

Profile and Plan Essentials

Special Education Students

Total Number of Students Receiving Special Education 443
School District Total Student Enrollment 2334
Percent of Students Receiving Special Education 19

Steering Committee

Name	Position/Role	Building	Email
Alyssa Wenrich	Director of Special Education	Danville Area SD	awenrich@danvillesd.org
Lee Gump	Building Principal	Liberty-Valley El Sch	lgump@danvillesd.org
Amy Willoughby	Building Principal	Danville Primary Sch	awilloughby@danvillesd.org
Sarah North	Special Education Teacher	Danville Primary Sch	snorth@danvillesd.org
Bryan Walter	General Education Teacher	Danville Primary Sch	bwalter@danvillesd.org
Shavaun Mull	Special Education Teacher	Liberty-Valley El Sch	smull@danvillesd.org
McKenzie Sweet	General Education Teacher	Liberty-Valley El Sch	msweet@danvillesd.org
Jayne Feld	Special Education Teacher	Danville Area MS	jfeld@danvillesd.org
Lisa McCarthy	General Education Teacher	Danville Area MS	lmccarthy@danvillesd.org
Michael Capita	Special Education Teacher	Danville Area SHS	mcapita@danvillesd.org
Jesse Reibson	Other	Liberty-Valley El Sch	jreibson@danvillesd.org
Sabrina Hoover	Parent	Danville Area SD	sholderman84@gmail.com
Ricki Boyle	Superintendent	Danville Area SD	rboyle@danvillesd.org
Thomas Hiravi	General Education Teacher	Danville Area SHS	thiravi@danvillesd.org
Donna Robbins	Parent	Danville Area SD	robbinshome04@verizon.net
Jeremy Winn	Building Principal	Danville Area SHS	hwinn@danvillesd.org
David Snover	Building Principal	Danville Area MS	dsnover@danvillesd.org
Lynda Williams	Special Education Teacher	Danville Area MS	lwilliams@danvillesd.org
John Bickhart	Director of Curriculum	Danville Area SD	jbickhart@danvillesd.org
Shelly Craig	General Education Teacher	Danville Area MS	scraig@danvillesd.org
Michelle Hughes	General Education Teacher	Danville Area SHS	mhughes@danvillesd.org
Mary Michaels	Special Education Teacher	Danville Area SHS	mmichaels@danvillesd.org
Roger Legg	Other	Danville Area SHS	rlegg@danvillesd.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)

Improvement and Planning Activity

All special education staff will be instructed to follow all mandated guidelines for ensuring that all documents relating to special education for eligible students are completed accurately and according to timelines.
All special education staff will have access to the PATTAN annotated documents.
All special education staff will participate in a file review of current special education students.
Procedures to oversee the supervision of transition services and goals, including students in out of district placements.

Graduation (Indicator 1)

Indicator not flagged at this time.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Indicator not flagged at this time.

Education Environments (Indicator 5)

Indicator not flagged at this time.

Parent Involvement (Indicator 8)

Indicator not flagged at this time.

Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Improvement and Planning Activity
All special education staff will be instructed to follow all mandated guidelines for ensuring that all documents relating to special education for eligible students are completed accurately and according to timelines.
All special education staff will have access to the PATTAN annotated documents.
All special education staff will participate in a file review of current special education students.
Procedures to oversee the supervision of transition services and goals, including students in out of district placements.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring

Corrective Action	Improvement and Planning Activities
Posting of this Improvement Plan will permit closure of corrective action for FSA #19A	<p>The District will convene a team or teams, consisting of at least the Special Education Supervisor, the building principals, a regular education Teacher from each building, and a special education Teacher from each building, other members as desired; the team(s) will review currently-scheduled common planning time in each building, will explore opportunities to expand and support scheduled common planning time as building-level needs are identified, and will articulate the implementation plan to bring about the indicated changes, including a statement of the action(s) to be taken for each building, the person(s) responsible, and the timeline for completion(s) for each building; support for existing sufficient common planning time should consist of at least enough structure for the meetings that a written work product must be submitted to, and reviewed by, with feedback provided regularly by, the relevant administrators. EVIDENCE OF CHANGE: A memo which indicates the team(s) membership, the dates the team(s) met and attendees (roles indicated as above), and a summary of the findings and decisions made, for expanding and supporting regularly-scheduled common planning time, for each building.</p>

Identification Method

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

Discrepancy Model

Building Name	AUN	Branch Number	RTI	Approved RTI Use
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Significant Disproportionality - Placement

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends	Improvement Planning and Activities

Significant Disproportionality - Discipline

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Significant Disproportionality - Identification

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Non-Resident Students Oversight

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

No

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

The Danville Area School District provides services to students that fall under the 1306 section by providing transportation to the student to ensure that they receive education. A student is included in the regular education environment as much as possible based on a student's Individualized Education Plan (IEP). The IEP team meeting determines the amount of inclusion that is appropriate for the student.

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

The Danville Area School District communicates with 1306 facilities through email, phone conversation, and virtual meetings. Conversations involve academic needs and supports that the student was receiving in school and will continue to receive in the facility and after. Also, involved in the meetings is the county to make sure that all available resources are recommended to the family to ensure a successful transition back to school.

Incarcerated Students Oversight

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

No

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

The Danville Area School District contracts with the Central Susquehanna Intermediate Unit (CSIU) 16 to provide services for students with Individual Education Plans (IEP). Communication between the Director of Special Education and the CSIU Supervisor on a regular basis ensures that the implementation of IEPs occur when needed.

Least Restrictive Environment

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

The Danville Area School District has developed a continuum of services to provide a Free Appropriate Public Education (FAPE) within the Least Restrictive Environment for all eligible students residing in the district. The Individual Education Plan (IEP) team determines the program type and level of service based on the individual needs of each student working from a least restrictive paradigm. The School Performance Plan (SPP) targets and the district's percentages as they relate to Indicator 5-Educational Environments (Ages 6-21), confirms the district's successful approach to Least Restrictive Environment. The district is indicated to be above the State average of educating students inside the regular class 80% or more and below the State average of educating identified students inside the regular class less than 40%.

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?

Universal practices to address academic and social/emotional needs of all students are applied through the systematic application of our academic, mental health and social/emotional/behavior system of support. Academic and social emotional benchmarking, universal design for learning, accommodations, and social/emotional learning (SEL) practices as well as trauma informed practices are embedded within the core curriculum. Students requiring specific intervention to address academic or behavioral needs are provided with a program of academic interventions as a layer on top of instruction, positive behavior support and related interventions as part of System of Support (MTSS) and School-Wide Positive Behavior Support (SWPBIS) initiatives. The Danville Area School District directly employs four full-time intervention specialists and eight certified reading specialists at the K-5 level. Faculty, staff, and related service providers are also provided a variety of routine intra-District and external conference and training opportunities toward furthering the basis of evidence and implementation fidelity of existing practices.

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

The Danville Area School District acknowledges, affirms, and acts on the widespread recognition that special education services are, in fact, a continuum of services, not people and that these services include an array of indirect consultation, planning, and direct case management otherwise unrestricted to the limited, notion that services themselves must presume the presence of an individual physically present alongside the student-in-question. The District begins first with the presumption that any accommodation or modification required for a student with a disability to meaningfully-access and benefit from the instruction provided first in general education settings constitute a service, and is therefore considered and ruled out through an initial checklist of prospects as part of IEP team decisions universally prior to considering or otherwise recommending a more restricted placement (again recognizing that the presumption of special education as-limited to a physical location [e.g., a "regular class"] is both erroneous and inappropriate). These decisions are codified within extant IEPs on a per-student, per-revision basis (thereby affirming the so-called "individual..." in "individualized education plan"). Generally training is provided to all new teachers through the District's Induction program. Topics such as LRE, IEP team contribution and the notion of special education as a service is explained. Case managers and the IEP team provide training as needed through the IEP process. Special education teachers push into classrooms and coach general education teachers on providing accommodations and modifications. This collaborative effort has enabled the District to increase least restrictive environment (LRE) opportunities in the general education classroom. Training provided for inclusive LRE opportunities is student specific and is based on the specific needs of the student. By providing student specific training, the participation is much more meaningful and impactful in the general education setting. The District's IEP teams always begin with presumptions of competency; capacity; and the initial presumption that students with disabilities are best-served in general education settings alongside their nondisabled peers unless or until objective, observable, measurable converge to

demonstrate or strongly suggest that provision within those settings are, more restrictive. These considerations are matters of universal procedural adherence; that is, all IEP Teams begin with these positions unless or until there is substantive, verifiable reason or reason(s) to suggest or otherwise infer that the student-in-question is not able to receive meaningful benefit from general education settings as their primary service provision location. The Danville Area School District affirms that special education services are a continuum of seamless, interchangeable accommodations and modifications identified by a data-driven process on the basis of eligibility and need, and implemented toward the universal goal of improving student access-to and benefit-within the instruction provided to the broader student population.

4. Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities. The Danville Area School District acknowledges, affirms, and acts on the widespread recognition that special education services are, in fact, a continuum of services, not people. These services include an array of indirect consultation, planning, and direct case management otherwise unrestricted to the limited notion that services themselves must presume the presence of an individual physically present alongside the student. All services required for the full participation in extracurricular activities are considered universally for any student regardless of disability status. Additionally, the District has implemented an interscholastic unified indoor bocce team sport for students with and without disabilities. The District believes that all students should receive and be supported in all extracurricular opportunities, regardless of level or category of need.
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? The Danville Area School District implements procedures to ensure that students who are in out-of-district placements have the opportunity to participate in district lead extracurricular activities. Separate schooling only occurs when the nature or severity of the disability is such that education in the general education setting, even with the use of supplementary aids and services, cannot be achieved satisfactorily. To ensure that students are reintegrated with their non-disabled peers, the IEP team regularly reviews the progress of students in out-of-district placements and creates a transition plan to return the student to a less restrictive setting. In addition, the student is able to participate in district activities, with support from paraprofessionals or nursing staff to ensure the meaningful participation.
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 Danville Area School District reviews existing programs, services, and staffing at least one time per year annually. Working with the Central Susquehanna Intermediate Unit (CSIU) 16 which provides early intervention services has allowed the district to identify upcoming trends in prospective need areas. Using caseload projections, trends in service provision and a review of the level of need of identified students, the District is able to build capacity of existing staff to meet current needs, expand services to meet the projected needs and continually provide a continuum of services within the district. When a student with a specific exceptional needs moves into the district or is identified, the multi-disciplinary teams makes every effort to design programming to fit the needs of the student. The District added a middle school autism support classroom, and provided training to build capacity to meet specific needs and provide services in accordance with IEP team decisions.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Devereux - Brandywine	Other	Non-Licensed Entity	Devereux Advanced Behavioral Health	Emotional Support	1
The Scranton School for Deaf and Hard of Hearing Children	Approved Private School (APS)		The Scranton School for Deaf and Hard of Hearing Children	Deaf and Hard of Hearing Support	3
Work Foundations+	Other		Central Susquehanna Intermediate Unit 16	Life Skills Support	2
Five Star Day Treatment	Other		Central Susquehanna Intermediate Unit 16	Emotional Support	1
Diversified Treatment Alternative Centers	Other	Private, Non-Licensed	Central Susquehanna Intermediate Unit 16	Emotional Support	1
New Story	Licensed Private Academic		New Story	Autistic Support	2
New Story	Licensed Private Academic		New Story	Emotional Support	1
Woods Services	Other	Private	Woods Services	Multiple Disabilities Support	1
Southwood School	Licensed Private Academic		Southwood School	Emotional Support	1
Columbia-Montour Area Vocational Technical School	Other	Vocational Technical School	Columbia-Montour Area Vocational Technical School	Learning Support	40
Columbia-Montour Area Vocational Technical School	Other	Vocational Technical School	Columbia-Montour Area Vocational Technical School	Emotional Support	9

Positive Behavior Support

Date of Approval
2015-05-12

Uploaded Files

Behavior Support Policy.pdf

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

Students with disabilities are educated in the least restrictive environment and shall only be placed in settings other than the regular education class when the nature or severity of the student's disability is such that education in the regular education class with the use of appropriate supplementary aids and services cannot be achieved satisfactorily. The IEP team for a student with a disability shall develop a positive support plan if the student requires specific intervention to address behavior that interferes with learning. The identification, evaluation, and plan or program shall be conducted and implemented in accordance with state and federal laws and regulations.

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 Board directs that the district's behavior support programs shall be based on positive rather than negative behavior techniques to ensure that students shall be free from demeaning treatment and unreasonable use of safe holds or other aversive techniques. The use of safe holds shall be considered a measure of last resort and shall only be used after other less restrictive measures, including de-escalation techniques. Behavior support programs and plans shall be based on a functional assessment of behavior and shall include a variety of research-based techniques to develop and maintain skills that will enhance students' opportunity for learning and self-fulfillment. Safe Crisis Management (SCM) techniques are utilized to de-escalate student behaviors. The district has two trainers that train staff each year.

3. Describe the district positive school wide support programs.

The Danville Area School District utilizes a variety of interventions and supports in each building to ensure students are in the least restrictive environment, and implements several different School-Wide Positive Behavior Intervention Supports (PBIS). PBIS is a proactive approach to rewarding appropriate behaviors school-wide. Schools that implement school-wide systems of positive behavior support focus on a team-based system approach and teaching the desired student behaviors to all students in the school. The benefits to school-wide behavior programs are noted as: increased attendance, student and teacher reporting of a more positive and calm environment, reduction in the proportion of students who engage in behavioral disruptions and reduction in the number of behavioral disruptions. Each building in the Danville Area School District has its own PBIS system in place. At Danville Primary School, Kindergarten through 2nd grades has the "IRONKIDS" program. "IRONKIDS" stands for Independent, Respectful, Own Your Actions, Noble, Kind, Integrity, Dependable, and Safe. Students receive train cars for these behaviors. The train car is displayed on the train located in the hallway for people to view. Students also participate in an assembly each month where a student is recognized for one of the positive behaviors and participates in a pizza party with the principal. Students' names are announced daily over the speaker for recognition. Liberty Valley Intermediate School's (3rd-5th grades) PBIS program is called "Forging Your BEST Self!" The word "forging" was chosen to encourage students to actively forge or create their BEST self - and ultimately the BEST

school - by striving to achieve the core goals of the program - Be respectful, Encourage kindness, Safety first, and Try your hardest. The faculty and staff of Liberty Valley teach and review the components of the PBIS program throughout the school year. Teachers and staff members actively recognize and acknowledge appropriate behavior by saying something positive to the student and giving him/her a "BESTie" Ticket. "BESTie" tickets will be chosen and prizes will be given to students. In addition to the tickets, staff will be recognizing students who best demonstrate their BEST self over the course of each school quarter. These students will be recognized in front of their peers, be given a certificate of recognition, and have their photo displayed in a prominent area of the school. Danville Middle School (6th-8th grades) uses the RISE program. They believe in: (R)espect - classmates, staff, & property, (I)ntegrity - honest, trustworthy, & positive, (S)uccess - prepared & engages, (E)mpathy - helpful, kind, & thoughtful. Positive reinforcements include verbal praise, RISE points, and classroom/team level rewards. Behavioral expectations of students are applicable to activities beyond the school day and in other settings. The PRIDE program is implemented in the Danville Area High School (9th-12th grades). It is the responsibility of each high school student to learn the behaviors expected while attending the Danville Area High School. Behavioral requirements may be different from those at home, but students are expected to conform to the school requirements while in attendance at school. At Danville High School we expect students to demonstrate PRIDE. Students are expected to be: Prepared, Respectful, Inclusive, Dependable, and demonstrate Excellence in character. Here is a list of the systems in place to help facilitate this program at Danville Area High School: Ironmen PRIDE cards-Teacher initiated post cards sent home to recognize students for their efforts in and out of the classroom and Activity Days.

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

The Danville Area School District does not currently utilize school-based behavioral health services, however the interagency relationship between Danville Area School District and local providers is strong. The district consistently utilize Child and Adolescent Social Service Program (CASSP) meetings to address significant behavioral and mental health needs. In addition, the district provides support services through Intervention Specialists. There is an intervention specialist in each school building, who will provide support to develop self-concepts, work with families and social services, develop preventative educational programs, as well as organize and run student groups and individual sessions for at-risk students and students with social/emotional needs.

5. Describe the district restraint procedure.

Development of a separate Behavior Support Plan is not required when appropriate positive behavioral interventions, strategies and supports can be incorporated into a student's IEP. When an intervention is necessary to address problem behavior, the types of intervention chosen for a student shall be the least intrusive necessary. Physical Restraints Restraints to control acute or episodic aggressive behavior may be used only when the student is acting in a manner that presents a clear and present danger to the student, other students or employees, and only when less restrictive measures and techniques have proven to be or are less effective.[1] The Director of Special Education or designee shall notify the parent/guardian as soon as practicable of the use of restraints to control the aggressive behavior of the student and shall convene a meeting of the IEP team within ten (10) school days of the use of restraints, unless the parent/guardian, after written notice, agrees in writing to waive the meeting. At this meeting, the IEP team shall consider whether the student needs a functional behavioral assessment, re-evaluation, a new or revised positive Behavior Support Plan, or a change of placement to address the inappropriate behavior. The use of restraints shall not be included in the IEP for the convenience of staff, as a substitute for an educational program, or employed as punishment. Restraints may be included in an IEP only if: 1. The restraint is used with specific component elements of a positive Behavior Support Plan. 2. The restraint is used in conjunction with teaching socially appropriate alternative skills or behaviors. 3. Staff are authorized to use the restraint and have received appropriate training. 4. Behavior Support Plan includes efforts to eliminate the use of restraints. Mechanical Restraints Mechanical restraints, which are used to control involuntary movement or lack of muscular control of students when due to organic causes or conditions, may be employed only when specified by an IEP and as determined by a medical professional qualified to make the determination, and as agreed to by the

student's parents/guardians. Mechanical restraints shall prevent a student from injuring him/herself or others or promote normative body positioning and physical functioning.

Intensive Interagency

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

The Danville Area School District offers a wide range of services within its local neighborhood schools. Programs currently operating within the district include Learning Support, Emotional Support, Autistic Support, Life Skills Support, and Speech and Language Support. Itinerant and supplemental programming is offered and is dependent on the level and type of need of each student. When the Danville Area School District is having difficulty ensuring Free Appropriate Public Education (FAPE) for an individual student, the district utilizes the following methods, the Child and Adolescent Social Service Program (CASSP) system involving local agencies. Local school districts provide programs that are not offered in the Danville Area School District if necessary. In addition, Danville Area School District utilizes programs offered by the Central Susquehanna Intermediate Unit 16. Other private agencies are available in the area for placement and wrap around services. At the state level the Regional Interagency Coordinator is available to assist.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Speech 3	Multiple	Full-time (1.0)	04/12/2022 04:31 PM

Building Name		
Liberty-Valley El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		29
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12
Age Range Justification		FTE %
Students are seen individually or in small groups within age range. Caseload covers two school buildings grades 3rd-5th, and 9th-12th.		0.45

Building Name		
Danville Area MS		
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	11 to 15
Age Range Justification		FTE %
Students are seen individually or in small groups within age range. Caseload covers two school buildings grades 3rd-5th, and 9th-12th.		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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Learning Support 13	Secondary	Part-time (0.5)	04/12/2022 04:20 PM
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Building Name		
Danville Area MS		
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	13 to 15
Age Range Justification		FTE %
Students are not taught at the same time. This is the school district's cyber school program.		0.06

Building Name		
Danville Area MS		
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 15
Age Range Justification		FTE %
Students are not taught at the same time. This is the school district's cyber school program.		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support 12	Secondary	Full-time (1.0)	04/12/2022 04:18 PM

Building Name		
Danville Area MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		22
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 20
Age Range Justification		FTE %
Students are not taught at the same time. This is the school district's cyber school program.		0.44

Building Name		
Danville Area MS		
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	13 to 20
Age Range Justification		FTE %
Students are not taught at the same time. This is the school district's cyber school program.		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Emotional Support	Secondary	Full-time (1.0)	04/12/2022 03:45 PM

Building Name		
Danville Area SHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 17
Age Range Justification		FTE %
Students are academically grouped by age/need. Age range waivers are presented when age range is greater than 3 years. Program is in a high school building with students in 9th-12th grades.		0.14

Building Name		
Danville Area SHS		
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	Secondary	15 to 17
Age Range Justification		FTE %
Students are academically grouped by age/need. Age range waivers are presented when age range is greater than 3 years. Program is in a high school building with students in 9th-12th grades.		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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Life Skills 4	Secondary	Full-time (1.0)	05/05/2022 10:12 AM
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Building Name		
Danville Area 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%)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 20
Age Range Justification		FTE %
Students are academically grouped by age/need. Age range waivers are presented when age range is greater than 3 years. Program is in a high school building with students in 9th-12th grades.		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Life Skills 3	Secondary	Full-time (1.0)	04/12/2022 03:36 PM

Building Name		
Danville Area MS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case

Supplemental (Less Than 80% but More Than 20%)		Load
		17
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 16
Age Range Justification		FTE %
Students are academically grouped by age/need. Age range waivers are presented when age range is greater than 3 years. Program is in a middle school building with students in 6th-8th grades.		0.85

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Emotional Support 3	Secondary	Full-time (1.0)	04/12/2022 03:29 PM

Building Name		
Danville Area MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
Students are academically grouped by age/need. Age range waivers are presented when age range is greater than 3 years. Program is in a middle school building with students in 6th-8th grades.		0.24

Building Name		
Danville Area MS		
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	Secondary	11 to 14
Age Range Justification		FTE %
Students are academically grouped by age/need. Age range waivers are presented when age range is greater than 3 years. Program is in a middle school building with students in 6th-8th grades.		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Autistic Support 4	Secondary	Full-time (1.0)	04/12/2022 03:23 PM

Building Name		
Danville Area MS		
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	14 to 14
Age Range Justification		FTE %
This is a program that provides services for students grades 6-8. Age range waivers are issued at each IEP meeting.		0.17

Building Name		
Danville Area MS		

Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %
This is a program that provides services for students grades 6-8. Age range waivers are issued at each IEP meeting.		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Autistic Support 3	Elementary	Full-time (1.0)	04/12/2022 03:20 PM

Building Name		
Liberty-Valley El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
This is a program that provides services for students grades 3-5. Age range waivers are issued at each IEP meeting.		0.42

Building Name		
Liberty-Valley El Sch		
Support Type		
Autistic Support		

Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12
Age Range Justification		FTE %
This is a program that provides services for students grades 3-5. Age range waivers are issued at each IEP meeting.		0.25

Building Name		
Liberty-Valley El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 10
Age Range Justification		FTE %
This is a program that provides services for students grades 3-5. Age range waivers are issued at each IEP meeting.		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support 11	Secondary	Full-time (1.0)	04/12/2022 03:09 PM

Building Name		
Danville Area SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		

Level of Support		Case Load
Itinerant (20% or Less)		20
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
Students are academically grouped by age/need. Age range waivers are presented when age range is greater than 3 years. Program is in high school building with students 9th-12th grade.		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support 10	Secondary	Full-time (1.0)	04/12/2022 02:08 PM

Building Name		
Danville Area 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	15 to 18
Age Range Justification		FTE %
Students are academically grouped by age/need. Age range waivers are presented when age range is greater than 3 years. Program is in high school building with students 9th-12th grade.		0.34

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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Learning Support 9	Secondary	Full-time (1.0)	04/12/2022 02:05 PM
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Building Name		
Danville Area SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		19
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
Students are academically grouped by age/need. Age range waivers are presented when age range is greater than 3 years. Program is in high school building with students 9th-12th grade.		0.38

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support 8	Secondary	Full-time (1.0)	04/11/2022 07:29 PM

Building Name	
Danville Area MS	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	Case Load

Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 14
Age Range Justification		FTE %
		0.24

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support 7	Secondary	Full-time (1.0)	04/11/2022 07:28 PM

Building Name	
Danville Area MS	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	Case Load
Itinerant (20% or Less)	25
Identify Classroom	Classroom Location
School District	Secondary
Age Range Justification	FTE %
	0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support 6	Secondary	Full-time (1.0)	04/11/2022 07:27 PM

Building Name
Danville Area MS

Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		20
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 13
Age Range Justification		FTE %
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Emotional Support 2	Elementary	Full-time (1.0)	04/11/2022 06:36 PM

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

Building Name		
Liberty-Valley 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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Life Skills 2	Elementary	Full-time (1.0)	04/11/2022 06:31 PM

Building Name		
Liberty-Valley 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%)		13
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12
Age Range Justification		FTE %
Students are academically grouped by age/need. Age range waivers are presented when age range is greater than 3 years.		0.65

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support 5	Elementary	Full-time (1.0)	04/11/2022 06:22 PM

Building Name		
Liberty-Valley El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		26
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 12
Age Range Justification		FTE %
		0.52

Building Name		
Liberty-Valley El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	12 to 12
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support 4	Elementary	Full-time (1.0)	04/11/2022 06:20 PM

Building Name		
Liberty-Valley El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		24
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.48

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support 3	Elementary	Full-time (1.0)	04/11/2022 06:18 PM

Building Name		
Liberty-Valley El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		22
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
		0.44

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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Speech 2	Multiple	Full-time (1.0)	04/12/2022 04:27 PM
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Building Name		
Danville Primary Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		24
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
Students are seen individually or in small groups within age range. Caseload covers three school buildings grades K-2nd, 6th-8th, and 9th-12th.		0.37

Building Name		
Danville Area MS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %
Students are seen individually or in small groups within age range. Caseload covers three school buildings grades K-2nd, 6th-8th, and 9th-12th.		0.17

Building Name		
Danville Area SHS		
Support Type		
Speech And Language Support		

Support Sub-Type			
Speech And Language Support			
Level of Support			Case Load
Itinerant (20% or Less)			1
Identify Classroom		Classroom Location	Age Range
School District		Secondary	15 to 15
Age Range Justification			FTE %
Students are seen individually or in small groups within age range. Caseload covers three school buildings grades K-2nd, 6th-8th, and 9th-12th.			0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Speech 1	Elementary	Full-time (1.0)	04/12/2022 04:27 PM

Building Name			
Danville Primary Sch			
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	5 to 7
Age Range Justification			FTE %
Students are seen individually or in small groups within age range. Caseload is within a K-2nd school building.			0.46

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Autistic Support 2	Elementary	Full-time (1.0)	04/11/2022 05:19 PM

Building Name		
Danville Primary 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	7 to 7
Age Range Justification		FTE %
		0.08

Building Name		
Danville Primary Sch		
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	Elementary	7 to 8
Age Range Justification		FTE %
		0.38

Building Name		
Danville Primary Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		1

Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 9
Age Range Justification		FTE %
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Autistic Support 1	Elementary	Full-time (1.0)	04/11/2022 06:36 PM

Building Name		
Danville Primary 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

Building Name		
Danville Primary Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7

Age Range Justification	FTE %
	0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Emotional Support 1	Elementary	Full-time (1.0)	04/12/2022 03:24 PM

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

Building Name		
Danville Primary Sch		
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	6 to 8
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Life Skills 1	Elementary	Full-time (1.0)	04/11/2022 06:37 PM

Building Name		
Danville Primary 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%)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 9
Age Range Justification		FTE %
		0.2

Building Name		
Danville Primary Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 7
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support 1	Elementary	Full-time (1.0)	04/11/2022 06:18 PM

Building Name		
Danville Primary Sch		
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	Elementary	6 to 8
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support 2	Elementary	Full-time (1.0)	04/11/2022 06:18 PM

Building Name		
Danville Primary Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		11
Identify Classroom	Classroom Location	Age Range

School District	Elementary	7 to 9
Age Range Justification		FTE %
		0.22

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

Special Education Facilities

Building Name		Room #
Danville Primary Sch		B215
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 4 inches x 27 feet, 11 inches	763sqft	27
Implementation Date		
2022-05-05		
Uploaded Files		
DPS Map.pdf		

1Assurance Check

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

Building Name		Room #
Danville Primary Sch		A214
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 6 inches x 28 feet, 0 inches	854sqft	30
Implementation Date		
2022-05-05		
Uploaded Files		
DPS Map.pdf		

2 Assurance Check

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

Building Name		Room #
Danville Primary Sch		A118
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 10 inches x 35 feet, 10 inches	1104sqft	39
Implementation Date		
2022-05-05		
Uploaded Files		
DPS Map.pdf		

3 Assurance Check

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

Building Name		Room #
Danville Primary Sch		A120
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
18 feet, 7 inches x 21 feet, 3 inches	394sqft	14
Implementation Date		
2022-05-05		
Uploaded Files		
DPS Map.pdf		

4Assurance Check

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

Building Name		Room #
Danville Primary Sch		A115
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 6 inches x 34 feet, 4 inches	1047sqft	37
Implementation Date		
2022-05-05		
Uploaded Files		

DPS Map.pdf

5 Assurance Check

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

Building Name		Room #
Danville Primary Sch		A117
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 9 inches x 28 feet, 6 inches	847sqft	30
Implementation Date		
2022-05-05		
Uploaded Files		
DPS Map.pdf		

6 Assurance Check

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

Building Name		Room #
Danville Primary Sch		A223
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 3 inches x 12 feet, 4 inches	385sqft	13
Implementation Date		
2022-05-05		
Uploaded Files		
DPS Map.pdf		

7Assurance Check

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

Building Name		Room #
Danville Primary Sch		A222
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
18 feet, 4 inches x 19 feet, 6 inches	357sqft	12
Implementation Date		
2022-05-05		
Uploaded Files		

DPS Map.pdf

8 Assurance Check

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

Building Name		Room #
Liberty-Valley El Sch		B134
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 2 inches x 20 feet, 8 inches	458sqft	16
Implementation Date		
2022-05-05		
Uploaded Files		
LV Map.pdf		

9 Assurance Check

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

Building Name		Room #
Liberty-Valley El Sch		A103
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
13 feet, 10 inches x 29 feet, 10 inches	412sqft	14
Implementation Date		
2022-05-05		
Uploaded Files		
LV Map.pdf		

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	

Building Name		Room #
Liberty-Valley El Sch		D106
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
19 feet, 8 inches x 12 feet, 0 inches	236sqft	8
Implementation Date		
2022-05-05		
Uploaded Files		

LV Map.pdf

11 Assurance Check

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

Building Name		Room #
Liberty-Valley El Sch		B120
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 6 inches x 32 feet, 3 inches	886sqft	31
Implementation Date		
2022-05-05		
Uploaded Files		
LV Map.pdf		

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	

Building Name		Room #
Liberty-Valley El Sch		B122
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
39 feet, 6 inches x 28 feet, 4 inches	1119sqft	39
Implementation Date		
2022-05-05		
Uploaded Files		
LV Map.pdf		

13Assurance Check

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

Building Name		Room #
Liberty-Valley El Sch		B117
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 3 inches x 27 feet, 6 inches	804sqft	28
Implementation Date		
2022-05-05		
Uploaded Files		

LV Map.pdf

14 Assurance Check

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

Building Name		Room #
Liberty-Valley El Sch		B129
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
9 feet, 9 inches x 11 feet, 7 inches	112sqft	4
Implementation Date		
2022-05-05		
Uploaded Files		
LV Map.pdf		

15 Assurance Check

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

Building Name		Room #
Danville Area MS		C106
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
14 feet, 7 inches x 23 feet, 1 inches	336sqft	12
Implementation Date		
2022-05-05		
Uploaded Files		
DMS Map.pdf		

16Assurance Check

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

Building Name		Room #
Danville Area MS		C210
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 0 inches x 18 feet, 4 inches	421sqft	15
Implementation Date		
2022-05-05		
Uploaded Files		

DMS Map.pdf

17 Assurance Check

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

Building Name		Room #
Danville Area MS		C208
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 0 inches x 18 feet, 4 inches	421sqft	15
Implementation Date		
2022-05-05		
Uploaded Files		
DMS Map.pdf		

18 Assurance Check

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

Building Name		Room #
Danville Area MS		C108
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
34 feet, 6 inches x 23 feet, 1 inches	796sqft	28
Implementation Date		
2022-05-05		
Uploaded Files		
DMS Map.pdf		

19Assurance Check

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

Building Name		Room #
Danville Area MS		C112
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 2 inches x 25 feet, 0 inches	729sqft	26
Implementation Date		
2022-05-05		
Uploaded Files		

DMS Map.pdf

20 Assurance Check

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

Building Name		Room #
Danville Area MS		B135
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 6 inches x 24 feet, 0 inches	708sqft	25
Implementation Date		
2022-05-05		
Uploaded Files		
DMS Map.pdf		

21 Assurance Check

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

Building Name		Room #
Danville Area MS		C107
School Building		Building Description
Middle		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, 1 inches	334sqft	11
Implementation Date		
2022-05-05		
Uploaded Files		
DMS Map.pdf		

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	

Building Name		Room #
Danville Area MS		D127
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
45 feet, 8 inches x 24 feet, 8 inches	1126sqft	40
Implementation Date		
2022-05-05		
Uploaded Files		

DMS Map.pdf

23 Assurance Check

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

Building Name		Room #
Danville Area SHS		C217
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 11 inches x 26 feet, 9 inches	746sqft	26
Implementation Date		
2022-05-05		
Uploaded Files		
DHS Map.pdf		

24 Assurance Check

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

Building Name		Room #
Danville Area SHS		C232
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 6 inches x 26 feet, 5 inches	726sqft	25
Implementation Date		
2022-05-05		
Uploaded Files		
DHS Map.pdf		

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	

Building Name		Room #
Danville Area SHS		C226
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 10 inches x 18 feet, 11 inches	507sqft	18
Implementation Date		
2022-05-05		
Uploaded Files		

DHS Map.pdf

26 Assurance Check

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

Building Name		Room #
Danville Area SHS		D123
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 5 inches x 24 feet, 10 inches	755sqft	26
Implementation Date		
2022-05-05		
Uploaded Files		
DHS Map.pdf		

27 Assurance Check

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

Building Name		Room #
Danville Area SHS		D124
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 10 inches x 24 feet, 9 inches	565sqft	20
Implementation Date		
2022-05-05		
Uploaded Files		
DHS Map.pdf		

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	

Building Name		Room #
Danville Area SHS		C119
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 2 inches x 28 feet, 5 inches	771sqft	27
Implementation Date		
2022-05-05		
Uploaded Files		

DHS Map.pdf

29 Assurance Check

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

Building Name		Room #
Danville Area SHS		Library Office
School Building		Building Description
Senior High		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, 6 inches	123sqft	4
Implementation Date		
2022-05-05		
Uploaded Files		
DHS Map.pdf		

30 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	

Special Education Support Services

31Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
School Psychologist	1	District Wide	District
Paraprofessionals	32	District Wide	District
Guidance Counselor	2	Elementary	District
Guidance Counselor	5	Secondary	District
Transition Coordinator	.5	Secondary	District
Other	2	Elementary	District
Other	2	Secondary	District
School Psychologist	.5	District Wide	District
Other	.5	District Wide	Contractor
Occupational Therapist	1	Secondary	Contractor
Occupational Therapist	2	Elementary	Contractor
Physical Therapist	1	District Wide	Contractor
Other	1	District Wide	Contractor
Other	1	Elementary	Contractor

Special Education Personnel Development

Autism

Description of Training			
Verbal Behavior Principles (VB-MAPP)			
Lead Person/Position		Year of Training	
Director of Special Education/Autism Support Teacher		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
2	8	District PaTTAN Other	Parents Paraprofessionals Special Education Teachers

Description of Training			
Applied Behavioral Analysis			
Lead Person/Position		Year of Training	
Director of Special Education/PaTTAN/District Staff		2022-2025	
Hours Per Training	Number of Sessions	Provider	Audience
2	20	District PaTTAN Other	Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Positive Behavior Support

Description of Training			
Social Emotional Learning Curriculum Training, Planning, and Preparation			
Lead Person/Position		Year of Training	
Principals/Building LEADS		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience

1	4	District Other	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers Other
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Description of Training			
Safe Crisis Management Training			
Lead Person/Position		Year of Training	
JKM Associates and Certified District Trainers		2022-2025	
Hours Per Training	Number of Sessions	Provider	Audience
7	9	District Other	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Description of Training			
Positive Behavior Support Programs in each building			
Lead Person/Position		Year of Training	
Building Administrators/District Staff		2022-2025	
Hours Per Training	Number of Sessions	Provider	Audience
1	3	District	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Description of Training

Executive Functioning Training			
Lead Person/Position		Year of Training	
District Staff/Outside Trainer		2022-2024	
Hours Per Training	Number of Sessions	Provider	Audience
2	8	District Other	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Paraprofessional

Description of Training			
Confidentiality			
Lead Person/Position		Year of Training	
Director of Special Education		2022-2025	
Hours Per Training	Number of Sessions	Provider	Audience
1	3	District	Paraprofessionals Special Education Teachers

Description of Training			
Bloodborne Pathogens			
Lead Person/Position		Year of Training	
School District Nurses		2022-2025	
Hours Per Training	Number of Sessions	Provider	Audience
.5	3	District	Paraprofessionals

Description of Training

District Paraprofessional Training			
Lead Person/Position		Year of Training	
Director of Special Education		2022-2025	
Hours Per Training	Number of Sessions	Provider	Audience
3.5	3	District	Paraprofessionals

Description of Training			
Central Susquehanna Intermediate Unit Annual Trainings including behavior, reading, and trauma practices			
Lead Person/Position		Year of Training	
Intermediate Unit		2022-2025	
Hours Per Training	Number of Sessions	Provider	Audience
3	3	Intermediate Unit	Paraprofessionals Special Education Teachers Other

Description of Training			
CPR and First Aid Training			
Lead Person/Position		Year of Training	
School Nurse/Red Cross		2022-2025	
Hours Per Training	Number of Sessions	Provider	Audience
6	3	District Other	General Education Teachers Paraprofessionals Special Education Teachers Other

Description of Training			
De-Escalation Strategies			
Lead Person/Position		Year of Training	
High School Assistant Principal		2022-2025	

Hours Per Training	Number of Sessions	Provider	Audience
1	3	District	General Education Teachers Paraprofessionals Special Education Teachers Other

Description of Training			
PaTTAN Paraprofessional Training Videos on Various Topics			
Lead Person/Position		Year of Training	
PaTTAN Training Videos		2022-2025	
Hours Per Training	Number of Sessions	Provider	Audience
1	20	PaTTAN	Paraprofessionals Other

Transition

Description of Training			
Early Intervention Meetings - Transition to Kindergarten			
Lead Person/Position		Year of Training	
Director of Special Education/District Staff/IU		2022-2025	
Hours Per Training	Number of Sessions	Provider	Audience
6	3	District Other	Building Administrators Central Office Administrators Parents Special Education Teachers Other

Description of Training
Transition Clinic - Post high school planning for employment, post secondary education, and independent living

Lead Person/Position		Year of Training	
Transition Coordinator		2022-2025	
Hours Per Training	Number of Sessions	Provider	Audience
6	3	District	Building Administrators Central Office Administrators General Education Teachers Parents Special Education Teachers Other

Science of Literacy

Description of Training			
OG Refresher Course			
Lead Person/Position		Year of Training	
Director of Special Education/Certified OG Teachers		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
1	3	District Other	General Education Teachers Paraprofessionals Special Education Teachers Other

Description of Training			
Language Essentials for Teachers of Reading and Spelling (LETRS)			
Lead Person/Position		Year of Training	
Intermediate Unit Trainer		2022-2025	
Hours Per Training	Number of Sessions	Provider	Audience
7	6	Intermediate Unit	General Education Teachers Special Education Teachers

Description of Training			
Step Into Reading Curriculum Training			
Lead Person/Position		Year of Training	
Director of Curriculum/District LEADS/Outside presenters		2022-2025	
Hours Per Training	Number of Sessions	Provider	Audience
3	9	District Other	Building Administrators General Education Teachers Special Education Teachers Other

Description of Training			
Understanding Reading Assessment Data			
Lead Person/Position		Year of Training	
District Administration		2022-2025	
Hours Per Training	Number of Sessions	Provider	Audience
2	9	District	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Parent Training

Description of Training			
Office of Vocational Rehabilitation (OVR) Training for Families			
Lead Person/Position		Year of Training	
Transition Coordinator		2022-2025	
Hours Per Training	Number of Sessions	Provider	Audience

1	6	District Other	Parents Special Education Teachers Other
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Description of Training			
Title 1 Reading Parent Meetings			
Lead Person/Position		Year of Training	
Title 1 Coordinator/Reading Specialists		2022-2025	
Hours Per Training	Number of Sessions	Provider	Audience
1	9	District	Parents Other

Description of Training			
Parent Training Sessions on Special Education Topics			
Lead Person/Position		Year of Training	
District Staff		2023-2025	
Hours Per Training	Number of Sessions	Provider	Audience
1	12	District Other	Parents Paraprofessionals

IEP Development

Description of Training			
The Essentials of IEP Writing			
Lead Person/Position		Year of Training	
PaTTAN		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
1	12	PaTTAN	Building Administrators

			Special Education Teachers Other
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Description of Training			
Writing Re-Evaluation Reports Refresher and Training for New Staff			
Lead Person/Position		Year of Training	
School Psychologists		2022-2025	
Hours Per Training	Number of Sessions	Provider	Audience
2	3	District	Special Education Teachers

Description of Training			
Special Education IEP and RR procedures			
Lead Person/Position		Year of Training	
Director of Special Education		2022-2025	
Hours Per Training	Number of Sessions	Provider	Audience
3	3	District	Special Education Teachers Other

Description of Training			
Progress Monitoring and Interventions			
Lead Person/Position		Year of Training	
Director of Special Education/LEADS		2023-2025	
Hours Per Training	Number of Sessions	Provider	Audience
2	6	District	General Education Teachers Special Education Teachers Other

Signatures & Affirmations

Approval Date
2022-06-20

Uploaded Files
Board Affirmation.pdf

- x 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.
- x 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.
- x 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.
- x The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.
- x 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.
- x 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
Ricki M. Boyle
Date
2022-07-07

