

# Profile and Plan Essentials

## Special Education Students

Total Number of Students Receiving Special Education 273  
School District Total Student Enrollment 1444  
Percent of Students Receiving Special Education 18.9

## Steering Committee

Name	Position/Role	Building	Email
Megan Armstead	Building Principal	Steelton-Highspire El Sch	marmstead@shsd.k12.pa.us
Eleni Cordero	Building Principal	Steelton-Highspire HS	ecordero@shsd.k12.pa.us
Daniela Prisco	Other	Steelton-Highspire SD	dprisco@shsd.k12.pa.us
Cindee Trapp	Other	Steelton-Highspire SD	ctrapp@shsd.k12.pa.us
Tiffany Dawson	Parent	Steelton-Highspire SD	tdawson@shsd.k12.pa.us
William McIntosh	General Education Teacher	Steelton-Highspire HS	WMCintosh@shsd.k12.pa.us
Jamee Davis	Special Education Teacher	Steelton-Highspire HS	jameedavis@shsd.k12.pa.us
Sheila Jefferson	Special Education Teacher	Steelton-Highspire El Sch	sjefferson@shsd.k12.pa.us
Amy Kretzing	General Education Teacher	Steelton-Highspire El Sch	akretzing@shsd.k12.pa.us
Ashley Ward-McMullen	Board Member	Steelton-Highspire SD	ashleyward-mcmullen@shsd.k12.pa.us

## School District Areas of Improvement and Planning - Indicators

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

Indicator not flagged at this time.

### Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

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

Indicator not flagged at this time.

### Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

### Secondary Transition (Indicator 13)

Indicator not flagged at this time.

### Graduation (Indicator 1)

Indicator not flagged at this time.

### Drop Out (Indicator 2)

Indicator not flagged at this time.

### Assessment (Indicator 3)

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)

Indicator not flagged at this time.

## Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

## Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.

## 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.)

As part of Child find obligations, the district would maintain a relationship with the group home within its borders. Maintaining a point of contact would allow the district to work cooperatively with the group home as well as the family to ensure a Free Appropriate Public Education in the Least Restrictive Environment with IEPs in accordance with the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. § 1400 et seq.) and for qualified handicapped students with Service Agreements in accordance with Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 701 et seq.) and 22 PA Code Chapter 15. The resident school district (where the student's parent(s) resides) has a financial obligation, a duty to cooperate regarding transfer of records, and a role in student monitoring and educational planning. Under 22 PA Code § 11.11(b), the resident school district must cooperate with the host school district to ensure that education records are transferred with 10 (ten) business days of a request from the host school district, if the resident school district is the last school of record. These records must include the name and contact information for the child's parent as defined by state law and the IDEA. All special education services would be provided by appropriately certified special education teachers. The host school district (the school district where the children's institution is physically located) is required to allow a nonresident student in a children's institution to attend the public schools of the host school district until the student receives a diploma or completes the school term in which they turn 21.

2. Describe the district's procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school?  
When transition is known, the district would participate in any meetings offered by the facility to receive up-to-date information about discharge, transition, and needs. The special education teacher would be included to share necessary information for programming and services and the school would work with the family to identify an appropriate start date at school. The school would consider the family's input prior to determining a start date to give consideration of settling into the home before starting school or engaging community agency services. The goal would be to minimize the stressors on all stakeholders to set efficiently and effectively prepare the student for a successful transfer back to their previous services. Counselors, building administrators, psychologists, and the school social worker as applicable to the student would be included in meetings and discussions. To facilitate a smooth transition, if the residential facility provides notice that a student is to be released from the facility, the host school district should attempt to work with the resident school district to prepare for the student's discharge from the institution at least two weeks prior to the student's planned discharge from the residential program, if possible.



## 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).

## Least Restrictive Environment

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

The District has increased our percentage of students receiving education inside the regular education classroom for more than 80% of the day. We went from only 42.8% SE inside the regular class 80% or more of the school day in 20-21 to 50.6% in 21-22. We have increased this percentage by including our autism support and life skills students in specials and either Social Studies or Science. Yearly, we review data for students we put in Foundations classes (self-contained classes with only special education students, taught by a special education teacher). We are taking a closer look at Math/Reading data to determine instructional levels and the need for being placed in a Foundations class with only special education peers. The District also provides staff with ongoing training on how to calculate educational placement vs service. As a district, we exhaust all efforts before having a discussion regarding outside placements. We make sure to re-visit the IEP to add strategies and interventions to support the student in their regular school building. If needed, we complete an FBA and PBSP. Once we have exhausted all options, we review progress on their academic/behavior goals with these new interventions. The only time a student is removed from the regular educational environment is when the nature/severity of their disability prevents them from achieving satisfactorily, even with supplementary aids and services. We have decreased the number of special education students being placed out in other settings as well. We went from 12.0% SE in Other Settings in 20-21 to 7.8% in 21-22. The District went from 19.8% SE inside the regular class less than 40% in 2020-2021 to 25.7% in 2021-2022.

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?

As a district, we work hard to ensure that all students who receive special education services are provided the services they need in the least restrictive environment possible. We meet regularly with special education staff and administration both in the district and in outside placements to determine current needs and appropriate services. The development and delivery of instruction does address the diverse learning needs of our special education population. Instructional adaptations are made when appropriate by providing alternate ways to demonstrate learning, providing test modifications, and providing alternate materials. Physical adaptations to the classroom environment are also made for our students with special needs who may need a different seating arrangement or adaptive equipment. The Steelton-Highspire High School continues MTSS training with IU consultants in the creation of an integrated model of MTSS. The elementary school has implemented a MTSS model for years. Building level teams were created and consist of building principals, instructional coaches, school psychologist, was developed to assist in the implementation of the MTSS framework. Teams meet on a rotating 6-week basis to review ELA and math data and adjust intervention instruction, as needed. Special education teachers/case managers have bi-monthly meetings to review data and make adjustments to student IEPs where needed. Specific trainings on ELA and math intervention programs are provided multiple times per year for the special education staff. Additionally, both the Jr/Sr High and Elementary school utilize PBIS to encourage and reinforce pro-social behaviors. The elementary school reviews SWISS data with the behavior coach, school psychologists, and administration on a routine basis. Students demonstrating social/emotional needs are included in intervention programs (individual and group). Jr/Sr High students are referred to the Effective School Solutions team for additional services. Members of both the PBIS and ESS teams receive trainings throughout the school year. Students for whom general interventions are not successful may be referred for additional evaluation and provided emotional support services (including social skills groups) if deemed eligible. Social-Behavioral supports and services are used such as social skills groups, behavior support plans, and incentive programs. The general education setting is always the first LRE consideration. Removal from the regular education environment only occurs when education in that setting with supplementary aids and services, cannot be achieved satisfactorily. An IEP team meeting is held to review academic/behavioral data. SDI's/behavior plans

are reviewed to add layers of support if possible. Data drives the decision to increase level of support in a more restrictive setting. If we have exhausted all efforts within the district, the team will start to discuss the possibility of a more restrictive environment.

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

The District provided building/department trainings on inclusive practices. The trainings were provided by IU Education Consultants on Inclusive Practices: (1) Behavior strategies, effective instruction, classroom management in building level groups. (2) Differentiation and Lesson Design for Math in department levels at each building. (3) Differentiation and Lesson Design for ELA in department levels at each building. • Inclusionary practices, accommodations/modifications, and curriculum training with IU Education Consultant. Regular education and special education staff attended the training by building. • Autism Support-Elementary classroom uses AS consultant from the IU and is a part of the PATTAN Autism Initiative which focuses on ABA practices. Teacher and paras attend this training on-going training and consultation. • Para Training- Paraprofessionals utilize The Master Teacher program for monthly trainings. They also participate in staff development trainings for instructional support and health/safety trainings. • Therapeutic support room training: Laurel Life trains TSR staff (including therapists, classroom teacher, para) on trauma and best practices. During the 2021-22 school year, the District added a Special Education Facilitator position. The primary function of the role is to monitor and promote the least restrictive environment for all students receiving special education. This position supports both the Jr/Sr High and Elementary special education staff by providing bi-monthly corporate trainings, as well as individual coaching sessions, to assist with special education paperwork compliance. Additionally, the facilitator works with special education staff to ensure appropriate accommodations are in place to allow students with disabilities to participate in the general education curriculum. The District's implementation of routine data meetings to review data for individual students with disabilities has allowed the District, at both the Jr/Sr High and Elementary levels, to respond more quickly to student growth. Students who demonstrate on-grade level skills are moved to the general education classroom/curriculum.

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

Throughout the District, special education teachers/case managers note the extracurricular participation of the students on their caseloads. Program advisors and coaches are contacted by the case manager to ensure extracurricular activity staff have the opportunity to view student IEPs. Many of our Jr/Sr High special education students participate in interscholastic sports, band programs, as well as other after-school clubs and activities. At the elementary level, special education students have the opportunity to participate in various after-school programs, including art club, library club, student council, chorus, band, and the Salvation Army after-school program. There are also a wide variety of youth sports opportunities that are advertised at the elementary level. Some special education teachers and paraprofessionals serve as activity support staff and/or coaches. Case managers can assist in making additional accommodations or modifications that may be necessary for successful inclusion. Several students have been given time during their day to work on targeted skills that will also promote successful inclusion.

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 District ensures that parents are informed members of the IEP team. Parents are given the opportunity to contribute meaningfully to any discussion where the team is considering an alternative placement. This includes training videos available on the district website along with educational resources posted on the district website. These resources are shared with families via email as well. Steelton-Highspire shares regular updates with parents regarding the progress of their student. Students who are placed in an alternative program and who wish to participate in extra-curricular activities are provided access to school physicals, transportation, and any necessary supplementary aids and services to promote that participation. Utilizing the continuum of

least restrictive environment, the District also works to include students in classroom-based programs within public schools before utilizing a separate facility. Data regarding progress and educational benefit is considered prior to a recommendation of an alternative placement. This data is shared with the family, and they are offered the opportunity to visit/tour proposed placements in conjunction with the recommendation. Criteria for transition back to the district is shared with the parents and facility to ensure all are knowledgeable about, and in support of, the data needed to show a transition plan is ready to be developed.

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)

Steelton-Highspire is building capacity and expanding programs throughout the district. - Within the general education environment, various trainings are provided to address the impacts of trauma on learning. - Application was made for the Autism Support classrooms to be a part of PaTTAN's Autism Initiative program. In addition, the autism support programs receive training, observation, and coaching from an IU-consultant for 54 days per school year. - Our Therapeutic Support classrooms receive quarterly trainings from Laurel Life. The Laurel Life support team provides trauma-informed training to classroom staff (paraprofessionals, teachers, therapists) who work with students with dysregulation and behaviors of concern. - The District created an intervention specialist position at the elementary level. The person in this position provides staff training on behavior management and restorative practices. - The elementary also added a reading specialist position to address tier 3 student learning needs. - The District partners with PA Counseling to provide school-based therapy services for students with mental health needs. - The Jr/Sr High School partners with Effective School Solutions to provide supports to students and families in need of mental health services. - The District is creating a part-time Transition Coordinator for the 2023-24 school year. This person will provide additional support and job opportunities to our students with disabilities.

### Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Capital Academy	Licensed Private Academic		SESI	Emotional Support	7
Central Dauphin School District	Other	CAIU	CAIU	Multiple Disabilities Support	2
Central Dauphin School District	Other	CAIU	CAIU-CamHp	Emotional Support	1
Hilltop Academy	Other	CAIU	CAIU	Emotional Support	3
Merakey	Licensed Private Academic		Merakey	Autistic Support	2
New Story	Licensed Private Academic		New Story	Emotional Support	4
New Story	Licensed Private Academic		New Story	Autistic Support	10
River Rock	Licensed Private Academic		River Rock	Emotional Support	4
Yellow Breeches	Licensed Private Academic		Yellow Breeches	Emotional Support	5





## Positive Behavior Support

Date of Approval  
2017-11-16

### Uploaded Files

Behavior\_Policy Manual 16Nov2017.pdf

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

Steelton-Highspire School District 113.2-Behavior Support •The Steelton-Highspire High School has been in MTSS training with IU consultants in the creation of an integrated model of MTSS. The elementary school has implemented a MTSS model for years. Building level teams were created and consist of building principals, instructional coaches, school psychologist, was developed to assist in the implementation of the MTSS framework. MTSS is a framework designed for the systematic use of assessment data to efficiently allocate resources in order to enhance learning for all students. This framework encompasses both academics, Response to Instruction and Intervention (RtII), and behavior, Positive Behavior Interventions and Supports (PBIS). Tier 1: Foundational Instruction for All All students receive instruction in the core curriculum and universal school-wide expectations, rules and routines. The goal is to provide high quality, rigorous instruction and social emotional support to all students to prevent the development of problem behaviors that become nonacademic barriers to learning. Tier one also includes processes for screening students to determine behavioral and academic needs early. Data from the screening process are used to strengthen instructional practices at the core and address systemic behavioral needs. Tier 2: for Some Students: Screening data are used to identify groups of students who are considered 'at-risk' for developing more significant academic or behavioral difficulties. Students identified as needing tier 2 supports may receive interventions in their classroom or outside of the classroom. Each student has an individualized goal, based on their needs, and is progress monitored. Students whose needs are not met with this level of intervention may begin to receive more intensive supports (tier 3). Tier 3: for a Few Data are used to identify students who more significant needs. These students receive more intensive and individualized interventions. Each student has a goal and their progress is monitored more frequently. \* Any student may receive support at any Tier including support at all three Tiers at the same time, as appropriate. The Tiers represent levels of support; they do not represent placements or educational assignments. Both buildings at the Steelton-Highspire School District are implementing MTSS with a behavior focus (PBIS). The Elementary school has applied for and received recognition, at the state level, for implementing PBIS with fidelity at Tier two. Each building measures their individual progress with implementation through the completion of staff surveys and building-level assessments. Social Workers The School District has two Social Workers who are dedicated to supporting students at the Elementary, Middle and High School who are receiving Special Education Services. The Social Workers provide support to the school, specific classrooms based upon need, individual counseling to students as needed, completes individual student assessments and makes recommendations for services and referrals to community agencies, acts as a liaison between the district, students and community agencies to ensure students' needs are being met, meets with families and provides support as needed, connects families with community agencies and various resources. Functional Behavior Assessments (FBAs) are completed for students when we need to find the function of the student's behavior. We use the data from the FBA to write a Positive Behavior Support plan (PBSP). The PBSP is shared with all staff involved with that student. The PBSP includes positive consequences and replacement behaviors to assist students in promoting positive behaviors in school.

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 Steelton-Highspire School District trains staff in the use of positive behavior supports and de-escalation techniques through the Safety Care program. There are two District trainers who complete cyclical and new staff training. All Special Education teachers and para-educators are trained yearly on this program which has a focus on de-escalation. "Safety-Care® Behavioral Safety Training program provides the skills and competencies necessary to effectively prevent, minimize, and manage behavioral challenges with dignity, safety, and the possibility of change. Safety-Care provides the tools needed to be safe when working with behaviorally challenging individuals. Using up-to-date and effective technologies from Applied Behavior Analysis (ABA) and Positive Behavior Interventions & Supports (PBIS), the Safety-Care program provides staff with strategies for preventing and managing behavioral challenges and teaching replacement behaviors. These strategies are appropriate for individuals experiencing developmental, neurologic, psychiatric, and other impairments. Safety-Care promotes a positive reinforcement-based approach, and the development of new skills, resulting in fewer restraints." • The District has a Dean of Students at the Jr/Sr High School and one at the elementary. Staff are trained in the Safety Care program and are first responders to an incident that might need immediate attention. Special Education case managers, PA Counseling staff, building principals, and guidance are included as needed.
3. Describe the district positive school wide support programs.

Both buildings at the Steelton-Highspire School District are implementing MTSS with a behavior focus (PBIS). The Elementary school has applied for and received recognition, at the state level, for implementing PBIS with fidelity at Tier two. Each building measures their individual progress with implementation through the completion of staff surveys and building-level assessments.
4. Describe the district school-based behavior health services.

Counseling: Steelton-Highspire School District has a school-based therapist for mental health services from PA Counseling. Effective School Solutions (ESS): The District also utilizes Effective School Solutions (ESS) at the Jr/Sr High School. Effective School Solutions provides treatment to children/adolescents with behavioral and psychiatric disorders. Team members implement programmatic and clinical supervision, as well as ongoing consultation with school and district leadership and assign Quality and Risk Management to provide quality oversight and compliance, including data-collection to present to district stakeholders and ongoing monitoring of student clinical charts. The core program includes the following components: daily group therapy, weekly individual counseling, family therapy, dedicated study skills class, supervised lunch, monthly evening parent psycho-social support program, immediate level-of-care evaluations when required in the context of school guidelines for the assessment of suicidality/homicidality, furniture to equip therapeutic spaces, and all materials required to implement behavioral modification level system. Social Workers: The School District has two Social Workers who are dedicated to supporting students at the Elementary, Middle and High School who are receiving Special Education Services. The Social Workers provide support to the school, specific classrooms based upon need, individual counseling to students as needed, completes individual student assessments and makes recommendations for services and referrals to community agencies, acts as a liaison between the district, students and community agencies to ensure students' needs are being met, meets with families and provides support as needed, connects families with community agencies and various resources.
5. Describe the district restraint procedure.

Students with disabilities shall be 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 behavior 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.[1][2][3][4][5] Authority 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 restraints or other aversive techniques. The use of restraints 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.[1][3][5][6][7][8][9][10][11] Definitions The following terms shall have these meanings, unless the context clearly indicates otherwise.[1] Aversive techniques - deliberate activities designed to establish a negative association with a specific behavior. Behavior support - development, change and maintenance of selected behaviors through the systematic application of behavior change techniques. Behavior Support Plan or Behavior Intervention Plan - plan for students with disabilities who require specific intervention to address behavior that interferes with learning. A positive Behavior Support Plan shall be developed by the IEP team, be based on a functional behavioral assessment, and become part of the individual student's IEP. These plans must include methods that use positive reinforcements, other positive techniques and related services required to assist a student with a disability to benefit from special education. Positive techniques - methods that utilize positive reinforcement to shape a student's behavior, ranging from the use of positive verbal statements as a reward for good behaviors to specific tangible rewards. Restraints - application of physical force, with or without the use of any device, designed to restrain free movement of a student's body, excluding the following: 1. Briefly holding a student, without force, to calm or comfort him/her. 2. Guiding a student to an appropriate activity. 3. Holding a student's hand to escort him/her safely from one area to another. 4. Hand-over-hand assistance with feeding or task completion. 5. Techniques prescribed by a qualified medical professional for reasons of safety or for therapeutic or medical treatment, as agreed to by the student's parents/guardians and specified in the IEP. 6. Mechanical restraints governed by this policy, such as devices used for physical or occupational therapy, seatbelts in wheelchairs or on toilets used for balance and safety, safety harnesses in buses, and functional positioning devices. Seclusion - confinement of a student in a room, with or without staff supervision, in order to provide a safe environment to allow the student to regain self-control. Students with disabilities - school-aged children within the jurisdiction of the district who have been evaluated and found to have one or more disabilities as defined by law, and who require, because of such disabilities, special education and related services.[9] Delegation of Responsibility The Superintendent or designee shall ensure that this Board policy is implemented in accordance with federal and state laws and regulations. The Superintendent or designee shall develop administrative regulations to implement this policy. The Superintendent or designee shall provide regular training, and retraining as needed, of staff in the use of specific procedures, methods and techniques, including restraints and seclusions, that will be used to implement positive behavior supports or interventions in accordance with students' IEPs and Board policy.[1] The Superintendent or designee shall maintain and report data on the use of restraints, as required. Such report shall be readily available for review during the state's cyclical compliance monitoring. Procedures shall be established requiring reports be made to the district by entities educating students with disabilities who attend programs or classes outside the district, including private schools, agencies, intermediate units and vocational schools.[1] Guidelines 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.[1][5] 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.[1] 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] 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.[1] Mechanical restraints shall prevent a student from injuring him/herself or others or promote normative body positioning and physical functioning.

**Seclusion** The district permits involuntary seclusion of a student in accordance with the student's IEP or in an emergency to prevent immediate or imminent injury to the student or others, but the seclusion must be the least restrictive alternative. The district prohibits the seclusion of students in locked rooms, locked boxes and other structures or spaces from which the student cannot readily exit.[1]

**Aversive Techniques** The following aversive techniques of handling behavior are considered inappropriate and shall not be used in educational programs:[1] 1. Corporal punishment. 2. Punishment for a manifestation of a student's disability. 3. Locked rooms, locked boxes, other locked structures or spaces from which the student cannot readily exit. 4. Noxious substances. 5. Deprivation of basic human rights, such as withholding meals, water or fresh air. 6. Suspensions constituting a pattern as defined in state regulations.[12] 7. Treatment of a demeaning nature. 8. Electric shock. 9. Methods implemented by untrained personnel. 10. Prone restraints, which are restraints by which a student is held face down on the floor.

**Referral to Law Enforcement** The Superintendent or designee shall immediately report required incidents and may report discretionary incidents committed on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity by a student with a disability, including a student for whom an evaluation is pending, to the local police department that has jurisdiction over the school's property, in accordance with state and federal laws and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies. The Superintendent or designee shall respond to such incidents in accordance with the district's Special Education Plan and, if applicable, the procedures, methods and techniques defined in the student's Behavior Support Plan.[1][6][9][10][13][14][15][16][17][18][19][20][21][22][23][24][25][26][27]

Subsequent to notification to law enforcement, an updated functional behavioral assessment and Behavior Support Plan shall be required for students with disabilities who have Behavior Support Plans at the time of such referral.[1][11][17] If, as a result of such referral, the student is detained or otherwise placed in a residential setting located outside the district, the Director of Special Education or designee shall ensure that the responsible school district or intermediate unit is informed of the need to update the student's functional behavioral assessment and Behavior Support Plan.[1] For a student with a disability who does not have a Behavior Support Plan, subsequent to notification to law enforcement, the district shall convene the student's IEP team to consider whether a Behavior Support Plan should be developed to address the student's behavior, in accordance with law, regulations and Board policy.[1][17]



## 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 Steelton-Highspire School District has no areas of concern with students who are placed on Instruction in the Home or who are at substantial risk of waiting more than 30 days for an appropriate educational placement. The District has 1 MDS student on Instruction in the Home (provided by the IU) and two students on Homebound Instruction. All students are provided 5 hours of instruction in the home by special education staff. The district reports students placed on Instruction Conducted in the Home using the SES Reporting System. We have never had a student at risk of waiting more than 30 days for an appropriate educational placement. In the event of a hard-to-place student, the district would utilize the IU and PATTAN Intensive Interagency consultants and local CASSP representatives for student placements. We would coordinate with these teams to access support for finding appropriate placements for students who are unable to make progress using current and available resources.

## Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Elem Grade 1-4 FT Life Skills	Elementary	Full-time (1.0)	03/27/2023 01:03 PM

<b>Building Name</b>		
Steelton-Highspire El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		12
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Elem FT Life Skills Grade 5-6	Elementary	Full-time (1.0)	03/27/2023 01:02 PM

<b>Building Name</b>		
Steelton-Highspire El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		11



<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	11 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.55

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Elem Grade K-3 ES	Elementary	Full-time (1.0)	03/27/2023 01:00 PM

<b>Building Name</b>	
Steelton-Highspire El Sch	
<b>Support Type</b>	
Emotional Support	
<b>Support Sub-Type</b>	
Emotional Support	
<b>Level of Support</b>	<b>Case Load</b>
Itinerant (20% or Less)	6
<b>Identify Classroom</b>	<b>Classroom Location</b> <b>Age Range</b>
School District	Elementary   7 to 9
<b>Age Range Justification</b>	<b>FTE %</b>
	0.12

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Elem 4-6 ES	Elementary	Full-time (1.0)	03/27/2023 12:59 PM

<b>Building Name</b>	
Steelton-Highspire El Sch	
<b>Support Type</b>	

Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	11 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Elem High FT AS	Elementary	Full-time (1.0)	03/27/2023 12:13 PM

<b>Building Name</b>		
Steelton-Highspire El Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
All students in this classroom are on the same instructional level. Parents have signed age waivers for those students who are outside of the age range.		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Elem Low AS	Elementary	Full-time (1.0)	03/27/2023 12:07 PM

<b>Building Name</b>		
Steelton-Highspire El Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
Students are grouped by instructional level. This class is a VBMAPP class and all students are on the same instructional level. Parents have signed age waivers for those students who are outside of the age range.		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Elem 5-6 LS	Elementary	Full-time (1.0)	03/27/2023 12:03 PM

<b>Building Name</b>	
Steelton-Highspire El Sch	
<b>Support Type</b>	
Learning Support	
<b>Support Sub-Type</b>	
Learning Support	
<b>Level of Support</b>	<b>Case Load</b>
Itinerant (20% or Less)	9

<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	11 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.18

<b>Building Name</b>		
Steelton-Highspire El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		11
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.55

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Elem Grade 4-5 LS	Elementary	Full-time (1.0)	03/27/2023 12:00 PM

<b>Building Name</b>		
Steelton-Highspire El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 10

<b>Age Range Justification</b>	<b>FTE %</b>
	0.02

<b>Building Name</b>		
Steelton-Highspire El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		16
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.8

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Elem 3-4 LS	Elementary	Full-time (1.0)	03/27/2023 11:40 AM

<b>Building Name</b>		
Steelton-Highspire El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.16

<b>Building Name</b>		
Steelton-Highspire El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		11
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.55

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Elem K-2	Elementary	Full-time (1.0)	03/27/2023 11:21 AM

<b>Building Name</b>		
Steelton-Highspire El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.16

<b>Building Name</b>		
Steelton-Highspire El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		13
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.65

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
HS High FT Life Skills	Secondary	Full-time (1.0)	03/27/2023 01:09 PM

<b>Building Name</b>		
Steelton-Highspire HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		11
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
Students are on the same instructional level in Reading and Math. Parents have signed age waivers for those students who are outside of the age range.		0.55

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS Low Life Skills	Secondary	Full-time (1.0)	03/27/2023 10:39 AM

<b>Building Name</b>		
Steelton-Highspire HS		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 16
<b>Age Range Justification</b>		<b>FTE %</b>
Students are on the same instructional level, despite their age difference. Parents have signed waivers for the student outside of the 4 year age span.		0.25

<b>Building Name</b>		
Steelton-Highspire HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.35



FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS FT AS	Secondary	Full-time (1.0)	03/27/2023 10:29 AM

<b>Building Name</b>		
Steelton-Highspire HS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
Students are on the same instructional levels, despite their age difference. Parents have signed waivers for the students outside of the age range.		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS Itin ES	Secondary	Full-time (1.0)	03/27/2023 10:26 AM

<b>Building Name</b>		
Steelton-Highspire HS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		14
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>

School District	Secondary	13 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
Students are only on a caseload and not in any classes together.		0.28

<b>Building Name</b>		
Steelton-Highspire HS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
11-12 Grade LS	Secondary	Full-time (1.0)	03/27/2023 01:19 PM

<b>Building Name</b>		
Steelton-Highspire HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	16 to 18
<b>Age Range Justification</b>		<b>FTE %</b>

	0.14
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<b>Building Name</b>		
Steelton-Highspire HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		9
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	16 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS FT ES	Secondary	Full-time (1.0)	03/27/2023 09:44 AM

<b>Building Name</b>		
Steelton-Highspire HS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
9th Grade LS	Secondary	Full-time (1.0)	03/27/2023 01:24 PM

<b>Building Name</b>		
Steelton-Highspire HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		12
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 16
<b>Age Range Justification</b>		<b>FTE %</b>
		0.24

<b>Building Name</b>		
Steelton-Highspire HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		14
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 16
<b>Age Range Justification</b>		<b>FTE %</b>
		0.7

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
10th Grade LS	Secondary	Full-time (1.0)	03/27/2023 09:22 AM

<b>Building Name</b>		
Steelton-Highspire HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.12

<b>Building Name</b>		
Steelton-Highspire HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		9
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
8th Grade LS	Secondary	Full-time (1.0)	03/27/2023 09:06 AM

<b>Building Name</b>		
Steelton-Highspire HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>Building Name</b>		
Steelton-Highspire HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.35

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
7th Grade LS	Secondary	Full-time (1.0)	03/27/2023 09:03 AM

<b>Building Name</b>		
Steelton-Highspire HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		14
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.7

## Special Education Facilities

<b>Building Name</b>		<b>Room #</b>
Steelton-Highspire El Sch		108
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
28 feet, 0 inches x 32 feet, 0 inches	896sqft	32
<b>Implementation Date</b>		
2023-05-01		
<b>Uploaded Files</b>		

### 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	

<b>Building Name</b>		<b>Room #</b>
Steelton-Highspire El Sch		110
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
28 feet, 0 inches x 32 feet, 0 inches	896sqft	32
<b>Implementation Date</b>		
2023-05-01		
<b>Uploaded Files</b>		



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	

<b>Building Name</b>		<b>Room #</b>
Steelton-Highspire El Sch		111
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
32 feet, 0 inches x 18 feet, 0 inches	576sqft	20
<b>Implementation Date</b>		
2023-05-01		
<b>Uploaded Files</b>		

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	

<b>Building Name</b>		<b>Room #</b>
Steelton-Highspire El Sch		112
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
64 feet, 0 inches x 28 feet, 0 inches	1792sqft	64
<b>Implementation Date</b>		
2023-05-01		
<b>Uploaded Files</b>		

#### 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	

<b>Building Name</b>		<b>Room #</b>
Steelton-Highspire El Sch		161
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
32 feet, 0 inches x 30 feet, 0 inches	960sqft	34
<b>Implementation Date</b>		
2023-05-01		
<b>Uploaded Files</b>		

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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	

<b>Building Name</b>		<b>Room #</b>
Steelton-Highspire El Sch		162
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
28 feet, 6 inches x 28 feet, 0 inches	798sqft	28
<b>Implementation Date</b>		
2023-05-01		
<b>Uploaded Files</b>		

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	

<b>Building Name</b>		<b>Room #</b>
Steelton-Highspire El Sch		165
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
36 feet, 0 inches x 30 feet, 0 inches	1080sqft	38
<b>Implementation Date</b>		
2023-05-01		
<b>Uploaded Files</b>		

#### 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	

<b>Building Name</b>		<b>Room #</b>
Steelton-Highspire El Sch		169
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
30 feet, 0 inches x 18 feet, 6 inches	555sqft	19
<b>Implementation Date</b>		
2023-05-01		
<b>Uploaded Files</b>		

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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	

<b>Building Name</b>		<b>Room #</b>
Steelton-Highspire El Sch		244
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
23 feet, 0 inches x 20 feet, 0 inches	460sqft	16
<b>Implementation Date</b>		
2023-05-01		
<b>Uploaded Files</b>		

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	

<b>Building Name</b>		<b>Room #</b>
Steelton-Highspire El Sch		256
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
36 feet, 0 inches x 30 feet, 0 inches	1080sqft	38
<b>Implementation Date</b>		
2023-05-01		
<b>Uploaded Files</b>		

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	

<b>Building Name</b>		<b>Room #</b>
Steelton-Highspire HS		302
<b>School Building</b>		<b>Building Description</b>
JR/SR High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
34 feet, 0 inches x 22 feet, 0 inches	748sqft	26
<b>Implementation Date</b>		
2023-05-01		
<b>Uploaded Files</b>		

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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	

<b>Building Name</b>		<b>Room #</b>
Steelton-Highspire HS		102
<b>School Building</b>		<b>Building Description</b>
JR/SR High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
38 feet, 0 inches x 24 feet, 0 inches	912sqft	32
<b>Implementation Date</b>		
2023-05-01		
<b>Uploaded Files</b>		

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	

<b>Building Name</b>		<b>Room #</b>
Steelton-Highspire HS		103
<b>School Building</b>		<b>Building Description</b>
JR/SR High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
30 feet, 0 inches x 24 feet, 0 inches	720sqft	25
<b>Implementation Date</b>		
2023-05-01		
<b>Uploaded Files</b>		

### 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	

<b>Building Name</b>		<b>Room #</b>
Steelton-Highspire HS		109
<b>School Building</b>		<b>Building Description</b>
JR/SR High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
30 feet, 0 inches x 24 feet, 0 inches	720sqft	25
<b>Implementation Date</b>		
2023-05-01		
<b>Uploaded Files</b>		



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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	

<b>Building Name</b>		<b>Room #</b>
Steelton-Highspire HS		122
<b>School Building</b>		<b>Building Description</b>
JR/SR High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
30 feet, 0 inches x 24 feet, 0 inches	720sqft	25
<b>Implementation Date</b>		
2023-05-01		
<b>Uploaded Files</b>		

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	

<b>Building Name</b>		<b>Room #</b>
Steelton-Highspire HS		126
<b>School Building</b>		<b>Building Description</b>
JR/SR High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
30 feet, 0 inches x 24 feet, 0 inches	720sqft	25
<b>Implementation Date</b>		
2023-05-01		
<b>Uploaded Files</b>		

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	

<b>Building Name</b>		<b>Room #</b>
Steelton-Highspire HS		212
<b>School Building</b>		<b>Building Description</b>
JR/SR High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
30 feet, 0 inches x 24 feet, 0 inches	720sqft	25
<b>Implementation Date</b>		
2023-05-01		
<b>Uploaded Files</b>		

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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	

<b>Building Name</b>		<b>Room #</b>
Steelton-Highspire HS		222
<b>School Building</b>		<b>Building Description</b>
JR/SR High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
31 feet, 0 inches x 24 feet, 0 inches	744sqft	26
<b>Implementation Date</b>		
2023-05-01		
<b>Uploaded Files</b>		

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	

<b>Building Name</b>		<b>Room #</b>
Steelton-Highspire HS		228
<b>School Building</b>		<b>Building Description</b>
JR/SR High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
30 feet, 0 inches x 24 feet, 0 inches	720sqft	25
<b>Implementation Date</b>		
2023-05-01		
<b>Uploaded Files</b>		

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	

## Special Education Support Services

### 20Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1.0	District Wide	District
Transition Coordinator	1.0	Secondary	District
Paraprofessionals	7	Secondary	District
Paraprofessionals	14	Elementary	District
School Psychologist	1	District Wide	District
School Psychologist	2	District Wide	Contractor
Physical Therapist	.5	District Wide	Contractor
Occupational Therapist	3.0	District Wide	Contractor
Social Worker	1.0	District Wide	District
Guidance Counselor	2.0	Secondary	District
Guidance Counselor	2.0	Elementary	District
Other	2.0	District Wide	Contractor
Other	2.0	Secondary	Contractor
Other	1.0	Elementary	Contractor
Other	1.0	Secondary	Contractor
Other	1.0	District Wide	District

## Special Education Personnel Development

### Autism

<b>Description of Training</b>			
Team will be able to: Implement effective interventions based upon the principles of Applied Behavior Analysis, including teaching language through an analysis of verbal behavior; Assess student language skills and design an effective language program based on the results of VB-MAPP and/or other instruments; Demonstrate effective research-based teaching practices based on assessment, data collection and analysis			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Amanda Maulfair/Education Consultant CAIU			
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
6	54	Intermediate Unit	Paraprofessionals Special Education Teachers

### Positive Behavior Support

<b>Description of Training</b>			
FBA/PBSP/Progress Monitoring for students with identified behavioral needs. Participants will be able to conduct an FBA or mini-FACTS, use data to create goals, develop strategic positive behavior support plans, and collect/analyze progress monitoring data			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Keri Poston/Director of Special Education			
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	3	District PaTTAN	General Education Teachers Paraprofessionals Special Education Teachers

<b>Description of Training</b>			
Executive Functioning: Participants will develop skills/strategies for assisting students with executive functioning deficits.			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Therabilities Staff			
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>

1	2	Other	General Education Teachers Parents Paraprofessionals Special Education Teachers Other
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Description of Training			
Safety Care Certification: Participants will learn the skills and competencies necessary to effectively prevent, minimize, and manage behavioral challenges with dignity, safety, and the possibility of change. Recertification opportunities provided yearly.			
Lead Person/Position		Year of Training	
Jamee Davis/Safety Care Instructor			
Hours Per Training	Number of Sessions	Provider	Audience
6	2	District	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

### Paraprofessional

Description of Training			
The Master Teacher: Paraprofessionals will receive on-line, self-paced courses covering special education and general education environments through The Master Teacher. Training and assessments to highly qualify paraeducators and meet Title 1 requirements. Content provided across curricular areas, aligns with CEC standards for paraeducators.			
Lead Person/Position		Year of Training	
Cindee Trapp/Special Education Facilitator			
Hours Per Training	Number of Sessions	Provider	Audience
1	20	Other	Paraprofessionals

<b>Description of Training</b>			
First Aid, CPR/AED Training: Paraprofessionals/PCAs will be trained/recertified every two years in First Aid and CPR/AED. Participants will be able to effectively render first aid, administer CPR, and locate/use AED devices within the school environment.			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Larry Rock/Lead Trainer			
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2	2	District	Paraprofessionals

<b>Description of Training</b>			
Safety Care Certification: Participants will learn the skills and competencies necessary to effectively prevent, minimize, and manage behavioral challenges with dignity, safety, and the possibility of change. Recertification opportunities provided yearly.			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Jamee Davis/Safety Care Instructor			
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
6	2	District	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

## Transition

<b>Description of Training</b>			
Transition Services Training: Special education staff will be trained in providing age-appropriate transition surveys, writing effective and compliant IEP transition plans, as well as stay up-to-date with the latest services and trends in the area of transition.			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Keri Poston/Director of Special Education			
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	4	District Intermediate Unit	General Education Teachers Paraprofessionals



			Special Education Teachers
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### Science of Literacy

<b>Description of Training</b>			
DIBELS Benchmark/Progress Monitoring: Faculty and staff training provided for the implementation of DIBELS tri-annual benchmarking and bi-weekly progress monitoring. Participants will also be trained in the use of the Acadience data management system. Team data meetings held every 6 weeks as part of MTSS and IEP progress monitoring processes.			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Administration Team (Principals, Reading Coach, Reading Specialist, School Psychologist)			
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	7	District	General Education Teachers Special Education Teachers Other

<b>Description of Training</b>			
Intensive Reading Intervention Programs (Sunday System, Third Quest): Special education and general education teachers will be provided on-going training in the implementation of intensive reading programs for students who score below proficiency standards in reading and comprehension skills.			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Elayne Thomas/Literacy Coach; Phil Burge/School Psychologist			
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2	2	District Other	General Education Teachers Paraprofessionals Special Education Teachers

## Parent Training

<b>Description of Training</b>			
TBD			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Therabilities Staff			
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2	2	District Other	Parents

## IEP Development

<b>Description of Training</b>			
Writing Quality, State-Compliant Paperwork: Special Education teachers provided quarterly trainings for writing state compliant RRs & IEPs. Each session will focus on specific sections of the RR or IEP development, with an emphasis on using data and demonstrating cohesion throughout the documents.			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Keri Poston/Director of Special Education; Cindee Trapp/Special Education Facilitator			
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2	4	District	Special Education Teachers

## Signatures & Affirmations

Approval Date

Uploaded Files

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

Superintendent/Chief Executive Officer

Date

