

Profile and Plan Essentials

LEA Name		AUN
Hopewell Area SD		127044103
Address 1		
2354 Brodhead Rd		
Address 2		
City	State	Zip
Aliquippa	PA	15001
Director of Special Education Name		
Dr. Lynn Utchell		
Director of Special Education Email		
utchelll@hopewellarea.org		
Director of Special Education Phone Number		Director of Special Education Ext
724-375-6691		3010
Chief Administrator Name		
Dr Jeffrey R Beltz		
Chief Administrator Email		
beltzj@hopewellarea.org		

Special Education Students

Total Number of Students Receiving Special Education 466

School District Total Student Enrollment 2075

Percent of Students Receiving Special Education 22.5

DRAFT

Steering Committee

Name	Position/Role	Building	Email
Dr. Lynn Utchell	Director of Special Education	Hopewell Area SD	utchelll@hopewellarea.org
Dr. Robert Kartychak	Building Principal	Hopewell SHS	kartychakr@hopewellarea.org
Mrs. Korri Kane	Building Principal	Hopewell El Sch	kanek@hopewellarea.org
Mr. Edward Katkich	Building Principal	Hopewell JHS	katkiche@hopewellarea.org
Dr. Joel Roth	Director of Curriculum	Hopewell Area SD	rothj@hopewellarea.org
Mrs. Aubre Lindner	Special Education Teacher	Hopewell JHS	lindnera@hopewellarea.org
Mrs. Tina Carbone	Special Education Teacher	Hopewell El Sch	carbonec@hopewellarea.org
Mrs. Sarah Bober	Special Education Teacher	Margaret Ross El Sch	bobers@hopewellarea.org
Mrs. Susan Burak	Special Education Teacher	Hopewell JHS	buraks@hopewellarea.org
Ms. Lana Greenawald	Special Education Teacher	Margaret Ross El Sch	greenawaldg@hopewellarea.org
Mrs. Bronwyn Korchnak	General Education Teacher	Hopewell SHS	korchnakb@hopewellarea.org
Ms. Arleen Tierney	Special Education Teacher	Hopewell JHS	tierneya@hopewellarea.org
Ms. Janet Logan	Special Education Teacher	Hopewell JHS	loganj@hopewellarea.org
Mrs. Donna Steff	Building Principal	Margaret Ross El Sch	steffd@hopewellarea.org
Miss Katie Snyder	General Education Teacher	Hopewell El Sch	snyderk@hopewellarea.org
Mrs. Amy Shaddick	Special Education Teacher	Hopewell JHS	shaddicka@hopewellarea.org
Ms. Jennifer Shultz	Special Education Teacher	Hopewell SHS	shultzj@hopewellarea.org
Ms. Michelle deBrucky	Special Education Teacher	Hopewell JHS	debruckym@hopewellarea.org
Mrs. Cindy Lucas	Special Education Teacher	Hopewell Area SD	lucasc@hopewellarea.org
Ms. Amy Kelly	Parent	Hopewell Area SD	amymfkelly@gmail.com
Mrs. Deanna Hiltz	Parent	Hopewell Area SD	hiltzdeanna@gmail.com
Mrs. Marcy Bebout	Director of Special Education	Hopewell Area SD	beboutm@hopewellarea.org
Dr. Jeffrey Beltz	Superintendent	Hopewell Area SD	beltzj@hopewellarea.org

School District Areas of Improvement and Planning - Indicators

Suspension/Expulsion by Race/Ethnicity (Indicator 4B)

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity/Disability (Indicator 10)

Indicator not flagged at this time.

Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

Secondary Transition (Indicator 13)

Indicator not flagged at this time.

Graduation (Indicator 1)

Indicator not flagged at this time.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Improvement and Planning Activity
3A-Participation rate for children with IEPs: The Hopewell Area School District (HASD) did not meet the participation rate for students with IEPs in state assessments for ELA and Math in grades 4 and 8. The district is working through Targeted Support and Improvement with the Pennsylvania Department of Education. The district will focus will be to improve the participation rate and to improve student performance through targeted interventions.
3D- Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: The Hopewell Area School District (HASD) did not meet the proficiency rate for students with IEPs on the state assessments for ELA in grades 4 and 8 and for math in grade 4. The district is working through Targeted Support and Improvement with the Pennsylvania Department of Education. The district will focus will be to improve the participation rate and to improve student performance through targeted interventions.

Education Environments (Indicator 5)

Improvement and Planning Activity
The Hopewell Area School District did not meet the target of having students receiving special education in the regular education classroom for 80% of their day or more. The district continuously looks to find ways to provide more inclusive practices and environments within our district buildings. The administration will revisit master schedules at all three levels to provide more inclusive environments for our students. Additionally, teachers and paraprofessionals will receive more training on supporting students with a disability through specially designed instruction in the regular education classroom.
The Hopewell Area School District was flagged for having too many students in other settings outside of the district. Currently the district provides emotional support, autistic support, life skills support and learning support at all three levels in the district. At this time district programs are at capacity. Due to the significant needs of students receiving support and services outside of the district, the administration will discuss increasing supports and the possible need to add programs to the district.

Parent Involvement (Indicator 8)

Indicator not flagged at this time.

Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.

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Identification Method

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

Discrepancy Model

Building Name	AUN	Branch Number	RTI	Approved RTI Use
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Non-Resident Students Oversight

1. Is your district currently a host district for a 1306 facility?

Yes

24 P.S. §1306 facilities				
Facility Name	Facility Type	Facility Type: Other	Services Provided By	Total Students in Facility
Pediatric Specialty Care at Hopewell	Group Home		District	40
Open Arms Health Care	Group Home		District	>10
Passavant Memorial Homes	Group Home		Licensed Private Academic	>10

1. Describe the host's educational oversight to ensure students with disabilities are educated in the least restrictive environment while in the 1306 facility? (If not a host, answer as if you were.)

The Hopewell Area School District (HASD) is a host School District under Section 1306.02 of the Public School Code for students residing at Pediatric Specialty Care (PSC) at Hopewell, as PSC at Hopewell is located within the district limits of the Hopewell Area School District. The HASD is committed to providing FAPE at PSC at Hopewell to those eligible students who are residing at the facility and that meet the age requirements for educational services. The HASD's Director of Special Education works closely with the Social Worker at PSC at Hopewell on all intakes to the facility. Prior to formal admission, the Social Worker contacts the Director of Special Education to provide any available information regarding a pending admission to PSC. If this is not possible due to an emergency admission, the Social Worker from PSC contacts the Director of Special Education at the HASD no later than one business day from admission of a new resident. Prior to admission, the Notification of Admission to Facility or Institution and School Enrollment Form is initiated by the Social Worker at PSC. The Director of Special Education reviews the Notification of Admission Form, the educational history of the student and confirms the student's eligibility with the student's most recent home and/or host district, and issues a PDE 4605 form to the Home District. The Director of Special Education continues discussions with the previous school district and the parent to discuss the previous level of special education services and the least restrictive environment. If a parent or guardian is not identified then the HASD will appoint a surrogate per the regulations set forth by PDE. Upon review of the ER/RR and IEP, along with discussion between the HASD, the parent/guardian/surrogate and the previous school district, a determination of least restrictive environment is made for the student. An IEP meeting is held within 30 days of the student's placement at PSC at Hopewell with all necessary IEP team members. If the district becomes aware of a student residing at PSC at Hopewell through the district's child find process who is thought to be exceptional and possibly in need of special education, a Prior Written Notice for Initial Evaluation and Request for Consent Form and a Procedural Safeguard Notice would be issued to the student/parent/guardian, or surrogate. The MDE process as outlined in IDEA and Chapter 14 would be followed. If the student is found to be eligible and in need of special education, the Invitation/IEP/NOREP process according to IDEA and Chapter 14 would be followed. Since PSC at Hopewell has opened, the significant difficulty that continues to exist is in regards to students' families that reside outside of the Commonwealth of Pennsylvania. Communication with the school district in which the parent resides has proved to be challenging, however, services have been provided within a timely manner in order for the student not to experience a gap in services. The Director of Special Education has developed a

checklist of important educational information for parents to provide when planning to transfer their child into PSC at Hopewell. Additionally, the HASD's Special Counsel, PSC Counsel and the Pennsylvania Department of Education continue to work in close partnership to meet the needs of students who are residents of another state.

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

The HASD works very closely with PSC at Hopewell to ensure that students residing at PSC at Hopewell have the opportunity to integrate into a school setting with or without nondisabled peers with medically appropriate. The HASD acts as the Host LEA, collaborating and coordinating services with the student's Home LEA and PSC at Hopewell, for students residing at PSC at Hopewell.

Incarcerated Students Oversight

1. Does the district have an adult correctional facility that houses juveniles within its geographical boundaries?

Yes

§1306.2 Facilities			
Facility Name	Facility Type	Services Provided By	Student Count
Beaver County Jail	County Jail	District	8

1. Describe the system of oversight the District would implement to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated and when deemed eligible, are offered a free appropriate public education (FAPE).

The HASD is a host School District under Section 1306.2 of the Public School Code for the Beaver County Jail (BCJ), as is located within its boundaries. The HASD is committed to providing FAPE at the BCJ to those eligible students who are incarcerated that meet the age requirements for educational services. The HASD employs a special education teacher at the Beaver County Jail who is responsible for monitoring the educational program for incarcerated students. After an incarcerated student is processed, the teacher reviews the educational history of the student and confirms the student's eligibility with the student's most recent district and PIMS information. If a gap in services exists, the teacher contacts other districts the incarcerated student has attended in order to determine eligibility. If the district becomes aware of an incarcerated student that received special education services, the ER, RR and IEP are reviewed and a new IEP is developed describing the program and related services needed to meet the educational needs of the student, including the manner in which the program would be provided and at what location. The students eligible for special education services are provided a minimum of 20 hours of instruction per week. If the district becomes aware of an incarcerated student through the district's child find process who is thought to be exceptional and possibly in need of special education, a Prior Written Notice for Initial Evaluation and Request for Consent Form and a Procedural Safeguard Notice would be issued to the student/parent/guardian or surrogate. The MDE process as outlined in IDEA and Chapter 14 would be followed. If the incarcerated student is found to be eligible and in need of special education, the Invitation/IEP/NOREP process according to IDEA and Chapter 14 would be followed. During the 2018-2019 school year, PDE and BSE conducted a Compliance Monitoring for the Beaver County Correctional Facility. The HASD was 100% compliant in all areas.

Least Restrictive Environment

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

As of the December 1, 2022 Child Count, the HASD has decreased amount of time students spend in the regular education environment (less than 40% of the day) and decreased the percentage of students receiving special education services in other settings. Data indicates that 3.4% of students receiving special education services are inside the regular education environments less than 40% of the day. This is an decrease of 2.7% over two school year (6.1% in 2020-2021 and 5.7% in 2021-2022). While the district continues to meet this target SPP target, we continue to work to provide more supports in the regular education setting and increase their time in regular education each year. Additionally, the current data available indicates that students with disabilities in the HASD who are receiving special education and related services in other settings is 6.5%. This percentage has decreased by 0.5% from previous years, although this percentage is higher than the state average and previously determined SPP target. The HASD continues to operate learning, life skills, autistic and emotional support at the elementary, junior high and senior high levels. Even with the continuation of these services, the needs of students moving into the HASD continues to exceed the level of supports offered within the district's program, thus warranting the least restrictive placement outside of the district. The administrative team continues to work on maximizing the efficiency of staff through student and staff scheduling, maximizing instructional supports through effective and appropriate grouping of students, increasing common planning time opportunities for general and special education staff, and increasing parent voice and advocacy opportunities. In an effort to decrease the number of students in outside settings, we continue to provide training in de-escalation, mental health, and complex/low incidence disabilities.

2. **What universal practices does the district utilize to address the academic and social/emotional needs of all students in need of accommodations to their learning environments?**

The HASD uses a Multi-Tiered System of Support (MTSS) Model to help provide reading, mathematics, and social/emotional/behavioral support to students in grades K-4. Students are assessed, then moved into 1 of 3 appropriate tiers and are provided with interventions according to their current needs. Teachers are given training regarding the interventions used in each tier, how to administer the DIBELS assessment and progress monitor their students. Teachers are also trained on how to use the Measures of Academic Practice (MAP) data in reading and mathematics to guide instructional practices and academic interventions. MTSS team meets monthly to review students in this process and newly referred students. The team that meets monthly consists of the Director of Curriculum and Instruction, Building Principal, School Counselor, Regular Education Teacher, and a Reading Specialist. At these meetings, an action plan is developed for each student that lists the supports and resources needed for that student. This process not only ensures that we are meeting the needs of all students, but also that we are utilizing all resources within our district before placement is even considered. It ensures LRE for all students as it also makes teachers aware of all resources and supports available and necessary for students to be successful in their least restrictive environment.

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

Presently, the HASD offers learning support programs in all buildings, and at the elementary, junior, and senior high levels, there are emotional support, autistic support, and life skills support programs. Given that the district has three elementary school buildings, there is an emotional support teacher, an autistic support teacher, and a life skills support teacher, but there is only one dedicated teacher and classroom. Students with disabilities are included in the general education classroom as much as possible and every effort is made to honor their LRE. Teachers, paraprofessionals, and administration is trained regularly on LRE as well as the strategies and steps that can be taken to ensure that students with disabilities are educated in their LRE.

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

The supplemental aids and services provided in our programs include but are not limited to the following: Collaborative: Scheduled planning and co-planning, instructional arrangements that support collaboration, professional development, co-teaching, and parental collaboration. Instructional: Modified curriculum and testing, alternative methods of learning, alternate materials, assistive technology, different methods of presentation, and adaptations. Physical: Furniture arrangement, seating arrangements, individualized desk and chair, adaptive equipment, adjustments to sensory input, environmental aids, and structural aids. Social-Behavioral: Social skills instruction, counseling supports, peer supports, individualized behavioral plans, modifications of rules, and cooperative learning strategies.

5. **Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities placed in private institutions are educated with non-disabled children and have the opportunity to participate in district lead extracurricular activities?**

To the maximum extent appropriate, the HASD makes every effort to include students with disabilities in district lead extracurricular activities. The district makes every effort possible to support students with disabilities within the district before considering an outside placement. District personnel meet regularly and also hold meetings with parents to discuss ways to support students at HASD.

6. **Discuss the district's need to build capacity and expand programs and services in an effort to provide a continuum of services. (Consider the out of district placement chart)**

The HASD continues to experience an influx of students being identified with disabilities, mainly students are being identified with specific learning disabilities, other health impairments, emotional disturbance and autism at a higher rate. The administration is looking closely at the number of students transferring from early intervention to determine if additional classrooms are necessary.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
The Education Center at Watson-Sewickley	Approved Private School (APS)		Watson/PDE	Life Skills Support	1
Pioneer Education Center	Other	Public School District-PPS	Pittsburgh Public Schools	Multiple Disabilities Support	2
Western Pennsylvania School for Blind Children	Approved Private School (APS)		WPSBC/PDE	Blind and Visually Impaired Support	6

The Education Center at Watson-Sewickley	Licensed Private Academic		Watson	Life Skills Support	5
New Horizon	Other	Other Public Facility	BVIU 27	Multiple Disabilities Support	7
Holy Family Institute-Specialized Learning	Licensed Private Academic		HFI	Emotional Support	1
New Horizon	Other	Other Public Facility	BVIU 27	Emotional Support	4
CLASS Academy	Licensed Private Academic		CLASS/PDE	Emotional Support	1
New Horizon	Other	Other Public Facility	BVIU 27	Multiple Disabilities Support	4
Western Pennsylvania School for the Deaf	Approved Private School (APS)		WPSD/PDE	Deaf and Hard of Hearing Support	2
Watson Institute Social Center for Academic Achievement (WISCA)	Licensed Private Academic		Watson	Autistic Support	1
St. Stephen's	Licensed Private Academic		St. Stephen's	Autistic Support	1
Wesley K-8	Approved Private School (APS)		Wesley Family Services/PDE	Emotional Support	1
Wesley HS	Approved Private School (APS)		Wesley Family Services/PDE	Emotional Support	1

Positive Behavior Support

Date of Approval

2013-03-26

Uploaded Files

Positive Behavior Support Board Policy 3-26-13.pdf

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

The HASD takes several steps in supporting students with disabilities who have emotional or social needs. In some cases, the district conducts a functional behavior assessment (FBA) to gather detailed information regarding the target behavior(s) as well as any antecedents or consequences that precede and follow the behavior in order to develop an individualized positive behavior support plan (PBSP) to support the student's emotional or social needs. Using the PBSP, district staff support the students as much as possible within the general education classroom by following the PBSP. When needed, students, per their PBSPs, may receive support from a special education teacher or in a special education classroom, such as emotional support or autistic support. The district utilizes its School Counselors and School Psychologist to provide counseling or psychological counseling services to students who demonstrate a need for those services. Behavior cards to promote self-monitoring and advocacy are used with students who have emotional or social needs. In addition, social stories are another strategy used by district staff to support these students. The director of special education and building principals actively work to support staff who work directly with these students and also take an active role in supporting these students directly, where needed.

2. Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention.

The HASD teachers, paraprofessionals, and administrators are trained regularly on the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention. In addition to understanding and following individual PBSPs, the district implements school-wide positive behavior supports at the elementary, junior, and senior high levels. All teachers, paraprofessionals, and administrators are trained in de-escalation techniques using the Crisis Prevention Institute (CPI) model. Each school building has a team that is trained in physical restraints following the CPI model.

3. Describe the district positive school wide support programs.

The HASD's positive school-wide support program is referred to as Viking P.R.I.D.E., where the P stands for positivity, R for respect, I for integrity, D for dependability, and E for empathy. At the elementary level, the school counselors complete classroom lessons that focus on an aspect of P.R.I.D.E. each month. Teachers also encourage and reinforce the school counselors' messages from their lessons as well as the overall goal of P.R.I.D.E.. There are also monthly building or grade-level assemblies to acknowledge students "caught showing their P.R.I.D.E.." At the junior and senior high levels, staff members encourage the values of P.R.I.D.E. and reinforce these values and the skills associated with them in the classroom. At the elementary, junior, and senior high levels, all staff members encourage and support students in showing their Viking P.R.I.D.E..

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

The HASD utilizes three approaches to school-based behavior health services that are based on individual student needs. At the elementary, junior, and

senior high levels, the School Counselors meet with students at the classroom, small group, or individual level based on needs. Typically, the School Counselors support students who have short-term or temporary behavior health needs, but can also support students who need long-term support. The School Psychologist offers individual psychological counseling for students who demonstrate a need for behavior modification, or social or emotional support. The district also has a partnership with Family Behavioral Resources (FBR) to provide school-based mental health services to students.

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

The HASD believes in being as proactive as possible in supporting students with emotional or social needs that may lead to physical behavior, which is why the district implements PBSPs as written, positive school-wide supports, and de-escalation tactics following the CPI model. These strategies have enabled the district to have a rare need for the use of physical restraints. However, when the need arises for a physical restraint, the building-level's CPI team is contacted and prompted to go to a designated location to support a student. If a physical restraint is used, one or two staff members execute the restraint following the CPI physical restraint guidelines and another staff member is there to take notes about what transpires or to support staff. Once a student de-escalates, the building principal and director of special education are notified immediately that a restraint occurred. The crisis team, who was involved in the restraint, writes a summary of what occurred and this summary is provided to the director of special education so the student's parents can be contacted immediately and the physical restraint can be reported in the RISC system. Working in collaboration, the director of special education, the principal, and the student's parents determine the need for a meeting. If a meeting occurs, the team reviews the incident and determines the appropriate next steps to help support the student.

Intensive Interagency

Please address any areas of concern with students who are placed on Instruction Conducted in the Home or who are at a substantial risk of waiting more than 30 days for an appropriate educational placement.

Currently, the HASD does not have any concerns related to providing instruction conducted in the home for students with disabilities or for students who are at a substantial risk of waiting more than 30 days for an appropriate educational placement who are Hopewell or Pennsylvania residents. HASD works diligently to schedule meetings district staff, outside agencies and families to provide services prior to the thirty day mark. The majority of the students referred for instruction conducted in the home reside at Pediatric Specialty Care (PSC) and are too medically fragile to leave their residence for educational reasons. The HASD works collaboratively with the medical staff at PSC, the student's guardians and home school district to discuss the student's needs. Students receiving instruction conducted in the home at PSC receive all special education and related services. The HASD is actively working with PSC, the BSE and PDE to address concerns with PSC residents that are not considered Pennsylvania residents or Wards of the State. At this time the HASD is providing educational services to all school-age residents. To date PDE still has not made a determination regarding the educational or financial responsibility of residents whose family/guardians reside outside the Commonwealth of Pennsylvania.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TVI-SM	Multiple	Part-time (0.5)	03/25/2024 09:46 AM

Building Name		
Independence El Sch		
Support Type		
Blind And Visually Impaired Support		
Support Sub-Type		
Blind And Visually Impaired Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 10
Age Range Justification		FTE %
		0.07

Building Name		
Hopewell JHS		
Support Type		
Blind And Visually Impaired Support		
Support Sub-Type		
Blind And Visually Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Multiple	10 to 13
Age Range Justification		FTE %
		0.06

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JSHS	Secondary	Full-time (1.0)	03/21/2024 08:27 PM

Building Name		
Hopewell SHS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 20
Age Range Justification		FTE %
Students are not instructed in the classroom at the same time.		0.2

Building Name		
Hopewell SHS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 17
Age Range Justification		FTE %
		0.08

Building Name	
Hopewell SHS	

Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 18
Age Range Justification		FTE %
		0.15

Building Name		
Hopewell SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 17
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JL	Multiple	Full-time (1.0)	03/25/2024 08:53 AM

Building Name		
Hopewell JHS		
Support Type		

Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		30
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 12
Age Range Justification		FTE %
		0.46

Building Name		
Hopewell JHS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		13
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %
		0.2

Building Name		
Hopewell SHS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 20
Age Range Justification		FTE %

The students are not instructed in the classroom at the same time.	0.08
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
PSC2	Multiple	Part-time (0.5)	07/27/2023 02:17 PM

Building Name		
Hopewell Area SD		
Support Type		
Multiple Disabilities Support		
Support Sub-Type		
Multiple Disabilities Support		
Level of Support		Case Load
Full-Time (80% or More)		4
Identify Classroom	Classroom Location	Age Range
School District	Multiple	5 to 20
Age Range Justification		FTE %
The students are not instructed in the classroom at the same time.		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SBMRE	Elementary	Full-time (1.0)	03/25/2024 09:09 AM

Building Name
Margaret Ross El Sch
Support Type
Learning Support
Support Sub-Type

Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %
		0.35

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCHE	Elementary	Full-time (1.0)	03/25/2024 09:11 AM

Building Name		
Hopewell El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		

Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		19
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %
		0.95

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ATIE	Elementary	Full-time (1.0)	03/25/2024 09:14 AM

Building Name		
Independence El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
The students are not instructed in the classroom at the same time.		0.35

Building Name	
Independence El Sch	
Support Type	
Autistic Support	
Support Sub-Type	
Autistic Support	
Level of Support	Case Load

Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 7
Age Range Justification		FTE %
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ASJH	Multiple	Full-time (1.0)	03/25/2024 09:27 AM

Building Name		
Hopewell JHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 12
Age Range Justification		FTE %
		0.1

Building Name		
Hopewell JHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1

Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 14
Age Range Justification		FTE %
		0.05

Building Name		
Hopewell JHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 13
Age Range Justification		FTE %
		0.04

Building Name		
Hopewell JHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 13
Age Range Justification		FTE %
		0.06

Building Name		
Hopewell JHS		
Support Type		

Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 13
Age Range Justification		FTE %
		0.1

Building Name		
Hopewell JHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 12
Age Range Justification		FTE %
		0.06

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
RMHS	Secondary	Full-time (1.0)	03/25/2024 09:29 AM

Building Name		
Hopewell SHS		
Support Type		
Learning Support		

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		16
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 19
Age Range Justification		FTE %
		0.32

Building Name		
Hopewell SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 17
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MM	Elementary	Full-time (1.0)	03/25/2024 09:32 AM

Building Name	
Independence El Sch	
Support Type	
Speech And Language Support	
Support Sub-Type	

Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		32
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 10
Age Range Justification		FTE %
The students are not instructed in the classroom at the same time.		0.49

Building Name		
Hopewell El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		33
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
The students are not instructed in the classroom at the same time.		0.51

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MDJH	Secondary	Full-time (1.0)	03/25/2024 09:38 AM

Building Name	
Hopewell JHS	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	

Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		16
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.8

Building Name		
Hopewell JHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.06

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TVI-JP	Multiple	Part-time (0.5)	03/25/2024 09:44 AM

Building Name	
Hopewell JHS	
Support Type	
Blind And Visually Impaired Support	
Support Sub-Type	
Blind And Visually Impaired Support	
Level of Support	Case Load

Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Multiple	13 to 13
Age Range Justification		FTE %
		0.02

Building Name		
Independence El Sch		
Support Type		
Blind And Visually Impaired Support		
Support Sub-Type		
Blind And Visually Impaired Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 9
Age Range Justification		FTE %
		0.07

Building Name		
Hopewell SHS		
Support Type		
Blind And Visually Impaired Support		
Support Sub-Type		
Blind And Visually Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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KWIE	Elementary	Full-time (1.0)	07/27/2023 02:17 PM
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Building Name		
Independence El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		20
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
GCHS	Secondary	Full-time (1.0)	03/25/2024 09:54 AM

Building Name		
Hopewell SHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range

School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.25

Building Name		
Hopewell SHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.3

Building Name		
Hopewell SHS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	18 to 18
Age Range Justification		FTE %
		0.17

Building Name		
Hopewell SHS		
Support Type		
Learning Support		

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 15
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ASHE	Elementary	Full-time (1.0)	03/25/2024 09:57 AM

Building Name		
Hopewell El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 9
Age Range Justification		FTE %
		0.88

Building Name		
Hopewell El Sch		
Support Type		
Autistic Support		
Support Sub-Type		

Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 6
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MGHS	Secondary	Full-time (1.0)	03/25/2024 09:59 AM

Building Name		
Hopewell SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		17
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
The students are not instructed in the classroom at the same time.		0.34

Building Name		
Hopewell SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		

Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KGJH	Elementary	Full-time (1.0)	03/25/2024 10:01 AM

Building Name		
Hopewell JHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		13
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 12
Age Range Justification		FTE %
		0.65

Building Name	
Hopewell JHS	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	Case Load

Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11
Age Range Justification		FTE %
		0.06

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ATJH	Multiple	Full-time (1.0)	03/25/2024 10:04 AM

Building Name		
Hopewell JHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.4

Building Name	
Hopewell JHS	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	Case Load
Itinerant (20% or Less)	10

Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
DSJH	Elementary	Full-time (1.0)	03/25/2024 10:08 AM

Building Name		
Hopewell JHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		12
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 12
Age Range Justification		FTE %
		0.6

Building Name		
Hopewell JHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range

School District	Elementary	11 to 12
Age Range Justification		FTE %
		0.14

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MCHS	Secondary	Full-time (1.0)	03/25/2024 10:14 AM

Building Name		
Hopewell SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 19
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TBDMRE	Elementary	Full-time (1.0)	03/25/2024 10:17 AM

Building Name		
Margaret Ross El Sch		
Support Type		

Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
		0.5

Building Name		
Margaret Ross El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
		0.08

Building Name		
Margaret Ross El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 10
Age Range Justification		FTE %

	0.05
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HSBVIU	Multiple	Part-time (0.5)	03/25/2024 10:21 AM

Building Name		
Hopewell El Sch		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 9
Age Range Justification		FTE %
		0.02

Building Name		
Margaret Ross El Sch		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 10
Age Range Justification		FTE %
Students are not in the classroom at the same time.		0.04

Building Name		
Hopewell SHS		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 16
Age Range Justification		FTE %
		0.04

Building Name		
Hopewell JHS		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 10
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MWHS	Secondary	Full-time (1.0)	03/25/2024 10:24 AM

Building Name		
Hopewell SHS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 20
Age Range Justification		FTE %
The students are not instructed in the classroom at the same time.		0.38

Building Name		
Hopewell SHS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 20
Age Range Justification		FTE %
The students are not instructed in the classroom at the same time.		0.17

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LG	Elementary	Full-time (1.0)	03/25/2024 10:27 AM

Building Name

Margaret Ross El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		34
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 10
Age Range Justification		FTE %
The students are not instructed in the classroom at the same time.		0.52

Building Name		
Hopewell El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		16
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 10
Age Range Justification		FTE %
The students are not instructed in the classroom at the same time.		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
PSC	Multiple	Full-time (1.0)	03/25/2024 10:28 AM

Building Name		
Hopewell Area SD		

Support Type		
Multiple Disabilities Support		
Support Sub-Type		
Multiple Disabilities Support		
Level of Support		Case Load
Full-Time (80% or More)		8
Identify Classroom	Classroom Location	Age Range
School District	Multiple	5 to 20
Age Range Justification		FTE %
The students are not instructed in the classroom at the same time.		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
NSJH	Multiple	Full-time (1.0)	03/25/2024 10:34 AM

Building Name		
Hopewell JHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 12
Age Range Justification		FTE %
		0.3

Building Name	
Hopewell JHS	
Support Type	

Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 12
Age Range Justification		FTE %
		0.12

Building Name		
Hopewell JHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.06

Building Name		
Hopewell JHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 14
Age Range Justification		FTE %

	0.05
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CLBCJ	Secondary	Full-time (1.0)	03/25/2024 10:36 AM

Building Name		
Hopewell Area SD		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Students are not instructed in the classroom at the same time.		0.08

Building Name		
Hopewell Area SD		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
The students are not instructed in the classroom at the same time.		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MCIE	Elementary	Full-time (1.0)	03/25/2024 10:43 AM

Building Name		
Independence El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		14
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 9
Age Range Justification		FTE %
Students are not instructed in the classroom at the same time.		0.7

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ESHE	Elementary	Full-time (1.0)	03/25/2024 10:46 AM

Building Name		
Hopewell El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		

Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		14
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.7

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

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

Building Name	
Hopewell JHS	
Support Type	
Life Skills Support	
Support Sub-Type	
Life Skills Support (Grades K-6)	
Level of Support	Case Load

Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Multiple	11 to 11
Age Range Justification		FTE %
		0.05

Building Name		
Hopewell JHS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Multiple	11 to 13
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SBJH	Multiple	Full-time (1.0)	03/25/2024 10:51 AM

Building Name		
Hopewell JHS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1

Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 10
Age Range Justification		FTE %
		0.12

Building Name		
Hopewell JHS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 12
Age Range Justification		FTE %
		0.33

Building Name		
Hopewell JHS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 14
Age Range Justification		FTE %
		0.25

Building Name		
Hopewell JHS		
Support Type		

Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 13
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ALJH	Multiple	Full-time (1.0)	03/25/2024 10:53 AM

Building Name		
Hopewell JHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 12
Age Range Justification		FTE %
		0.5

Building Name	
Hopewell JHS	
Support Type	
Learning Support	

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11
Age Range Justification		FTE %
		0.1

Building Name		
Hopewell JHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 13
Age Range Justification		FTE %
		0.05

Special Education Facilities

Building Name		Room #
Hopewell JHS		134
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 34 feet, 0 inches	748sqft	26
Implementation Date		
2023-08-24		
Uploaded Files		

1Assurance Check

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

Building Name		Room #
Hopewell JHS		219
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 0 inches x 30 feet, 0 inches	600sqft	21
Implementation Date		
2022-06-14		
Uploaded Files		

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2 Assurance Check

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

Building Name		Room #
Independence El Sch		204
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
39 feet, 0 inches x 24 feet, 0 inches	936sqft	33
Implementation Date		
2022-06-14		
Uploaded Files		

3 Assurance Check

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

The location of the class has been maintained for at least 3 school years.		No
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Building Name		Room #
Hopewell SHS		304
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 25 feet, 0 inches	600sqft	21
Implementation Date		
2022-06-14		
Uploaded Files		

4Assurance Check

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

Building Name		Room #
Hopewell JHS		105
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
21 feet, 0 inches x 31 feet, 0 inches	651sqft	23

Implementation Date
2022-06-14
Uploaded Files

5Assurance Check

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

Building Name		Room #
Hopewell El Sch		C110
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 7 inches x 13 feet, 7 inches	320sqft	11
Implementation Date		
2022-06-14		
Uploaded Files		

6Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	

The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Margaret Ross El Sch		C103
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 30 feet, 0 inches	720sqft	25
Implementation Date		
2022-06-14		
Uploaded Files		

7Assurance Check

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

Building Name	Room #
Hopewell SHS	203
School Building	Building Description

		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 36 feet, 0 inches	864sqft	30
Implementation Date		
2022-06-16		
Uploaded Files		

8Assurance Check

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

Building Name		Room #
Hopewell JHS		202
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
21 feet, 0 inches x 31 feet, 0 inches	651sqft	23
Implementation Date		
2022-06-14		
Uploaded Files		

9Assurance Check

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

Building Name		Room #
Hopewell JHS		137
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
35 feet, 0 inches x 22 feet, 0 inches	770sqft	27
Implementation Date		
2022-06-14		
Uploaded Files		

10Assurance Check

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

Building Name		Room #
Margaret Ross El Sch		A102
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 36 feet, 0 inches	792sqft	28
Implementation Date		
2022-06-14		
Uploaded Files		

11Assurance Check

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

Building Name		Room #
Hopewell El Sch		C112
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
14 feet, 6 inches x 23 feet, 7 inches	341sqft	12
Implementation Date		
2022-06-14		
Uploaded Files		

12 Assurance Check

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

Building Name		Room #
Hopewell JHS		104
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
21 feet, 0 inches x 31 feet, 0 inches	651sqft	23
Implementation Date		
2022-06-14		
Uploaded Files		

13 Assurance Check

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

Building Name		Room #
Independence El Sch		202
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
19 feet, 0 inches x 21 feet, 0 inches	399sqft	14
Implementation Date		
2022-06-14		
Uploaded Files		

14Assurance Check

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

Building Name		Room #
Hopewell SHS		328
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 24 feet, 0 inches	672sqft	24
Implementation Date		

2022-06-14
Uploaded Files

15 Assurance Check

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

Building Name		Room #
Hopewell El Sch		C107
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
33 feet, 7 inches x 25 feet, 0 inches	839sqft	29
Implementation Date		
2022-06-14		
Uploaded Files		

16 Assurance Check

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

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

Building Name		Room #
Hopewell El Sch		C104
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
33 feet, 7 inches x 25 feet, 0 inches	839sqft	29
Implementation Date		
2022-06-14		
Uploaded Files		

17Assurance Check

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

Building Name		Room #
Hopewell SHS		107
School Building		Building Description
		A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 38 feet, 0 inches	836sqft	29
Implementation Date		
2022-06-14		
Uploaded Files		

18Assurance Check

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

Building Name		Room #
Hopewell JHS		211
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
21 feet, 0 inches x 31 feet, 0 inches	651sqft	23
Implementation Date		
2022-06-14		
Uploaded Files		

19Assurance Check

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

Building Name		Room #
Hopewell JHS		212
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 30 feet, 0 inches	660sqft	23
Implementation Date		
2022-06-14		
Uploaded Files		

20Assurance Check

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

Building Name	Room #
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Hopewell SHS		308
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 27 feet, 0 inches	648sqft	23
Implementation Date		
2022-06-14		
Uploaded Files		

21Assurance Check

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

Building Name		Room #
Independence El Sch		307
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
34 feet, 0 inches x 36 feet, 0 inches	1224sqft	43
Implementation Date		
2022-06-14		
Uploaded Files		

22Assurance Check

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

Building Name		Room #
Hopewell JHS		114
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 0 inches x 32 feet, 0 inches	736sqft	26
Implementation Date		
2023-08-14		
Uploaded Files		

23Assurance Check

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

Building Name		Room #
Hopewell JHS		MO1
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
13 feet, 0 inches x 9 feet, 0 inches	117sqft	4
Implementation Date		
2022-06-14		
Uploaded Files		

24Assurance Check

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

Building Name		Room #
Hopewell SHS		LIB3
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
13 feet, 0 inches x 16 feet, 0 inches	208sqft	7
Implementation Date		

2022-06-15
Uploaded Files

25Assurance Check

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

Building Name		Room #
Independence El Sch		310
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 31 feet, 0 inches	806sqft	28
Implementation Date		
2022-06-14		
Uploaded Files		

26Assurance Check

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

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

Building Name		Room #
Hopewell SHS		314
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 0 inches x 24 feet, 0 inches	552sqft	19
Implementation Date		
2022-06-14		
Uploaded Files		

27Assurance Check

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

Building Name		Room #
Hopewell JHS		108
School Building		Building Description
		A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
21 feet, 0 inches x 38 feet, 0 inches	798sqft	28
Implementation Date		
2022-06-14		
Uploaded Files		

28Assurance Check

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

Building Name		Room #
Margaret Ross El Sch		A104
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
15 feet, 0 inches x 20 feet, 0 inches	300sqft	10
Implementation Date		
2022-06-14		
Uploaded Files		

29Assurance Check

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

Building Name		Room #
Hopewell JHS		139
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
35 feet, 0 inches x 22 feet, 0 inches	770sqft	27
Implementation Date		
2022-06-14		
Uploaded Files		

30Assurance Check

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

Building Name	Room #
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Hopewell SHS		200
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 0 inches x 37 feet, 0 inches	851sqft	30
Implementation Date		
2022-06-14		
Uploaded Files		

31Assurance Check

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

Building Name		Room #
Independence El Sch		108
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 6 inches x 22 feet, 6 inches	731sqft	26
Implementation Date		
2023-08-14		
Uploaded Files		

32 Assurance Check

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

Special Education Support Services

33Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
Guidance Counselor	4	Elementary	District
Guidance Counselor	3	Secondary	District
Paraprofessionals	24	Elementary	District
Paraprofessionals	15	Secondary	District
Occupational Therapist	2	Elementary	Contractor
Occupational Therapist	2	Secondary	Contractor
Physical Therapist	1	District Wide	Contractor
Other	1	District Wide	District
Other	1	District Wide	Contractor
Other	3	District Wide	Contractor
Other	1	District Wide	Contractor
School Psychologist	2	District Wide	Contractor

Special Education Personnel Development

Autism

Description of Training			
Teachers, paraprofessionals, nurses, administration and related service providers will attend trainings pertaining to Autism/ADHD/Executive Functioning Skills and Twice Exceptional (2E) students presented by a members of the Training and Consultation (TaC) from the Beaver Valley Intermediate Unit (BVIU). The strategies will build on trainings from the 2021-2022 school year. Additionally, the strategies will be further utilized in classrooms during the school year. The TaC team members will be available throughout the year for student observation and staff consultation.			
Lead Person/Position		Year of Training	
Director of Special Education/BVIU TaC		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
1.5	2	Intermediate Unit	Building Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Positive Behavior Support

Description of Training			
HASD Building Level Core Crisis Teams (consisting of Administration, School Counselors, Nurses, General Education Teachers, Special Education Teachers) will attend professional development pertaining to Crisis Prevention Intervention (CPI) training presented by a consultant from the Beaver Valley Intermediate Unit #27 and the Crisis Prevention Institute. The strategies that will be presented will then be implemented into the regular education classroom or other area associated with the school setting throughout the school year as a last effort to ensure student safety.			
Lead Person/Position		Year of Training	
Director of Special Education		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
3	4	District Intermediate Unit	Building Administrators Central Office Administrators General Education Teachers Special Education Teachers Other

Description of Training			
General Education and Special Education teachers, School Counselors and Principals of grade K-4 will attend professional development pertaining to the social emotional curriculum the district is utilizing.			
Lead Person/Position		Year of Training	
Student Services Coordinator		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	Other	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

			Other
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Paraprofessional

Description of Training			
Paraprofessionals will attend professional development pertaining to Crisis Prevention Intervention (CPI) training presented by a consultant from the Beaver Valley Intermediate Unit #27 and the Crisis Prevention Institute. The strategies that will be presented will then be implemented into the regular education classroom or other area associated with the school setting throughout the school year as a last effort to ensure student safety.			
Lead Person/Position		Year of Training	
Director of Special Education		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
3	6	District Intermediate Unit	Paraprofessionals

Description of Training			
Paraprofessionals will receive training in First Aid and CPR on a yearly basis.			
Lead Person/Position		Year of Training	
Director of Special Education/School Nurse Department Chair		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
3	4	District	Paraprofessionals

Description of Training
Paraprofessionals will participate in online trainings on various topics related to their responsibilities as a paraprofessionals offered through PaTTAN

Lead Person/Position		Year of Training	
Director of Special Education		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
1.5	4	District Intermediate Unit PaTTAN	Paraprofessionals

Description of Training			
Paraprofessionals will revisit Confidentiality in Schools.			
Lead Person/Position		Year of Training	
Director of Special Education		2024	
		2026	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District	Paraprofessionals

Transition

Description of Training	
Participants will have the opportunity to learn about effective practices to assist youth/young adults with disabilities to be empowered in an environment of change and any updates and resources they can utilize to enhance our Transition program. These trainings will also include the implementation of the Academic Standards for Career Education and Work as issued by the Pennsylvania Department of Education (339 Plan).	
Lead Person/Position	Year of Training
Director of Special Education/Transition Coordinator/BVIU TaC	2024
	2025
	2026

		2027	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	Intermediate Unit	Building Administrators Central Office Administrators Parents Special Education Teachers

Science of Literacy

Description of Training			
Teachers will attend professional development pertaining to Orton-Gillingham, Wilson Reading, SRA and Heggarty.			
Lead Person/Position		Year of Training	
Director of Special Education/Director of Curriculum and Instruction		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
3	5	District Intermediate Unit PaTTAN	Special Education Teachers

Description of Training	
Updated Universal Screening Assessment Training	
Lead Person/Position	Year of Training
Director of Special Education/Director of Curriculum	2024
	2025
	2026

		2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	General Education Teachers Special Education Teachers

Parent Training

Description of Training			
Parents will have the opportunity to train on the Hidden Curriculum with HASD Staff.			
Lead Person/Position		Year of Training	
Director of Special Education		2024	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	Intermediate Unit	General Education Teachers Parents Paraprofessionals Special Education Teachers

Description of Training			
Parents will be provided the opportunity to meet with HASD Special Education Staff to learn more about the development of IEPs, focusing on goals and specially designed instruction (SDIs).			
Lead Person/Position			Year of Training
Director of Special Education			2024
			2025
			2026
			2027
Hours Per Training	Number of Sessions	Provider	Audience

1	2	District	Parents
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IEP Development

Description of Training			
Special Education Teachers will attend trainings on the development of observable and measurable goals, as well as progress monitoring.			
Lead Person/Position		Year of Training	
Director of Special Education		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	Intermediate Unit	Special Education Teachers

Description of Training			
Parents will be provided the opportunity to meet with HASD Special Education Staff to learn more about the development of IEPs, focusing on goals and specially designed instruction (SDIs).			
Lead Person/Position		Year of Training	
Director of Special Education		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	2	District	Parents

Description of Training
Transition IEP Training

Lead Person/Position		Year of Training	
Director of Special Education/BVIU TaC		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
4	2	Intermediate Unit	Special Education Teachers

Signatures & Affirmations

Approval Date

Uploaded Files

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

Superintendent/Chief Executive Officer

Dr. Jeffrey Beltz

Date

DRAFT