

Hanover Area SD

**Special Education Plan Report**

07/01/2018 - 06/30/2021

# District Profile

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## Demographics

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

## 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
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
Melissa Richardson	Elementary School Teacher - Special Education : Special Education
Maura Pambianco	High School Teacher - Special Education : Professional Education Special Education
William Kane	Parent : Professional Education Special Education
Shannon Bennett	Special Education Director/Specialist : Professional Education Special Education

# Core Foundations

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## 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

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## 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
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			<b>Placed</b>
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	Special Education Centers	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	Special Education Centers	Emotional Support	4
NHS School- Scranton	Special Education Centers	Emotional Support, Autistic Support	2
Northwest Primary Center- LIU 18	Neighboring School Districts	Emotional Support	2
Plains Solomon Jr High	Neighboring	MDS, Autistic Support	2

	School Districts		
Wyoming Area Primary Center- LIU 18	Neighboring School Districts	Autistic Support	2

## Special Education Program Profile

### Program Position #1

*Operator:* School District

#### PROGRAM DETAILS

*Type:* Class

*Implementation Date:* July 1, 2018

*Reason for the proposed change:* Number of students and category of disability has changed.

#### 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	8	0.96
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	5 to 5	1	0.04
Locations:				
Hanover Green	An Elementary School Building	A building in which General Education programs are operated		

### Program Position #2

*Operator:* School District

#### PROGRAM DETAILS

*Type:* Class

*Implementation Date:* July 1, 2018

*Reason for the proposed change:* Change in caseload number and type of disability category.

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 8	10	0.98
Locations:				
Hanover Green Elementary School	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	7 to 7	1	0.02

Locations:				
Hanover Green Elementary School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #3***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* July 1, 2018*Reason for the proposed change:* Change in needs of special education students required changes in assignments to this teacher.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Learning Support	9 to 9	2	0.2
Locations:				
Lee Park Elementary School	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	7 to 9	3	0.1
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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 10	7	0.7
Locations:				
Lee Park Elementary School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #4***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* July 1, 2018*Reason for the proposed change:* Change in needs of special education students.**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	7	0.7
Locations:				
Lee Park Elementary School	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 9	9	0.3

Locations:				
Lee Park Elementary School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #5***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* July 1, 2018*Reason for the proposed change:* Change to meet the needs of students**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	11	0.8
Locations:				
Lee Park Elementary School	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	7 to 8	4	0.2
Locations:				
Lee Park Elementary School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #6***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* July 1, 2018*Reason for the proposed change:* Change in caseload number**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	9	0.76
Locations:				
Memorial Elementary School	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 12	8	0.16
Locations:				
Memorial Elementary School	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	12 to 12	1	0.08
Locations:				
Memorial Elementary	An Elementary School	A building in which General Education		

School	Building	programs are operated		
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**Program Position #7***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* July 1, 2018*Reason for the proposed change:* Change in caseload numbers.**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	0.94
Locations:				
Memorial Elementary School	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	3	0.06
Locations:				
Memorial Elementary School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #8***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* July 1, 2018*Reason for the proposed change:* Change in case numbers

Add Supplemental students to caseload

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Learning Support	10 to 11	9	0.7
Locations:				
Memorial Elementary School	An Elementary 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	9 to 11	6	0.3
Locations:				
Memorial Elementary School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #9***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* July 1, 2018

*Reason for the proposed change:* New students requires changes in data.

**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	11	0.86
Locations:				
Memorial Elementary School	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	11 to 12	7	0.14
Locations:				
Memorial Elementary School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #10**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* Class

*Implementation Date:* July 1, 2018

*Reason for the proposed change:* Delete Full time, as student has moved onto new building.

Update Caseload numbers, due to change in students on list.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	9	0.88
Locations:				
Memorial Elementary School	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 11	6	0.12
Locations:				
Memorial Elementary School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #11**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* Class

*Implementation Date:* July 1, 2018

*Reason for the proposed change:* Change in special education students requires a data change.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 17	7	0.7
Locations:				

Hanover Area Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 19	9	0.2
Justification: Age difference is only for students on caseload; these students are not in class together				
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	13 to 13	1	0.1
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 DETAILS

*Type:* Class

*Implementation Date:* July 1, 2018

*Reason for the proposed change:* Changes in special education student enrollment results in changes in data.

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 16	6	0.3
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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 18	12	0.7
Justification: Age range is for students on caseload only; these students are not in a class together				
Locations:				
Hanover Area 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 DETAILS

*Type:* Class

*Implementation Date:* July 1, 2018

*Reason for the proposed change:* Changes in number of special education student enrollment requires changes in data report.

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 18	8	0.3
Justification: Age range is for caseload only; students are not in a class together				
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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 19	10	0.7
Justification: Age range is for caseload only; these students are not in a class together.				
Locations:				
Hanover Area Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

#### Program Position #14

*Operator:* School District

##### PROGRAM DETAILS

*Type:* Class

*Implementation Date:* July 1, 2018

*Reason for the proposed change:* Change in special education enrollment.

##### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 18	9	0.6
Justification: Age range is for caseload only; these students are not in a class together.				
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	12 to 17	8	0.3
Justification: Age range is for caseload only; these students are not in a class together.				
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
Full-Time Special Education Class	Life Skills Support	19 to 19	1	0.1
Locations:				
Hanover Area 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 DETAILS

*Type:* Class

*Implementation Date: July 1, 2018*

*Reason for the proposed change: Change in special education students.*

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	15 to 20	6	0.8
Justification: Age waiver signed				
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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 16	3	0.2
Locations:				
Hanover Area 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 DETAILS**

*Type: Class*

*Implementation Date: July 1, 2018*

*Reason for the proposed change: Change in special education student enrollment.*

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 17	11	0.7
Justification: Age range is for caseload only; these students are not in a class together.				
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	13 to 17	4	0.3
Locations:				
Hanover Area 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 DETAILS**

*Type: Class*

*Implementation Date: July 1, 2018*

*Reason for the proposed change: Change in special education students has resulted in changes in data report.*

**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	8	0.7
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	12 to 14	10	0.3
Locations:				
Hanover Area 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 DETAILS***Type:* Class*Implementation Date:* July 1, 2018*Reason for the proposed change:* Full-time life teacher with learning support students added to caseload**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	14 to 15	4	0.7
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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	3	0.2
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	14 to 14	1	0.1
Locations:				
Hanover Area Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #19***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* July 1, 2018*Reason for the proposed change:* Start of new school year with students assigned based on need

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 18	8	0.6
Justification: Age range is for caseload only; these students are not in a class together.				
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	13 to 17	9	0.3
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
Full-Time Special Education Class	Learning Support	12 to 12	1	0.1
Locations:				
Hanover Area Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #20***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* July 1, 2018*Reason for the proposed change:* Start of new school year, students assigned based on individual needs**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 18	7	0.6
Justification: Age range is for caseload only; these students are not in a class together.				
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	13 to 19	11	0.3
Justification: Age range is for caseload only; these students are not in a class together.				
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
Full-Time Special Education Class	Learning Support	15 to 15	1	0.1

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

**Program Position #21***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2018*Reason for the proposed change:* Increase in Numbers and building assignment**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 8	40	0.8
Locations:				
Hanover Green Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	14 to 20	10	0.2
Justification: Age range for caseload only; these students do not go to sessions together.				
Locations:				
Hanover Area Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #22***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2018*Reason for the proposed change:* New school year starting.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	7 to 10	41	0.8
Locations:				
Lee Park Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	12 to 18	10	0.2
Justification: Age range is for caseload only; these students are not in a session together.				
Locations:				
Hanover Area Jr./ Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #23***Operator:* School District

**PROGRAM DETAILS***Type: Position**Implementation Date: July 1, 2018**Reason for the proposed change: Start of the new school year***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	9 to 12	45	0.8
Justification: Age range is for caseload only; these students are not in a session together.				
Locations:				
Memorial Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	12 to 18	12	0.2
Justification: Age range is for caseload only; these students are not in a session together.				
Locations:				
Hanover Area Jr./Sr. High School	A Junior/Senior High 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
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# District Level Plan

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## Special Education Personnel Development

### Autism

<p><b>Description</b></p>	<p>K-12 Program Enhancements and Training:</p> <p>2018-2019 School Year</p> <ul style="list-style-type: none"> <li>• New staff training, presented by the Director of Special Education and Special Education Coordinator- new staff (teachers, administrators and paraprofessionals/PCAs) will be presented with a general overview of Autism, including managing inappropriate behaviors and ideas for accommodations and inclusion</li> <li>• Create an Autism Support Team in Hanover Green Elementary. The team will participate in the Autism Support Team training, presented by LIU 18. This training series is a four (4) day teaming opportunity that is designed to expand the participants knowledge of supporting students with Autism. Each team will be asked to identify one student that they are currently supporting with Autism. This student will then become the focus of study throughout the training. This training series will provide each team with tools for gathering data, specific intervention and instructional strategies, and team resources. <b>Day 1:</b> Overview of Autism <b>Day 2:</b> A Framework for Understanding the Student: Present Levels as Related to Each Student’s Characteristics <b>Day 3:</b> Designing and Implementing an Effective Educational Plan <b>Day 4:</b> Evaluating the Effectiveness of the Educational Plan</li> <li>• Parent Training: Autism Spectrum Disorders: An Overview, presented by the Director of Special Education and Special Education Coordinator</li> <li>• Professional Development: Social Skill Deficits and Strategies for Individuals with High Functioning Autism, presented to special education teachers and paprofessionals/PCAs by LIU 18</li> <li>• Implement new social skills/pragmatic curriculum based on an analysis completed during the 2017-2018 school year</li> </ul>
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## 2019-2020 School Year

- New staff training, presented by the Director of Special Education and Special Education Coordinator- new staff (teachers, administrators and paraprofessionals/PCAs) will be presented with a general overview of Autism, including managing inappropriate behaviors and ideas for accommodations and inclusion
- Create an Autism Support Team in Lee Park Elementary. The team will participate in the Autism Support Team training, presented by LIU 18. This training series is a four (4) day teaming opportunity that is designed to expand the participants knowledge of supporting students with Autism. Each team will be asked to identify one student that they are currently supporting with Autism. This student will then become the focus of study throughout the training. This training series will provide each team with tools for gathering data, specific intervention and instructional strategies, and team resources. **Day 1:** Overview of Autism **Day 2:** A Framework for Understanding the Student: Present Levels as Related to Each Student's Characteristics **Day 3:** Designing and Implementing an Effective Educational Plan **Day 4:** Evaluating the Effectiveness of the Educational Plan
- Professional Development: Social Thinking, presented to administrators, special education teachers, general education teachers, guidance counselors, school nurses, related service providers and paraprofessionals/PCAs by LIU 18
- PaTTAN Autism Initiative- appropriate staff will attend new trainings presented as part of the Autism Initiative

## 2020-2021 School Year

- New staff training, presented by the Director of Special Education and Special Education Coordinator- new staff (teachers, administrators and paraprofessionals/PCAs) will be presented with a general overview of Autism, including managing inappropriate behaviors and ideas for accommodations and inclusion
- Professional Development: Emotional Regulation and Strategies for Individuals with Autism Spectrum Disorders, presented to special education teachers and paraprofessionals/PCAs by LIU 18
- PaTTAN Autism Initiative- appropriate staff will attend new trainings

	<p>presented as part of the Autism Initiative</p> <ul style="list-style-type: none"> <li>• Begin discussion regarding opening an elementary Autistic Support Program in the Hanover Area School District</li> </ul>
<b>Person Responsible</b>	Director of Special Education
<b>Start Date</b>	7/1/2018
<b>End Date</b>	6/30/2021
<b>Program Area(s)</b>	Professional Education, Special Education

### Professional Development Details

<b>Hours Per Session</b>	2.0
<b># of Sessions</b>	15
<b># of Participants Per Session</b>	35
<b>Provider</b>	Intermediate Unit 18/PaTTAN
<b>Provider Type</b>	PaTTAN
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	Administrators, teachers, staff and parents will gain a general understanding of Autism Spectrum Disorders and strategies for successful inclusion.
<b>Research &amp; Best Practices Base</b>	N/A
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>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.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>

<b>Training Format</b>	Series of Workshops Department Focused Presentation Offsite Conferences
<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional New Staff Related Service Personnel Parents
<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers  Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion
<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Participant survey

## Behavior Support

<b>Description</b>	<p>K-12 Program Enhancements and Training:</p> <p>2018-2019</p> <ul style="list-style-type: none"> <li>Train new staff on elementary School Wide Positive Behavior Support (SWPBS) Programs- beginning of the year staff meeting to discuss teaching expected behaviors during first week of school and refreshers throughout the school year</li> </ul>
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- Develop a SWPBS Team at the High School level. Team will participate in needs assessment survey and begin first steps of implementation. All High School staff will be given an overview of SWPBS. The High School SWPBS Team will work with LIU 18 staff and complete the 7 training modules.
- If approved, implementation of a School-Based Behavioral Health program (district applied for program but has not yet been notified if approved and, if approved, what building program has been approved for). If approved, staff in appropriate school(s) will be given an overview of program and what services are provided.
- Safety Care Training- New staff will receive initial certification; trained staff will receive annual re-certification
- Parent Training: Behavioral Health Training- Parent will be given an overview of the new School-Based Behavioral Health Program (if approved). An overview will also be given on the existing SWPBS programs in the elementary schools and a discussion will take place regarding plans for implementing a program at the High School level. Community resources will also be discussed and provided to parents.
- Professional Development: 1 special education teacher per building will be trained in Youth Mental Health First Aid
- Professional Development: Special Education teachers and paraprofessionals will be trained in Functional Behavior Assessments (FBA) and Positive Behavior Support Plans (PBSP)

#### 2019-2020

- Train new staff on elementary School Wide Positive Behavior Support (SWPBS) Programs- beginning of the year staff meeting to discuss teaching expected behaviors during first week of school and refreshers throughout the school year
- Begin implementation of the SWPBS program at the High School. Continue to work with LIU 18 staff for successful implementation. Team members will attend appropriate SWPBS trainings provided by PaTTAN.
- Continue implementation of a School-Based Behavioral Health program (if approved).

	<ul style="list-style-type: none"> <li>• Safety Care Training- New staff will receive initial certification; trained staff will receive annual re-certification</li> <li>• Professional Development: 1 special education teacher per building will be trained in Youth Mental Health First Aid</li> </ul> <p>2020-2021</p> <ul style="list-style-type: none"> <li>• Train new staff on elementary School Wide Positive Behavior Support (SWPBS) Programs- beginning of the year staff meeting to discuss teaching expected behaviors during first week of school and refreshers throughout the school year</li> <li>• Continued implementation of the SWPBS program at the High School- beginning of the year staff meeting to discuss teaching expected behaviors during first week of school and refreshers throughout the school year Continue to work with LIU 18 staff for successful implementation. Team members will attend appropriate SWPBS trainings provided by PaTTAN.</li> <li>• Continue implementation of a School-Based Behavioral Health program (if approved).</li> <li>• Safety Care Training- New staff will receive initial certification; trained staff will receive annual re-certification</li> <li>• Professional Development: 1 special education teacher per building will be trained in Youth Mental Health First Aid</li> </ul>
<b>Person Responsible</b>	Director of Special Education
<b>Start Date</b>	7/1/2018
<b>End Date</b>	6/30/2021
<b>Program Area(s)</b>	Professional Education, Special Education

### Professional Development Details

<b>Hours Per Session</b>	2.0
<b># of Sessions</b>	20
<b># of Participants Per Session</b>	75
<b>Provider</b>	Intermediate Unit 18
<b>Provider Type</b>	IU
<b>PDE Approved</b>	Yes

<b>Knowledge Gain</b>	Research-based and best practices in behavior.
<b>Research &amp; Best Practices Base</b>	N/A
<b>For classroom teachers, school counselors and education specialists</b>	<p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>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.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
<b>Training Format</b>	<p>Series of Workshops</p> <p>School Whole Group Presentation</p> <p>Department Focused Presentation</p> <p>Professional Learning Communities</p>
<b>Participant Roles</b>	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</p> <p>Paraprofessional</p> <p>New Staff</p> <p>Related Service Personnel</p> <p>Parents</p>
<b>Grade Levels</b>	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p>

	High (grades 9-12)
<b>Follow-up Activities</b>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p> <p>Lesson modeling with mentoring</p>
<b>Evaluation Methods</b>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Classroom student assessment data</p> <p>Participant survey</p>

## Paraprofessional

<b>Description</b>	Paraprofessionals receive a minimum of 20 hours of training each year. All paraprofessionals/PCAs are trained in CPR, First Aid and Safety Care, and recertifications are completed as appropriate. Other hours of training can be obtained through the school district, LIU 18 paraprofessional training sessions, or online trainings provided by PaTTAN.
<b>Person Responsible</b>	Director of Special Education
<b>Start Date</b>	7/1/2018
<b>End Date</b>	6/30/2021
<b>Program Area(s)</b>	Special Education

## Professional Development Details

<b>Hours Per Session</b>	2.0
<b># of Sessions</b>	10
<b># of Participants Per Session</b>	20
<b>Provider</b>	Intermediate Unit 18, PaTTAN, School District
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	No
<b>Knowledge Gain</b>	Academic and behavioral support strategies, assessment, data collection, inclusive practices

<b>Research &amp; Best Practices Base</b>	N/A
<b>For classroom teachers, school counselors and education specialists</b>	<p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>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.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
<b>Training Format</b>	<p>Series of Workshops</p> <p>Department Focused Presentation</p> <p>Professional Learning Communities</p> <p>Offsite Conferences</p>
<b>Participant Roles</b>	Paraprofessional
<b>Grade Levels</b>	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
<b>Follow-up Activities</b>	Lesson modeling with mentoring
<b>Evaluation Methods</b>	<p>Participant survey</p> <p>Portfolio</p>

## Reading NCLB #1

<b>Description</b>	<p>K-12 Program Enhancements and Training:</p> <ul style="list-style-type: none"> <li>Continued consultation with CORE to include curriculum review, data analysis and modeling of lesson and strategies by CORE staff</li> <li>Curriculum training for any new staff teaching ELA. New staff will be trained in the general education and intervention program as well as SRA Reading for teachers instructing students performing significantly below grade level in reading.</li> <li>Monthly meetings with ELA special education, intervention and Title I teachers to review data and discuss student progress</li> </ul>
<b>Person Responsible</b>	Director of Special Education
<b>Start Date</b>	7/1/2018
<b>End Date</b>	6/30/2021
<b>Program Area(s)</b>	Professional Education, Special Education

### Professional Development Details

<b>Hours Per Session</b>	2.0
<b># of Sessions</b>	12
<b># of Participants Per Session</b>	5
<b>Provider</b>	District staff
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	No
<b>Knowledge Gain</b>	Continued training on research-based reading programs and strategies; using data to drive instruction.
<b>Research &amp; Best Practices Base</b>	N/A
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p>

<p><b>For school or LEA administrators, and other educators seeking leadership roles</b></p>	<p>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.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
<p><b>Training Format</b></p>	<p>Series of Workshops Department Focused Presentation</p>
<p><b>Participant Roles</b></p>	<p>Classroom teachers New Staff</p>
<p><b>Grade Levels</b></p>	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p>
<p><b>Follow-up Activities</b></p>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p> <p>Lesson modeling with mentoring</p> <p>Joint planning period activities</p>
<p><b>Evaluation Methods</b></p>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Student PSSA data</p> <p>Classroom student assessment data</p> <p>Review of participant lesson plans</p>

## Transition

<b>Description</b>	<p>Program Enhancements and Trainings for teachers and case managers of transition age students:</p> <p>Each year, over the next 3 years:</p> <ul style="list-style-type: none"> <li>• New teachers will receive Indicator 13 training; veteran teachers will receive a refresher</li> <li>• Special Education Department chair and Director of Special Education will continue to attend Transition Council meetings run by LIU 18</li> <li>• Special education teachers will have the opportunity to tour any transition programs/placements run by LIU 18 (Real Academy, Lowe's Program, Transitional Living Program at LCCC, ect.)</li> <li>• Office of Vocational Rehabilitation will present opportunities available, to special education staff</li> <li>• Case managers will work closely with LIU 18 transition coordinator to make appropriate recommendations for transition section of the IEP</li> <li>• During the 2018-2019, all staff will be given an overview of the PA Career Standards and how activities will be documented</li> <li>• Parent Training- during the 2020-2021 school year, parents will be invited to a training on Transition. Aside from an overview on transition planning, parents will also hear from community agencies that support transition planning, including LIU 18, OVR, MHDS and representatives from local day programs.</li> </ul>
<b>Person Responsible</b>	Director of Special Education
<b>Start Date</b>	7/1/2018
<b>End Date</b>	6/30/2021
<b>Program Area(s)</b>	Professional Education, Special Education

### Professional Development Details

<b>Hours Per Session</b>	2.0
<b># of Sessions</b>	11
<b># of Participants Per Session</b>	35
<b>Provider</b>	Intermediate Unit 18, District Staff, Community Agencies

<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	Transition requirements and resources
<b>Research &amp; Best Practices Base</b>	N/A
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
<b>Training Format</b>	<p>Series of Workshops</p> <p>Department Focused Presentation</p> <p>Professional Learning Communities</p> <p>Offsite Conferences</p>
<b>Participant Roles</b>	<p>Classroom teachers</p> <p>Paraprofessional</p> <p>New Staff</p> <p>Related Service Personnel</p> <p>Parents</p>
<b>Grade Levels</b>	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>

<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion
<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Participant survey Evaluation of IEPs for transition plans; student transition portfolios

# Special Education Affirmations

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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).

*No signature has been provided*

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*Board President*

*No signature has been provided*

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*Superintendent/Chief Executive Officer*