

**Highlands School District  
Use of Facilities  
April, 2013**

- **COMMUNITY CENTER**

April 30, 2013 / 3:00 pm to 7:00 pm  
Allegheny Valley Chamber of Commerce Business to Business Gathering  
Contact: Mary Bowlin  
No Fees

- **HIGH SCHOOL CAFETERIA**

March 13, 2013 – February, 2014 / 2<sup>nd</sup> Wednesday of each month 7:00 – 8:30 p.m.  
Highlands Gridiron Meetings  
Contact: Amy McKinney  
No Fees

- **HIGH SCHOOL GYM**

April 26, 2013 / 5:00 – 10:00 p.m.  
Basketball Fundraiser – Relay for Life – Student vs. Faculty Fundraiser  
Contact: Jeff Karaica/Sal Chiusano  
No Fees

May 1, 2013 – September 30, 2013 / Monday, Wednesday, Friday / 6:00 – 8:00 p.m.  
Youth Basketball League 2<sup>nd</sup> - 6<sup>th</sup> Grade  
Contact: Jeff Thimons & Kerry Myers  
No Fees

March 12, 2013 – June 4, 2013 / Tuesdays, 8:00 – 10:00 p.m.  
Men's Basketball  
Contact: Jeff Karaica  
No Fees

- **MIDDLE SCHOOL – Outside- grass area on Broadview Blvd. (Rainout – Auditorium)**

May 1, 2013 / 7:00 – 9:30 p.m.  
Candlelight Vigil – Public Education Funding  
Contact: Bridget Seery  
No Fees

- **GOLDENRAMS STADIUM**

April 26, 2013 / 3:00 – 9:00 p.m.

Laps for Learning

Contact: Donna Shoup

No Fees

April and May / Wednesdays and Saturdays

Elementary Track and Field

Contact: Mike Foster

No Fees

## 7.1

### *Substitute Custodian Call List*

Krause, Kurt

Erb, Catherine -- ratify  
Ratify: 4-4-13

## REVISÉD: Proposed April 15, 2013



## POSITIVE BEHAVIORAL SUPPORT PLAN - Pg. 2

<p>3. Definitions Title 22 Sec. 14.133</p>	<ol style="list-style-type: none"> <li>4. Use interventions that are the least intrusive necessary.</li> <li>5. Not substitute aversive techniques, restraints, or discipline for the systematic application of behavior change techniques.</li> <li>6. Only use techniques for which the staff has been adequately trained.</li> </ol> <p>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.</p> <p>The following terms shall have these meanings, unless the context clearly indicates otherwise.</p> <p><b>Aversive techniques</b> - deliberate activities designed to establish a negative association with a specific behavior.</p> <p><b>Behavior support</b> - development, change and maintenance of selected behaviors through the systematic application of behavior change techniques.</p>
	<p><b>Positive techniques</b> - methods which utilize positive reinforcement to shape a student's behavior, ranging from the use of positive verbal statements as a reward for good behavior to specific tangible rewards.</p> <p><b>Restraints</b> - the application of physical force, with or without the use of any device, for the purpose of restraining the free movement of a student's or eligible young child's body</p> <p>The term does not include briefly holding, without force, a student or eligible young child to calm or comfort him/her, guiding a student or eligible young child to an appropriate activity, or holding a student's or eligible young child's hand to safely escort him/her from one area to another. The term also does not include hand-over-hand assistance with feeding or task completion or techniques prescribed by a qualified medical professional for reasons of safety or for therapeutic or medical treatment, as agreed to by the student's or young child's parents/guardians and specified in the IEP. Mechanical restraints governed by this policy, such as devices 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, are not included within the definition of a <b>restraint</b>.</p>

POSITIVE BEHAVIORAL SUPPORT PLAN - Pg. 3

	<p><b>Students with disabilities</b> - 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.</p>
<p>4. Delegation of Responsibility</p>	<p>The Superintendent or designee shall ensure that this Board policy is implemented in accordance with federal and state laws and regulations.</p> <p>The Superintendent or designee shall develop administrative regulations, as necessary, to implement this policy.</p>
<p>Title 22 Sec. 14.133</p>	<p>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.</p>
<p>Title 22 Sec. 14.133</p>	<p>The Superintendent or designee shall maintain and report data on the use of restraints, as required by applicable law and regulation. Such report shall be readily available for review during the state's cyclical 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.</p>
<p>5. Guidelines</p>	<p><u>School District personnel shall follow a three (3) tier hierarchical behavior support model. The three (3) levels of intervention are:</u></p> <p><b>Level I – Proactive Classroom Management.</b> Proactive classroom management strategies. Level I does not require a behavior support program attached to the IEP.</p> <p><b>Level II – Individual Management.</b> Specific interventions designed for individual students. Level II requires a behavior support program attached to the IEP.</p> <p><b>Level III – Restrictive Management.</b> Restrictive interventions, which can only be considered after Level II interventions are determined ineffective. Level III interventions require the IEP team to reconvene.</p> <p><u>The Director of Special Education or designee shall develop administrative regulations consistent with this policy which set forth additional guidelines for the implementation of the three (3) tier model.</u></p>
<p>Title 22 Sec.14.133</p>	<p>Aversive techniques, restraints, or discipline procedures may not be used as a substitute for a positive behavior support program. The use of restraints is considered a measure of last resort only to be used after other less restrictive measures, including de-escalation techniques.</p>

# POSITIVE BEHAVIORAL SUPPORT PLAN - Pg. 4

	<p>The following aversive techniques are inappropriate and may not be used:</p> <ol style="list-style-type: none"> <li>1. Corporal Punishment</li> <li>2. Punishment for a manifestation of a student's disability.</li> <li>3. Locked rooms, locked boxes and other structures or spaces from which the student cannot readily exit.</li> <li>4. Noxious substances.</li> <li>5. Deprivation of basic human rights, i.e., withholding meals, water or fresh air.</li> <li>6. Suspensions constituting a pattern.</li> <li>7. Treatment of a demeaning nature.</li> <li>8. Electric shock.</li> <li>9. Methods implemented by untrained personnel.</li> <li>10. Methods which have not been outlined in the agency's plan.</li> </ol>
Title 22 Sec. 14.133	<p><b><u>Restraints -</u></b></p> <p>Restraints to control acute or episodic aggressive or self-injurious behavior may be used only when the student is acting in a manner as to be a clear and present danger to him/herself, to other students or to employees, and only when less restrictive measures and techniques have proven to be or are less effective.</p>
Title 22 Sec. 14.133	<p>The use of restraints to control aggressive behavior of an individual student or eligible young child must cause:</p> <ol style="list-style-type: none"> <li>1. The school entity to notify the parent/guardian of the use of the restraint.</li> <li>2. A meeting of the IEP Team within ten (10) school days of the inappropriate behavior causing the use of restraints, unless the parents/guardians, after written notice, agree in writing to waive the meeting.</li> </ol>
Title 22 Sec. 14.133	<p>At this meeting, the IEP Team must consider whether the student or eligible young child needs a functional behavior assessment, reevaluation, a new or revised positive behavior support plan, or a change of placement to address the inappropriate behavior.</p>



# POSITIVE BEHAVIORAL SUPPORT PLAN - Pg. 5

Title 22  
Sec. 14.133

The use of restraints may not be included in the IEP for the convenience of staff, as a substitute for an educational program, or employed as punishment.

Title 22  
Sec. 14.133

The use of restraints may only be included in a student's or eligible young child's IEP when:

1. Utilized with specific component elements of positive behavior support.
2. Used in conjunction with the teaching of socially acceptable alternative skills to replace problem behavior.
3. Staff is authorized to use the procedure and have received the staff training required.
4. There is a plan in place for eliminating the use of restraints through the application of positive behavior support.

Title 22  
Sec. 14.133

The use of prone restraints is prohibited in educational programs. Prone restraints are those in which a student or eligible young child is held face down on the floor.

## Mechanical Restraints

Mechanical restraints shall be used to control involuntary movement or lack of muscular control of student due to organic causes or conditions. Mechanical restraints shall prevent a student from injuring him / herself or others, or promote normative body positioning and physical functioning. Mechanical restraints may be used only as specified in the IEP resulting from recommendation from a medical professional and agreed to by the students' parents/guardians.

## Circumstances That May Warrant Removal

1. Assault of a staff member.
2. Assault of another student.
3. Use, sale and possession of narcotics or alcoholic beverages.
4. Carrying, possessing or transmitting firearms, explosives or dangerous instruments.
5. Any other behaviors believed to immediately jeopardize the safety, welfare and security of school employees.
6. Self-abusive behavior.



Title 22  
Sec. 14.133

Emergency Procedures

Emergency procedures for behavior that presents a clear and present danger to the student or others may be delineated on the IEP. These emergency procedures may include such activities as:

1. Parent/Guardian contact to immediately remove student from school.
2. Notifying police.
3. Notifying mental health professional.
4. Calling emergency services and ambulance.

Each building must have a written administrative procedure to handle emergencies.

Law Enforcement Referrals

Subsequent to a referral to law enforcement, for students with disabilities who have Positive Behavior Support Plans, an updated functional behavior assessment and Positive Behavior Support Plan shall be required.

Training

School personnel working with students requiring Positive Behavior Support services shall be trained on specific procedures, methods, and techniques. Staff will be trained on restraint procedures. Crisis Prevention Institute (CPI) training is available to all staff. The Highlands School District will access Professional Development and Technical Assistance from the Allegheny Intermediate Unit (AIU) and Pennsylvania Bureau of Special Education (BSE) / PaTTAN.

References:

State Board of Education Regulations – 22 PA Code Sec. 14.133

Individuals with Disabilities Education Act – 20 U.S.C. Sec. 1400 et seq.

Individuals with Disabilities Education Implementing Regulations, Title 34, Code of Federal Regulations – 34 CFR Part 300