

Profile and Plan Essentials

LEA Name		AUN
Danville Area SD		116471803
Address 1		
733 Ironmen Lane		
Address 2		
City	State	Zip
Danville	PA	17821
Director of Special Education Name		
Alyssa Wenrich		
Director of Special Education Email		
awenrich@danvillesd.org		
Director of Special Education Phone Number		Director of Special Education Ext
5702713268		3719
Chief Administrator Name		
Dr Molly C Nied		
Chief Administrator Email		
mnied@danvillesd.org		

Special Education Students

Total Number of Students Receiving Special Education 446

School District Total Student Enrollment 2275

Percent of Students Receiving Special Education 19.6

Steering Committee

Name	Position/Role	Building	Email
Alyssa Wenrich	Director of Special Education	Danville Area SD	awenrich@danvillesd.org
Lee Gump	Building Principal	Danville Area SHS	lgump@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
Lisa McCarthy	General Education Teacher	Danville Area MS	lmccarthy@danvillesd.org
Jesse Reibson	Other	Liberty-Valley El Sch	jreibson@danvillesd.org
Thomas Hiravi	Building Principal	Danville Area MS	thiravi@danvillesd.org
Donna Robbins	Parent	Danville Area SD	robbinshome04@verizon.net
David Snover	Building Principal	Danville Area MS	dsnover@danvillesd.org
Lynda Williams	Special Education Teacher	Danville Area MS	lwilliams@danvillesd.org
Shelly Craig	General Education Teacher	Danville Area MS	scraig@danvillesd.org
Michelle Hughes	General Education Teacher	Danville Area SHS	mhughes@danvillesd.org
Molly Nied	Superintendent	Danville Area SD	mnied@danvillesd.org
Nicole Del Gotto	Director of Special Education	Danville Area SD	ndelgotto@danvillesd.org
Sarah Kline	Special Education Teacher	Danville Area SHS	sakline@danvillesd.org
Gianna Earp	Building Principal	Danville Primary Sch	gearp@danvillesd.org
Heaven Reinard	Building Principal	Liberty-Valley El Sch	hreinard@danvillesd.org
Derl Reichard Jr	Board Member	Danville Area SD	dereichard@danvillesd.org
Ardie Kissinger	Other	Danville Area SD	akissinger@danvillesd.org
Robert Varholak	Building Principal	Danville Area SHS	rvarholak@danvillesd.org
Nancy Weigle	Parent	Danville Area SD	nbweigle@gmail.com
Kim Hoffman	Parent	Danville Area SD	Henhof3412@yahoo.com
Jennifer Hodish	Parent	Danville Area SD	jahodish12@gmail.com
Kara Pierce	Parent	Danville Area SD	pierce3ks@gmail.com

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

District has completed all monitoring corrective action/improvement plans.

Identification Method

Identify the School 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 School 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 understands its responsibilities should such a facility opens within the District's boundaries in the future. The students in residential care institutions within the District boundaries may arrive already identified and the LEA which will become the Host District will have the duty to obtain and follow the current IEP from the District of Residence informed of the student's status. 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. To ensure compliance with federal and state regulations and provide equitable services for non-resident students with disabilities, Danville maintains the following procedures and oversight mechanisms:

1. Child Find: The district will implement active Child Find procedures for non-resident students, including those attending private schools within district boundaries or placed by other public agencies. Coordinated efforts with local education agencies and other responsible entities will ensure timely identification, location, and evaluation of students who may be eligible for special education and related services under IDEA.
2. IEP Development: For eligible non-resident students, the district will collaborate with the student's resident district (when applicable) and ensure that an appropriately convened IEP team develops, reviews, and revises the IEP in accordance with all procedural requirements. The IEP will be tailored to meet the unique needs of the student, with input from all relevant stakeholders.
3. Educational Placement: Educational placement decisions for non-resident students will be made through the IEP process and based on the Least Restrictive Environment (LRE) principle. The district will ensure placements are determined individually and not based on categorical programs or administrative convenience. Collaboration with the resident district and parents will occur to ensure placements are appropriate and compliant with applicable laws.
4. Provisions of FAPE (Free Appropriate Public Education) The district is committed to providing FAPE to all eligible non-resident students in accordance with their IEPs. This includes the provision of specially designed instruction and related services at no cost to families. If services are being provided in a non-resident setting (e.g. through tuition or a placement agreement), written assurances and service documentation will be maintained to verify ongoing compliance.
5. Certified Special Education Personnel: All special education services for non-resident students will be delivered by appropriately certified and qualified special education teachers and service providers. The district will ensure that staff meet state licensure requirements and participate in professional development to maintain high standards of instructional quality and legal compliance.

Oversight and Accountability: Regular monitoring documentation reviews, and communication with resident districts will ensure alignment with all IDEA requirements. An Intervention and Special Education Principal or designee will oversee the implementation of services for non-resident students, ensure fidelity to IEPs, and address any concerns in a timely and collaborative manner.

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

All eligible students are entitled to attend one of the LEA's school buildings as the Host District. This determination would be through the students individually determined Least Restrictive Environment and should be transported from the residential facility to the District's school buildings and from the District's buildings to the facility every school day. They are also eligible to participate in any desired extra curricular activity and field trip with whatever supports and services are appropriate. If the facility is one in which the student's are not eligible to leave campus to attend a Host District building program, the LEA will ensure the students have educational services according to their IEP on site by a certified teacher. 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 School District have an adult correctional facility that houses juveniles within its geographical boundaries?**

No

1. **Describe the system of oversight the School 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 Principals of Intervention and 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 School District's most recent 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 School 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 Multi-Systems of Support (MTSS) and School-Wide Positive Behavior Support (SWPBIS) initiatives. The Danville Area School District directly employs four full-time mental health 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 School District 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. 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 School District procedures that ensure, 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-led 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 School 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 need moves into the district or is identified, the multi-disciplinary teams makes every effort to design programming to fit the needs of the student.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Columbia-Montour Area Vocational Technical School	Other	Vocational Technical School	Columbia-Montour Area Vocational Technical School	Emotional Support	3
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	4
Devereux - Brandywine	Other	Non-Licensed Entity	Devereux Advanced Behavioral Health	Emotional Support	1
New Story	Licensed Private Academic		New Story	Autistic Support	2
Work Foundations+	Other		Central Susquehanna Intermediate Unit 16	Life Skills Support	2
Columbia-Montour Area Vocational Technical School	Other	Vocational Technical School	Columbia-Montour Area Vocational Technical School	Learning Support	34
Five Star Day Treatment	Other		Central Susquehanna Intermediate Unit 16	Emotional Support	3
Diversified Treatment Alternative Centers	Other	Private, Non-Licensed	Diversified Treatment Alternative Centers, Cottages at DTAC	Emotional Support	1
New Story	Licensed Private Academic		New Story	Emotional Support	2
Concern - Lehighton	Other	Group Home	Concern	Emotional Support	1
Five Star Day Treatment	Other		Central Susquehanna Intermediate Unit 16	Life Skills Support	2
Adelphoi Village	Other	Group Home	Intermediate Unit	Emotional Support	1

Abraxas Academy	Other	Other Private, Non-Licensed Entity	Abraxas Youth and Family	Emotional Support	1
Gemma Services -	Approved Private School (APS)		Intermediate Unit	Emotional Support	1

Positive Behavior Support

Date of Approval

2015-05-12

Uploaded Files

Behavior Support Policy.pdf

1. **How does the School 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 School District's 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 we truly believe that all students have the opportunity to succeed in and out of the classroom with a proactive approach to school-wide discipline. Through our PBIS (Positive Behavior Intervention and Support) program we reinforce the positive behaviors of students doing what is expected of them as well as supporting students who need extra assistance to reach the school-wide expectations seen through our IRONKID B.E.S.T. expectations. Through our PBIS initiatives, we hope to be able to keep our referrals down, which will increase the amount of instructional time our students receive. We consistently define, teach, reinforce, and monitor positive behaviors. This "positive behavior intervention and support" or PBIS system focuses not on the discipline of poor behavior, although that is certainly a component, but rather focuses on supporting and rewarding the positive behaviors that the vast majority of our students do daily. So much attention is traditionally focused on the students who are not behaving, but this system allows teachers and staff to notice and reward those students that are doing what is right. This attention shift will often redirect problem behaviors, since problem behaviors are often attention-seeking. IRONKID B.E.S.T. Expectations The Danville Area School District believes that each student has the right to be able to learn and work in an environment and atmosphere free of disruption. Therefore, students and adults have the responsibility to respect the rights of others and to maintain a high degree of self-discipline. It is the responsibility of each primary school student to learn the behaviors expected while attending the Danville Primary 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 Primary School we expect students to demonstrate being their B.E.S.T. Students who cannot conform to these rules will be disciplined to preserve other students' rights to learn and the teachers' rights to teach. Disruption will not be tolerated. Train Cars Students have the opportunity to earn Train Cars for displaying expected behaviors at school. Train Cars can be given at any time throughout the day. If a student is caught being their B.E.S.T. by a classroom teacher, specialist, or any other adult in the building, the student is awarded with a "Train Car" award/sticker. The student is also given a "Train Car" certificate and their name is announced over the loudspeaker. The students name is then entered into a drawing to win a variety of prizes. Students can earn "Train Car" certificates more than once within a school year depending upon their behaviors. The goal is to catch students making the right choice! SCHOOL WIDE BEHAVIOR EXPECTATIONS IRONKIDS DO THEIR B.E.S.T. HALLWAYS (B) Be Respectful Use Level 1 (whisper) or 0 voice (no talking) Stay on the right hand side Hold a door open for others (E) Encourage Kindness Use polite manners silent waves and smiles to greet guests (S) Safety First Walk only Hands and feet to yourself Eyes forward (T) Try My Hardest Stay in line Follow directions BATHROOMS (B) Be Respectful Use Level 1 (whisper) or 0 voice (no talking) Flush the toilet (E) Encourage Kindness Wait your turn quietly Honor others' privacy (S)

Safety First Hands and feet to yourself Wash your hands Keep the floor dry (T) Try My Hardest Place trash in the trash can Walking feet to and from the bathroom
 CAFETERIA (B) Be Respectful Use Level 2 (table talk voice) or Level 1 (whisper) Follow directions (E) Encourage Kindness Use polite manners with adults and other students "Please", "You're welcome", Thank you", "Excuse me" Wait your turn (S) Safety First Walk only Keep area clean Raise hand for help or to leave the cafeteria
 (T) Try My Hardest Throw away all trash Check floors Playground (B) Be Respectful Follow the game rules Listen for teacher directions Clean up recess equipment (E) Encourage Kindness Wait your turn Include everyone Use polite manners (S) Safety First Keep hands, feet and objects to self Line up quickly and quietly when your class is called Be aware of your surroundings (T) Try My Hardest Be a good sport Choose kind words Use equipment appropriately Transportation (B) Be Respectful Use Level 2 (table talk voice) Respect bus property (E) Encourage Kindness Use kind words Help a friend in need (S) Safety First Remain in assigned seat Hands and feet to yourself. Report bullying to an adult (T) Try My Hardest Be a peacemaker Make a bad situation better Children are given the opportunity, weather permitting, for fresh air and exercise during the school day. During inclement weather, or when the playground is snow-covered, children have recess indoors. It is requested that children be appropriately dressed for outdoor activities.

Liberty Valley Intermediate School uses a comprehensive program designed to encourage and reinforce a positive learning environment for all students. At the start of the school year, our teachers and staff members will teach these behavioral expectations to students. The name of Liberty Valley's PBIS program is called "Forging Your BEST Self!" As many of our parents and students know, the town of Danville has a proud and storied history involving the manufacturing of the first T-rail in the United States. The rolling of the first T-rail back in 1845 at the Montour Iron Works of Danville has inspired the faculty and staff to choose the new name and theme of our PBIS program. The word "forging" was chosen to encourage our students to actively forge or create their BEST self- and ultimately the BEST school- by striving to achieve the core goals of the program. Starting on the very first day of school, students will begin to learn what these four core goals are and how to demonstrate them throughout all areas of our school including the classroom, hallways, cafeteria, bathrooms, recess areas, and even on the school bus. The faculty and staff of Liberty Valley will continue to teach and review the components of the new PBIS program throughout the school year. During the 2024-2025 school year, Liberty Valley has implemented the BEST School Wide Positive Behavior Interventions & Support (SWPBIS) program. School Wide Positive Behavior Interventions & Support is a proactive, systems approach for creating and maintaining safe and effective learning environments in schools and helps to ensure all students have the social, emotional, & behavioral competencies needed for success at school and beyond. The Liberty Valley Intermediate School teaches, models and expects students to be respectful, encourage kindness, safety first, and try their hardest. Our faculty & staff plays a critical role in the success of our BEST SWPBIS program. At the start of each academic year, all students are introduced to the Liberty Valley SWPBIS program by their homeroom teachers. Using lesson plans and expectation matrix created and regularly reviewed by the LV SWPBIS committee, teachers provide students with the LV B.E.S.T. expectations for the following locations: Hallways, Cafeteria, Classroom, Arrival/Dismissal, Bathrooms, Transportation, Offices, and Technology. Throughout the school year the B.E.S.T expectations are reviewed & retaught, as needed. All new LV enrollees have a SWPBS introduction through the LV guidance office. Through the use of an online, token economy students are rewarded for meeting the SWPBIS BEST expectations. When students are observed meeting BEST expectations, the student is awarded BESTie points through the online PBIS Rewards program. Students are able to "cash in" their BESTie points for incentives at both the classroom and building levels. In addition to our PBIS Rewards Program, teachers 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 during our Forged in Fire Assemblies, be given a certificate of recognition, and have their photo displayed in a prominent area of the school. At Danville Middle School we truly believe that all students have the opportunity to succeed in and out of the classroom with a proactive approach to school-wide discipline. Through our P.B.I.S. (Positive Behavior Intervention and Support) program we reinforce the positive behaviors of students doing what is expected of them as well as supporting students who need extra assistance to reach the school-wide expectations seen through our R.I.S.E. expectations. Through our P.B.I.S. initiatives, we hope to be able to keep our referrals down, which will increase the amount of instructional time our students receive. We consistently define, teach, reinforce, and monitor positive behaviors. This "positive behavior intervention and support" or P.B.I.S. system focuses not on the discipline of poor behavior, although that is certainly a component, but rather focuses on supporting and rewarding the positive behaviors that the vast majority of our students do daily. So much attention is traditionally focused on the students who are not behaving, but this system allows teachers and staff to notice and reward those students that are doing what is right. This attention shift will often redirect problem behaviors, since problem behaviors are often attention-seeking. Here at the middle school we hold a number of yearly scheduled events for our students to participate in. One aspect of our system is to allow for positive reinforcement through the year for these types of behaviors. At these large events we like to recognize those students through different types of rewards, which will be distributed to those that have met the requirements.

PHILOSOPHY OF DISCIPLINE Positive Behavior Intervention and Support (P.B.I.S.) 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. Schools that have been successful in building school-wide systems develop procedures to accomplish the following: Behavioral expectations are defined. Behavioral expectations are explicitly taught; it is not assumed that all students have the same understanding of what behaviors are expected and what they look like specific to middle school. Appropriate behaviors are acknowledged on a regular basis. Behavioral errors are corrected proactively by assisting the student in identifying which of the four rules have been violated and guiding the student in

understanding why the behavior is unacceptable. Program evaluations and adaptations are made by a team of staff members committed to the improvement of the school as a whole. Administrative support and involvement are active and visible. Individual student support systems are integrated with school-wide discipline systems. This support is a process for establishing a positive culture in school. School Wide Incentive Events, Pep Rallies, Forge Friday, Ironmen Bingo, Dodgeball Tournament, End of Year Carnival R.I.S.E. Tickets Staff hand out tickets to students who showcase R.I.S.E. norms. Tickets make students eligible for various prizes throughout the year. Ironmen R.I.S.E. Postcards Staff send home postcards to parents, notifying them of the great actions by their student at school. The Danville Area School District believes that each student has the right to be able to learn and work in an environment and atmosphere free of disruption. Therefore, students and adults have the responsibility to respect the rights of others and to maintain a high degree of self-discipline. 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 Area High School we expect students to demonstrate F.O.R.G.E. Students who cannot conform to these rules will be disciplined to preserve other students' rights to learn and the teachers' rights to teach. Disruption will not be tolerated. At Danville Area High School we truly believe that all students have the opportunity to succeed in and out of the classroom with a proactive approach to school-wide discipline. Through our PBIS (Positive Behavior Intervention and Support) program we reinforce the positive behaviors of students doing what is expected of them as well as supporting students who need extra assistance to reach the school-wide expectations seen through our F.O.R.G.E. expectations. Through our PBIS initiatives, we hope to be able to keep our referrals down, which will increase the amount of instructional time our students receive. We consistently define, teach, reinforce, and monitor positive behaviors. This "positive behavior intervention and support" or PBIS system focuses not on the discipline of poor behavior, although that is certainly a component, but rather focuses on supporting and rewarding the positive behaviors that the vast majority of our students do daily. So much attention is traditionally focused on the students who are not behaving, but this system allows teachers and staff to notice and reward those students that are doing what is right. This attention shift will often redirect problem behaviors, since problem behaviors are often attention-seeking. Here at the high school we hold a number of yearly scheduled events for our students to participate in. One aspect of our system is to allow for positive reinforcement through the year for these types of behaviors. At these large events we like to recognize those students through different types of rewards, which will be distributed to those that have met the requirements. DAHS's Positive Behavior Support Philosophy of Discipline In preparing students to exhibit the attributes from our F.O.R.G.E. acronym to others and themselves, DAHS staff will assume the responsibility for providing opportunities for students to learn how to make good decisions, resolve conflict, and work together. These learning opportunities enable students to become self disciplined and prepare them for the future. We will actively provide instruction, model, practice, and positively reinforce these behavioral expectations throughout the high school. Students are expected to display these F.O.R.G.E. character traits before / after school, on the bus, during drills, and while we hold different assemblies and events throughout the school year. While PBIS is focused on positive behaviors to deter infractions from occurring, DAHS still needs disciplinary procedures in place. If students choose not to correct their behavior, administrators and teachers may use a variety of disciplinary consequences to assist in teaching the proper behaviors. Students who have been suspended in-school or out-of-school will not be eligible for extended field trips or after-school activities (i.e., dances, clubs, etc.) during the period of suspension. Students who have been assigned to ISS or OSS will not be allowed to attend the PBIS activities. Additionally, other behavior and academic conduct requirements must be met to be eligible to attend school events. DAHS may prohibit students from attending these events for violating these procedures.

4. Describe the School District's school-based behavior health services.

The Danville Area School District uses a Multi-Tiered Systems of Support (MTSS) as a framework that aims to provide high-quality, targeted support to all students, addressing their academic, behavioral, and social-emotional/mental health needs through a tiered approach. The goal is to promote success for every student by providing appropriate interventions at various levels based on individual needs. The system involves a continuum of support, with interventions becoming more intensive as needed. Tier 1 represents guidance activities that are available for all students. At the elementary level students participate in guidance classes utilizing research-based curriculum. At the middle school level students participate in a class designed for incoming sixth graders. At the high school students participate in lessons and support during their flex time. Typically 80% of students will be successful with Tier 1 interventions solidly in place. Tier 2 represents interventions for about 15% of students, those who need a bit more assistance beyond the school-wide established programs and lessons. Interventions can happen within the regular education classroom following recommendations from the MTSS team. They could also involve a group session with a guidance counselor or mental health specialist. Tier 3 reflects the most intensive interventions for students with the highest level of need. Generally, Tier 3 interventions are used with about 5% of the school population. The students at Tier 3 require focused interventions for their social emotional / mental health needs. This most likely happens outside of the regular education classroom with a guidance counselor, interventionist, or mental health specialist. General Referral Initial referral for mental health services may be completed by any district staff member through MTSS General Referral Form. The MTSS Team will communicate receipt of referral to referring staff member and make determination for mental health services. A positive referral will prompt referring staff member to complete "Referral Form for Mental Health Services." Upon completion, this form will be distributed to corresponding Mental Health Specialist Upon receipt of Referral Form for Mental Health Services, Mental Health Specialist will conduct a Bio-Psycho-Social Assessment with student to determine clinical needs and potential formal mental health diagnosis. Mental Health Specialist will determine type and frequency of therapeutic interventions based on formal evaluation. Emergency Referral: A mental health emergency is any situation where a student is at risk of harming themselves or others, or if their emotions and behavior are out of control. Examples of mental health emergencies include expressing suicidal thoughts, threatening to harm themselves or others, self-injurious behaviors, severe agitation or aggression, rapid mood swings, or

inability to perform daily tasks. If you have a serious concern about a student, please contact a mental health specialist or an administrator immediately. Always remain with the student until identified support is available. After the student is getting support from the mental health specialist or administrator please complete the MTSS General Referral Form. 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 Mental Health Specialists. There is a mental health 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 School District's restraint procedure.**

All staff are offered safe crisis management training which included de-escalation techniques. The Danville Area School District has two trainers on staff which continue to certify and re-certify those individuals on a yearly basis. The trainers also offer de-escalation techniques throughout the school district who are not trained in restraints but wish to utilize the de-escalation techniques within their classroom setting. The 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. The types of intervention chosen for a student shall be the least intrusive as possible when an intervention is necessary to address a problem behavior. Physical restraints 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 not be successful. 1. A Intervention and Special Education Principal or LEA designee shall notify the parent/guardian as soon as possible when the use of restraints were used to control the unsafe behavior and an IEP team meeting will be made within (10) school days of the use of restraints, unless the parent or guardian, after written notice, agrees in writing to waive the meeting. There are several items considered through the IEP team meeting. The team considers whether the student needs a functional behavioral assessment, re-evaluation, a new or raised positive Behavior Support Plan, or a change of placement to address the inappropriate behavior. 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, 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 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 to promote body positioning and physical functioning. When a restraint is used, the district follows strict procedures aligned with state and federal guidelines, including: 1. Immediate notification to school administration and Parents/guardians on the day of the incident. 2. Completion of a written incident report within 24 hours, detailing the events leading up to, during and following the restraint. 3. Submission of the incident into the states's Restraint Information System Collection (RISC) portal in accordance with required timelines and reporting protocols. 4. Review of the incident by the IEP team (if applicable) to determine the need for behavior supports, safety planning, or IEP revision. All staff involved in restraint procedures are trained in de-escalation techniques, trauma-informed practices, and crisis intervention strategies. The district continuously monitors data and trends in RISC reporting to ensure accountability, reduce reliance on restraint, , and promote positive behavioral supports across all settings. In reviewing data, restraints throughout the Danville Area School District has decreased throughout the years.

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. The Danville Area School District occasionally will have students placed on Instruction Conducted in the Home. These are typically our severely medically fragile students who are unable to attend due to the severity of medical issues. The district will provide instructional support through our staff or contract services through an agency to provide education support as well as any therapies which are appropriate to the students to ensure the continuum of services. Progress and IEP's are reviewed frequently to ensure all needs are being met with each individual case.

Special Education Support Services

Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	2	District Wide	District
School Psychologist	1	District Wide	District
Paraprofessionals	23	District Wide	District
Guidance Counselor	2	Elementary	District
Guidance Counselor	4	Secondary	District
Other	2	Elementary	District
Other	2	Secondary	District
Other	1	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	.5	Elementary	Contractor
School Psychologist	.5	District Wide	Contractor

Special Education Personnel Development

Autism

Description of Training			
Applied Behavioral Analysis			
Lead Person/Position		Year of Training	
Principals of Intervention and Special Education/PaTTAN/District Staff		2026	
Hours Per Training	Number of Sessions	Provider	Audience
2	20	District PaTTAN Other	Building Administrators Parents Paraprofessionals Special Education Teachers

Description of Training			
Understanding Autism Curriculum			
Lead Person/Position		Year of Training	
Principals of Interventions and Special Education / Special Education LEADS / District Staff		2025 2026 2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
1	4	District	Special Education Teachers

Description of Training			
Positive Behavior Training			
Lead Person/Position		Year of Training	
Principals / Special Education LEADS / District Staff		2025 2026 2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
1	4	District	Building Administrators Special Education Teachers

Positive Behavior Support

Description of Training			
Social Emotional Learning Curriculum Training, Planning, and Preparation			
Lead Person/Position		Year of Training	
Principals / Mental Health Providers		2025	
		2026	
		2027	
		2028	
Hours Per Training	Number of Sessions	Provider	Audience
1	4	District Other	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Description of Training			
Safe Crisis Management Training			
Lead Person/Position		Year of Training	
JKM Associates and Certified District Trainers		2025	
		2026	
		2027	
		2028	
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		2025	
		2026	
		2027	
		2028	
Hours Per Training	Number of Sessions	Provider	Audience

1	3	District	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers Other
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Description of Training			
Executive Functioning Training			
Lead Person/Position		Year of Training	
District Staff/Outside Trainer		2026	
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	
Principals of Intervention and Special Education		2025 2026 2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
1	3	District	Paraprofessionals Special Education Teachers

Description of Training		Year of Training	
Bloodborne Pathogens			
Lead Person/Position		Year of Training	
School District Nurses		2025 2026 2027	

		2028	
Hours Per Training	Number of Sessions	Provider	Audience
.5	3	District	Paraprofessionals

Description of Training			
District Paraprofessional Training			
Lead Person/Position		Year of Training	
Principals of Intervention and Special Education		2025 2026 2027 2028	
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		2025 2026 2027 2028	
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		2025 2026 2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience

6	3	District Other	General Education Teachers Paraprofessionals Special Education Teachers Other
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Description of Training			
De-Escalation Strategies			
Lead Person/Position		Year of Training	
Certified SCM District Trainers		2025 2026 2027 2028	
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		2025 2026 2027 2028	
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	
Principals of Intervention and Special Education/District Staff/IU		2025 2026	

		2027 2028	
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	
Special Education Staff		2025 2026 2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
6	3	District	Building Administrators Central Office Administrators General Education Teachers Parents Special Education Teachers Other

Description of Training			
Indicator 13 Training Course			
Lead Person/Position		Year of Training	
PaTTAN / PDE		2025	
Hours Per Training	Number of Sessions	Provider	Audience
6.5	1	PaTTAN	Special Education Teachers

Science of Literacy

Description of Training			
Structured Literacy			

Lead Person/Position		Year of Training	
Principals of Intervention and Special Education		2025	
Hours Per Training	Number of Sessions	Provider	Audience
4	1	District Other	General Education Teachers Special Education Teachers

Description of Training			
Language Essentials for Teachers of Reading and Spelling (LETRS)			
Lead Person/Position		Year of Training	
Intermediate Unit Trainer		2025 2026 2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
7	6	Intermediate Unit	General Education Teachers Special Education Teachers

Description of Training			
LETRS for Administration			
Lead Person/Position		Year of Training	
Director of Curriculum/District LEADS/Outside presenters		2025 2026	
Hours Per Training	Number of Sessions	Provider	Audience
3	6	Intermediate Unit Other	Building Administrators Central Office Administrators Other

Description of Training			
Understanding Reading Assessment Data			
Lead Person/Position		Year of Training	
Administration		2025 2026 2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience

2	9	District	General Education Teachers Special Education Teachers Other
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Description of Training			
Wilson Reading Program			
Lead Person/Position		Year of Training	
Wilson Reading Trainer		2025 2026	
Hours Per Training	Number of Sessions	Provider	Audience
6	3	Intermediate Unit	General Education Teachers Special Education Teachers

Description of Training			
Understanding and implementing effective interventions to improve all areas of reading instruction			
Lead Person/Position		Year of Training	
Administration		2025 2026 2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
2	3	District	Building Administrators General Education Teachers Special Education Teachers

Parent Training

Description of Training			
Office of Vocational Rehabilitation (OVR) Training for Families			
Lead Person/Position		Year of Training	
Special Education Staff		2025 2026 2027 2028	
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		2025 2026 2027 2028	
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		2025 2026 2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
1	12	District Other	Parents Paraprofessionals

IEP Development

Description of Training		Year of Training	
The Essentials of IEP Writing			
Lead Person/Position		Year of Training	
PaTTAN		2025 2026 2027 2028	

Hours Per Training	Number of Sessions	Provider	Audience
1	12	PaTTAN	Building Administrators Special Education Teachers Other

Description of Training			
Writing Re-Evaluation Reports Refresher and Training for New Staff			
Lead Person/Position		Year of Training	
School Psychologist and Principals of Intervention and Special Education		2025 2026 2027 2028	
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	
Principals of Intervention and Special Education		2025 2026 2027 2028	
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	
Principals of Intervention and Special Education/LEADS		2025 2026 2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
2	6	District	General Education Teachers Special Education Teachers

			Other
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Description of Training			
Special Education Procedures and Maintaining Compliance			
Lead Person/Position		Year of Training	
Principals of Intervention and Special Education		2025	
		2026	
		2027	
		2028	
Hours Per Training	Number of Sessions	Provider	Audience
3	3	District	Special Education Teachers

Signatures & Affirmations

Approval Date

2025-04-09

Uploaded Files

2025-2028 SpecEd Affirmation.pdf

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

Superintendent/Chief Executive Officer

Dr Molly C Nied

Date

2025-06-24