1-2 times per month. For students with a goal to enter the work force, an opportunity to attend job fairs is offered at least 1-2 times per year, during the regular school day and with transportation provided. Teachers work with students to develop interview skills, resumes and career portfolio. Community based field trips have included mock interviews with local businesses. Life skills classes participate in community-based field trips approximately 1 time per month, each relating to transition goals. For college bound students, case managers and guidance counselors meet regularly with students to ensure they are in the appropriate classes relating to their post-secondary education goals. Several on-site tours and college visits to the High School are scheduled throughout the school year for Juniors and Seniors. The LIU 18 transition coordinator facilitates a College Orientation Experience (CORE) at LCCC 1 time per year. This is an opportunity that allows high school students to participate in a four day curriculum conducted by the Counselor of Student Eligibility from LCCC. Highlights include: the difference between high school and college; college syllabus and expectations; time management; learning styles; note taking; addressing a panel of successful students with disabilities; campus tour, etc.

Assurances

Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

- Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with § 12.41(a))
- Free Education and Attendance (in compliance with § 12.1)
- School Rules (in compliance with § 12.3)
- Collection, maintenance and dissemination of student records (in compliance § 12.31(a) and § 12.32)
- Discrimination (in compliance with § 12.4)
- Corporal Punishment (in compliance with § 12.5)
- Exclusion from School, Classes, Hearings (in compliance with § 12.6, § 12.7, § 12.8)
- Freedom of Expression (in compliance with § 12.9)
- Flag Salute and Pledge of Allegiance (in compliance with § 12.10)
- Hair and Dress (in compliance with § 12.11)
- Confidential Communications (in compliance with § 12.12)
- Searches (in compliance with § 12.14)
- Emergency Care and Administration of Medication and Treatment (in compliance with 35 P.S. § 780-101—780-144)
- Parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (consistent with § 445 of the General Education Provisions Act (20 U.S.C.A. § 1232h) and in compliance with § 12.41(d))
- Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with § 12.41(e))
- Development and Implementation of Local Wellness Program (in compliance with Public Law 108-265, Section 204)
- Early Intervention Services System Act (if applicable) (11 P.S. § 875-101—875-503)

- Establishment and Implementation of Student Assistance Programs at all of levels of the school system (in compliance with 24 PS § 15-1547)
- Acceptable Use Policy for Technology Resources
- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

Special Education Assurances

The Local Education Agency (District) has verified the following Assurances:

- Implementation of 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.
- Implementation of 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 District implements mechanisms to disseminate child find information to the public, organizations, agencies and individuals on at least an annual basis.
- Assurances of 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.
- Compliance with the PA Department of Education, Bureau of Special Education's report revision notice process.
- Following 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.
- Assurance of 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.

24 P.S. §1306 and §1306.2 Facilities

There are no facilities.

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Children Service Center/ Milford E. Barnes School	Other	Learning Support and Emotional Support/Partial Hospitalization	3
Devereux Mapleton School	Approved Private Schools	Emotional Support	1
Graham Academy	Other	Autistic Support, Emotional Support	14
Western PA School for the Deaf	Approved Private Schools	Deaf or Hearing Impaired Support	3
Alternative Learning Center - LIU18	Other	Emotional Support	5
Dallas Middle School- LIU18	Neighboring School Districts	Autistic Support, Emotional Support	3
Fairview Elementary School- LIU 18	Neighboring School Districts	Autistic Support	1
Kistler Elementary School- LIU 18	Neighboring School Districts	Multiple Disabilities Support	1
KM Smith- LIU 18	Neighboring School Districts	Life Skills Support, Autistic Support	3
Luzerne County Community College- LIU 18	Other	MDS	2
Pittston Primary Center- LIU 18	Neighboring School Districts	Life Skills Support	2
Pittston Middle School- LIU 18	Neighboring School Districts	Emotional Support	1
Lyndwood Learning Center- LIU 18	Special Education Centers	Autistic Support, Emotional Support/Partial Hospitalization	5
Wyoming Area Intermediate- LIU 18	Neighboring School Districts	Life Skills Support	2
Wyoming Valley West High School - LIU 18	Neighboring School Districts	Autistic Support, Emotional Support	8
Ashley Manor	Other	Learning Support and Emotional Support/Partial Hospitalization	1
Beacon Light Behavioral Health System	Other	Emotional Support	1
Chester Street Elementary	Neighboring School Districts	Autistic Support	1
Transitions Partial Hospitalization Program	Other	Learning Support	1
George Junior Republic	Other	Emotional Support	1
New Story	Other	Emotional Support	4

NHS School- Scranton	Other	Emotional Support, Autistic Support	2
Northwest Primary Center- LIU 18	Neighboring School Districts	Emotional Support	2
Plains Solomon Jr High	Neighboring School Districts	MDS, Autistic Support	2
Wyoming Area Primary Center- LIU 18	Neighboring School Districts	Autistic Support	2

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 7	11	0.78
Locations:				
Hanover Green	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 6	2	0.14
Locations:				
Hanover Green	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Learning Support	6 to 6	1	0.07
Locations:				
Hanover Green	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Learning Support	7 to 9	4	1
Locations:				
Lee Park	An Elementary School Building	A building in which General Education programs are operated		

Program Position #3

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	14	0.73
Locations:				
Lee Park	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 10	5	0.27
Locations:				
Lee Park	An Elementary School Building	A building in which General Education programs are operated		

Program Position #4

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 12	13	0.81
Locations:				
Memorial	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 12	2	0.12
Locations:				
Memorial	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Learning Support	10 to 12	1	0.06
Locations:				
Memorial	An Elementary School Building	A building in which General Education programs are operated		

Program Position #5

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 13	9	0.64
Locations:				
Memorial	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 13	5	0.35
Locations:				
Memorial	An Elementary School Building	A building in which General Education programs are operated		

Program Position #6*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 10	6	0.33
Locations:				
Memorial	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 10	10	0.55
Locations:				
Memorial	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Learning Support	9 to 10	2	0.11
Locations:				
Memorial	An Elementary School Building	A building in which General Education programs are operated		

Program Position #7*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12	13	1
Locations:				
Memorial	An Elementary School Building	A building in which General Education programs are operated		

Program Position #8*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 17	6	0.5
Locations:				
Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	5	0.41
Locations:				
Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Learning Support	15 to 15	1	0.08
Locations:				
Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #9 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 31, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	17 to 20	7	1
Locations:				
Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #10

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 16	6	0.4
Locations:				
Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 16	8	0.53
Locations:				
Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Learning Support	16 to 16	1	0.06

Locations:				
Hanover Area Jr./Sr./High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #11*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	9	0.56
Justification: Error: No justification is needed for a learning support class with a case load of 7 students receiving supplemental services. The total case load for this teaching position is 13. The remaining students are receive itinerant services.				
Locations:				
Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	7	0.43
Locations:				
Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #12*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	11	0.84
Locations:				
Jr./Sr. High school	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	2	0.15
Locations:				
Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #13*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 16	11	0.64
Locations:				
Jr./Sr. High	A Junior/Senior High School	A building in which General Education		

School	Building	programs are operated		
--------	----------	-----------------------	--	--

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 16	5	0.29
Locations:				
Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Learning Support	14 to 14	1	0.05
Locations:				
Hanover Area Junior/Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #14*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	6	0.4
Locations:				
Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	17 to 19	4	0.4
Locations:				
Jr./ Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #15*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	13 to 16	6	1
Locations:				
Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #16*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than	Learning Support	15 to 18	5	0.55

80% but More Than 20%)				
Locations:				
Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	4	0.44
Locations:				
Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #17*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	10	0.5
Locations:				
Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	10	0.5
Locations:				
Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #18*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 19	14	0.77
Locations:				
Hanover Area Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 19	4	0.22
Locations:				
Hanover Area Jr./Srt. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #19*Operator: School District*

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 7	34	1
Locations:				
Hanover Green	An Elementary School Building	A building in which General Education programs are operated		

Program Position #20*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	7 to 9	26	1
Locations:				
Lee Park	An Elementary School Building	A building in which General Education programs are operated		

Program Position #21*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	9 to 13	21	1
Justification: Memorial Elementary School covers grade 4, 5, and 6, this has resulted in an age range from 9 to 13 years. When the students receive speech the services are delivered by grade. The ensuing result is that the students age range is no more than three years when they receive services.				
Locations:				
Memorial	An Elementary School Building	A building in which General Education programs are operated		

Program Position #22*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 16	9	0.64
Locations:				
Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 16	5	0.35
Locations:				
Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #23 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Position**Implementation Date: August 31, 2016***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 9	15	1
Locations:				
Lee Park Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Director of Special Education	District	1
School Psychologist	District	1.5
Special Education Coordinator	District	1
Occupational Therapist	District	1
Special Education Secretary	District	1
Paraprofessionals/Personal Care Aides	Elementary and Junior/Senior High Schools	16
Paraprofessionals	Elementary and Junior/Senior High Schools	5

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Transition Coordinator- LIU 18	Intermediate Unit	2.5 Days
Physical Therapy- LIU 18	Intermediate Unit	3 Days
Vision Therapy- LIU 18	Intermediate Unit	2 Days
Hearing Impaired Support- LIU 18	Intermediate Unit	5 Hours
Adaptive Physical Education- LIU 18	Intermediate Unit	2 Days
Orientation and Mobility- LIU 18	Intermediate Unit	1 Days

Needs Assessment

Record School Patterns

Question:

After reviewing school level accomplishments and systemic challenges, what patterns can you identify among your schools?

What other information do you still need to assess?

Answer:

This question has not been answered.

District Accomplishments

Accomplishment #1:

Elementary Reading program has undergone complete revision.

Accomplishment #2:

Teachers being trained to use data to drive instruction

Accomplishment #3:

Math and literacy coaches are working with PIIC to better serve the students and faculty of Hanover Green, Lee Park, and Memorial Elementary.

District Concerns

Concern #1:

Number of students proficient or advanced on Keystone/ PSSA test

Concern #2:

Meeting expected annual growth (PVAAS)

Concern #3:

Progress in closing the achievement gap.

Prioritized Systemic Challenges

Systemic Challenge #1 (*Guiding Question #2*) Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

Aligned Concerns:

Number of students proficient or advanced on Keystone/ PSSA test

.....

Meeting expected annual growth (PVAAS)

.....

Progress in closing the achievement gap.

Systemic Challenge #2 (*Guiding Question #3*) Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

Aligned Concerns:

Number of students proficient or advanced on Keystone/ PSSA test

.....

Meeting expected annual growth (PVAAS)

.....

Progress in closing the achievement gap.

Systemic Challenge #3 (*Guiding Question #7*) Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

Aligned Concerns:

Number of students proficient or advanced on Keystone/ PSSA test

.....

Meeting expected annual growth (PVAAS)

.....

Progress in closing the achievement gap.

District Level Plan

Action Plans

Goal #1: Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

Indicators of Effectiveness:

Type: Interim

Data Source: Administrative Review

Specific Targets: Student achievement increases

Team data reviews show positive growth.

Strategies:

Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Description: Using Student Achievement Data to Support Instructional Decision Making provides a WWC reporting of various strategies related to the acquisition, analysis, and application of student data. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf)

SAS Alignment: Assessment, Instruction

Substantial Professional Development

Description: The Southwest Regional Educational Laboratory found that substantial professional development showed a positive impact upon student achievement (substantial = greater than 14 hours of focused professional development delivered via workshops or summer institutes, supported by follow-up sessions and all delivered by professional developers rather than train-the-trainer approaches). (Source: http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf)
Resource: <http://effectivestrategies.wiki.caiu.org/Professional+Development>

SAS Alignment: Instruction

Implementation Steps:

Curriculum review

Description:

Review and revision of curriculum based on data on student achievement

Start Date: 8/27/2018 **End Date:** 6/5/2019

Program Area(s):

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Substantial Professional Development

Goal #2: Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

Related Challenges:

- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.
- Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

Indicators of Effectiveness:

Type: Interim

Data Source: Review of existing assessments.

Creation of new assessments.

Specific Targets: Student scores on assessments to increase.

Strategies:

Substantial Professional Development

Description: The Southwest Regional Educational Laboratory found that substantial professional development showed a positive impact upon student achievement (substantial = greater than 14 hours of focused professional development delivered via workshops or summer institutes, supported by follow-up sessions and all delivered by professional developers rather than train-the-trainer approaches). (Source: http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf)
Resource:
<http://effectivestrategies.wiki.caiu.org/Professional+Development>

SAS Alignment: Instruction

Implementation Steps:

Standards Based Assessments

Description:

District will create standards based assessments facross the content area and grade spans

Start Date: 8/27/2018 **End Date:** 6/5/2019

Program Area(s): Professional Education, Special Education, Educational Technology

Supported Strategies:

- Substantial Professional Development

Goal #3: Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

Indicators of Effectiveness:

Type: Interim

Data Source: Monitoring and evaluation of district students

Specific Targets: Increase students in Child Study

Strategies:

Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Description: Using Student Achievement Data to Support Instructional Decision Making provides a WWC reporting of various strategies related to the acquisition, analysis, and application of student data. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf)

SAS Alignment: Assessment, Instruction

Implementation Steps:

Identification of At Risk Students

Description:

Child Study Teams will expand to identify at risk students as well as screen new enrollments.

Expand Pre K screenings work with local agencies

Start Date: 8/27/2018 **End Date:** 6/7/2019

Program Area(s): Special Education, Student Services

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Appendix: Professional Development Implementation

Step Details

LEA Goals Addressed:		Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.	Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing Strategy #2: Substantial Professional Development
----------------------	--	---	--

Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
8/27/2018	6/5/2019	Curriculum review	Review and revision of curriculum based on data on student achievement	D. Pugh	3.0	9	25	District	School Entity	Yes

Knowledge Keep curriculum up to date and aligned with standards.

Supportive Research Curriculum and assessments aligned with standards

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

For school and district

Instructs the leader in managing resources for effective results.

administrators, and other
educators seeking leadership
roles:

Training Format
School Whole Group Presentation
Department Focused Presentation

Participant Roles	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Classroom teachers Principals / Asst. Principals School counselors		
Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers		Classroom student assessment data Participant survey
Follow-up Activities	Evaluation Methods	

LEA Goals Addressed: Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

**Strategy #1: Data Analysis Procedures,
Data-Informed Instruction, Data Teams &
Data Warehousing**

Start	End	Title	Description
8/27/2018	6/7/2019	Identification of At Risk Students	Child Study Teams will expand to identify at risk students as well as screen new

enrollments.

Expand Pre K screenings work with local agencies

Person Responsible	SH	S	EP	Type	App.
Dr. Pugh & Mrs. Bennett	3.0	4	15	School Entity	Yes
				Provider	
				District	

Knowledge

Gain insight into individual issues. Examine student achievement and create plans for success

Supportive Research

Specialists review each individual

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

For school and district administrators, and other educators seeking leadership roles:

Provides leaders with the ability to access and use appropriate data to inform decision-making.
Instructs the leader in managing resources for effective results.

Training Format

Series of Workshops
Department Focused Presentation
Professional Learning Communities

Participant Roles

Dir

Classroom teachers
Principals / Asst. Principals
Supt / Ast Supts / CEO / Ex

Grade Levels

Elementary - Primary (preK - grade 1)
Elementary - Intermediate (grades 2-5)
Middle (grades 6-8)
High (grades 9-12)

School counselors
Other educational
specialists

Analysis of student work,
with administrator and/or peers

Follow-up Activities

Evaluation Methods

Classroom observation focusing on
factors such as planning and preparation,
knowledge of content, pedagogy and
standards, classroom environment,
instructional delivery and professionalism.
Student PSSA data
Standardized student assessment
data other than the PSSA

District Level Affirmations

We affirm that this District Level Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 16, and 49. We also affirm that the contents are true and correct and that the plan was placed for public inspection in the school district/AVTS offices and in the nearest public library until the next regularly scheduled meeting of the board or for a minimum of 28 days whichever comes first.

We affirm that the responses in the Professional Education Core Foundations and the Professional Development Implementation Steps focus on the learning needs of each staff member to enable all staff members meet or exceed the Pennsylvania academic standards in each of the core subject areas.

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer

Special Education Affirmations

We also affirm our understanding that any requests for any deviations from the Chapter 14 regulations, standards, policies, and procedures must be made in writing to the Pennsylvania Department of Education. The school district understands that the Special Education Component of the District Level Plan will be approved by PDE in accordance with the following criteria as set forth in 22 Pa. School Code § 14.104 and as part of the District Level Plan:

1. 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.
2. 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.
3. 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.
4. The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.
5. 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.
6. 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.

We affirm that the school district has completed a 28 day public inspection and comment period as required under 22 PA Code § 4.13 (d) prior to the school entity's governing board approval and submission to the Department of Education (Bureau of Special Education).

Affirmed by John Mahle on 4/27/2018

Board President

Affirmed by William Jones on 4/27/2018

Superintendent/Chief Executive Officer

