

Profile and Plan Essentials

Special Education Students

Total Number of Students Receiving Special Education 297
School District Total Student Enrollment 1861
Percent of Students Receiving Special Education 16

Steering Committee

Name	Position/Role	Building	Email
Linda J. Kline	Director of Special Education	Mifflinburg Area SD	lkline@mifflinburg.org
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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

Annual professional development (PD) for special education teachers of students (age 14 or older) regarding verbiage for secondary transition goals and completion of the transition grid within the IEP. This PD will be provided by the Central Susquehanna Intermediate Unit (CSIU) during the summer or early fall.

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

Evaluate quarterly Rate of Improvement (ROI) for identified students' IEP Goals; therefore, monitoring improvement in their reading and math skills. Meet quarterly with case managers to review ROI and determine efficacy of interventions, revise IEPs accordingly.

Improve Core Instruction by analyzing data from Acadience K-2, Classroom Diagnostic Tools (CDTs) 3-5 and CDTs (6-12) for reading. Improve Core Instruction by analyzing data from Success Maker (K-8) and CDTs (9-12) for math. Using the data analysis, the teacher will create small groups to address the students' needs and deficits in an effort to close the learning gaps.

Education Environments (Indicator 5)

Improvement and Planning Activity
SE Inside Regular Class Less Than 40% The IEP Team will review annually that SE students within this category to confirm their appropriate level of educational environment for educational progress and alignment with supplementary aids and services.
SE Inside Other Settings The IEP Team will review all SE students being considered for outside placements to confirm that all services and support have been exhausted within the District prior to placement.

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

Corrective Action	Improvement and Planning Activities
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Identification Method

Identify the District's method for identifying students with specific learning disabilities

Discrepancy Model

Building Name	AUN	Branch Number	RTI	Approved RTI Use
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Significant Disproportionality - Placement

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends	Improvement Planning and Activities

Significant Disproportionality - Discipline

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Significant Disproportionality - Identification

Significant Disproportionality

District Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities
MASD has a significant disproportionality in the area of Specific Learning Disability; this is a new trend for the district.	MASD is working to strength Core Instruction through implementation of Wonders for Reading K-5 and enVision Math K-8. In addition, to provide targeted interventions through Title I, Tier 2, and Tier 3 to assist with closing the Learning Gaps that have occurred since COVID 2020.
MASD has a significant disproportionality in the area of Intellectual Disability and Multiple Disabilities; this trend has continued since 2015 CMCI.	MASD thoroughly vets all new student enrollments with ID and MD identification. All new identifications of ID and MD are reviewed by the Multi-disciplinary Evaluation Team (MET) assuring that this is the appropriate identification for the student. A special consideration specific to the local area which may affect district enrollment for ID and MD is our specialized foster homes which bring in student with high needs and severe cognitive disabilities. Due to the small population of the district, one student could account for a significant disproportionality.

Non-Resident Students Oversight

1. Is your 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
Diversified Treatment Alternatives Centers (DTAC)	Resident Treatment Facility		Other	20

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.)

Mifflinburg Are School District (MASD) serves as the host district for students placed at Diversified Treatment Alternatives Centers (DTAC). Due to the nature of the facility, students placed at DTAC are not able to leave the facility to receive instruction at Mifflinburg Schools. Instructors for DTAC (one general education teacher and one special education teacher) are employed and supervised by Central Susquehanna Intermediate Unit (CSIU). As the host district, MASD provides oversight of special education documentation and services. Through a collaborative effort through CSIU and MASD, the students attending DTAC receive a Free Appropriate Public Education (FAPE).

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

When a student with an IEP is placed at DTAC, the DTAC special education teacher, the CSIU Supervisor, and the MASD Supervisor of Special Education work closely to obtain educational records from the sending school district. Upon receipt of the paperwork, documents are reviewed and revised accordingly. As the LEA, MASD Supervisor of Special Education attends all IEP Meetings. Reevaluations are completed and IEP Meetings are held accordingly to address the students' needs. If a student comes from an out-of-state school district, the current IEP is followed until the student is evaluated for identification and services based on PA Code. Related Services are either provided by CSIU or one of MASD contracted services. Students of transition age have transition goals aligned with their future endeavors for their return to their home school district.

Incarcerated Students Oversight

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

No

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

Least Restrictive Environment

1. Review the district's data for Least Restrictive Environment. Highlight areas of improvement.
MASD met the goal of SE Inside Regular Class 80% or More. *The district has continued to meet the goal of SE Inside Regular Class 80% or More since 12/01/2007. MASD did not meet the goal of SE Inside Regular Class < 40% *The district has continued to be 2 - 3% higher than the state for <40% LRE since 12/01/2015. Despite not meeting this LRE some supplementary aids and services such as OT, PT, S&L, SW, and other related services are delivered in a pullout model. The district has worked to provide consultation for regular education teachers and move to a push-in model for partial delivery of services within the regular education class. The IEP Team makes the determination of LRE that provides the best educational environment for the student to make educational progress. MASD did not meet the goal of SE in Other Settings *The district has only met the goal of SE in Other Settings for one year since 12/01/2009 that one year was 12/01/2016. During 12/01/2020, the MASD was only 1.4% higher than the state. MASD continues to meet as an IEP Team in making the determination of an educational environment outside of the district. The IEP Team, which includes the parent(s), must determine that all resources have been exhausted to educate the student in the Least Restrictive Environment within the district prior to considering an outside placement. MASD will hold an IEP Meeting prior to any student being referred to an outside placement. In addition, the IEP Team must consider the most appropriate placement for the student to make educational progress with the goal always for the student to return to MASD.
2. What universal practices does the district utilize to address the academic and social/emotional needs of all students in need of accommodations to their learning environments?
MASD makes available resource rooms to all identified students for delivery of interventions and services, implementation of de-escalation strategies, and assessments with modifications. All identified students have available to them accommodations or modifications in the curriculum or assignments. Annually, the IEP Team reviews the Special Considerations within the IEP to determine the services applicable to each individual student.
3. Describe the academic programming and training efforts the LEA utilizes to ensure meaningful participation of students with disabilities in the general education curriculum.
All identified students have available to them when appropriate access to the general education curriculum with their grade level peers. General education teachers are provided with the student's SDIs and Modifications as listed in the IEP. A general education teacher is included in the IEP Team Meeting and input from general education teachers are provided for inclusion in the IEP. All identified students are provided with support within the general education classroom, as aligned with the student's need, by a special education teacher or a paraprofessional.
4. Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities.
MASD has provided support staff so students can participate in intramural sports and other extracurricular activities ie plays and musicals., etc.
5. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities placed in private institutions are educated with non-disabled children and have the opportunity to participate in district lead extracurricular activities?
MASD uses various institutions with enrollment of non-disabled and disabled students. All district lead extracurricular activities available to our identified students are shared with students' families. MASD started a Bocce Ball Team and several of our team players are receiving their instruction outside of the district.
6. Discuss the district's need to build capacity and expand programs and services in an effort to provide a continuum of services. (Consider the out of district placement chart)
Many of the district's behavioral needs are caused by trauma experienced by our students. The district has responded with social groups and school-based social work and counseling. MASD has added embedded counseling services through outside agencies that requires parental permission. MASD will be

adding electronic therapy services during the 2023-2024. In 2023-2024 the district will be starting to use Nittany Learning as an Alternative Education Program, The district has provided Trauma-Informed Training for teachers, administrators, and support staff. This training is being provided through the McDowell Institute and will span two years of professional development at each building level which allows the training to address the needs based on the culture, environment, and needs of the students and staff building at respective buildings. Students placed in out-of-district placements may participate in electronic therapy available through the district. Therapy, counseling, or social work can be components of the student’s out-of-district placement requirements.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
New Story	Other	Other Private Separate Facility (Non-residential)	New Story, LLC	Emotional Support	4
Work Foundation Plus	Other	Public Separate Facility (Non-residential)	Central Intermediate Unit (CSIU)	Life Skills Support	6
Five Star (Elementary)	Other	Public Separate Facility (Non-residential)	Central Susquehanna Intermediate Unit (CSIU)	Emotional Support	1
Autistic Support (Secondary) at Work Foundations Plus	Other	Public Separate Facility (Non-residential)	Central Susquehanna Intermediate Unit (CSIU)	Autistic Support	1
Diversified Treatment Alternative Centers (DTAC)	Other	Other Private Separate Facility (Non-residential)	Diversified Treatment Alternative Centers (DTAC)	Emotional Support	2

Positive Behavior Support

Date of Approval
2018-10-09

Uploaded Files

Behavior Support Policy 113.2.pdf

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

Mifflinburg Area School District has several levels of support for our identified students with disabilities. All students K-5 receive Tier I Social Emotional Learning (SEL) through delivery of PATHS (Promoting Alternative Thinking Strategies). Starting in 2023-2024 school year a Tier I SEL Program will be provided to all students in grades 6-12. MASD has emotional support programs at the elementary school and the intermediate school. The district has two school social workers to support students K-5 and 6-12. The district has school counselors in each building to provide support to students with disabilities based on an incident need or social groupings based a common need among the student group. If a student qualifies for psychological counseling as a related services, those services can be delivered by one of the following: school psychologist, school social worker, Family & Child Specialist, or school counselor. The district has available with parental consent counseling from several outside entities. In addition, the district will make available Electronic Therapy Services starting in the 2023-2024 school year. During the 2022-2023 school year, MASD started a review process of our Emotional Support Programs K-5. The review process analyzes the Quality Indicators of Emotional Support Services and Programs. With this review, the district is looking to build capacity and continuity within the emotional support program and within the general education classrooms where emotional support students receive their core instruction. The review process of the district's emotional support services and programs will continue into 2023-2024 and beyond.

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.

MASD provides training for all district employees on de-escalation strategies from Central Susquehanna Intermediate Unit (CSIU) behavior specialist. Each building has a building-level team training in Safe Crisis Management to respond to a student's behavior that needs immediate intervention.

3. Describe the district positive school wide support programs.

Elementary School Training for teachers (new and current): Opening of the Year Faculty Meeting Receipt of Tier I Binder and Tier II Mentor Teacher Meetings Training for students at the beginning of the school year: All students participate in the ROAR stations within the first week of school Reteaching opportunities for students with behaviors or refresher training mid-year: Quarterly reteaching sessions for students identified in need by teacher Mid-Year ROAR station review with classroom teacher (PowerPoint provided) New students receive trainings within a week of arrival from school counselor What Tier I looks like and or entails: Tier I Team made up of representatives from each grade and department Parent Representative Monthly CORE Team Meetings Beginning of the year ROAR stations Weekly ROAR Board (2 winners per classroom) ROAR Board Row filling incentives Bus/Traffic Circle C.A.T. Cards (equals a point on the ROAR Card) Monthly Bus/Traffic Circle C.A.T. Card drawing Teacher given C.A.T. cards (equals a point on the ROAR Card) Mid-Year ROAR stations with classroom teacher February Whole School 4-week Finding the Positives Program Quarterly "Wildcat WOW" Awards focused on one of each of the expectations Re-Trainings as needed by classroom teachers/grade-level reps Quarterly School-Wide Celebrations Quarterly ROAR Store End-

of-Year School-Wide Celebration Fidelity Checklist What Tier II looks like and or entails: Tier II Team made up of representatives from each grade-level department Monthly CORE Team Meeting Summer Planning Session Check-in, Check-Out (External Behaviors) - based upon number of Blue Slips and teacher recommendations Mentors (Internal Behaviors) - based upon number of Blue Slips and teacher recommendations Fidelity Checklist Use of SWIS System for behavior tracking MTSS Referrals for behaviors What Tier III looks like and or entails: Beginning Planning Stages MTSS Referrals for behaviors Development of informal PBSPs What your support team(s) for PSWSP consist of within your building? Tier I CORE Team Tier II Core Team MTSS Team and 6-week meetings.

Intermediate School Training for Teachers – At the beginning of every school year the PBIS team reviews general PBIS practices during the beginning of the year faculty meeting. The office discipline referral process is reviewed (SWIS), major and minor behaviors are reviewed, and office vs classroom managed behaviors are reviewed. During this meeting, we review the schedule for teaching our school wide ROAR rules/expectations. New teachers get a more detailed training by one of the PBIS team members or their mentor teacher. During this training, our PBIS binder is reviewed with the new teacher. Training for Students – Within the first 7-10 days of the school year all students are rotated through PBIS ROAR stations to review/teach school wide rules/expectations at various locations through the school. This is repeated in January 7-10 days after returning from Christmas/Winter break. Re-Teachings are carried out for individual students or small groups as needed throughout the school year. Data is used to determine the need to re-teach specific rules in homeroom classes. Reteaching Opportunities – covered in info under Training for Students. Tier 1 – All students are taught expectations and receive positive praise points via PBIS Rewards for meeting the expectations. The Tier 1 team meets monthly to review data and plan for monthly positive celebrations. Tier 1 expectations are re-taught as needed to address behavior concerns. Office Discipline referrals are collected in SWIS via a digital referral. Majors are reviewed by the principal which could lead to meeting with students and/or principal driven consequences along with parent/guardian contact. Tier 1 team reports out on data to the school and will drive school focus re-teaching if the data supports a need. Parents are informed of minor behaviors from the classroom teacher. Tier II – Tier II is driven by data. SWIS data identifies students who need Tier II PBIS support. Our Tier II team meets monthly to review SWIS data to id students who need support as well as to review the progress of students in TII. TII involves a check in and check out program. Recently the school has moved to using PBIS Reward’s digital check in and check out program to monitor students. This program allows teachers and parents/guardians to monitor the student in real time. Students need to maintain at least an 80% on their goal/s for a 6-week period. After which they enter a 2-week self-monitoring period where students need to maintain the 80% on their goals. Once students reach this goal, they are excited from Tier II. A celebration is held with the students then they graduate from TII. If a student receives a major while in TII their 6 week timeframe restarts. If a major is earned during self-monitoring another week of self-monitoring is added. TII students are part of our MTSS framework. If a student is not successful in TII then TIII services are recommended which are often outside agency/counseling support. Our school guidance counselor will run targeted “lunch bunch” groups to support TII needs throughout the school year. TIII – Our school could develop this a little more. Currently TIII is connecting a family with outside agencies/counseling. A TIII referral comes from our MTSS framework and our TII team. PBIS Teams – we have a TI and TII teams. Different staff members serve on both teams. The principal serves on both the TI and TII teams. These teams support the school, students, and teachers as needed at various levels. These teams meet monthly.

Middle School Training for students occur within the first week of school followed by reteaching opportunities throughout the school year for individual students and or small groups. Daily motivation announcements are made. Transition days know as move-up days with the high school & intermediate school are scheduled annually each spring to ensure that students are given time to meet their new teachers, take tours of the buildings, classes, and support programs for the next year.

High School Ninth Grade Advisory Homerooms provide support for students making that transition from Middle School to High School. This year for a student is vital to establishing positive work habits and a supportive environment for a successful educational experience for the incoming Freshman. RISE- Each school year Mifflinburg High School has three to five faculty members that serve as advisors to students who are part of a positive school wide program. Students at MHS organize weeklong events each fall to boost school spirit and show support for pediatric cancer patients. The final celebration is the annual "Gold Out" football game which is held at the Wildcat home stadium and draws a large number of community members as well as students K- 12 and relies on the involvement of the RISE Student Team to organize and run the event. Another RISE school wide activity happens in December when RISE advisors and students organize a gift giving event that happens throughout the month. The purpose of this activity is to bring fun and happiness throughout the building while surprising students who have nominated others to receive gifts from the RISE team (that are donated by faculty and staff). Link Crew- Run by two faculty advisors, Mifflinburg runs a program to help incoming freshmen adjust to the transition to the high school by sponsoring a summer orientation day in August each year to help launch the new school year. Link Crew students are those who have been successful in high school in academics and/or extracurricular activities. The large event requires Link Crew students to plan events for the day where freshmen can be introduced to the building and engage in fun student activities while making new friends that may include upperclassmen. Students will also practice using their lockers as well as reading and understanding their high school schedules. The August orientation day is full of positive celebrations and team building activities for all who attend.

4. Describe the district school-based behavior health services.

Students identified with the need for Social Work services are provided that related service from MASD Social Workers K-5 and 6-12. School Counselors and the Family & Child Specialist operate small group sessions based on the needs of the students. Counseling Services are provided district wide through several outside sources. Students can access electronic therapy services through several agencies. MASD has a partnership with BHRS services throughout the district.

5. Describe the district restraint procedure.

Mifflinburg Area School District (MASD) uses Safe Crisis Management for de-escalation strategies and restraint procedures for building-level teams. All students are debriefed by the team leader following a restraint and medically assessed by the building-level nurse. The incident is reviewed by the SCM Team and notifications are made regarding the incident to parents and administration. Through the review process the SCM Team determines if an IEP Meeting needs to be convened regarding the incident due to the level of severity or a pattern of behavior exists. Annual initial and renewal training of SCM team members is completed during the summer by the district SCM trainers.

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.

Mifflinburg Area School District (MASD) consistently provides FAPE for our identified students through programs provided within the district and outside of the district. The district has a working relationship with Central Susquehanna Intermediate Unit, surrounding local school districts and their programs, and other educational providers for potential opportunities for appropriate educational placement. MASD has utilized the Child and Adolescent Support System Program (CASSP) process to determine strength, needs, and appropriate placements. When CASSP Meetings are unsuccessful, the district would notify the Regional Interagency Coordinator (RIC) to seek assistance with finding an appropriate placement.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
7981419	Secondary	Full-time (1.0)	05/16/2023 10:18 AM

Building Name		
Mifflinburg Area SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 18
Age Range Justification		FTE %
		0.14

Building Name		
Mifflinburg Area SHS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 19
Age Range Justification		FTE %
		0.42

Building Name		
Mifflinburg Area SHS		

Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 18
Age Range Justification		FTE %
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
8651246	Secondary	Full-time (1.0)	05/16/2023 10:18 AM

Building Name		
Mifflinburg Area SHS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 17
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
221203	Secondary	Full-time (1.0)	05/16/2023 10:18 AM

Building Name		
Mifflinburg Area SHS		
Support Type		
Multiple Disabilities Support		
Support Sub-Type		
Multiple Disabilities Support		
Level of Support		Case Load
Full-Time (80% or More)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	18 to 19
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
1758538	Secondary	Full-time (1.0)	05/16/2023 10:18 AM

Building Name		
Mifflinburg Area SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		21
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 19
Age Range Justification		FTE %

The age range is more than 4 years due to some students being retained.	0.42
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
9863576	Secondary	Full-time (1.0)	05/16/2023 10:18 AM

Building Name		
Mifflinburg Area SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		22
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 18
Age Range Justification		FTE %
The age range is more than 4 years due to some students being retained.		0.44

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
4150161	Secondary	Full-time (1.0)	05/16/2023 10:18 AM

Building Name
Mifflinburg Area SHS
Support Type
Life Skills Support
Support Sub-Type
Life Skills Support (Grades 7-12)

Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 16
Age Range Justification		FTE %
		0.05

Building Name		
Mifflinburg Area SHS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 19
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
2631282	Secondary	Full-time (1.0)	03/29/2023 12:00 PM

Building Name	
Mifflinburg Area MS	
Support Type	
Autistic Support	
Support Sub-Type	
Autistic Support	
Level of Support	Case Load
Itinerant (20% or Less)	3

Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Secondary	13 to 15
Age Range Justification		FTE %
		0.25

Building Name		
Mifflinburg Area MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Secondary	14 to 16
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
2693986	Secondary	Full-time (1.0)	05/16/2023 10:18 AM

Building Name		
Mifflinburg Area MS		
Support Type		
Multiple Disabilities Support		
Support Sub-Type		
Multiple Disabilities Support		
Level of Support		Case Load
Full-Time (80% or More)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 18

Age Range Justification	FTE %
Retention so students can take advantage of their 21 years of education.	0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
1478582	Secondary	Full-time (1.0)	03/29/2023 12:30 PM

Building Name		
Mifflinburg Area MS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 17
Age Range Justification		FTE %
Retention so the students can take advantage their 21 years of education.		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
1934657	Secondary	Full-time (1.0)	05/16/2023 10:33 AM

Building Name
Mifflinburg Area MS
Support Type
Learning Support
Support Sub-Type

Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16
Age Range Justification		FTE %
		0.3

Building Name		
Mifflinburg Area MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 15
Age Range Justification		FTE %
		0.05

Building Name		
Mifflinburg Area MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 15
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
5010807	Secondary	Full-time (1.0)	05/16/2023 10:28 AM

Building Name		
Mifflinburg Area MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.3

Building Name		
Mifflinburg Area MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 13
Age Range Justification		FTE %
		0.05

Building Name		
Mifflinburg Area MS		
Support Type		

Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 13
Age Range Justification		FTE %
		0.04

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
1346712	Secondary	Full-time (1.0)	05/16/2023 10:33 AM

Building Name		
Mifflinburg Area MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.22

Building Name		
Mifflinburg Area MS		
Support Type		
Learning Support		
Support Sub-Type		

Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 14
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
4041042	Elementary	Full-time (1.0)	05/16/2023 10:18 AM

Building Name		
Mifflinburg Area Intrmd Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11
Age Range Justification		FTE %
		0.17

Building Name		
Mifflinburg Area Intrmd Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load

Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.38

Building Name		
Mifflinburg Area Intrmd Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 13
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
2369532	Elementary	Full-time (1.0)	05/16/2023 10:18 AM

Building Name		
Mifflinburg Area Intrmd Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range

School District	Elementary	10 to 13
Age Range Justification		FTE %
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
8251357	Elementary	Full-time (1.0)	05/16/2023 10:33 AM

Building Name		
Mifflinburg Area Intrmd Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 10
Age Range Justification		FTE %
		0.1

Building Name		
Mifflinburg Area Intrmd Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11
Age Range Justification		FTE %

	0.1
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
1429392	Elementary	Full-time (1.0)	05/16/2023 10:18 AM

Building Name		
Mifflinburg Area Intrmd Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 12
Age Range Justification		FTE %
		0.06

Building Name		
Mifflinburg Area Intrmd Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	Classroom Location	Age Range
School District	Elementary	12 to 13
Age Range Justification		FTE %
		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
3876913	Elementary	Full-time (1.0)	05/16/2023 10:33 AM

Building Name		
Mifflinburg Area Intrmd Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 12
Age Range Justification		FTE %
		0.24

Building Name		
Mifflinburg Area Intrmd Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		11
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 12
Age Range Justification		FTE %
		0.55

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
2014976	Elementary	Full-time (1.0)	05/16/2023 10:18 AM

Building Name		
Mifflinburg Area Intrmd Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11
Age Range Justification		FTE %
		0.06

Building Name		
Mifflinburg Area Intrmd Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		12
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
8952574	Multiple	Full-time (1.0)	05/16/2023 10:33 AM

Building Name		
Mifflinburg El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		24
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %
		0.37

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
6320407	Multiple	Full-time (1.0)	05/16/2023 10:33 AM

Building Name		
Mifflinburg Area Intrmd Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		40
Identify Classroom	Classroom Location	Age Range
School District	Multiple	9 to 19
Age Range Justification		FTE %

SLP assigned to multiple buildings	0.62
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Building Name		
Mifflinburg Area Intrmd Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Full-Time (80% or More)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 13
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
8049585	Elementary	Full-time (1.0)	05/16/2023 10:33 AM

Building Name		
Mifflinburg El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		32
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %
		0.49

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
5898657	Elementary	Full-time (1.0)	05/16/2023 10:18 AM

Building Name		
Mifflinburg El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 9
Age Range Justification		FTE %
		0.25

Building Name		
Mifflinburg El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 9
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
8098458	Elementary	Full-time (1.0)	05/16/2023 10:18 AM

Building Name		
Mifflinburg El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 9
Age Range Justification		FTE %
		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
7075735	Elementary	Full-time (1.0)	05/16/2023 10:18 AM

Building Name		
Mifflinburg El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range

School District	Elementary	6 to 8
Age Range Justification		FTE %
		0.08

Building Name		
Mifflinburg El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
2573929	Elementary	Full-time (1.0)	05/16/2023 10:18 AM

Building Name		
Mifflinburg El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 8
Age Range Justification		FTE %

	0.12
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Building Name		
Mifflinburg El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %
		0.33

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
6545028	Elementary	Full-time (1.0)	05/16/2023 10:08 AM

Building Name		
Mifflinburg El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		14
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 9
Age Range Justification		FTE %
		0.28

Special Education Facilities

Building Name		Room #
Mifflinburg El Sch		A-247
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
40 feet, 0 inches x 20 feet, 0 inches	800sqft	28
Implementation Date		
2023-05-01		
Uploaded Files		

1Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Mifflinburg El Sch		A-113
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
40 feet, 0 inches x 20 feet, 0 inches	800sqft	28
Implementation Date		
2023-05-01		
Uploaded Files		

2 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Mifflinburg El Sch		A-151
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
40 feet, 0 inches x 20 feet, 0 inches	800sqft	28
Implementation Date		
2023-05-01		
Uploaded Files		

3 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Mifflinburg El Sch		B-301
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
40 feet, 0 inches x 20 feet, 0 inches	800sqft	28
Implementation Date		
2023-05-01		
Uploaded Files		

4Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Mifflinburg El Sch		A-103
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
40 feet, 0 inches x 20 feet, 0 inches	800sqft	28
Implementation Date		
2023-05-01		
Uploaded Files		

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5 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Mifflinburg El Sch		A-240
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
40 feet, 0 inches x 20 feet, 0 inches	800sqft	28
Implementation Date		
2023-05-01		
Uploaded Files		

6 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Mifflinburg Area SHS		117
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
40 feet, 0 inches x 20 feet, 0 inches	800sqft	28
Implementation Date		
2023-05-01		
Uploaded Files		

7Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Mifflinburg Area SHS		126
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
40 feet, 0 inches x 20 feet, 0 inches	800sqft	28
Implementation Date		
2023-05-01		
Uploaded Files		

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8 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Mifflinburg Area SHS		128
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
40 feet, 0 inches x 20 feet, 0 inches	800sqft	28
Implementation Date		
2023-05-01		
Uploaded Files		

9 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Mifflinburg Area SHS		136
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
40 feet, 0 inches x 20 feet, 0 inches	800sqft	28
Implementation Date		
2023-05-01		
Uploaded Files		

10Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Mifflinburg Area SHS		309
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
40 feet, 0 inches x 20 feet, 0 inches	800sqft	28
Implementation Date		
2023-05-01		
Uploaded Files		

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11 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Mifflinburg Area SHS		315
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
40 feet, 0 inches x 20 feet, 0 inches	800sqft	28
Implementation Date		
2023-05-01		
Uploaded Files		

12 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Mifflinburg Area MS		B-103
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
40 feet, 0 inches x 20 feet, 0 inches	800sqft	28
Implementation Date		
2023-05-01		
Uploaded Files		

13Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Mifflinburg Area MS		B-101
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
40 feet, 0 inches x 20 feet, 0 inches	800sqft	28
Implementation Date		
2023-05-01		
Uploaded Files		

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14 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Mifflinburg Area MS		B- 153
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
40 feet, 0 inches x 20 feet, 0 inches	800sqft	28
Implementation Date		
2023-05-01		
Uploaded Files		

15 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Mifflinburg Area MS		D-210
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
40 feet, 0 inches x 20 feet, 0 inches	800sqft	28
Implementation Date		
2023-05-01		
Uploaded Files		

16Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Mifflinburg Area MS		B-234
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
40 feet, 0 inches x 20 feet, 0 inches	800sqft	28
Implementation Date		
2023-05-01		
Uploaded Files		

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17 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Mifflinburg Area MS		B-207
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
40 feet, 0 inches x 20 feet, 0 inches	800sqft	28
Implementation Date		
2023-05-01		
Uploaded Files		

18 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Mifflinburg Area MS		B-217
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
40 feet, 0 inches x 20 feet, 0 inches	800sqft	28
Implementation Date		
2023-05-01		
Uploaded Files		

19Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Mifflinburg Area Intrmd Sch		262
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
40 feet, 0 inches x 20 feet, 0 inches	800sqft	28
Implementation Date		
2023-05-01		
Uploaded Files		

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20 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Mifflinburg Area Intrmd Sch		215
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
40 feet, 0 inches x 20 feet, 0 inches	800sqft	28
Implementation Date		
2023-05-01		
Uploaded Files		

21 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Mifflinburg Area Intrmd Sch		263
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
40 feet, 0 inches x 20 feet, 0 inches	800sqft	28
Implementation Date		
2023-05-01		
Uploaded Files		

22Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Mifflinburg Area Intrmd Sch		238
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
40 feet, 0 inches x 20 feet, 0 inches	800sqft	28
Implementation Date		
2023-05-01		
Uploaded Files		

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23 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Mifflinburg Area Intrmd Sch		251
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
40 feet, 0 inches x 20 feet, 0 inches	800sqft	28
Implementation Date		
2023-05-01		
Uploaded Files		

24 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Mifflinburg Area Intrmd Sch		250
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
40 feet, 0 inches x 20 feet, 0 inches	800sqft	28
Implementation Date		
2023-05-01		
Uploaded Files		

25Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Mifflinburg Area Intrmd Sch		238
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
40 feet, 0 inches x 20 feet, 0 inches	800sqft	28
Implementation Date		
2023-05-01		
Uploaded Files		

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26 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Special Education Support Services

27Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
School Psychologist	1	Elementary	District
School Psychologist	1	Secondary	Contractor
Social Worker	1	Elementary	District
Social Worker	1	Secondary	District
Transition Coordinator	1	District Wide	District
Guidance Counselor	2	Elementary	District
Guidance Counselor	3	Secondary	District
Director of Special Education	1	District Wide	District
Physical Therapist	2	District Wide	Contractor
Occupational Therapist	2	District Wide	Contractor
Other	2	Secondary	District
Paraprofessionals	6	Secondary	District
Paraprofessionals	22	Elementary	District

Special Education Personnel Development

Autism

Description of Training			
Autism Conference at Penn State			
Lead Person/Position		Year of Training	
Supervisor of Special Education		2023	
		2024	
		2025	
		2026	
Hours Per Training	Number of Sessions	Provider	Audience
1	4	Other	Special Education Teachers

Positive Behavior Support

Description of Training			
De-escalation Strategies			
Lead Person/Position		Year of Training	
CSIU		2023	
		2024	
		2025	
		2026	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	Intermediate Unit	Paraprofessionals Special Education Teachers

Description of Training	
Functional Behavior Assessment/PBSP	
Lead Person/Position	Year of Training

Supervisor of Special Education		2023 2024 2025 2026	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	Intermediate Unit	Building Administrators Paraprofessionals Special Education Teachers Other

Description of Training			
Safe Crisis Management			
Lead Person/Position		Year of Training	
Supervisor of Special Education		2023 2024 2025 2026	
Hours Per Training	Number of Sessions	Provider	Audience
6	3	District	Building Administrators Paraprofessionals Special Education Teachers Other

Description of Training			
Trauma-Informed Preventive Practices			
Lead Person/Position		Year of Training	
Building Level Administrators		2023 2024	
Hours Per Training	Number of Sessions	Provider	Audience

1	4	Other	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers
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Paraprofessional

Description of Training			
Master Teacher Courses for Paraprofessional			
Lead Person/Position		Year of Training	
Supervisor of Special Education		2023	
		2024	
		2025	
		2026	
Hours Per Training	Number of Sessions	Provider	Audience
1	20	District Other	Paraprofessionals

Description of Training			
CSIU Paraprofessional Conference			
Lead Person/Position		Year of Training	
Supervisor of Special Education		2023	
		2024	
		2025	
		2026	
Hours Per Training	Number of Sessions	Provider	Audience
6	1	Intermediate Unit	Paraprofessionals

Transition

Description of Training			
Writing Transition Goals and Completing the Transition Grid			
Lead Person/Position		Year of Training	
CSIU		2023 2024 2025 2026	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District Intermediate Unit PaTTAN	Special Education Teachers

Description of Training			
Unique Learning System			
Lead Person/Position		Year of Training	
Supervisor of Special Education		2023 2024 2025 2026	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Special Education Teachers

Science of Literacy

Description of Training			
LETRS (Language Essentials for Teachers of Reading and Spelling)			
Lead Person/Position		Year of Training	
Building Administrators/Special Education Supervisor		2023	
		2024	
		2025	
		2026	
Hours Per Training	Number of Sessions	Provider	Audience
4	4	Intermediate Unit	Special Education Teachers

Description of Training			
Comprehensive Support for Evidence-based Practices to Support All Students			
Lead Person/Position		Year of Training	
Building Administrators/Director of Curriculum & Instruction/Supervisor of Special Education		2023	
		2024	
		2025	
		2026	
Hours Per Training	Number of Sessions	Provider	Audience
6	8	PaTTAN	Building Administrators Central Office Administrators General Education Teachers Special Education Teachers Other

Parent Training

Description of Training
Provide a forum for parents to experience a mock IEP Meeting and to ask questions following the respective sections of the IEP.

Lead Person/Position		Year of Training	
Supervisor of Special Education		2023 2024 2025 2026	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District Intermediate Unit PaTTAN Other	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Description of Training			
Provide a parent-friendly walkthrough of special education documents, terms, and parental rights			
Lead Person/Position		Year of Training	
Supervisor of Special Education		2023 2024 2025 2026	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District Intermediate Unit PaTTAN Other	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Description of Training			
Literacy Night (K-5)			
Lead Person/Position		Year of Training	
Special Education Supervisor/Building Administrators		2023 2024 2025 2026	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District Intermediate Unit PaTTAN Other	Parents

IEP Development

Description of Training			
Writing an Accurate Reevaluation Report			
Lead Person/Position		Year of Training	
Supervisor of Special Education		2023 2024 2025 2026	
Hours Per Training	Number of Sessions	Provider	Audience
1	2	District Intermediate Unit PaTTAN	Special Education Teachers

Description of Training
Writing Effective and Legally-Defensible Individualized Education Programs (IEPs): Core Requirements

Lead Person/Position		Year of Training	
Supervisor of Special Education		2023	
		2024	
		2025	
		2026	
Hours Per Training	Number of Sessions	Provider	Audience
1	2	District Intermediate Unit PaTTAN Other	Special Education Teachers

Signatures & Affirmations

Approval Date

Uploaded Files

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

Superintendent/Chief Executive Officer

Date

