

Mifflinburg Area SD
Special Education Plan Report
07/01/2020 - 06/30/2023

District Profile

Demographics

178 Maple St
 Mifflinburg, PA 17844-0285
 570-966-8200
 Superintendent: Daniel Lichtel
 Director of Special Education: Linda Kline

Planning Committee

Name	Role
Daniel Lichtel	Administrator: Superintendent of Schools
Sandra Mattocks	Administrator: Director of Curriculum & Instruction
Philip Heggenstaller	Building Principal
Daryl Hunsberger	Building Principal
Richard Strausburg	Building Principal
James Case	Building Principal
Angela Fontana	Elementary School Teacher: General Education
Terrance Young	Ed Specialist: School Psychologist
Valerie Weitzel	Ed Specialist: School Psychologist
Alexa Diggan	Elementary School Teacher: Special Education
Shawn Welch	Ed Specialist: Special Education
Sue Enders	Ed Specialist: General Education
Kami Bickel	High School Teacher: Special Education
Heather Specht	High School Teacher: General Education
Suzy DiPasquale	High School Teacher: Special/General Education
Sue Ann Lynn	Ed Specialist: Special Education
Erica Underhill	Middle School Teacher: General Education
Scott Zimmerman	Parent: Special Education
Torie Susan	Parent: Special/General Education
Linda Kline	Special Education Supervisor: Special Education

Core Foundations

Special Education

Special Education Students

Total students identified: 316

Identification Method

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

The following two criteria for eligibility must be met to receive special education services.

- 1) The Mifflinburg Area School District continues to utilize the discrepancy model for identification of students with a specific learning disability. Students are administered ability and achievement assessments and if a discrepancy exists between the two scores, the student is identified as a student with a specific learning disability in the area of the discrepancy. When presented with a student suspected of having average ability who scores in the bottom 10th percentile in one or more of the eight areas of achievement, as specified in Chapter 300.309 of IDEA, may be considered as a student with a specific learning disability. This criterion should not keep the evaluation team from taking other factors into consideration when determining the extent or significance of a discrepancy. If no discrepancy exists, patterns of strengths and weaknesses are examined to determine potential deficits that would qualify them for identification.
- 2) When a student's achievement is at the 10th percentile or below when looking at age and grade level state and national norms, specially designed instruction is required for the student to find success in the general curriculum through accommodations.

Enrollment

Review the Enrollment Difference Status. If necessary, describe how your district plans to address any significant disproportionalities.

The data is publicly available via the PennData website. You can view your most recent report. The link is: <https://penndata.hbg.psu.edu/PublicReporting/DataataGlance/tabid/2523/Default.aspx>

Based on the Special Education Data Report School Year 2018-2019, we have a disproportionality in the following areas:

Intellectual Disability, Multiple Disabilities, and Specific Learning Disability

- A full review of intellectual disability and multiple disabilities was completed following our last CMCI. Since that review all new student identifications and student enrollments with the disabilities of ID and MD have been thoroughly vetted.
- A special consideration specific to the local area which may affect District enrollment is our specialized foster homes which bring in student with high needs. Due to the small population of the District, one student could account for a 50 percent enrollment difference, which overall skews the effect of using percentages to evaluate enrollment data.
- In regards to the disproportionality with specific learning disability, the approach has been to strength core instruction and provide targeted intervention.
- An ongoing data review will demonstrate whether changes are occurring in these areas as a result of the District's efforts.

Non-Resident Students Oversight

1. How does the District meet its obligation under Section 1306 of the Public School Code as the host District at each location?
2. How does the District ensure that students are receiving a free appropriate public education (FAPE) in the least restrictive environment (LRE)?
3. What problems or barriers exist which limit the District's ability to meet its obligations under Section 1306 of the Public School Code?

1. Mifflinburg Area School District serves as the host district for students placed at Diversified Treatment Alternatives (DTA). Due to the nature of the facility, students placed at DTA are not able to leave the facility to receive instruction at Mifflinburg schools.

2. Instructors for DTA (one regular education teacher and one special education teacher) are hired by the Central Susquehanna Intermediate Unit (CSIU). The special education teacher is supervised by the supervisor of special education for Mifflinburg Area School District. When a student with an IEP is placed at DTA, the special education teacher and the Mifflinburg Area School District supervisor of special education work closely to obtain educational records for the student. Upon receipt of the paperwork, the supervisor and the teacher review the documents and revise only the basic items (county of residence, school district, and placement); other items will be revised, if necessary, but we have found that we are typically able to implement most of the IEPs as written. This is possible because of the design of the program at DTA. Due to the low number of students at the facility, students are able to receive a great deal of individualized support from the special education teacher. Most goals and SDIs can be followed as written from sending districts. The supervisor and the teacher work together to ensure that all identified students are receiving a Free Appropriate Public Education (FAPE). If students require related services (OT, PT, speech/language therapy), these services are provided by the CSIU.

3. At this point in time, no problems or barriers exist which limit the District's ability to meet its obligations under Section 1306 of the Public School Code.

Incarcerated Students Oversight

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).

There are no corrections facilities located in Mifflinburg Area School District.

If a Mifflinburg student becomes incarcerated, we would work with the LEA where the correction facility is located to supply the necessary information so the student could continue to receive his/her education. We would share current special education documents so the student could continue to work toward his/her IEP goals. If a student becomes incarcerated who is currently being evaluated, we would share that information with the LEA as well and work to determine the best plan for completing the evaluation.

Least Restrictive Environment

1. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled children, and that removal from the regular education environment only occurs when education in that setting with supplementary aids and services, cannot be achieved satisfactorily.
2. Describe how the District is replicating successful programs, evidence-based models, and other PDE sponsored initiatives to enhance or expand the continuum of supports/services and education placement options available within the District to support students with disabilities access the general education curriculum in the least restrictive environment (LRE). (Provide information describing the manner in which the District utilizes site-based training, consultation and technical assistance opportunities available through PDE/PaTTAN, or other public or private agencies.)
3. Refer to and discuss the SPP targets and the district's percentages in the Indicator 5 section - Educational Environments. Also discuss the number of students placed out of the district and how those placements were determined to assure that LRE requirements are met.

Mifflinburg Area School District enables students to progress in the least restrictive setting by providing a wide array of supplementary services and supports that allow students to learn with typical peers in a variety of school and community settings. The district is moving toward more inclusive practices for students. All learning support students are included in general education classes with support from special education teachers and paraprofessionals at all levels (elementary,

intermediate, middle, and high). Case managers work with general education teachers to adapt materials and differentiate instruction for students to help them make adequate educational progress. The elementary and intermediate schools have emotional support programs. Students in these programs are included in general education to the extent that is appropriate, based on behavioral needs. When students are included in general education academic classes, they are fully supported. Life Skills and Multiple Disabilities support students are currently included in general education for related arts and special classroom activities. Students' needs are monitored individually and as students are able to participate in general education classrooms for additional subjects, IEPs are revised and the change occurs. The district is constantly looking at ways to increase our inclusionary practices.

Data from Indicator 5: [2018-2019 data]

SE Inside Regular Class 80% or more

LEA – 67.4%

State – 61.5%

LEA Met Target - YES

SE Inside Regular Class Less Than 40%

LEA – 12.3%

State – 9.4%

LEA Met Target - NO

SE in Other Settings

LEA – 8.8%

State – 4.8%

LEA Met Target - NO

With the move toward more inclusive practices, more students are in general education classes for a greater percentage of the day. The district will continue to look at ways to include more students in the general education environment, with adequate support to meet their educational needs.

Programs utilized in Mifflinburg Area School District that have helped students with disabilities access the general education curriculum:

Establishment of resources for instruction of core subjects (reading and math) at all levels and the use of research-based interventions is key for the district to provide standards-based education for all students and to make data-driven decisions for their benefit.

The elementary and intermediate schools use School-wide Positive Behavior Intervention Support (SWPBIS) with fidelity while the middle and high school have implementation of SWPBIS and are working towards that standard.

Students identified as Emotional Support and Autistic Support have implemented Positive Behavior Support Plans. PBSPs help this student population succeed in their educational environment.

Technology - *Smartboards* are in every classroom providing instructional engagement for students. During the 2020-2021 school year, the majority of students will either have an iPad or chrome book for instructional purposes. Instructional platforms are used district-wide, *Schoology* for secondary (6-12) with *Google Classroom* for elementary (K-5). Communication tools (Remind, Class Dojo, etc.) between school and home are used prolifically.

Behavior Support Services

1. Provide a summary of the District policy on behavioral support services including, but not limited to, the school wide positive behavior supports (PBS).
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.
3. If the district also has School-Based Behavioral Health Services, please discuss it.

The Mifflinburg Area School District Board of Directors must ensure that all district students are educated in settings free from restrictions or injuries caused by challenging behaviors of others. Behavior support programs must be based on positive rather than negative measures. All necessary district personnel must be trained in the proper use of specific procedures, methods, and techniques. The Mifflinburg Area School District policy on Positive Behavior Support for Students with Disabilities (policy 113.2) defines key terms: aversive techniques, behavior support, behavior support plan, functional behavioral assessment, positive techniques, restraints, and eligible student. Positive Behavior Support Requirements:

1. Positive rather than negative measures shall form the basis of behavior support programs. Behavior support programs shall include a variety of techniques to develop and maintain skills that will enhance an individual student's opportunity for learning and self-fulfillment. The types of intervention chosen for a particular student shall be individualized and the least intrusive.
2. Restraints to control acute or episodic aggressive behavior may be used only when the student is acting in a manner as to be a clear and present danger to him/herself, to other students or to employees, and only when less restrictive measures and techniques have proven to be or are less effective.
3. The use of restraints may not be included in the IEP for the convenience of staff, as a substitute for an educational program, or employed as punishment.

4. The use of restraints to control aggressive behavior of an individual student shall cause a meeting of the IEP team to review the current IEP for appropriateness and effectiveness. The IEP team will meet within ten (10) school days of the restraint unless the parent/guardian waives the meeting in writing.
5. Mechanical restraints, which are used to control involuntary movement or lack of muscular control of students when due to organic causes or conditions, may be employed only when specified by an IEP and as determined by a medical professional qualified to make the determination and as agreed to by the student's parents/guardians. Mechanical restraints shall prevent a student from injuring himself/herself or others or promote normative body positioning and physical functioning.
6. The following aversive techniques of handling behavior are considered inappropriate and may not be used by agencies in educational programs: corporal punishment; punishment for manifestation of a student's disability; locked rooms, locked boxes, or other locked structures or spaces from which the student cannot readily exit; noxious substances; deprivation of basic human rights, such as withholding meals, water or fresh air; suspensions constituting a pattern under 22 PA Code 14.143(a); treatment of a demeaning nature; electric shock; methods implemented by untrained personnel; prone restraints are prohibited and never used.
7. The district must obtain parental approval through the IEP process for all procedures identified within the child's individualized behavioral support plan. The district must obtain parental consent prior to use of highly restraining or intrusive procedures.
8. The Mifflinburg Area School District has the primary responsibility for ensuring that behavior support programs are in accordance with this policy, including the training of personnel for the use of specific procedures, methods, and techniques.
9. Aversive techniques, restraints, or discipline procedures may not be used as a substitute for a behavior support program.
10. Components of the district and school codes of student conduct shall be applied when appropriate.
11. If a student with a disability, who has an IEP with a positive behavior support, is referred to a law enforcement agency, the IEP team must conduct a functional behavior assessment and must update the positive behavior support plan.

Implementation Guidelines:

It is the policy of the district that basic classroom support shall be in place in every classroom within the district. The activities associated with basic classroom support are directed toward total classroom support. This classroom management plan will not only respond when a problem occurs, but will also aim to prevent problems by creating environments conducive to learning.

The district's policy for Behavior Support for an eligible student consists of three (3) levels, based upon best practices and current professional research. The three (3) levels of intervention are:
 LEVEL I: Consistent application of general classroom management strategies. The Level I model includes such things as proactive classroom management (i.e. effective teaching practices, clear rules and procedures, etc.), pro-social behavior (i.e. systematic reinforcement, token economy, etc.), and

social problem solving (i.e. role-playing, social skills instruction, etc.).

LEVEL II: In this level, an Individual Behavior Support Plan is needed when a student is unable to meet the requirements of Level I. Behavior interventions focus on increasing appropriate behavior and decreasing inappropriate behavior. IEP teams must conduct Functional Behavioral Assessments. The Level II framework includes behavior interventions (e.g. retraining, positive correction, verbal prompts, etc.), social skills training (e.g. direct instruction, coaching, anger control training, etc.), cognitive training (e.g. self-monitoring, etc.), and reality training (e.g. social problem solving, etc.).

LEVEL III: Level III interventions are restrictive behavior programs which may modify the student's rights during implementation. When Level II is no longer adequate to manage the student's behavior, the student's IEP team convenes and reviews the behavior support plan. The interventions for Level III are safe crisis management (e.g. physical restraints, mechanical restraints), emergency procedures (e.g. parent/guardian contact, notifying police, etc.), school discipline procedures (e.g. use of after-school hours detention, in-school suspension, etc.), legal procedures regarding discipline of a student with a disability, and expulsion.

Each building within the Mifflinburg Area School District (Mifflinburg Elementary School, Mifflinburg Intermediate School, Mifflinburg Middle School, and Mifflinburg High School) has a team of staff members trained in the use of safe crisis management techniques. The district maintains safe crisis management trainers, who supply the updated yearly trainings for team members. SCM trainers attend a fall training with JKM at CSIU in order for them to maintain their training certificates. Part of the safe crisis management training is the use of de-escalation techniques. The district is not involved with School-Based Behavioral Health Services at this time. The district partners with outside agencies to provide these services. The district employs two social workers, two school psychologists, five school counselors, and one family-child specialist to help deal with behavioral issues.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

1. If the LEA is having difficulty ensuring FAPE for an individual student or a particular disability category, describe the procedures and analysis methods used to determine gaps in the continuum of special education supports, services and education placement options available for students with disabilities.
2. Include information detailing successful programs, services, education placements as well as identified gaps in current programs, services, and education placements not available within the LEA. Include an overview of services provided through interagency collaboration within the LEA.
3. Discuss any expansion of the continuum of services planned during the life of this plan.

1. Mifflinburg Area School District consistently provides FAPE for our special education students through programs provided within the district and outside the district. The district has excellent working relationships with the Central Susquehanna Intermediate Unit, surrounding local school districts, and other educational providers.

2. Emotional support was a previously difficult placement challenge for the district. However, with

the development of Emotional Support Programs at all building levels within Mifflinburg Area School District, we have been able to meet the needs of these students through current offerings. At this point, the most difficult students to place are those who are physically aggressive. We have had these students in our district programs but when safety becomes compromised, changes must be made. When dealing with these students, we have utilized the Child and Adolescent Support System Program (CASSP) process to determine strengths, needs, and appropriate placements. The following placements have been used for this student population (New Story, Five Star, Behavioral Specialist Inc.). When CASSP meetings are unsuccessful, the district would notify the Regional Interagency Coordinator (RIC) to seek assistance with finding an appropriate placement for these students.

3. An expansion of the continuum of services will be for our supplemental autistic support student population grades 6-8. The district has contracted with CSIU to operate an autistic support classroom at Mifflinburg Middle School.
4. A second autistic support classroom is needed at the K-2 level due to the number of identified students within the district.

Assurances

Special Education Assurances

The Local Education Agency (District) has verified the following Assurances:

- Implementation of 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.
- Implementation of 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 District implements mechanisms to disseminate child find information to the public, organizations, agencies and individuals on at least an annual basis.
- Assurances of 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.
- Compliance with the PA Department of Education, Bureau of Special Education's report revision notice process.
- Following 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.
- Assurance of 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.

24 P.S. §1306 and §1306.2 Facilities

Facility Name	Facility Type	Services Provided By	Student Count
Diversified Treatment Alternatives	Nonresident	The Central Susquehanna Intermediate Unit #16 (CSIU) employs a general education teacher and a special education teacher to instruct the students place	14

		at DTA. Mifflinburg Area School District provides special education supervision services to the facility.	
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Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
New Story	Approved Private Schools	Autistic Support and Emotional Support	6
Lewisburg High School	Neighboring School Districts	Autistic Support	1
Work Foundations +	Special Education Centers	Life Skills Support; Vocational Training	8
Behavioral Specialists, Inc. (BSI)	Other	Behavioral Support	2
5 STAR	Other	Emotional Support	2
Bradley Center	Approved Private Schools	Behavioral Support	1
Devereux Kanter Learning Center	Approved Private Schools	Behavioral Support	1

Special Education Program Profile

Program Position #1 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 19, 2020

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 10	6	0.12
Locations:				
Mifflinburg Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 19, 2020

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
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Itinerant	Emotional Support	6 to 10	5	0.1
Justification: Students are seen individually which does not exceed the allowable age range.				
Locations:				
Mifflinburg Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	6 to 8	2	0.1
Locations:				
Mifflinburg Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #3 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 19, 2020

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	6 to 8	4	0.2
Locations:				
Mifflinburg Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Life Skills Support	7 to 7	1	0.05
Locations:				
Mifflinburg Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #4 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 19, 2020

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	10 to 12	3	0.37
Locations:				
Mifflinburg Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #5 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 19, 2020

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	12	0.6
Locations:				
Mifflinburg Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 10	3	0.06
Locations:				
Mifflinburg Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #6 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 19, 2020

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 12	4	0.08
Locations:				
Mifflinburg Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 11	8	0.4
Locations:				
Mifflinburg Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #7 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 19, 2020

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	9 to 12	12	0.6
Locations:				
Mifflinburg Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #8 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION*Type: Position**Implementation Date: August 19, 2020***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	9 to 11	2	0.04
Locations:				
Mifflinburg Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	9 to 9	1	0.05
Locations:				
Mifflinburg Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	9 to 11	3	0.25
Locations:				
Mifflinburg Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	10 to 11	2	0.25
Locations:				
Mifflinburg Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #9 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class**Implementation Date: August 19, 2020***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	12 to 14	4	0.08
Locations:				
Mifflinburg Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 13	5	0.25
Locations:				
Mifflinburg Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 13	11	0.22
Locations:				
Mifflinburg Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #10 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 19, 2020

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 14	11	0.22
Locations:				
Mifflinburg Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #11 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 19, 2020

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 12	7	0.14
Locations:				
Mifflinburg Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12	6	0.3
Locations:				
Mifflinburg Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	12 to 12	1	0.02
Locations:				
Mifflinburg Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	11 to 11	1	0.05
Locations:				

Mifflinburg Middle School	A Middle School Building	A building in which General Education programs are operated		
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Program Position #12 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 19, 2020**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	12 to 16	5	0.25
Locations:				
Mifflinburg Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #13 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 19, 2020**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	12 to 14	3	0.37
Locations:				
Mifflinburg Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #14 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 19, 2020**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	7	0.14
Locations:				
Mifflinburg High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	15 to 17	3	0.06
Locations:				
Mifflinburg High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE

Itinerant	Autistic Support	15 to 17	7	0.58
Locations:				
Mifflinburg High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #15 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 19, 2020

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	22	0.44
Locations:				
Mifflinburg High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	18 to 18	1	0.05
Locations:				
Mifflinburg High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #16 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 19, 2020

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	23	0.46
Locations:				
Mifflinburg High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #17 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 19, 2020

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	16 to 20	6	0.3
Locations:				
Mifflinburg High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #18 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 19, 2020**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Multiple Disabilities Support	18 to 18	1	0.12
Locations:				
Mifflinburg High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	15 to 17	4	0.5
Locations:				
Mifflinburg High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #19 - Proposed Program*Operator:* Intermediate Unit**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 19, 2020**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Blind or Visually Impaired Support	8 to 8	1	0.27
Locations:				
Mifflinburg Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Blind or Visually Impaired Support	11 to 15	2	0.16
Locations:				
Mifflinburg Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Blind or Visually Impaired Support	13 to 16	3	0.2
Locations:				
Mifflinburg Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #20 - Proposed Program*Operator:* School District

PROPOSED PROGRAM INFORMATION*Type: Position**Implementation Date: August 19, 2020***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	7 to 7	1	0.08
Locations:				
Mifflinburg Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	6 to 8	3	0.37
Locations:				
Mifflinburg Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #21 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Position**Implementation Date: August 19, 2020***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	11 to 15	19	0.29
Locations:				
Mifflinburg Area School District	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 7	11	0.16
Locations:				
Mifflinburg Area School District	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	15 to 18	9	0.13
Locations:				
Mifflinburg High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #22 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Position**Implementation Date: August 19, 2020*

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 9	35	0.53
Justification: Students are seen individually or in permitted age-range groupings.				
Locations:				
Mifflinburg Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #23 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 19, 2020**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	8 to 11	44	0.67
Locations:				
Mifflinburg Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #25 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 19, 2020**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	7 to 7	2	0.16
Locations:				
Mifflinburg Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	6 to 8	3	0.37
Locations:				
Mifflinburg Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #26 - Proposed Program*Operator:* Intermediate Unit**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 19, 2020**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	12 to 14	3	0.25

Locations:				
Mifflinburg Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	13 to 13	1	0.12
Locations:				
Mifflinburg Middle School	A Middle School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Special Education Supervisor	Mifflinburg Area School District	1
School Psychologist	Mifflinburg Area School District	1
School Social Worker	Mifflinburg Elementary; Mifflinburg Intermediate	1
School Social Worker	Mifflinburg Middle; Mifflinburg High; SUN ATI	1
LPN/Aide	Mifflinburg Intermediate School	1
Paraprofessionals (7)	Mifflinburg Middle School	0.79
Paraprofessional (11)	Mifflinburg Elementary School	0.79
Paraprofessional (9)	Mifflinburg Intermediate School	0.79
LPN/Aide	Mifflinburg Middle School	1
Paraprofessionals (3)	Mifflinburg High School	0.79
LPN/Aide	Mifflinburg High School	1
School Psychologist	Mifflinburg Area School District	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Occupational Therapy	Outside Contractor	17 Hours
Physical Therapy	Outside Contractor	5 Hours
Orientation and Mobilbity Services	Intermediate Unit	2 Hours
Audiological Services	Intermediate Unit	3.75 Minutes

District Level Plan

Special Education Personnel Development

Autism

Description	In order to continue meeting the needs of our students with autism spectrum disorder, school personnel will attend portions of the autism conference in State College. During the three-year span of the plan, a rotation of personnel will attend the conference.
Person Responsible	Special Education Supervisor
Start Date	7/1/2020
End Date	6/30/2023
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	6.0
# of Sessions	5
# of Participants Per Session	5
Provider	Penn State University
Provider Type	College or University
PDE Approved	Yes
Knowledge Gain	Many of our students with autism require a team approach in order to optimize their educational experience. Those in attendance will gain knowledge about new strategies and instructional practices.
Research & Best Practices Base	Autism Conference Presenters
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and</p>

	community partners.
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>
Training Format	<p>Series of Workshops</p> <p>Offsite Conferences</p>
Participant Roles	<p>Classroom teachers</p> <p>Paraprofessional</p> <p>Classified Personnel</p> <p>New Staff</p> <p>Related Service Personnel</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Peer-to-peer lesson discussion</p> <p>Lesson modeling with mentoring</p> <p>Joint planning period activities</p> <p>Presentations at the special education department meetings, building level faculty meetings and in-service breakout sessions.</p>
Evaluation Methods	<p>Written summary outlining highlights and take ways of the autism conference.</p>

Behavior Support

Description	The district has teams trained in Safe Crisis Management at each building level. These teams consist of administrators, general education teachers, special education teachers, and paraprofessionals. The training is renewed each year with the team members. Part of the training is the use of de-escalation techniques to avoid having to use safe physical holds with students.
Person Responsible	Building Principals (part 1); Special Education Supervisor (part 2)
Start Date	7/1/2020
End Date	6/30/2023
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	7.0
# of Sessions	1
# of Participants Per Session	12
Provider	Mifflinburg Area School District
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	The program details listed above pertain to the Safe Crisis Management Training. The district employs several SCM trainers. Building level SCM team members are trained each summer so they can utilize the de-escalation techniques as well as the SCM assists (if needed) each year. Updated training keeps the ideas fresh and members are able to readily recall and use the techniques when faced with the need to deescalate a situation.
Research & Best Practices Base	JKM, Inc.
For classroom teachers, school counselors and education specialists	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
For school or LEA administrators, and other educators seeking leadership roles	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Training Format	Series of Workshops School: Whole Group Presentation
Participant Roles	Classroom Teachers Principals / Asst. Principals School Counselors Paraprofessional New Staff Related Service Personnel
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Lesson modeling with mentoring One mid-year training session; documentation of use of strategies (if needed)
Evaluation Methods	Assist Reports and debriefings with school personnel after an assist situation

Paraprofessional

Description	Paraprofessionals are required to have 20 hours of training annually to maintain their highly-qualified status. Training is delivered annually in a variety of ways (group sessions, online, in-service days, department/faculty meetings and through CSIU. Documentation of training is maintained in individual folders in the special education supervisor's office.
Person Responsible	Special Education Supervisor
Start Date	7/1/2020
End Date	6/30/2023
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	7.0
# of Sessions	3
# of Participants Per	30

Session	
Provider	Mifflinburg Area School District
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	Paraprofessionals serve in a variety of roles within the Mifflinburg Area School District. Some assist in regular education classes while others assist in special education programs. Training is arranged to try to meet the needs of every paraprofessional throughout the school year. Topics discussed in the past have included: digital learning, autism, supporting struggling readers, modifications vs. accommodations, motivating students, de-escalation strategies etc. Training for Mandated Reporting is ongoing and cyclical.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
For school or LEA administrators, and other educators seeking leadership roles	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	Department Focused Presentation
Participant Roles	Paraprofessional
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Discussions with building administrators and teachers with whom the paraprofessional collaborates
Evaluation Methods	Annual evaluations

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Reading

Description	Reading Decoding, Fluency and Comprehension
Person Responsible	Special Education Supervisor; School Psychologist
Start Date	7/1/2020
End Date	6/30/2023
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	1.0
# of Sessions	5
# of Participants Per Session	5
Provider	Mifflinburg Area School District
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	Individuals participating in the reading intervention training will learn how to implement the intervention for reading decoding, fluency and comprehension as well as progress monitor the intervention.
Research & Best Practices Base	Intervention Central
For classroom teachers, school counselors and education specialists	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
For school or LEA administrators, and other educators seeking leadership roles	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	Professional Learning Communities
Participant Roles	Classroom teachers
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)

	Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring
Evaluation Methods	Review of intervention data collected from the progress monitoring

Transition

Description	<p>Transition is an integral part of planning for special education students. At age 14, students must have transitioning services addressed in their IEPs. In order to continue to comply with the requirements in this section, we meet as special education teams to discuss the information that is needed.</p> <p>Each year, transition clinics are held for 11th grade students and some 12th grader students. The clinics look at each student individually and determine what needs the student will have upon graduation. Agency representatives are invited to meetings and can share information on resources that are available with parents/guardians and students.</p>
Person Responsible	Special Education Supervisor
Start Date	7/1/2020
End Date	6/30/2023
Program Area(s)	Special Education, Student Services

Professional Development Details

Hours Per Session	1.0
# of Sessions	3
# of Participants Per Session	10
Provider	Mifflinburg Area School District
Provider Type	IU
PDE Approved	Yes
Knowledge Gain	Special education team meetings will be held three times per year for middle school and high school staff in order to provide updates. During these meetings, the district will utilize the designated IU Transition expert

	<p>as the trainer to provide guidance regarding the required IEP input for the transition section (Postsecondary Education and Training Goal, Employment Goal, and Independent Living Goal).</p> <p>The district completed Indicator 13 during 2019-2020.</p> <p>Parents and students will participate in the transition clinics through various venues (in person meetings, phone conferences and virtual conferences).</p>
Research & Best Practices Base	PaTTAN Indicator 13
For classroom teachers, school counselors and education specialists	Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	Provides leaders with the ability to access and use appropriate data to inform decision-making.
Training Format	Department Focused Presentation
Participant Roles	<p>Classroom teachers</p> <p>Related Service Personnel</p> <p>Parents</p>
Grade Levels	<p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
Follow-up Activities	Development of transition sections within IEPs
Evaluation Methods	Review of the transition section of IEPs for students 14 years and older during the duration of the IEP

Special Education Affirmations

We also affirm our understanding that any requests for any deviations from the Chapter 14 regulations, standards, policies, and procedures must be made in writing to the Pennsylvania Department of Education. The school district understands that the Special Education Component of the District Level Plan will be approved by PDE in accordance with the following criteria as set forth in 22 Pa. School Code § 14.104 and as part of the District Level Plan:

1. 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.
2. 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.
3. 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.
4. The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.
5. 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.
6. 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.

We affirm that the school district has completed a 28 day public inspection and comment period as required under 22 PA Code § 4.13 (d) prior to the school entity's governing board approval and submission to the Department of Education (Bureau of Special Education).

Affirmed by Dennis Keiser on 5/27/2020

Board President

Affirmed by Daniel Lichtel on 5/27/2020

Superintendent/Chief Executive Officer