

Profile and Plan Essentials

LEA Name		AUN	
Steelton-Highspire SD		115228003	
Address 1			
PO Box 7645			
Address 2			
City	State	Zip	
Steelton	PA	17113	
Director of Special Education Name			
Keri Poston			
Director of Special Education Email			
kposton@shsd.k12.pa.us			
Director of Special Education Phone Number		Director of Special Education Ext	
717 704-3800		3349	
Chief Administrator Name			
Mr Willie Slade Jr			
Chief Administrator Email			
wslade@shsd.k12.pa.us			

Special Education Students

Total Number of Students Receiving Special Education

372

School District Total Student Enrollment

1393

Percent of Students Receiving Special Education

26.7

Steering Committee

Name	Position/Role	Building	Email
Megan Armstead	Building Principal	Steelton-Highspire El Sch	marmstead@shsd.k12.pa.us
Steve Shuleski	Building Principal	Steelton-Highspire HS	sshuleski@shsd.k12.pa.us
Anna Clemens	Other	Steelton-Highspire SD	aclemens@shsd.k12.pa.us
Jody Yarnevich	Special Education Teacher	Steelton-Highspire HS	jyarnevich@shsd.k12.pa.us
Kristin Pugh	Special Education Teacher	Steelton-Highspire El Sch	kpugh@shsd.k12.pa.us
Alishaa Jones	Parent	Steelton-Highspire SD	ajones@shsd.k12.pa.us
Tiffany Dawson	Parent	Steelton-Highspire HS	tdawson@shsd.k12.pa.us
Cindee Trapp	Other	Steelton-Highspire SD	ctrapp@shsd.k12.pa.us
Willie Slade	Superintendent	Steelton-Highspire SD	wslade@shsd.k12.pa.us
Michael Wanner	Board Member	Steelton-Highspire SD	michaelwanner@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 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

2. 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.)

Child Find obligations include locating, identifying, and evaluating all § 1306 students with suspected disabilities, including but not limited to, evaluating students for whom a request for an evaluation has been made. In fulfilling the Child Find obligation, the host school district cannot rely entirely on information from the facility, but must make independent efforts to ascertain whether eligible students are present. If a host school district suspects that a child may be eligible for special education or for a Service Agreement under 22 PA Code Chapter 15, the host school district must seek informed consent to initiate evaluation procedures from an individual who meets the definition of parent in the IDEA, a surrogate parent appointed by the host school district, or a person appointed by a court to provide such consent. If the student has an IEP from the previous school district, the host school district must without delay convene an IEP meeting to determine whether the child's IEP should be revised, whether the student can be educated in the public schools of the host school district, or whether some other placement option is appropriate for the child. If the child's parent cannot attend the IEP meeting in person, the host school district must take steps to ensure that the parent is included in the IEP meeting, including informing the parent they can participate through a teleconference call or other appropriate means in the same way the host school district would facilitate the participation of the parents of its resident children. Until a new IEP is developed for the child by the IEP Team including the parent, the child must receive services comparable to those in the existing IEP. The host school district is responsible for monitoring the educational progress and reviewing educational services for the student on a continuous basis and at least as often as report cards are issued. The host school district is also responsible for maintaining contact with the resident school district with respect to the student's placement and progress. The resident school district (where the student's parent(s) resides, will maintain a point of contact that 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.

3. Describe the School 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

4. **Does the School District have an adult correctional facility that houses juveniles within its geographical boundaries?**

No

2. **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).**

Least Restrictive Environment

3. Review the School District's most recent 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 44.7% SE inside the regular class 80% or more of the school day in 2022-2023 to 47.2% in 2024-2025. 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. If a student progresses to an 8th grade reading comprehension level or a 6th grade math computation level, they are moved to a regular education class in that area. 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 13.2% SE in Other Settings in 2022-2023 to 12.1% in 2024-2025.

4. 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?

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, and regular education teachers. This team was developed to assist in the implementation of the MTSS

framework. At the elementary, MTSS teams meet on a rotating 2-week basis to review ELA, math, behavior, and attendance 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. 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 social skills). Jr/Sr High students are referred to the Effective School Solutions team for additional services. Elementary students are referred to PA Counseling or Youth Counseling Services. All three of these services are located within the school building. 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.

5. 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 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. Teachers and paras attend this training with 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. - Special Education staff ran an accommodation/modification training for regular education staff in 2024. 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 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. Academic programming: We offer the following Foundations courses for special education students taught by special education teachers: Foundations of ELA 7-9, 10-12 Foundations of Math 7-9, 10-12 Foundations of Pre-alg Foundations of Biology Foundations of Chemistry Foundations of Grammar and Literature Foundations of World History

6. 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. Transportation is also provided for those students outside of the walking limits.

7. 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 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.

8. 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).

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. - 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, Effective School Solutions, and Youth Counseling to provide school-based therapy services for students with mental health needs within the buildings. - The District is created a Transition Coordinator for the 2023-24 school year. This person provides additional support and job opportunities to our students with disabilities. *Our biggest need is building capacity in emotional support/behavioral services district-wide in order to decrease the number of students placed out of the district for behavioral reasons. We will be starting a full-time emotional support programs at the elementary school for grades K-4 and the High School for grades 9-12 for the 26-27 school year. We will continue with our therapeutic support classroom (with a teacher, para, and therapist) for grades 7-8. In addition, the district is discussing a behavioral support program that will have a teacher, behavior staff, and paras for grades 5-8 and 9-12 for the 26-27 school year. We are in the planning stages of outlining this program and hiring staff.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
New Story	Licensed Private Academic		New Story	Emotional Support	1
New Story	Licensed Private Academic		New Story	Autistic Support	8
Yellow Breeches	Licensed Private Academic		Yellow Breeches	Emotional Support	4

Capital Academy	Licensed Private Academic		SESI	Emotional Support	7
Hilltop Academy	Other	CAIU	CAIU	Emotional Support	4
Hilltop Academy	Other	CAIU	CAIU	Autistic Support	1

Positive Behavior Support

Date of Approval

2017-11-16

Uploaded Files

Behavior Support Policy Reviewed 2018.pdf

9. **How does the School 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, and special/regular education teachers. This team 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 (PBIS), 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. Elementary uses a social-emotional learning curriculum called Teamology for all students. 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. Students can be referred to Effective School Solutions counseling at the high school and Youth Counseling Services or PA Counseling at the elementary school. * 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.

10. 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 three 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 behavior interventionist 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.

11. Describe the School District's 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.

Roller bucks are used as incentives for items to be bought in the school store, computer/phone time, lunch with favorite staff, etc. Classroom and grade level rewards are also given.

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

Counseling: Steelton-Highspire School District has a school-based therapist for mental health services from PA Counseling at the elementary school.. 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. We have two counselors that can have a caseload of 12 each. New to the district is Youth Counseling Services. A former employee started this company within our elementary school to provide Mobile Therapy services, Behavior Consultation Services, and Behavioral Health Technician Services. 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.

13. Describe the School District's 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] All restraints are reported quarterly in the RISC system. 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) due to significant medical issues. The district reports students placed on Instruction Conducted in the Home using the SES Reporting System. We have never had a student are 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.

Special 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	18	Elementary	District
School Psychologist	1	District Wide	District
School Psychologist	1.5	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
Director of Pupil Services	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

1 Special Education Support Services

Special Education Personnel Development

Autism

Description of Training			
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			
Lead Person/Position		Year of Training	
Stephanie King (Consultant CAIU)/PATTAN Autism Initiative		2026	
		2027	
		2028	
		2029	
Hours Per Training	Number of Sessions	Provider	Audience
1	20	Intermediate Unit PaTTAN	Paraprofessionals Special Education Teachers

Positive Behavior Support

Description of Training			
PBIS Training for Staff			
Lead Person/Position		Year of Training	
CAIU Staff		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
2	2	Intermediate Unit	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

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. De-escalation portion of the training.			
Lead Person/Position		Year of Training	
Safety Care Instructors (Schumacher/Erby)		2026	
		2027	
		2028	
		2029	
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		2026	
		2027	
		2028	
		2029	
Hours Per Training	Number of Sessions	Provider	Audience
1	20	Other	Paraprofessionals

Description of Training			
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.			
Lead Person/Position		Year of Training	
School Nurse		2026	
		2027	
		2028	
		2029	
Hours Per Training	Number of Sessions	Provider	Audience
2	2	District	Paraprofessionals

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		2026	
		2027	
		2028	
		2029	
Hours Per Training	Number of Sessions	Provider	Audience
6	2	District	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Transition

Description of Training

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.			
Lead Person/Position		Year of Training	
Cindee Trapp-Special Education Facilitator		2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
2	2	District	Paraprofessionals Special Education Teachers

Science of Literacy

Description of Training			
Structured Literacy			
Lead Person/Position		Year of Training	
CAIU/PATTAN		2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
2	2	Intermediate Unit PaTTAN	General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
Intensive Reading Intervention Programs (Sonday 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.			
Lead Person/Position		Year of Training	
Elayne Thomas/Literacy Coach; Phil Burge/School Psychologist		2026 2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
2	2	District Other	General Education Teachers Paraprofessionals Special Education Teachers

Parent Training

Description of Training			
Special Education Topics for Parents			
Lead Person/Position		Year of Training	
Dr. Hagir Elsheikh-Kareem's Misson		2026 2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience

1	2	District Other	Parents
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IEP Development

Description of Training			
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.			
Lead Person/Position		Year of Training	
Keri Poston/Director of Special Education; Cindee Trapp/Special Education Facilitator		2026	
		2027	
		2028	
		2029	
Hours Per Training	Number of Sessions	Provider	Audience
1	6	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