

Profile and Plan Essentials

LEA Name		AUN
Milton Area SD		116495003
Address 1		
700 Mahoning St		
Address 2		
City	State	Zip
Milton	PA	17847
Director of Special Education Name		
Misty Harris		
Director of Special Education Email		
mharris@miltonsdsd.org		
Director of Special Education Phone Number		Director of Special Education Ext
570-246-5113		N/A
Chief Administrator Name		
Dr John Bickhart		
Chief Administrator Email		
jbickhart@miltonsdsd.org		

Special Education Students

Total Number of Students Receiving Special Education 400

School District Total Student Enrollment 1908

Percent of Students Receiving Special Education 21

School District Areas of Improvement and Planning - Indicators

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

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

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

Indicator not flagged at this time.

Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

Secondary Transition (Indicator 13)

Improvement and Planning Activity
SEDR dashboard for 22-23 flagged this area, but our district just completed the Indicator 13 Training
Ongoing conversations and training with our IU TaC will be used to continue to support in these areas.

Graduation (Indicator 1)

Improvement and Planning Activity
SEDR dashboard for 22-23 did flag this area, however the preliminary data for 23-24 has that we met this target.
In staffing meetings (quarterly) admin have ensured that all seniors are on track to graduation requirements.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Improvement and Planning Activity
Review policies and procedures for students who opt out of taking the test.
Do an analysis of who opted out or didn't take the test to determine if there are any correlations.
Educate parents on the content of the assessments.

Education Environments (Indicator 5)

Improvement and Planning Activity
SEDR dashboard for 22-23 did flag this area, however the preliminary data for 23-24 has that we met this target.
Administrators and IEP team looked at each individual student and utilized regular education supports and classes to meet their needs.

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

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 district employs a full-time transition coordinator, whose responsibilities include case management of all students in out-of-district placements. This individual maintains ongoing contact with the educational team as well as the student's parent/guardian and attends IEP meetings and treatment progress meetings. Upon enrollment, a student already eligible for special education services would be assigned a case manager based on the information in the current IEP and NOREP from the district of residence. The district would provide the student services comparable to the current IEP from the sending school and collect data within the student's transition into the district. In the event additional services and/or supports are being recommended by the educational team, an IEP meeting would be held to consider revising the IEP or conducting a reevaluation for additional data. An invitation would be extended to the district of residence to participate in these meetings. The district will comply with the need to provide LRE, transportation to and from the facility, and supports for extra-curricular activities appropriate for the student unless there is a court or medical mandate that the student can not leave the residential facility's campus for reasons not having to do with the student's education. In the event the student is unable to leave the facility to attend at the district's buildings, the educational services will be provided according to their IEPs at the facility either by the district employees or a contracted entity, such as the IU. Other considerations that may impact education in the host's buildings include a current IEP and NOREP or service agreement that requires a different placement, the child is currently expelled from their last placement due to a weapons offense, or the student is in an alternate education setting. The district understands its child find obligations in the event a 1306 facility opens within the district. Our responsibilities include locating, identifying and evaluating any student with suspected disabilities. This evaluation will not rely solely on the information from the facility. The district has a process to identify a surrogate parent if needed. The district ensures that the students are receiving education from an appropriately certified Special Education Teacher.

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

The home district would provide all documentation relevant to the student's educational placement, with appropriate signed releases. The case manager would be the liaison between the 1306 facility and the home district when any needs arise. In order to ensure a

successful transition back to the home district, the case manager would obtain all progress and educational records from the host district. The home district would work with the host district to implement a successful transition back to school by holding an IEP team meeting to consider whether it's necessary to issue a new PTRE, whether an alternate educational setting is appropriate for the student, or whether the team feels the home district is appropriate. A representative from the home district would be invited to all meetings regarding the transition of the student from the host district back to the home district.

Incarcerated Students Oversight

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

No

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

Least Restrictive Environment

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

For the 2023-2024 school year, the district met the State Performance Plan (SPP) targets in all three identified areas of Special Education (SE) Inside Regular Class 80% or More (62.34%), SE Inside Regular Classes Less than 40% (9.08%) and SE in Other Settings (4.81%). The district continues to move through the IEP meeting process to consider how students with extensive needs can be supported in the general education setting, increase their amount of time in the general education classroom, and make meaningful academic progress.

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?

A district multi-tiered system of support (MTSS) team works with our K-8 buildings to support students with academic and/or social/emotional concerns. The district utilizes several different academic as well as social/emotional screeners for early identification. DIBELS Testing is used for students in grades K-8. iReady Diagnostics are used in Mathematics. Classroom Diagnostic Tests (CDTs) are used in grades 3 through 12. Curriculum based assessments, common formative assessments and teacher input are also utilized. Professional development has been provided to teachers to enhance supports in the area of social and emotional development. Teachers learned the following to improve student social/emotional needs:

- Classroom procedures and management systems (setting expectations, routines, schedules, breaks)
- Use of reinforcement (research based 4:1 ratio of positive praise to negative interactions)
- PBIS
- Effective teaching (differentiated instruction, understanding by design, technology as a tools, use of data, pacing, accommodations/modifications, engagement, student choice, alternative assessments, content relevance to student)

Building rapport as a protective factor - be physically close, appropriate touch - high fives, fist bump, show appropriate facial expressions and tone of voice, relaxed body language – arms open, attentive, looking at student, open-ended questions, listen non-judgmentally while student is speaking, use empathy statements, ignore nuisance behavior if occurring

Universal Interventions include:

- School-wide Positive Behavior Supports program (K-12)
- BASC-3 BESS universal screener (administered three times a year)
- Periodic guidance check-ins with students
- School nurse support
- Adjusted classroom management system
- Communication plan between parent and school
- Collaboration among school nurse, parent, primary care physician/specialist
- Referral for outpatient counseling in a school setting, if needed

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.

Significant training in the CKLA curriculum has taken place for all K-5 teachers, as well as training in the iReady Mathematics curriculum so that all teachers are proficient in these curriculums. Co-taught classes and/or common planning times for special education teachers with general education teachers is scheduled whenever possible. Lead teachers are present in each building to support regular and special education teachers. UDL strategies were trained to all K-8 staff in February of 2025.

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

Participation in extracurricular activities is encouraged and part of the IEP Team Meeting to determine the appropriateness of supplemental aids and services. Support and service decisions are made based on data and the individual student needs. Examples of supplementary aids and services include supports addressing environmental need such as preferential seating in classroom, auditorium, on transportation; altered physical room arrangement and seating; level of support ranging from consultation to push-in support, one-on-one assistance; type of support such as instructional, behavioral, and health care assistance; planning time among team members; specialized equipment needs; pacing of instruction; presentation of subject matter such as sign language, recorded lectures; note sharing, large print, assistive technology; modified assignments, instructions broken down, recorded assignments; self-management such as calendars and teaching of study skills; social interactions such as cooperative grouping or teaching of social skills; training for personnel. The MASD Special Programs and Services Employee Manual has a section titled, Supplemental Aids and Services, as a resource for special education teachers. Examples are organized by collaborative, instructional, physical and social accommodations and modifications. This section of the manual also links the reader to the Pennsylvania Training and Technical Assistance Network (PaTTAN) Supplementary Aids and Services Consideration toolkits to further assist IEP teams.

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 district seeks to make referrals for out of district placements to specialized programs located within public schools so the student has the opportunity to be with non-disabled same age peers. In the event of the need for a mental health placement, the district requests the usage of programs that service all children, not just students in special education programming. The IEP team addresses supports and services for students who are interested or who participate in extra-curricular activities. For students in out of district placements, adjustments to schooling hours and transportation schedules are considered by the team to allow the student to continue to have access to his/her after school activities and remain as much a part of our school community until the student is able to return to the home building.

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 special education department continues to look at the needs of our students and add programs as needed. Last year, the district added an additional Autistic Support classroom at the elementary school to meet the needs of the students in our district. The district continuously looks at the needs of our students to see how we can best support all students. The district has begun utilizing supports from our local intermediate unit in many areas, but especially in our high needs areas of autistic support and behavioral interventions.

We have also been working with an assistive technology consultant at the intermediate unit to help meet the needs of all students in our LEA. Staff have been sent out to PaTTAN for trainings in the areas of social emotional learning, behavior, autism. Staff has been sent to the PDE and Helix conferences to continue to build their capacity in these areas.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Central Columbia	Other	Public School	Central Susquehanna Intermediate Unit 16	Deaf and Hard of Hearing Support	1
5 Star - Watsontown	Other	Intermediate unit program	Central Susquehanna Intermediate Unit 16	Emotional Support	2
5 Star - Sunbury	Other	Intermediate unit program	Central Susquehanna Intermediate Unit 16	Emotional Support	2
New Story - Selinsgrove	Other	licensed private school	New Story Schools	Emotional Support	2
New Story - Berwick	Other	licensed private school	New Story Schools	Autistic Support	1
New Story - Berwick	Other	licensed private school	New Story Schools	Emotional Support	1
New Story - Selinsgrove	Other	licensed private school	New Story Schools	Autistic Support	4
Linntown Elementary School	Other	Intermediate Unit Program	Central Susquehanna Intermediate Unit 16	Autistic Support	1
DTAC - Sunbury	Other	licensed private school	Diversified Treatment Alternatives	Emotional Support	1

Positive Behavior Support

Date of Approval

2020-11-17

Uploaded Files

Behavior Support Policy.pdf

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

The district has a multi-tiered system of supports that address both the academic and emotional needs of our students. Tier 1 Interventions include: Middle school guidance push into classes through the year, School-wide Positive Behavior Supports, BASC-3 BESS universal screener, Periodic guidance check-ins with students, School nurse support, S2SS training (middle and high school). Tier 2 interventions include targeted guidance groups, guidance 1:1 short term counseling, check-in and check-out, adjusted classroom management system, social stories, administration of Adverse Childhood Experience (ACE) Questionnaire, communication plan between parent and school, collaboration among school nurse, parent, primary care physician/specialist. Tier 3 interventions include: Student and family support from Home and School Visitor, Social work sessions, Referral for outpatient counseling in school setting, if needed, Referral for additional community based services or Community and School Based Behavioral Health (CSBBH) program (middle school only), Individual behavior plan and monitoring, Consultation with CSIU Training and Consultant (TaC), county behavioral health services, children's clinic with county services, educational and transportation support for Partial Hospitalization Program referrals, Acute Hospitalization/Residential Hospitalization, use of Threat Assessment Team Process, and Advanced Tiers PBIS (in process). Students with disabilities may also have additional supports put in place by the IEP team such as supplemental aids and services, accommodations/modifications, specialized instruction and related services. The Leader in Me curriculum will be implemented at White Deer in the next school year.

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.**

Professional staff and paraeducators received annual training in the area of de-escalation using a Vector Solution online course. Building school-wide positive behavior supports teams provide information and feedback about data to their buildings. Three of the four building principals are Safe Crisis Management certified trainers and the fourth one is trained in the same program. The principals conduct yearly initial and recertification trainings for district employees and to enhance building teams. All principals are also trained to

lead their building's Threat Assessment Teams. The MASD Special Program and Services Employee Manual has a section on Positive Behavior Support Plans which includes a PowerPoint presentation used in a training and reinforcement surveys to assist with identifying reinforcers for students.

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

The Milton Area School district utilizes Tier I and Tier II PBIS interventions at both elementary campuses and Tier I interventions at the Middle and High School. The district seeks to be proactive in modeling and teaching students on expected behaviors throughout each campus and on school transportation at the beginning of each year. PBIS reteaching of desired behaviors occur at the mid-year point, and as needed throughout the year. Videos are created and used as new students enroll in the district to ensure every student knows the expected behaviors. The PBIS team at each building meets a minimum of once per month to review student behavior data, utilizing PBIS rewards, SWIS, and Sapphire to track student behaviors. The PBIS teams at each building pay specific attention to the days, times, locations, and circumstances when behaviors occur to find and analyze patterns of behaviors. Teams also consider the frequency of our reportable behavior categories to offer targeted support and intervention. Students at all campuses are provided daily, weekly, and monthly opportunities for recognition. At all schools within the Milton Are School District, students are awarded PBIS tickets daily for practicing respect and kindness, acting responsibly, working hard, and staying safe. All district staff have the ability to award students points for desired behaviors. Students have an opportunity to cash in their points on a weekly basis for raffles and, at the elementary level, for items from the PBIS cart. Students are also able to earn monthly/quarterly incentives for demonstrating positive behaviors.

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

The district employees one full-time school psychologist, two full-time school psychologist interns, and three clinical social workers/home and school visitors that provide behavioral health services within the school setting. The district contracts with Diversified Treatment Alternative Center (DTAC) for an additional mental health counselor to provide services in the school buildings. The middle school also has a Community and School-Based Behavioral Health Program (CSBBH), DTAC is also the contracted provider for that program. Additionally, the district has seven guidance counselors who are certified as trauma competent, that can provide short term counseling and facilitate support groups for students.

5. Describe the School District's restraint procedure.

The school must notify the parents/guardians of the use of a restraint to control the behavior of a student. The Bureau of Special Education (BSE) recommends this notification be within one school day of the restraint. An IEP meeting must be held within 10 school days of the behaviors that resulted in the restraint. The purpose of this meeting is to consider a Functional Behavioral Assessment, re-evaluation, a new or revised positive behavioral support plan, or a change in placement to address the inappropriate behavior. An IEP invitation, signature sheet, and conference documentation form should be utilized. An IEP revision and/or PTRE may be included depending on the outcome of the meeting. The outcome of the meeting must be documented. A parent may choose to waive this

meeting after written notice. A waiver form must be utilized. Each restraint must be reported to a web-based state-wide tracking system, Restraint Information System of Collection (RISC). The home school district reports restraints for any students attending an out of district placement. If a District has no restraint for a school year, this information must also be reported by June 30 of each year. To access the site, use <https://apps.leaderservices.com/risc>. The Bureau of Special Education (BSE) is notified when a restraint is entered in the system. All staff involved in the incident must provide documentation of using the Restraint Documentation Form: student disability, grade level, age, building, location of incident in building, antecedent, de-escalation techniques, type of restraint, length of time of restraint, number and staff titles (no names) of the individuals who conducted the restraint, staff involved were certified in de-escalation techniques and safe physical restraints, any injury to student or staff (all parties should be seen by the school nurse), was the student referred to law enforcement, date the parents were notified, was restraints listed on the student's IEP, date of IEP meeting held, or date waiver was signed by parent, were a Functional Behavioral Assessment, Reevaluation, new or revised behavior support plan or change in placement considered or discussed.

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 district ensures free and appropriate public education (FAPE) through data driven decision making and team collaboration with parents in the evaluation, re-evaluation, and IEP processes. Aligned with the district's efforts for continuous improvement, the district will seek outside consultation to help support a student or program if a difficulty arises. Outside consultation may include agency support, Central Susquehanna Intermediate Unit (CSIU), educational consultants, and other local district programs. Milton creates and maintains relations with many community agencies, including but not limited to, Human Services for intellectual disability and behavioral health, Project Education Leading to Employment and Career Training (ELECT), Children and Youth Services and our county juvenile probation services. This team effort focuses on helping Milton staff support high-need students within their home school district prior to the consideration of a more restrictive placement, including instruction conducted in the home. Educating students in their home school and home building remains the expectation. The district has sought additional personnel and programming to meet the rising need of the students in our district, including the implementation of Multi-Tiered System of Supports across our K-8 buildings, three social workers who also function as Home/School Visitors, and a Special Education Facilitator. All students, regardless of eligibility for special education services, benefit from these additions. The District also has implemented quarterly Special Education Staffing Meetings that occur a minimum of four times per year to promote continuous improvement in our service model. Milton Area School District works in collaboration with area behavioral health facilities such as New Story, the intermediate unit, and other school districts to meet the placement needs of a low percentage of students. Students that are demonstrating a need for more intensive services are discussed at staffing meetings or a plan is developed to schedule Children's Clinics or Children and Adolescent Social Services Program (CASSP) meetings with county human services to ensure students are placed in the Least Restrictive Environment as quickly as possible when mental health needs arise and are not able to be managed solely with the school district services. While in the special education placement of Instruction Conducted in the Home, awaiting a more intensive placement, special education services outlined in the student's IEP are still being provided and outside agencies are involved to help meet students' needs.

Special Education Support Services

1Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Pupil Services	1.0	District Wide	District
Director of Special Education	1.0	District Wide	District
Transition Coordinator	1.0	District Wide	District
Paraprofessionals	19.0	District Wide	District
School Psychologist	1.0	District Wide	Contractor
Physical Therapist	2.0	District Wide	Contractor
Occupational Therapist	3.0	District Wide	Contractor
Social Worker	3.0	District Wide	District
Guidance Counselor	7.0	District Wide	District
Other	2.0	District Wide	District

Special Education Personnel Development

Autism

Description of Training			
Overview of Autism			
Lead Person/Position		Year of Training	
Misty Harris, Supervisor of Special Education		2026	
Hours Per Training	Number of Sessions	Provider	Audience
2.5	1	Intermediate Unit	General Education Teachers Special Education Teachers

Positive Behavior Support

Description of Training			
PBIS			
Lead Person/Position		Year of Training	
Building Principal		2026 2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
.67	1	Other	Building Administrators General Education Teachers Special Education Teachers

Paraprofessional

Description of Training			
Paraeducator Conference - Conference for paras in IU 16 on best practices, updates, etc.			
Lead Person/Position		Year of Training	
Misty Harris, Supervisor of Special Education		2025	
		2026	
		2027	
		2028	
Hours Per Training	Number of Sessions	Provider	Audience
4.5	1	Intermediate Unit	Paraprofessionals

Description of Training			
HIPAA Overview			
Lead Person/Position		Year of Training	
Misty Harris, Supervisor of Special Education		2025	
		2026	
		2027	
		2028	
Hours Per Training	Number of Sessions	Provider	Audience
.25	1	Other	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
FERPA Confidentiality of Records			
Lead Person/Position		Year of Training	
Misty Harris, Supervisor of Special Education		2025	
		2026	
		2027	
		2028	
Hours Per Training	Number of Sessions	Provider	Audience
.3	1	Other	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
Paraeducator Online Training - Para Basics, Instructional Support, Supporting Instruction, Behavior, Etc.			
Lead Person/Position		Year of Training	
Misty Harris, Supervisor of Special Education		2025	
		2026	
Hours Per Training	Number of Sessions	Provider	Audience
13.5	1	Other	Paraprofessionals

Transition

Description of Training
Transition Compliant IEPs

Lead Person/Position		Year of Training	
Misty Harris, Supervisor of Special Education		2026	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	Intermediate Unit	Special Education Teachers

Description of Training			
Transition Clinics			
Lead Person/Position		Year of Training	
Ellen Roush, Transition Coordinator		2026 2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
.5	3	District	Parents Special Education Teachers

Science of Literacy

Description of Training			
Structured Literacy			
Lead Person/Position		Year of Training	
Mrs. Catherine Girton, Director of Student Services		2025	
Hours Per Training	Number of Sessions	Provider	Audience
10	1	District	General Education Teachers Special Education Teachers Other

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Parent Training

Description of Training			
TASK Force			
Lead Person/Position		Year of Training	
Misty Harris, Supervisor of Special Education		2026	
		2027	
		2028	
Hours Per Training	Number of Sessions	Provider	Audience
3	3	Intermediate Unit Other	Parents

Description of Training			
Transition Clinics			
Lead Person/Position		Year of Training	
Misty Harris, Supervisor of Special Education		2026	
		2027	
		2028	
Hours Per Training	Number of Sessions	Provider	Audience
.5	3	District Intermediate Unit	Parents Special Education Teachers

IEP Development

Description of Training			
Writing Legally Defensible and Compliant IEPs			
Lead Person/Position		Year of Training	
Misty Harris, Supervisor of Special Education		2026	
Hours Per Training	Number of Sessions	Provider	Audience
2.5	1	Intermediate Unit	Special Education Teachers

Signatures & Affirmations

Approval Date

2025-04-15

Uploaded Files

affirmation_statement_specialeducation.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. John Bickhart

Date 2025-05-29