Special Education Facilities

Building Name		Room #
Mifflinburg El Sch		A-247
School Building		**Building Description**
		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		
2026-05-01		
Uploaded Files		

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	
The location of the class has been maintained for at least 3 school years.	Yes	

1 Assurance Check

Building Name		Room #
Mifflinburg El Sch		A-113
School Building		**Building Description**
		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		
2026-05-01		
Uploaded Files		

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	
The location of the class has been maintained for at least 3 school years.	Yes	

2 Assurance Check

Building Name		Room #
Mifflinburg El Sch		A-151
School Building		**Building Description**
		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		
2026-05-01		
Uploaded Files		

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	
The location of the class has been maintained for at least 3 school years.	Yes	

3 Assurance Check

Building Name		Room #
Mifflinburg El Sch		B-301
School Building		**Building Description**
		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		
2026-05-01		
Uploaded Files		

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	
The location of the class has been maintained for at least 3 school years.	Yes	

4 Assurance Check

Building Name		**Room #**
Mifflinburg El Sch		A-103
School Building		**Building Description**
		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		
2026-05-01		
Uploaded Files		

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	
The location of the class has been maintained for at least 3 school years.	Yes	

5 Assurance Check

Building Name		Room #
Mifflinburg El Sch		A-240
School Building		**Building Description**
		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		
2026-05-01		
Uploaded Files		

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	
The location of the class has been maintained for at least 3 school years.	Yes	

6 Assurance Check

Building Name		Room #
Mifflinburg Area SHS		117
School Building		**Building Description**
		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		
2026-05-01		
Uploaded Files		

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	
The location of the class has been maintained for at least 3 school years.	Yes	

7 Assurance Check

Building Name		Room #
Mifflinburg Area SHS		308
School Building		**Building Description**
		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		
2026-05-01		
Uploaded Files		

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	
The location of the class has been maintained for at least 3 school years.		No

8 Assurance Check

Building Name		Room #
Mifflinburg Area SHS		213
School Building		**Building Description**
		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		
2026-05-01		
Uploaded Files		

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	
The location of the class has been maintained for at least 3 school years.		No

9 Assurance Check

Building Name		**Room #**
Mifflinburg Area SHS		136
School Building		**Building Description**
		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		
2026-05-01		
Uploaded Files		

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	
The location of the class has been maintained for at least 3 school years.	Yes	

10 Assurance Check

Building Name		Room #
Mifflinburg Area SHS		309
School Building		**Building Description**
		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		
2026-05-01		
Uploaded Files		

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	
The location of the class has been maintained for at least 3 school years.	Yes	

11 Assurance Check

Building Name		Room #
Mifflinburg Area SHS		315
School Building		**Building Description**
		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		
2026-05-01		
Uploaded Files		

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	
The location of the class has been maintained for at least 3 school years.	Yes	

12 Assurance Check

Building Name		Room #
Mifflinburg Area MS		B-103
School Building		**Building Description**
		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		
2026-05-01		
Uploaded Files		

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	
The location of the class has been maintained for at least 3 school years.	Yes	

13 Assurance Check

Building Name		Room #
Mifflinburg Area MS		B-101
School Building		**Building Description**
		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		
2026-05-01		
Uploaded Files		

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	
The location of the class has been maintained for at least 3 school years.	Yes	

14 Assurance Check

Building Name		**Room #**
Mifflinburg Area MS		B- 153
School Building		**Building Description**
		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		
2026-05-01		
Uploaded Files		

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	
The location of the class has been maintained for at least 3 school years.	Yes	

15 Assurance Check

Building Name		Room #
Mifflinburg Area MS		D-210
School Building		**Building Description**
		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		
2026-05-01		
Uploaded Files		

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	
The location of the class has been maintained for at least 3 school years.	Yes	

16 Assurance Check

Building Name		Room #
Mifflinburg Area MS		B-234
School Building		**Building Description**
		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		
2026-05-01		
Uploaded Files		

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	
The location of the class has been maintained for at least 3 school years.	Yes	

17 Assurance Check

Building Name		Room #
Mifflinburg Area MS		B-207
School Building		**Building Description**
		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		
2026-05-01		
Uploaded Files		

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	
The location of the class has been maintained for at least 3 school years.	Yes	

18 Assurance Check

Building Name		Room #
Mifflinburg Area Intrmd Sch		262
School Building		**Building Description**
		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		
2026-05-01		
Uploaded Files		

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	
The location of the class has been maintained for at least 3 school years.	Yes	

19 Assurance Check

Building Name		**Room #**
Mifflinburg Area Intrmd Sch		215
School Building		**Building Description**
		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		
2026-05-01		
Uploaded Files		

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	
The location of the class has been maintained for at least 3 school years.	Yes	

Special Education Facilities

Building Name		Room #
Mifflinburg Area Intrmd Sch		263
School Building		**Building Description**
		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		
2026-05-01		
Uploaded Files		

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	
The location of the class has been maintained for at least 3 school years.	Yes	

1 Assurance Check

Building Name		Room #
Mifflinburg Area Intrmd Sch		235
School Building		**Building Description**
		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		
2026-05-01		
Uploaded Files		

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	
The location of the class has been maintained for at least 3 school years.	Yes	

2 Assurance Check

Building Name		Room #
Mifflinburg Area Intrmd Sch		251
School Building		**Building Description**
		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		
2026-05-01		
Uploaded Files		

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	
The location of the class has been maintained for at least 3 school years.	Yes	

3 Assurance Check

Building Name		Room #
Mifflinburg Area Intrmd Sch		250
School Building		**Building Description**
		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		
2026-05-01		
Uploaded Files		

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	
The location of the class has been maintained for at least 3 school years.	Yes	

4 Assurance Check

Building Name		**Room #**
Mifflinburg Area Intrmd Sch		238
School Building		**Building Description**
		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		
2026-05-01		
Uploaded Files		

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	
The location of the class has been maintained for at least 3 school years.	Yes	

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
3816904	Multiple	Full-time (1.0)	06/13/2026 09:45 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
	Classroom Location	**Age Range**
	Elementary	8 to 10
Age Range Justification		**FTE %**
		0.62

Building Name		
Mifflinburg Area SHS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		8
	Classroom Location	**Age Range**
	Secondary	16 to 20
Age Range Justification		**FTE %**
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
6840136	Secondary	Full-time (1.0)	06/13/2026 09:45 AM

Building Name		
Mifflinburg Area MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		4
	Classroom Location	**Age Range**
	Secondary	12 to 14
Age Range Justification		**FTE %**
		0.08

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
	Classroom Location	**Age Range**
	Secondary	11 to 13
Age Range Justification		**FTE %**
Students are placed in this classroom, ranging from grades 6-8, due to the need for specialized instruction. The IEP teams agreed that this placement is appropriate, and it is documented in the IEP.		0.25

Building Name		
Mifflinburg Area MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Full-Time (80% or More)		2
	Classroom Location	**Age Range**
	Secondary	13 to 15
Age Range Justification		**FTE %**
Students are placed in this classroom, ranging from grades 6-8, due to the need for specialized instruction. The IEP teams agreed that this placement is appropriate, and it is documented in the IEP.		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
6871296	Secondary	Full-time (1.0)	05/21/2026 02:23 PM

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)		3
	Classroom Location	**Age Range**
	Secondary	19 to 21
Age Range Justification		**FTE %**
		0.38

Building Name		
Mifflinburg Area SHS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		1
	Classroom Location	**Age Range**
	Secondary	16 to 16
Age Range Justification		**FTE %**
Students are placed in this classroom, ranging from grades 10-12, due to the need for specialized instruction. The IEP team agreed that this placement is appropriate, and it is documented in the IEP.		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
7541913	Secondary	Full-time (1.0)	03/06/2026 12:54 PM

Building Name		
Mifflinburg Area MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		23
	Classroom Location	**Age Range**
	Secondary	12 to 14
Age Range Justification		**FTE %**
		0.46

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
5932454	Secondary	Full-time (1.0)	03/06/2026 12:59 PM

Building Name		
Mifflinburg Area MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		19
	Classroom Location	**Age Range**
	Secondary	11 to 12
Age Range Justification		**FTE %**
		0.38

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
	Classroom Location	**Age Range**
	Secondary	11 to 11
Age Range Justification		**FTE %**
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
3979421	Secondary	Full-time (1.0)	03/06/2026 12:54 PM

Building Name		
Mifflinburg Area MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		13
	Classroom Location	**Age Range**
	Secondary	13 to 15
Age Range Justification		**FTE %**
		0.26

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
1953058	Elementary	Full-time (1.0)	03/06/2026 12:54 PM

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%)		2
	Classroom Location	**Age Range**
	Elementary	10 to 11
Age Range Justification		**FTE %**
		0.25

Building Name

Mifflinburg Area Intrmd Sch	
Support Type	
Autistic Support	
Support Sub-Type	
Autistic Support	
Level of Support	**Case Load**
Itinerant (20% or Less)	1
Classroom Location	**Age Range**
Elementary	10 to 10
Age Range Justification	**FTE %**
	0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
4041042	Secondary	Full-time (1.0)	03/06/2026 12:54 PM

Building Name	
Mifflinburg Area SHS	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	**Case Load**
Itinerant (20% or Less)	19
Classroom Location	**Age Range**
Secondary	14 to 18
Age Range Justification	**FTE %**
	0.38

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
7981419	Secondary	Full-time (1.0)	05/21/2026 02:25 PM

Building Name	
Mifflinburg Area SHS	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	**Case Load**
Itinerant (20% or Less)	7
Classroom Location	**Age Range**
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
	Classroom Location	**Age Range**
	Secondary	15 to 19
Age Range Justification		**FTE %**
Students are placed in this classroom due to the need for specialized instruction. Students may also take advantage of their 21 years of education. The IEP teams agreed that this placement is appropriate, and it is documented in the IEP.'s		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
	Classroom Location	**Age Range**
	Secondary	17 to 18
Age Range Justification		**FTE %**
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
9863576	Secondary	Full-time (1.0)	03/06/2026 12:54 PM

Building Name		
Mifflinburg Area SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		21
	Classroom Location	**Age Range**
	Secondary	15 to 20
Age Range Justification		**FTE %**
The age range is more than 4 years. This particular case manager has students in grades 9-12, some of which are involved MASD's eLearning program.		0.42

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
4150161	Secondary	Full-time (1.0)	03/06/2026 12:54 PM

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%)		11
	Classroom Location	**Age Range**
	Secondary	15 to 18
Age Range Justification		**FTE %**
		0.55

Building Name		
Mifflinburg Area SHS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		**Case Load**
Full-Time (80% or More)		1
	Classroom Location	**Age Range**
	Secondary	19 to 19
Age Range Justification		**FTE %**
		0.07

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
2693986	Secondary	Full-time (1.0)	05/21/2026 02:05 PM

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)		4
	Classroom Location	**Age Range**
	Secondary	11 to 17
Age Range Justification		**FTE %**
The student outside of maximum age range is placed in this classroom due to the need for specialized instruction. The IEP team agreed that this placement is appropriate, and it is documented in the IEP.		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
1478582	Secondary	Full-time (1.0)	05/21/2026 02:26 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%)		9
	Classroom Location	**Age Range**
	Secondary	12 to 15
Age Range Justification		**FTE %**

Students in this classroom range from grades 6-8. Students may also can take advantage their 21 years of education. The IEP teams agreed that this placement is appropriate, and it is documented in the students' IEP's.	0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
2369532	Elementary	Full-time (1.0)	03/06/2026 12:54 PM

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%)		9
	Classroom Location	**Age Range**
	Elementary	9 to 12
Age Range Justification		**FTE %**
		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
8251357	Elementary	Full-time (1.0)	03/06/2026 12:54 PM

Building Name		
Mifflinburg Area Intrmd Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		7
	Classroom Location	**Age Range**

	Elementary	8 to 11
Age Range Justification		**FTE %**
		0.14

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
	Classroom Location	**Age Range**
	Elementary	10 to 11
Age Range Justification		**FTE %**
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
1429392	Elementary	Full-time (1.0)	03/06/2026 12:54 PM

Building Name		
Mifflinburg Area Intrmd Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		17
	Classroom Location	**Age Range**
	Elementary	10 to 12
Age Range Justification		**FTE %**

	0.34

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%)		3
	Classroom Location	**Age Range**
	Elementary	10 to 11
Age Range Justification		**FTE %**
		0.15

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
3876913	Elementary	Full-time (1.0)	03/06/2026 12:54 PM

Building Name		
Mifflinburg Area Intrmd Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		14
	Classroom Location	**Age Range**
	Elementary	9 to 10
Age Range Justification		**FTE %**
		0.28

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%)		1
	Classroom Location	**Age Range**
	Elementary	10 to 10
Age Range Justification		**FTE %**
		0.05

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
2014976	Elementary	Full-time (1.0)	03/06/2026 12:54 PM

Building Name		
Mifflinburg Area Intrmd Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		8
	Classroom Location	**Age Range**
	Elementary	8 to 9
Age Range Justification		**FTE %**
		0.16

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%)		7
	Classroom Location	**Age Range**
	Elementary	8 to 10
Age Range Justification		**FTE %**
		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
8952574	Multiple	Full-time (1.0)	06/13/2026 09:45 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)		22
	Classroom Location	**Age Range**
	Elementary	6 to 9
Age Range Justification		**FTE %**
		0.34

Building Name
Mifflinburg Area MS
Support Type
Speech And Language Support

Support Sub-Type		
Speech And Language Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		22
	Classroom Location	**Age Range**
	Secondary	11 to 15
Age Range Justification		**FTE %**
		0.34

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
8049585	Elementary	Full-time (1.0)	03/06/2026 01:02 PM

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)		41
	Classroom Location	**Age Range**
	Elementary	6 to 9
Age Range Justification		**FTE %**
		0.63

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
5898657	Elementary	Full-time (1.0)	05/21/2026 02:49 PM

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%)		4
	Classroom Location	**Age Range**
	Elementary	5 to 8
Age Range Justification		**FTE %**
Students are placed in this classroom, ranging from grades K-2, due to the need for specialized instruction. The IEP teams agreed that this placement is appropriate, and it is documented in the students' IEP's.		0.5

Building Name		
Mifflinburg El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		2
	Classroom Location	**Age Range**
	Elementary	6 to 6

Age Range Justification	FTE %
	0.17

Building Name		
Mifflinburg El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Full-Time (80% or More)		2
	Classroom Location	**Age Range**
	Elementary	5 to 7
Age Range Justification		**FTE %**
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
8098458	Elementary	Full-time (1.0)	05/21/2026 02:28 PM

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%)		6
	Classroom Location	**Age Range**
	Elementary	5 to 9

Age Range Justification	FTE %
Students are placed in this classroom, ranging from grades K-2, due to the need for specialized instruction. The IEP teams agreed that this placement is appropriate, and it is documented in the students' IEP's.	0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
7075735	Elementary	Full-time (1.0)	03/06/2026 12:54 PM

Building Name		
Mifflinburg El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		7
	Classroom Location	**Age Range**
	Elementary	6 to 8
Age Range Justification		**FTE %**
		0.14

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
2573929	Elementary	Full-time (1.0)	05/21/2026 02:39 PM

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%)		3
	Classroom Location	**Age Range**
	Elementary	5 to 9
Age Range Justification		**FTE %**
Students are placed in this classroom, ranging from grades K-2, due to the need for specialized instruction. The IEP teams agreed that this placement is appropriate, and it is documented in the students' IEP's.		0.38

Building Name	
Mifflinburg El Sch	
Support Type	
Autistic Support	
Support Sub-Type	
Autistic Support	
Level of Support	**Case Load**
Full-Time (80% or More)	2
Classroom Location	**Age Range**
Elementary	5 to 6
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
Classroom Location	**Age Range**
Elementary	5 to 5
Age Range Justification	**FTE %**

	0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
6545028	Elementary	Full-time (1.0)	03/06/2026 12:54 PM

Building Name		
Mifflinburg El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		14
	Classroom Location	**Age Range**
	Elementary	6 to 8
Age Range Justification		**FTE %**
		0.28

Profile and Plan Essentials

LEA Name		AUN
School District		116605003
Address 1		
178 Maple St		
Address 2		
City	**State**	**Zip**
Mifflinburg	PA	17844
Director of Special Education Name		
Jane P. Spickler		
Director of Special Education Email		
jspickler@mifflinburg.org		
Director of Special Education Phone Number		**Director of Special Education Ext**
570-966-8280		570-966-8281
Chief Administrator Name		
Dr Kenneth J Dady Jr		
Chief Administrator Email		
kdady@mifflinburg.org		

Special Education Students

Total Number of Students Receiving Special Education

317

School District Total Student Enrollment

1731

Percent of Students Receiving Special Education

18.3

Steering Committee

Name	Position/Role	Building	Email
Jane Spickler	Director of Special Education	Mifflinburg Area SD	jspickler@mifflinburg.org
Kenneth Dady, Jr.	Superintendent	Mifflinburg Area SD	kdady@mifflinburg.org
Duane Snayberger	Director of Curriculum	Mifflinburg Area SD	dsnayberger@mifflinburg.org
Jeremiah Allen	Building Principal	Mifflinburg Area SHS	jallen@miffinburg.org
Daryl Hunsberger	Building Principal	Mifflinburg Area MS	dhunsberger@mifflinburg.org
Philip Heggenstaller	Building Principal	Mifflinburg Area Intrmd Sch	pheggenstaller@mifflinburg.org
Brett Hoffmaster	Building Principal	Mifflinburg El Sch	bhoffmaster@mifflinburg.org
Chris Long	Other	Mifflinburg Area SD	clong@mifflinburg.org
Stacy Mast	Special Education Teacher	Mifflinburg El Sch	smast@mifflinburg.org
Kara Tucker	Special Education Teacher	Mifflinburg Area SHS	ktucker@mifflinburg.org
Kelly Heimbach	Parent	Mifflinburg El Sch	kheimbach@miffinburg.org
Heather Haines	Parent	Mifflinburg Area SD	brandonhaines336@gmail.com
Maggie Creveling	Special Education Teacher	Mifflinburg Area MS	mcreveling@mifflinburg.org
Timothy Scholl	Board Member	Mifflinburg Area SD	tscholl@mifflinburg.org
Loretta Faust	Parent	Mifflinburg Area SHS	lfaust@cmsu.org
Laura Zimmerman	General Education Teacher	Mifflinburg Area SHS	lzimmerman@mifflinburg.org
Lucas Southerton	General Education Teacher	Mifflinburg Area MS	lsoutherton@mifflinburg.org
Kami Bickel	Special Education Teacher	Mifflinburg Area SHS	kbickel@mifflinburg.org
Sharon Fogle	Parent	Mifflinburg Area SHS	swanmates12@yahoo.com
Lisa Kelly	Other	Mifflinburg Area SD	lkelly@mifflinburg.org
Rachel Lewis	Parent	Mifflinburg El Sch	rschollmst@gmail.com
Heather Landis	General Education Teacher	Mifflinburg Area SHS	hlandis@mifflinburg.org

School District Areas of Improvement and Planning - Indicators

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

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

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

Indicator not flagged at this time.

Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

Secondary Transition (Indicator 13)

Indicator not flagged at this time.

Graduation (Indicator 1)

Indicator not flagged at this time.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Improvement and Planning Activity
MASD is always looking to improve student achievement. Across the district there has been coaching from the Central Susquehanna Intermediate Unit for MTSS implementation at the Elementary (K-2), Intermediate (3-5), Middle (6-8) and High (9-12) to support students outside of Tier 1 instruction. At minimum teams meet monthly to review student progress through data from Acadience K-2, Classroom Diagnostic Tools (CDTs) 3-5 and CDTs (6-12) for reading and math. During regular team discussions, if students are moved into Tier 2 support, SMART goals are established for students and teachers and reading specialists begin providing additional support to the students. The intent would be that the students receive the intervention necessary for them to close learning gaps and increase their academic progress. At the next MTSS meeting, if supports are working, students may stay in Tier 2 and continue receiving the added help they need. If the student progress is limited, SMART goals may be changed and/or another layer of support to students may occur. Building administrators continue to meet with their MTSS team members and look at student progress. When supports and services have been in

place for approximately 2-3 months with little student achievement, there could be a recommendation from the MTSS team for a student to be evaluated for special education services. If students are identified as students with special needs and/or need additional support for academic progress, implementation of Tier 3 support is the highest level of intervention for students.

Education Environments (Indicator 5)

Improvement and Planning Activity
Mifflinburg Area School District strives to educate our students with special needs in the Least Restrictive Environment (LRE) as possible. The Director of Special Education and building principals work closely to collaborate on the best environment for each student to be successful. MASD focuses on the fact that exceptionality identification does not drive student placement in specific programs . In working with the IEP Team, specifically parents and teachers, the IEP team stives to ensure that their student is receiving the best supports and services in the LRE is key to district success.
Currently Mifflinburg School District Special Education Department works with the following out of district placements: DTAC Residential; CSIU run program, Lewisburg, PA DTAC Partial, Williamsport, PA 5 Star Elementary, CSIU run program, Watsontown, PA 5 Star Secondary, CSIU run program, Sunbury, PA Work Foundations Plus, Life Skills and Autistic Support, CSIU run programs, Sunbury, PA New Story, private run facility for Emotional and Autistic Support, Selinsgrove, PA Beyond Boundaries ,CSIU run program for regular and special education needs, Montandon, PA Nittany Learning Services, Alternative Education for Disruptive Youth (AEDY), private run facility, Sunbury, PA Before out of district placements are considered for students, there is IEP Team collaboration 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.

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

Non-Resident Students Oversight

1. **Is your School District currently a host district for a 1306 facility?**

   Yes

1.1. 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

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

   Mifflinburg Area 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 residential facility to receive instruction. Instructors for DTAC (one general education teacher and one special education teacher) are employed and supervised by Central Susquehanna Intermediate Unit (CSIU). When an identified student arrives, the CSIU special education teacher reviews the sending (home) district's special education records for the student. It is then determined the appropriate programming and aligned services based on the student's needs. As the host district, MASD provides oversight of special education documentation and services through the development of the IEP, reevaluations, and progress monitoring. Through a collaborative effort between CSIU and MASD, the students attending DTAC receive a Free Appropriate Public Education (FAPE). The students attending this program are court ordered and unique in the sense that students are from local schools as well as other schools across Pennsylvania. Some students remain at the placement for a partial year, while others enter and exit the program quickly. Due to the nature of the placements being inconsistent throughout the year, the students that are placed but not already identified for Special Education, under Child Find MASD would evaluate the students to see if they are in need of special education supports and services.

3. **Describe the School 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 Director 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 Director 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

4. **Does the School District have an adult correctional facility that houses juveniles within its geographical boundaries?**
   No

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

Least Restrictive Environment

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

Data found in the SEDR for the past three reportable years shows that the Mifflinburg Area School District is traditionally at a higher percentage of students inside the regular education classroom 80% of the school day or more than the state average, with the exception of the 2022-23 school year. SEDR Data reporting of Mifflinburg School District compared to the State of Pennsylvania for SE Inside Regular Class 80% or More: 2022-23 60.5% vs. PA at 61.6%* 2023-24 72.8% vs.. PA State at 61.7% 2024-25 75.7% vs. PA State at 61.7% *Although this year MASD data was higher than the state average, during the past two years data has shown our improvement in inclusivity. 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% of the Least Restrictive Environment (LRE) for many years. Student population and individual need is the explanation for this trend in data. MASD offers some supplementary aids and services such as Speech and Language Service, Occupational Therapy, Physical Therapy and Social Work, not to mention any other related services that may be most appropriate delivered to students in a pullout model outside of the regular education classroom. The individual/small group pull out student support can often be quite valuable to student growth and fortunately the district has been able to offer those services to student with special needs. However, the district does take advantage of push-in special education supports and services in the regular education environment to continue to promote the LRE. SEDR Data reporting of Mifflinburg School District compared to the State of Pennsylvania for SE Inside Regular Class <40%: 2022-23 14% vs. PA State 10.0% 2023-24 12.5% vs. PA State 10.3% 2024-25 13.8% vs. PA State 10.6% MASD did not meet the goal of SE in Other Settings. This particular data point has been difficult for MASD for a significant amount of time due to student population, district resources and individual student needs. Student placement for educational supports and services is extremely important to the administration, teachers and stakeholders as we work as unitedly as possible to ensure our students are receiving what they need to be most successful throughout their school age services. Resources are utilized as effectively as possible to support students on campus at MASD. Outside of district placements are only considered if IEP Team members are in agreement that an alternative learning environment would benefit the student. In meeting with the IEP Team, emphasis is made on meeting the student's needs with the overall goal that our student will return to MASD campus when MASD resources can sufficiently meet the student's needs and academic growth. SEDR Data reporting of Mifflinburg School District compared to the State of Pennsylvania for SE in Other Settings: 2022-23 5.6% vs. PA State 4.4% 2023-24 5.3% vs. PA State 4.4% 2024-25 4.2% vs. PA State 4.4%

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

Academic Needs: MASD students are to receive their core instruction with their grade level peers to the fullest extent possible with the use of accommodations and modifications to meet the students' needs within the Least Restrictive Environment (LRE). The universal practices used to to support all students in their learning environment starts with differentiation of instruction and the use of a variety of modalities of instruction. In addition, when appropriate, pre-assessments are administered to determine students' level of knowledge within an area of instruction. Instructional strategies are implemented and then followed by instruction and formative assessments to determine the students' understanding of the materials and the need for reteaching. If appropriate, MASD has special education classroom space available as a resource to all identified students for delivery of interventions and services, implementation of de-escalation strategies, and assessments with modifications. Specially Designed Instruction (SDIs) are designated on student IEPs to designate who may be utilizing special education resources that may include accommodations or modifications to the curriculum or assignments. Annually, the IEP Team reviews the Special Considerations within the IEP to determine the services applicable to each individual student. Social/Emotional Needs: Students in grades K-12 are supported with school counselors in each building on campus. Mifflinburg High School has two school counselors to assist with students needs. MASD also has secondary and elementary licensed social workers that are district staff to provide social worker services to students with special needs. MASD also incorporates Student Assistance Programs (SAP) in district buildings to support all students and families if an need arises. Habitudes, a social/emotional curricular program has also been implemented to help educate students by MASD educators to build trust and support.

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

All students with special needs have available access to the general education curriculum with their grade level peers. Depending on student need as identified in the IEP, students are scheduled to be with their regular education peers. At the beginning of each school year, general education teachers receive directions from case managers to use Synergy, MASD's Student Information System (SIS) to familiarize themselves with the student's SDIs and modifications as listed in the IEP. In the event that a student's IEP is updated throughout the school year and SDIs are impacted, case managers inform regular education teachers so they can view the updated IEP on Synergy. A general education teacher is included in the IEP Team Meeting and input from general education teachers are included in the IEP. As appropriately determined by the IEP Team and written in the student's IEP, students with special needs are provided with support within the general education classroom, by a special education teacher or a paraprofessional.

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

   If an exceptional student has a need is that is identified per their IEP for support, MASD provides training and support necessary to allow successful participation in extra curriculars. As each student is exceptional, the level of support for extracurricular activities can vary from a high level of support to low, as well as many exceptional students participate in MASD extracurriculars without specific support and we encourage that for inclusivity. Regardless of what the extracurricular is, we encourage all students to participate if they have interest. Possible supplementary aids and services that may be utilized may include- Mentor students paired with students with special needs Enlarged materials (for scripts in musicals/plays) Support staff if a high level of support is needed Specialized transportation

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

   If the IEP Team is presented with the possibility of a MASD student to be placed outside of the MASD campus, a tour of the placement is provided to the family and an administrator from the district. If the family and MASD administrator agree that the placement is an appropriate change of placement for the student, the next step would be for an intake meeting. An intake meeting is held to assure that all previously provided services within the district are provided at the potential placement. If a MASD student is placed outside of the MASD campus, district lead extracurricular activities are still available to our identified students if appropriate. Information regarding participation is shared to all students via the district website. Although they are receiving their daily instruction outside of the main MASD campus, students are encourage to stay connected via extracurricular activities. MASD currently has a Bocce Ball Team and several of our team players are receiving their instruction outside of the district. In the 2024-25 school year, we also had a student who was attending Work Foundations Plus in Sunbury on the MASD Boy's Bowling Team!

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

   MASD has added embedded counseling services through outside agencies for our students, most recently utilizing Cartwheel, which provides virtual therapy services to students, with parent permission, that can be received during the school day within the student's school building to limit class time missed. MASD uses Nittany Learning Services (NLS) which has been approved by PDE as an

Alternative Education for Disruptive Youth (AEDY) Program. If necessary due to serious violation of school rule(s), students may experience a change of placement for a minimum of 45 days. Likewise to any out of district placement, the goal is that the student receives the necessary supports and services needed to allow them to have a successful return to MASD.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Autistic Support (Secondary) at Work Foundations Plus	Other	Public Separate Facility (Non-residential)	Central Susquehanna Intermediate Unit (CSIU)	Autistic Support	2
Diversified Treatment Alternative Centers (DTAC)	Other	Other Private Separate Facility (Non-residential)	Diversified Treatment Alternative Centers (DTAC)	Emotional Support	1
New Story	Other	Other Private Separate Facility (Non-residential)	New Story, LLC	Emotional Support	5
Work Foundation Plus	Other	Public Separate Facility (Non-residential)	Central Intermediate Unit (CSIU)	Life Skills Support	4
Five Star (Elementary)	Other	Public Separate Facility (Non-residential)	Central Susquehanna Intermediate Unit (CSIU)	Emotional Support	2
Alternative Education @ NLS	Other	AEDY approved program	Nittany Learning Services	Emotional Support	1
Beyond Boundaries	Other	Emotional Support Program	Central Susquehanna Intermediate Unit (CSIU)	Emotional Support	3

Positive Behavior Support

Date of Approval

2018-10-09

Uploaded Files

Behavior Support Policy 113.2.pdf

9. **How does the School 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). 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. Discussions and budgeting have begun during the 2025-26 School Year to plan for an emotional support program to be launched at the Mifflinburg Middle School in the near future. 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 if there is a common need among the student group. The district has available with parental consent counseling from several outside entities and virtual therapy services offered during the school day.

10. **Describe training provided to staff in the use of positive behavior supports, de-escalation techniques, and responses to behavior that may require immediate intervention.**

    MASD provides training for all district employees on de-escalation strategies from Central Susquehanna Intermediate Unit (CSIU) behavior specialist and through our two district Safe Crisis Management certified trainers. Each building has a building-level team training in Safe Crisis Management to respond to a student's behavior that needs immediate intervention. Through the reinforcement of building level positive behavioral support programs for all students as well as individual positive behavioral support plans for identified students with special needs, staff focuses on the least restrictive intervention to help students that may be struggling with behavior.

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

    Mifflinburg 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 where expectations are taught by staff to the children. 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 and data entry to Synergy, MASD's Student Information System (SIS) 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 meetings Mifflinburg 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 analyzed which may include; major and minor behaviors being discussed, as well as office vs classroom managed behaviors are reviewed. When necessary based on student referrals during the school year, teaching school wide ROAR rules/expectations may be revisited. 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. 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 identify students who need support as well as to review the progress of students in Tier II. Tier II involves a check in and check out program. 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 Tier II. If a student receives a major while in Tier II their 6 week timeframe restarts. If a major is earn during self-monitoring another week of self-monitoring is added. Tier II students are part of our MTSS framework. If a student is not successful in Tier II then Tier III services are recommended which are often outside agency/counseling support. Our school guidance counselor will run targeted "lunch bunch" groups to support Tier II needs throughout the school year. Tier III – Our school could develop this a little more. Currently Tier III is connecting a family with outside agencies/counseling. A Tier III referral comes from our MTSS framework and our Tier II team. PBIS Teams – We have a Tier I and Tier II teams. Different staff members serve on both teams. The principal serves on both the Tier I and Tier II 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 events throughout the school year to boost school spirit. The majority of the student population and staff participate. In the fall, RISE team members organize a week long event to raise school spirit and positivity. The finale of the week is the "Gold Out" home football game where funds are raised as a donation for pediatric cancer patients. Students across all grades (K- 12) participate and rely 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 community members, 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. The opportunity to attend the Link Crew August orientation day is also available to students who have moved into the district and are new to Mifflinburg High School.

12. **Describe the School District's 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. Students can access virtual therapy services through Cartwheel, a district approved program (with parent permission). This opportunity is available to any student who feels they would like to talk to someone about their struggles and are encouraged to attend sessions during the school day within their school building to provide convenience to working families as well as limit the amount of instructional time the student misses. MASD is working with the CSIU's program, Beyond Boundaries which is run out of the CSIU headquarters in Montandon, PA. This program is open to both regular education and special education students with an identified need for a different school environment that allows for more flexibility than the traditional brick and mortar school building. Students with special education services who attend Beyond Boundaries receive their IEP implementation and support by CSIU staff members, however MASD is still responsible for special education documentation and works collaboratively with CSIU staff in regards to progress monitoring and any IEP revision if the need arises.

13. **Describe the School District's restraint procedure.**

Mifflinburg Area School District (MASD) uses Safe Crisis Management (SCM) for de-escalation strategies and restraint procedures for any situation involving a student who becomes unsafe to themselves or others. On campus, each building has SCM certified staff members and/or established teams and only those individuals are involved in any situation that is not successful on de-escalation strategies and a restraint is needed to maintain student safety. Students who are involved in a SCM restraint are medically assessed and documentation is provided by the building level nurse to ensure the student was not injured. If the SCM trained staff member(s) are involved in a restraint with a student, there is a review completed by our district SCM trainers to ensure proper procedure was followed. The SCM Team reviews the event and notifications are made regarding the incident to parents and administration. In communication with parents, they are invited to gather as an IEP Team to hold an IEP meeting regarding the incident due to the level of severity or to discuss if a pattern of behavior exists. MASD usage of restraints may be need to be entered in the Pennsylvania

Integrated Monitoring System for Restraint Information System Collection (RISC) reporting which is required on a quarterly basis. Annual initial and renewal training of SCM team members is completed during the summer by the district SCM trainers and or through the CSIU approved trainer.

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 strengths, needs, collaboration across student/family agencies and discussions leading to appropriate educational placements.

Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
School Psychologist	3	District Wide	Contractor
Social Worker	1	Elementary	District
Social Worker	1	Secondary	District
Transition Coordinator	1	Secondary	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	1	District Wide	District
Other	2	Secondary	District
Paraprofessionals	7	Secondary	District
Paraprofessionals	22	Elementary	District
Director of Pupil Services	1	District Wide	District

1 Special Education Support Services

Special Education Personnel Development

Autism

Description of Training			
Autism Conference (sponsored by PATTAN)			
Lead Person/Position		**Year of Training**	
Director of Special Education		2027 2028	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
5	1	PaTTAN	Central Office Administrators

Description of Training			
PAI Systemic Supports			
Lead Person/Position		**Year of Training**	
Director of Special Education; Identified MASD Internal Coach		2027	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
2	3	District PaTTAN	Building Administrators Central Office Administrators Paraprofessionals Special Education Teachers

Positive Behavior Support

Description of Training			
De-escalation Strategies			
Lead Person/Position		**Year of Training**	
Director of Special Education, MASD		2026 2027 2028 2029	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	1	District	Paraprofessionals Special Education Teachers

Description of Training			
Functional Behavior Assessment			
Lead Person/Position		**Year of Training**	
CSIU		2026 2027	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
3	1	Intermediate Unit	Other

Description of Training			
Safe Crisis Management Annual Training and Re-certification of Staff			
Lead Person/Position		**Year of Training**	
Director of Special Education, SCM Certified District Trainers		2026 2027 2028 2029	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
6	3	District Other	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Paraprofessional

Description of Training			
Vector Online Training Courses for MASD Paraprofessionals			
Lead Person/Position		**Year of Training**	
Director of Special Education		2026 2027 2028 2029	
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**	
Director of Special Education		2026 2027 2028 2029	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
6	1	Intermediate Unit	Paraprofessionals

Description of Training			
I am a Special Education Paraprofessional! Now What?			
Lead Person/Position		**Year of Training**	
Director of Special Education		2026 2027 2028 2029	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
3	1	District	Paraprofessionals

Transition

Description of Training			
Indicator 13 Cyclical Monitoring Training			
Lead Person/Position		**Year of Training**	
CSIU		2026 2027	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
2	1	District Intermediate Unit PaTTAN	Building Administrators Special Education Teachers

Description of Training			
Transition Assessment Alignment Workshop			
Lead Person/Position		**Year of Training**	
Director of Special Education/MASD Transition Coordinator		2026 2027	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
5	1	Intermediate Unit	Central Office Administrators 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		2026 2027 2028 2029	
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		2026 2027 2028 2029	
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 for Special Education Questions and Answers			
Lead Person/Position		**Year of Training**	
Director of Special Education		2026 2027 2028 2029	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	1	District	Parents

Description of Training			
Provide opportunities for families of early intervention students to participate in a transition to Kindergarten meeting			
Lead Person/Position		**Year of Training**	
MASD Director of Special Education, CSIU Early Intervention Supervisor		2026 2027 2028 2029	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	1	District Intermediate Unit	Building Administrators Parents Special Education Teachers Other

Description of Training			
Literacy Night (K-5)			
Lead Person/Position		**Year of Training**	
Director of Curriculum and Instruction		2026 2027 2028 2029	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**

2	1	District	General Education Teachers Parents

IEP Development

Description of Training			
Writing an Accurate Reevaluation Report			
Lead Person/Position		**Year of Training**	
Supervisor of Special Education		2026 2027 2028 2029	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	2	District Intermediate Unit PaTTAN	Special Education Teachers

Description of Training			
Effective IEP Writing			
Lead Person/Position		**Year of Training**	
Director of Special Education		2026 2027 2028 2029	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	1	District	Special Education Teachers

IEP Writing Using Synergy

Description of Training	
Synergy (MASD SIS) for IEP Writing	
Lead Person/Position	**Year of Training**
Director of Special Education and Department Lead Teachers of Elementary and Secondary	2026 2027

		2028 2029	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
3	1	District Other	Special Education Teachers

Special Education Teacher Retention

Description of Training			
Evidence Based Practices- All in- | PaTTANpod [S5E22]			
Lead Person/Position		**Year of Training**	
Director of Special Education		2026 2027 2028 2029	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	1	District	Special Education Teachers

Signatures & Affirmations

Approval Date

2026-03-10

Uploaded Files

- 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

Kenneth James Dady

Date

2026-06-05