

Profile and Plan Essentials

LEA Name		AUN	
Allentown City SD		121390302	
Address 1			
31 S Penn Street			
Address 2			
PO Box 328			
City	State	Zip	
Allentown	PA	18105	
Director of Special Education Name			
Brian Siket			
Director of Special Education Email			
siketb@allentownsd.org			
Director of Special Education Phone Number		Director of Special Education Ext	
484-765-4162			
Chief Administrator Name			
Dr Carol Birks			
Chief Administrator Email			
birksc@allentownsd.org			

Special Education Students

Total Number of Students Receiving Special Education 3051

School District Total Student Enrollment 16252

Percent of Students Receiving Special Education 18.8

Steering Committee

Name	Position/Role	Building	Email
Dr. Carol D. Birks	Superintendent	Allentown City SD	birksc@allentownsd.org
Brian Siket	Director of Special Education	Allentown City SD	siketb@allentownsd.org
Kenneth Fritz	Building Principal	South Mountain MS	fritzk@allentownsd.org
Stephanie Greczek	Other	Allentown City SD	greczek@allentownsd.org
Doctor Lourdes Sanchez	Other	Allentown City SD	sanchezl@allentownsd.org
Kian Kamas	Parent	Allentown City SD	rianramos0824@gmail.com
Diane Mann	Other	Allentown City SD	mannd@allentownsd.org
Kendyle Mills	Other	Allentown City SD	millsk1@cliu.org
Christine Piripavel	Other	Allentown City SD	piripavelc@allentownsd.org
Ilsa Loetzbeier	Other	Allentown City SD	loetzbeieri@allentownsd.org
Denise Snyder	Other	Allentown City SD	snyderde@allentownsd.org
Kerry Murgitroyde	Other	Allentown City SD	murgitroydek@allentownsd.org
Karen Baurkot	Other	Allentown City SD	baurkotk@allentownsd.org
Katie Hoffman	Other	Allentown City SD	hoffmank@allentownsd.org
Patti Bower	Other	Allentown City SD	bowerp@allentownsd.org
Rashida Larkin	Other	Allentown City SD	larkinr@allentownsd.org
Lauren Santayana	Other	Allentown City SD	santayanal@allentownsd.org
Stacey Figueroa	Parent	Allentown City SD	staceyfigueroa12@gmail.com
Doshira Gonzales	Parent	Allentown City SD	dss11jaja@gmail.com
Julie Ortiz	Parent	Allentown City SD	ortiz.juliem95@gmail.com
Hilagas Canales	Parent	Allentown City SD	milystore@yahoo.com
Jessica Hernandez	Parent	Allentown City SD	jjvinfo@gmail.com
Dyshan Franklin	Parent	Allentown City SD	dyshanfranklin14@gmail.com
Crystal Ramos	Parent	Allentown City SD	crystalramos8313@gmail.com
Saul Hernandez	Parent	Allentown City SD	shernandezmail@gmail.com
Sara Gonzalez	Parent	Allentown City SD	saramoreno1425@gmail.com
Danielle Fenstermaker	Special Education Teacher	Allentown City SD	fenstermakerd@allentownsd.org
Jason Brakeman	Other	Allentown City SD	brakemanj@allentownsd.org

School District Areas of Improvement and Planning - Indicators

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

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

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

Indicator not flagged at this time.

Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

Secondary Transition (Indicator 13)

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)

Improvement and Planning Activity
Participation of children with IEPs: Parent contact stressing the importance of attendance on testing days will be made by the District. Parents of students who are frequently absent will receive more individualized contact. Outreach will be targeted toward students who participate in the Virtual Campus or who have modified schedules to reiterate the importance of participation in standardized assessments and that these students are permitted to be on an assigned school campus for the purposes of testing.

Proficiency rates at grade-level standards: Students with IEPs will receive evidenced-based instruction, both in the regular education setting and through their IEPs.
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Proficiency rates for alternate standards: Students with IEPs will receive evidenced-based instruction targeted designed to bridge the gap between their current and expected performance levels. Instruction will be aligned to the state alternate standards.

Education Environments (Indicator 5)

Improvement and Planning Activity
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Review the education environment data and identify students during Individual Education Plan (IEP) meetings that would benefit from a less restrictive environment with appropriate supports and services.
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Review the education environment data and identify students during monthly roll call meetings with special education facilitators and case managers that would benefit from a less restrictive environment with appropriate supports and services.
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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?

Yes

24 P.S. §1306 facilities				
Facility Name	Facility Type	Facility Type: Other	Services Provided By	Total Students in Facility
Lehigh County Prison	Other	Prison	District	7
Good Shepherd Home	Group Home		Other	0
Community Options Inc	Residential Setting		Other	0

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

The Allentown School District ensures that all students with disabilities who are nonresidents placed in private homes or an institution (Lehigh County Correctional Facility) within the school district boundaries receive comparable special education programming and services through the implementation of the following process: 1. The Guardian or Surrogate completes an Allentown School District Registration Packet at the receiving Allentown School District school. 2. The Allentown School District receiving school faxes a parent/guardian/surrogate signed "Allentown School District Release of Information" form to the student's prior school district and requests the prior school district to fax the enrolling student's complete education records. 3. Upon receipt of the enrolling student's education records, the receiving Principal, the building assigned Special Education Facilitator, and the building-assigned School Psychologist, the Guardian or Surrogate reviews all special education records and determines comparable special education programming and services. 4. During the review of special education records meeting, if the enrolling student's prior school district is from another state, the building assigned School Psychologist completes a 'Permission to Evaluate Request for Consent Form' with the Guardian or Surrogate and obtains their signature to proceed with the enrolling student's evaluation. 5. Additionally, at the same meeting, the building-assigned Special Education Facilitator drafts a 'Notice of Recommended Educational Placement Prior Written Notice' providing a comparable special education program and services and has the Foster Parent, Guardian, or Surrogate sign the 'Notice of Recommended Educational Placement Prior Written Notice' providing their consent for the comparable special education programming and services to begin and remain in place until the School Psychologist completes the 60-day psychoeducational evaluation process. 6. The Special Education Facilitator and School Psychologist provide a copy of the 'Procedural Safeguards Notice' to the Foster Parent, Guardian, or Surrogate and explains and answer any questions about the document that may arise

during the meeting. When a nonresident student is placed in a residential facility (including a group home, residential facility, therapeutic foster home, or correctional facility), the district in which the facility is located becomes the host district and is responsible for providing special education and related services to the nonresident student (24 P.S. 13-1306). Child Find Process: Lehigh County Correctional Institution lies within the boundaries of the school district. The district maintains its Child Find obligation by making public the Child Find Notice in visiting areas and other areas throughout the facility. Students entering the facility with an existing identification of special education are provided with Free and Appropriate Public Education (FAPE), and their IEPs are delivered and implemented by a certified Special Education teacher. All timelines regarding IEP development and reevaluation report compilation are followed. As the correctional facility services students of transition age, special attention is paid to providing mandates of Indicator 13 and Successful Practices in Secondary Transition, adhering to transition best practices. Pennsylvania's Basic Education Circular further directs the host district's obligation to incarcerated youth is upheld "by complying with Child Find obligations under IDEA (Individuals with Disabilities Education Act), utilizing the appropriate evaluation procedures and diagnostic/screening instruments, implementing the timely review and/or developing Individualized Education Programs for eligible students in accordance with state and federal laws, and regulations, and providing Free and Appropriate Public Education (FAPE) in conformity with the IEP." Parents are kept involved in the student's educational component as if the student were attending the neighborhood school building. Any individual who is a student entering the correctional facility has educational documents provided to the school district. The determination is made if the student is a special education student. All students are provided with on-site instruction at his/her appropriate instructional level by a certified Special Education Teacher. Progress monitoring is periodically performed, to ensure student goals are being met or require revision. The district has procedures to appoint a surrogate parent when necessary regarding educational decisions. A certified special education teacher develops the IEP. Furthermore, the district communicates with the facility so that no bundling of services occurs. Barriers of the school district to meet its obligations under Section 1306 include periodic reminders to the facility for Child Find, appointing willing special education certified teachers to report to the facility for instruction, and providing instruction to those students who receive restrictions, such as solitary confinement. Due to COVID: A plan is established to provide the correctional facility with a monthly letter to inquire if any new students have enrolled who may require special education services. This monthly notice is designed to also provide the district with the procedures (above) that must be followed in this event.

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

District level Special Education Supervisors are assigned to any student placed outside the district to ensure education, supports and services are being implemented and serve as the LEA (Local Education Agent) when appropriate. The district Supervisor of Special Education attends regularly scheduled meetings and receives progress updates from the non-resident institution. In addition to the district Supervisor of Special Education any agencies involved with supporting the student and the family during the placement attend regularly scheduled meetings. As the discussions begin to turn towards the student returning to their home district an individualized transition back to school plan is created

with all stakeholders involved including most importantly the student. This includes the student schedule, what supports as well as services need to be in place for student to be successful, and stakeholders/IEP team members exchanging contacting information (i.e., emails and phone numbers) to ensure ongoing communication.

Incarcerated Students Oversight

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

Yes

§1306.2 Facilities			
Facility Name	Facility Type	Services Provided By	Student Count
Lehigh County Prison	Correctional Facility	District	14

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

The compliance monitoring of our district yielded a corrective action of the prison monitoring. It was shown that the school district is recently compliant in all areas including: Child Find, positive behavior support, compliant timelines, and content of Individualized Education Plans and Reevaluation Reports. The Allentown School District recognizes the precepts of Pennsylvania educational law, as it pertains to 24 P.S. Section 13-1306.2. The district is cognizant in addressing all facets of this code, including basic education rights as this relates to "School Age Students Charged with a Criminal Offense," as well as the other targeted population of "School Age Individuals Convicted of a Criminal Offense." As Allentown School District is the host district to the Lehigh County Correction Facility, the district strives to continually review its Child Find obligation to school age individuals residing within the facility, and to provide a quality and appropriate education to students who have been identified as qualifying for special education services and programs. The school district continually seeks to locate and offer services as needed, through Lehigh County Children and Youth, and Lehigh County Probation. The Allentown School District ensures that all students with disabilities who are nonresidents placed in private homes or an institution (Lehigh County Correctional Facility) within the school district boundaries receive comparable special education programming and services through the implementation of the following process: 1. The Guardian or Surrogate completes an Allentown School District Registration Packet at the receiving Allentown School District school. 2. The Allentown School District receiving school faxes a parent/guardian/surrogate signed "Allentown School District Release of Information" form to the student's prior school district and requests the prior school district to fax the enrolling student's complete education records. 3. Upon receipt of the enrolling student's education records, the assigned Special Education Facilitator, and the assigned School Psychologist, the Guardian or Surrogate reviews all special education records and determines comparable special education programming and services. 4. During the review of special education records meeting, if the enrolling student's prior school district is from another state, the assigned School Psychologist completes a 'Permission to Evaluate Request for Consent Form' with the Guardian or Surrogate and obtains their signature to proceed with the enrolling student's evaluation. 5. Additionally, at the same meeting, the assigned Special Education Facilitator drafts a

'Notice of Recommended Educational Placement Prior Written Notice' providing a comparable special education program and services and has the Foster Parent, Guardian, or Surrogate sign the 'Notice of Recommended Educational Placement Prior Written Notice' providing their consent for the comparable special education programming and services to begin and remain in place until the School Psychologist completes the 60-day psychoeducational evaluation process. 6. The Special Education Facilitator and School Psychologist provide a copy of the 'Procedural Safeguards Notice' to the Foster Parent, Guardian, or Surrogate and explains and answer any questions about the document that may arise during the meeting. When a nonresident student is placed in a residential facility (including a group home, residential facility, therapeutic foster home, or correctional facility), the district in which the facility is located becomes the host district and is responsible for providing special education and related services to the nonresident student (24 P.S. 13-1306). Child Find Process: Lehigh County Correctional Institution lies within the boundaries of the school district. The district maintains its Child Find obligation by making public the Child Find Notice in visiting areas and other areas throughout the facility. Students entering the facility with an existing identification of special education are provided with Free and Appropriate Public Education (FAPE), and their IEPs are delivered and implemented by a certified Special Education teacher. All timelines regarding IEP development and reevaluation report compilation are followed. As the correctional facility services students of transition age, special attention is paid to providing mandates of Indicator 13 and Successful Practices in Secondary Transition, adhering to transition best practices. Pennsylvania's Basic Education Circular further directs the host district's obligation to incarcerated youth is upheld "by complying with Child Find obligations under IDEA (Individuals with Disabilities Education Act), utilizing the appropriate evaluation procedures and diagnostic/screening instruments, implementing the timely review and/or developing Individualized Education Programs for eligible students in accordance with state and federal laws, and regulations, and providing Free and Appropriate Public Education (FAPE) in conformity with the IEP." Parents are kept involved in the student's educational component as if the student were attending the neighborhood school building. Any individual who is a student entering the correctional facility has educational documents provided to the school district. The determination is made if the student is a special education student. All students are provided with on-site instruction at his/her appropriate instructional level by a certified Special Education Teacher. Progress monitoring is periodically performed, to ensure student goals are being met or require revision. The district has procedures to appoint a surrogate parent when necessary regarding educational decisions. A certified special education teacher develops the IEP. Furthermore, the district communicates with the facility so that no bundling of services occurs. Barriers of the school district to meet its obligations under Section 1306 include periodic reminders to the facility for Child Find, appointing willing special education certified teachers to report to the facility for instruction, and providing instruction to those students who receive restrictions, such as solitary confinement. Due to COVID: A plan is established to provide the correctional facility with a monthly letter to inquire if any new students have enrolled who may require special education services. This monthly notice is designed to also provide the district with the procedures (above) that must be followed in this event.

Least Restrictive Environment

1. Review the School District's most recent data for Least Restrictive Environment. Highlight areas of improvement.

After reviewing the district's current LRE data, the following areas of improvement have been identified: Indicator 5: Educational Environment specific to Special Education (SE) Inside Regular Class 80% or more to be increased from 56.1% to 61.8% and SE Inside Regular Class Less than 40% to be decreased from 24.7% to 9.9%. The data review indicates the need for the district to identify students who may be able to receive a less restrictive amount of Special Education support. Specifically, the district will review those students who currently receive a supplemental level of support (i.e.; 40% or more in the general education setting) and determine whether or not an itinerant level of support (i.e.; 80% or more in the general education setting) would appropriately meet their educational needs. The data review as described above can take place during Individualized Education Plan meetings as well as monthly roll call meetings with special education facilitators and case managers.

2. What universal practices does the School District utilize to address the academic and social/emotional needs of all students in need of accommodations to their learning environments?

We currently use the Child Study Model. The district has put out an Request for Proposal for a Multi-Tiered System of Support (MTSS) to be utilized district-wide when a program is chosen and board approved.

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

The special education department trains general education teachers to increase their awareness and knowledge of special education programming, laws, and best practices. Areas in which trainings to regular education teachers taking place has been as follows, but does not include all professional developments Co-teaching New educators trainings Small Group instruction and differentiation in instruction Special Education 101 trainings Special education teachers receive updated information on a continuous basis and receive mini-trainings on a frequent basis through Roll Call. Roll Call is a monthly meeting, by which special education facilitators review case load rosters to discuss attendance, behaviors of concern, academic progress and compliance timelines. More specifically, the following trainings were provided to building level leaders and special education staff: Non-Violent Crisis Prevention Intervention (CPI), Before You Sign that IEP, PASA training, Virtual Job Shadow Platform, Unique K-12 Curriculum for Low Incidence students, Standards Aligned IEPs, Transition IEP Writing. Additionally, supervisors and facilitators during mutually agreed upon times/locations completed follow up trainings and professional development for teaching staff based on building level needs including but not limited to the special education programs specific to a building, co-teaching models, benchmark assessments and progress monitoring.

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

An example of supplementary aides and services would be as follows: Paraprofessionals American Sign Language translation provided Transportation Schedule time for co-planning and team meetings Structural Aids

5. **Describe the School District procedures that ensure, to the maximum extent appropriate, children with disabilities placed in private institutions are educated with non-disabled children and have the opportunity to participate in district-led extracurricular activities.**

The LEA attends regular review meetings and communicates and collaborates with these programs to progress monitor students relative to their educational and behavioral goals and to transition them back to the general education setting as appropriate. The LEA maintains frequent communication in terms of progress monitoring, report cards, level system infractions, and other pertinent information. To ensure Free and Appropriate Education, the school district recognizes the potential of certain student needs that can not be adequately or appropriately met within the general school environment. In these cases, placement options are discussed, utilizing a team approach that contains a cross section of professionals including the special education teacher, general education teacher, principal, special education supervisor, guidance counselor, the parents, and the student (if applicable and appropriate). Students are also offered the opportunity to participate in various district lead extracurricular activities. In certain situations, a multi-agency approach is implemented, such as a CASSP meeting. More specifically, special education students placed in private institutions are notified and provided the necessary supports to ensure that they can participate in district lead extracurricular activities. Notifications and communication include the following: social media postings; district website; outreach by assigned supervisor and/or facilitator; during regularly scheduled meetings (i.e., intake, IEP, etc.).

6. **Discuss the School District's need to build capacity and expand programs and services in an effort to provide a continuum of services. (Consider the out-of-district placement chart).**

The IEP enrollment for the Allentown School District as of February 1, 2024 is 3,215 students. The district's need to build capacity and expand programs and services in an effort to provide a continuum of services is best for our students to keep them in their neighborhood schools as much as possible. In order to build capacity as a district we need to partner with IU#21 as well as PATTAN to ensure our staff have the necessary training and resources to service Special Education students with diverse needs. Additionally, analyzing our current staffing strengths, certifications and experiences along with ongoing professional development will maximize the students we can service on a continuum within the district.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Colonial Academy	Other	IU20	IU20	Emotional Support	1
CLIU - Weisenberg ES	Other	IU21	IU21	Multiple Disabilities Support	3
Pennsylvania School for the Deaf	Approved Private School (APS)		Pennsylvania School for the Deaf	Deaf and Hard of Hearing Support	1
IU20 - Liberty HS	Other	IU20	IU20	Deaf and Hard of Hearing Support	1
CLIU - Parkland HS	Other	IU21	IU21	Deaf and Hard of Hearing Support	3
Centennial School	Approved Private School (APS)		Centennial School Lehigh University	Emotional Support	1
CLIU - Lehigh Learning & Achievement School	Other	IU21	IU21	Emotional Support	6
CLIU - Schnecksville ES	Other	IU21	IU21	Deaf and Hard of Hearing Support	5
CLIU - VIP	Other	IU21	IU21	Life Skills Support	3
CLIU - Project Search	Other	IU21	IU21	Emotional Support	0
CLIU - Allentown Learning & Achievement School	Other	IU21	IU21	Emotional Support	6
CLIU - Southern Lehigh MS	Other	IU21	IU21	Multiple Disabilities Support	0
CLIU - Sheckler ES - Catasauqua SD	Other	IU21	IU21	Multiple Disabilities Support	0
CLIU - Northwestern Lehigh MS	Other	IU21	IU21	Autistic Support	0
CLIU - Emmaus HS	Other	IU21	IU21	Life Skills Support	1
CLIU - Carbon Learning & Achievement School	Other	IU21	IU21	Emotional Support	0
CLIU - Lehigh Enhanced Autism	Other	IU21	IU21	Autistic Support	11
Buxmont Academy	Licensed Private Academic	Intermediate Unit	Buxmont Academy - Bethlehem	Learning Support	1
Mahoning Valley Academy	Licensed Private Academic		Behavioral Health Associates, Inc.	Multiple Disabilities Support	3

CLIU - Catasauqua SHS	Other	IU21	IU21	Multiple Disabilities Support	2
Behavioral Health Academy	Licensed Private Academic		Behavioral Health Associates, Inc	Emotional Support	1
CLIU - Catasauqua MS	Other		IU21	Multiple Disabilities Support	0
CLIU - Carbon Enhanced Autism	Other		IU21	Autistic Support	1
CLIU - Salisbury HS	Other		IU21	Multiple Disabilities Support	1
CLIU - Southern Lehigh HS - SITES	Other		IU21	Emotional Support	1
IU20	Other		IU20	Learning Support	1
IU20 - Northeast MS	Other		IU20	Deaf and Hard of Hearing Support	0
Behavioral Health Academy	Licensed Private Academic		Behavior Health Associates, Inc.	Emotional Support	4
Lehigh Learning Academy	Licensed Private Academic		Lehigh Learning Academy in Nazareth	Emotional Support	4
The Graham Academy	Other		The Graham Academy	Autistic Support	1

Positive Behavior Support

Date of Approval

2024-05-01

Uploaded Files

BoardDocs® Pro_Policy_119.pdf

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

The overall Strategic Framework of the Allentown School District includes a commitment to cultivating a culture where all students feel safe, valued, and nurtured. The Allentown School District has enhanced district supports for the emotional, social needs of students, including comprehensive commitment to the use of trauma-informed, restorative practice approaches and the availability of community-based mental health supports and services in all schools. Specific to special education, the Allentown School District recently added special education social workers to their special education department/team, as well as continues their partnership with the Carbon Lehigh Intermediate Unit 21 (CLIU 21) to provide district special education students who require intensive levels of emotional support with access to school-based partial hospitalization. Restorative Practices: The Allentown School District is in a partnership with Communities in Schools of Eastern Pennsylvania to train all district employees to implement and incorporate Restorative Practices into their daily curriculum, practice, and overall school culture. Restorative Practices provides a unified framework of understanding within which other school-based programs, including mental/behavioral health programs and school discipline models, can more effectively operate.

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.

Nonviolent Crisis Intervention: In recognizing the potential for crisis situations to occur in the school setting and provided Allentown School District Board Policy 113.2 requiring staff be authorized to use the restraint and have received appropriate training when restraints are included in a student's Individualized Education Plan (IEP)/tier 3 Positive Behavior Support Plan (PBSP), the Allentown School District provides ongoing Nonviolent Crisis Intervention training through the Crisis Prevention Institute [CPI]. CPI's evidence-based, trauma-sensitive, person-centered, behavior management and crisis prevention program has a core philosophy of providing for Care, Welfare, Safety, and Security of everyone involved in a crisis situation. CPI's Nonviolent Crisis Verbal Intervention component focuses on the use of non-physical, non-restrictive approaches to de-escalation, while their Nonviolent Crisis Intervention with Advanced Physical Skills program balances the responsibilities of care and combines the verbal intervention strategies with physical interventions to be used only when student behavior presents an ongoing

and immediate danger to self and others. CPI's strategies provide Allentown School District staff with the decision-making skills needed to confidently assess and safely and effectively respond to/address risk in the least-intrusive manner during high-risk scenarios. The Allentown School District has three special education facilitators, two special education supervisors, and one district special education behavior management specialist who are certified Nonviolent Crisis Intervention program trainers. In addition, two special education facilitators hold a specialized training certificate through CPI for customizing and adapting foundation course training for staff working with individuals on the Autism spectrum. This team of in-district CPI trainers provides ongoing training for special education and general education teachers, special education paraprofessionals, BMS-SEs, school psychologists, guidance counselors, building administrators, and school safety officers, and continuously monitors the addition of new Allentown School District staff, especially in the special education department, to ensure staff CPI certifications remain active. To effectively reach this end, a database tracking staff certification and expiration dates is maintained by the training team, allowing for a more structured assignment of staff training opportunities in a most timely manner, and the training team is available for consultation at the building level as needed/requested by building staff. The Allentown School District is also exploring the use of a hybrid training model to maximize the number of training opportunities available and further ensure the maintenance of staff CPI certification/training requirements.

3. Describe the School District's positive school wide support programs.

Although the Allentown School District does not mandate any one specific district positive school wide behavior intervention support program, (SWPBIS) the Allentown School District is focused on improving overall school climate, culture, and safety through a trauma-informed, Restorative Practices framework which readily aligns with and enhances the effectiveness of positive schoolwide behavior support approaches. Within this framework, SWPBIS programs across the Allentown School District supplement traditional disciplinary responses to behavior concerns, emphasizing prevention and shifting focus from punishing and excluding students demonstrating behavior of concern to teaching students pro-social behavior responses and rewarding students for their behavior successes. Schools across the Allentown School District have recognizable SWPBIS programs from kindergarten through high school: While a few schools remain in the process of developing their programs, several other schools have more established program systems with buy-in from building faculty, staff, administrators, and students. An example of a fully developed SWPBIS program in the Allentown School District is the Paws Program at Mosser Elementary School: Mosser Elementary School is a Leader in Me school implementing a schoolwide socioemotional learning curriculum, and their SWPBIS program (the Paws Program) is fully integrated within this framework. The Paws Program offers Halls Paws, Café Paws, and Golden Paws when students demonstrate behavior choices aligned with the schoolwide (Restorative Practices) social emotional skill of the month. Students accumulate Paws and are provided individual incentive exchange opportunities weekly in their classrooms. Additionally, a student's earned Paws are counted toward a class total and the classrooms in the school with the most Paws earn monthly rewards such as additional recess minutes, a class movie, etc. To supplement the Paws program, each teacher at Mosser Elementary School also uses the Class Dojo point system in their classroom, awarding students points when they demonstrate desired school behavior (quiet mouths, quiet hands, seated quietly, task

completion). Class Dojo points are rewarded each 8-day cycle with each student being provided opportunity to select a choice incentive from a tiered point exchange menu. Mosser Elementary School has full buy-in and support in implementation of the Paws Program from administration, teachers, auxiliary staff, and students. An example of a SWPBIS program well on its way is the Safe, Motivated, Appropriate, Responsible, Trustworthy (S.M.A.R.T.) Cash Program at South Mountain Middle School. In this program, students are awarded cash tokens when they are “caught” demonstrating behavior in the school setting. Students are then able to exchange their earned cash tokens for incentives monthly. Students may also opt to save their money and earn a like amount of opportunities in a quarterly school raffle. South Mountain staff, in collaboration with their school-based Community School Coordinator and supported by Mass Insight, is in process of evolving this S.M.A.R.T. Cash Program to include more clearly defined behavior criteria and a shared data system. Efforts are also underway to establish more uniform program buy-in across the school, including allowing students to award S.M.A.R.T. Cash tokens to school faculty/staff and having students from the school’s Life Skills Support classrooms support the development and implementation of various aspects of the program (a natural environment life skills practice opportunity).

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

Community-Based Mental/Behavioral Health Supports: The Student Assistance Program [SAP] in the Allentown School District utilizes a multidisciplinary team and intervention system to identify students who may be experiencing educational, socio-emotional, and behavioral barriers which interfere with school success. Partnered with the Center for Humanistic Change, Inc., the Allentown School District SAP process utilizes a professionally trained team of district staff and community agency liaisons who work together to assist students and families at the elementary, middle, and high school levels by assisting in the removal of barriers to student learning and mobilizing resources. To best support students with identified emotional, social needs, the Allentown School District offers school-based access to a variety of community-based mental and/or behavioral health supports and services. Current community providers bringing targeted support services to students during their school day within their Allentown School District school include Pinebrook School-Based Mental Health, Valley Youth House- fulltime therapist, CLIU 21 Mental Health Clinic, Pyramid Health Care School-Based Mental Health, KidsPeace School-Based Mental Health, Lehigh Valley Health Network [LVHN] School-Based Mental Health, Center for Humanistic Change [CHC] Crossroads, CHC Project Success, CHC Behavioral Health Assessments, Mindfulness-Pratyush Sinha, LVHN Family Development Specialist, Community in Schools [CIS] Integrated Student Supports, Justice Works. **School-based Partial Hospitalization:** The Allentown School District is partnered with CLIU 21 to provide school-based partial hospitalization programs at the primary and secondary school levels. The Student Intensive Treatment and Emotional Support [SITES] program has classrooms located within Roosevelt Elementary School and Trexler Middle School, to provide district special education students who require intensive levels of emotional support with school-based access these necessary specialized support services, which for many includes access to intensive mental health and behavioral supports. Each SITES classroom is staffed by an Allentown School District teacher and paraprofessional, as well as a CLIU21 mental health specialist, and component to the program, all SITES students benefit from a variety of emotional support services including psychiatric counseling, medication management, individualized psychological therapy, group therapy,

family support groups, crisis intervention, and academic support. For all SITES students, school-based services are offered during the summer months to ensure a continuum of services are available to students year-round. Students and families access these services through the following Special Education Hot-line (Monday through Friday 5-7 with a bi-lingual operator) Let's Talk (two-way communication tool district-wide on the district website) Safe2Say SAP locked boxes in each school building with referral slips for submission by anyone with student concerns

5. Describe the School District's restraint procedure.

In planning for and addressing high-intensity crisis situations in the school setting, the Allentown School District remains committed to using the principles of positive behavior support to respond in an outcome-focused manner which is least intrusive, student-centered, and aligned with district policy and the provisions and procedural safeguards of the Individuals with Disabilities Education Act [IDEA] and required regulatory components of federal and state regulations. The reporting requirements for staff for the use of physical restraint include the following procedures:

1. The staff member who administered such a restraint shall verbally inform the principal of the restraint as soon as possible, and a Physical Restraint Report completed and submitted no later than the next school working day.
 - a. Email sent to assigned school Facilitator, Special Education Secretary and Director of Special Education
2. The principal shall verbally inform the student's parent(s)/guardian(s) of such restraint as soon as possible.
3. IEP team meeting needs to be scheduled within 10 school days of the inappropriate behavior.
 - a. Meeting can be waived if parent agrees in writing. Document in students IEP.
 - b. If the parent does not return waiver, Physical Restraint and IEP meetings must be held, regardless of parent involvement.
4. At the IEP meeting the team shall consider whether the student needs a functional behavioral assessment, reevaluation, a new or revised positive behavior support plan, or a change of placement to address the inappropriate behavior. All use of restraints are reported within 30 days to the Pennsylvania Department of Education (PDE) through the Restraint Information System of Collection (RISC), a secure website. We have designated one of our administrative assistances for reporting restraints to the RISC website.

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.

After reviewing district's current SES data, we have concerns and will activate the intensive interagency process. We have concerns for one student at a substantial risk of waiting more than 30 days for an appropriate educational placement.

Special Education Support Services

1Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
Paraprofessionals	200	District Wide	District
School Psychologist	19	District Wide	District
Transition Coordinator	1	District Wide	District
Physical Therapist	2	District Wide	Contractor
Occupational Therapist	7	District Wide	District
Behavior Specialist	14	District Wide	District
Other	1 Hearing Support	District Wide	District
Other	21 Speech	District Wide	District
Other	13 Facilitators	District Wide	District
Other	4 Special Education Supervisors	District Wide	District
Other	4 Nursing	District Wide	District
Other	1 Vision Support	District Wide	District
Other	1 Orientation and Mobility	District Wide	District

Special Education Personnel Development

Autism

Description of Training			
Unique K-12 Curriculum for Low Incidence Students			
Lead Person/Position		Year of Training	
Matthew Bronson Special Education Facilitator		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
3.0	2 session per year	District	Special Education Teachers

Positive Behavior Support

Description of Training			
Creating Behavior Plans			
Lead Person/Position		Year of Training	
Diane Mann BCBA		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
2.0	2 session per year	District	General Education Teachers Special Education Teachers

Description of Training			
Non Violent Crisis Intervention - initial blended model			
Lead Person/Position		Year of Training	
Stephanie Greczek Special Education Facilitator		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
9.5	5 per year	District	Building Administrators Paraprofessionals Special Education Teachers Other

Description of Training			
Non Violent Crisis Intervention - refresher			
Lead Person/Position		Year of Training	
Christine Piripavel Supervisor of Special Education		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
3	5 per year	District	Building Administrators Paraprofessionals Special Education Teachers Other

Paraprofessional

Description of Training			
Behavioral Interventions for Students in Low-Incidence classrooms			
Lead Person/Position		Year of Training	
Patti Bower Supervisor of Special Education		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
3	2 sessions per year	District	Paraprofessionals

Transition

Description of Training			
Virtual Job Shadow - Pathful			
Lead Person/Position		Year of Training	
Christine Piripavel Supervisor of Special Education		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
3	2 sessions per year	District	Special Education Teachers

Description of Training	
Transition IEP Writing	
Lead Person/Position	Year of Training

Rashida Larkin Supervisor of Special Education		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
3	2 sessions per year	District	Special Education Teachers

Science of Literacy

Description of Training			
LETTERS Training			
Lead Person/Position		Year of Training	
Jen Bryant		2024	
Hours Per Training	Number of Sessions	Provider	Audience
6.0	2	Intermediate Unit Other	Building Administrators Special Education Teachers

Parent Training

Description of Training	
IEP 101 & Advocacy	
Lead Person/Position	Year of Training
Brian Siket Executive Director of Special Education	2024 2025 2026

		2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	1 session per year	District	Parents

Description of Training			
My Child's Emotional Needs			
Lead Person/Position		Year of Training	
Rashida Larkin Special Education Supervisor		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	1 session per year	District	Parents

Description of Training			
Transition & Optimizing Inclusivity			
Lead Person/Position		Year of Training	
Patti Bower Special Education Supervisor		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	1 session per yer	District	Parents

IEP Development

Description of Training			
IEP Goals, Objectives, and Progress Monitoring			
Lead Person/Position		Year of Training	
Lauren Santayana Special Education Supervisor		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
3.5	2 sessions per year	District	Special Education Teachers

Description of Training			
Standard Aligned IEP's			
Lead Person/Position		Year of Training	
Rashida Larkin Special Education Supervisor		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
3.0	2 sessions per year	District	Special Education Teachers

Signatures & Affirmations

Approval Date

2024-03-29

Uploaded Files

SchoolBoardSignature.pdf

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

Superintendent/Chief Executive Officer

Dr. Carol D. Birks

Date

2024-05-30

