

Mifflin County School District

Elementary Schools

Parent's Handbook & Guide

2026–2027 School Year

Educate each student to meet life's challenges.

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Welcome to the Mifflin County School District

Mifflin County School District

Elementary Schools

Welcome to the Mifflin County School District! This handbook has been developed to provide families with important information about our elementary schools, district procedures, and the many opportunities available to support student success. We encourage parents and guardians to use this handbook as a resource throughout the school year. A strong partnership between home and school is essential to helping every child learn, grow, and achieve.

Nondiscrimination Statement

The Mifflin County School Board declares it to be the policy of this district to provide an equal opportunity for all students to achieve their maximum potential through the programs and activities offered in the schools without discrimination on the basis of race, color, age, creed, religion, sex, sexual orientation, ancestry, national origin, marital status, pregnancy or handicap/disability. The Board also declares it to be the policy of this district to comply with federal law and regulations under Title IX prohibiting sexual harassment, which is a form of unlawful discrimination on the basis of sex. Such discrimination shall be referred to throughout this policy as Title IX sexual harassment. Inquiries regarding the application of Title IX to the district may be referred to the Title IX Coordinator/Compliance Officer, to the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both. The district is committed to the maintenance of a safe, positive learning environment for all students that is free from discrimination by providing all students course offerings, counseling, assistance, services, employment, athletics and extracurricular activities without any form of discrimination, including Title IX sexual harassment. Discrimination is inconsistent with the rights of students and the educational and programmatic goals of the district and is prohibited at or, in the course of, district-sponsored programs or activities, including transportation to or from school or school-sponsored activities. Violations of this policy, including acts of retaliation as described in this policy, or knowingly providing false information, may result in disciplinary consequences under applicable Board policy and procedures.

Parent Handbook

The Elementary Parent Handbook is available in the main office of each elementary school and online at <https://mcsdk12.org/student-handbooks/>.

Families are encouraged to review the handbook annually, as procedures and policies may be updated to reflect changes in district practices, Board policy, or state and federal requirements.

Mission, Vision & Educational Values

Mission Statement

Educate each student to meet life's challenges.

Vision Statement

The Relentless Pursuit of Excellence

Educational Values

At Mifflin County School District, we believe student success is achieved through strong partnerships among students, families, staff, administrators, and the community. Together, we are committed to creating a safe, supportive, and engaging learning environment where every student can thrive.

Students

Students are expected to come to school each day prepared to learn and to demonstrate the district's core expectations: **Respectful, Responsible, Ready, and Safe.**

Staff

Staff members are committed to providing high-quality, engaging instruction that meets the diverse academic, social, and emotional needs of every student while fostering continuous growth and achievement.

Administration

School and district administrators are committed to collaborative leadership, open communication, continuous improvement, and providing the support necessary for students and staff to achieve excellence.

Parents and Guardians

Parents and guardians are valued partners in their child's education. Together with the school, families support student learning through open communication, regular attendance, encouragement, and active participation in the educational process.

Community

Community members and organizations play an important role in supporting our schools. Through collaboration and shared responsibility, we work together to provide meaningful opportunities that prepare students for success in school and in life.

District Directory & Board of School Directors

Central Administration

Mifflin County School District Administration Office

201 Eighth Street – Highland Park

Lewistown, PA 17044

 717-248-0148

District Administration Includes:

- **Superintendent:** Vance S. Varner
- **Chief Academic Officer:** Steven F. DeArment
- **Chief Operations Officer:** Clint N. Aurand
- **Chief Financial Officer:** Jennifer L. Wingard
- **Director of Student Support Services:** Cindi L. Marsh
- **Supervisor of Special Education:** Christopher V. Evans
- **Director of Human Resources:** Mark S. Sauer
- **Director of Buildings and Grounds:** Thomas G. White, Jr.
- **Federal Programs Coordinator:** Steven F. DeArment
- **Director of Information Systems:** Doug Cunningham
- **Transportation Coordinator:** Amy Curry

For the most current administrative directory, visit the Mifflin County School District website.

Board of School Directors

The Mifflin County School District is governed by a nine-member Board of School Directors elected by district residents.

MIFFLIN COUNTY BOARD OF SCHOOL DIRECTORS

- Brent A. Erb – President
- Cody L. Wian – Vice President
- R. Brian Ketchum
- E. Terry Styers
- Mark R. Baker
- Rose M. Salvo
- Jessica E. Baumgardner
- Paula R. Dickson
- Erin N. Barlup

Non-Voting Members

- Vance S. Varner – Superintendent
- Steven F. DeArment – Chief Academic Officer
- Clint N. Aurand – Chief Operations Officer
- Thomas G. White, Jr. – Director of Buildings and Grounds
- Jennifer L. Wingard – Board Treasurer
- Koleen J. Nickel – Secretary to the Board

Current board members, meeting schedules, agendas, minutes, and policies are available on the district website.

Administration Directory

Elementary Schools

Lewistown Elementary School

Principal: Jennifer L. Esh

Assistant Principal: Kelly J. Strausburg

 717-242-5823

Indian Valley Elementary School

Principal: David M. Portzline

Assistant Principal: Ermalinda A. Mix

 717-667-2123

East Derry Elementary School

Principal: Nicole O'Donnell

 717-543-5615

Strodes Mills Elementary School

Principal: Travis H. Zook

 717-248-7154

Intermediate Schools

Lewistown Intermediate School

Principal: Victoria S. Matthey

Assistant Principal: Jennifer J. Hartzler

 717-242-5801

Indian Valley Intermediate School

Principal: David M. Portzline

Assistant Principal: Ermalinda A. Mix

 717-667-2123

Middle School

Mifflin County Middle School

Principal: Jennifer S. Macknair

Assistant Principal: Luke J. Strawser

 717-242-1401

Junior High School

Mifflin County Junior High School

Principal: Angela L. Manges

Assistant Principals:

- Richard A. Strausburg
- Shain A. Hosterman

 717-248-5441

High School

Mifflin County High School

Principal: Kelly T. Campagna

Assistant Principals:

- Jade M. Ruble
- Joseph Daubert

Athletic Director: Robert S. Lepley

Assistant Athletic Director: TBD

-  717-242-0240

Alpha / Mifflin County Online / OnTrack

Mifflin County High School

Supervisor: Christopher M. Gill

 717-447-2655

District Support Services

Coordinator of Transportation

Location: Administration Building

Coordinator: Amy L. Curry

 717-248-0148

Director of Information Systems

Location: Administration Building

Director: Douglas R. Cunningham

 717-248-0148

The Elementary School Program

Overview

The Mifflin County School District is committed to providing a high-quality elementary education that builds a strong academic foundation while supporting each child's social, emotional, physical, and creative development. Our schools foster a safe, engaging, and inclusive learning environment where students are encouraged to become confident learners, critical thinkers, and responsible citizens.

We recognize that every child learns differently. Through high-quality instruction, differentiated learning opportunities, and strong partnerships with families, we strive to help every student reach their full potential.

Elementary Curriculum

The elementary curriculum is aligned with the Pennsylvania Academic Standards and is designed to prepare students for continued success in school and beyond.

Core instructional areas include:

- English Language Arts
- Mathematics, Science, Social Studies, Health
- Physical Education Art
- Music (General, Vocal, and Instrumental)
- Library and Information Literacy
- Technology and Digital Citizenship

Instruction is designed to meet the needs of individual learners through engaging lessons, hands-on experiences, technology integration, collaboration, and opportunities for problem-solving and critical thinking.

Kindergarten

The Mifflin County School District offers a full-day kindergarten program at each elementary school.

Kindergarten provides students with a strong foundation in early literacy, mathematics, communication, social-emotional learning, and school readiness skills. Students participate in developmentally appropriate learning experiences that encourage curiosity, creativity, independence, and positive relationships with others.

Our kindergarten program helps children develop:

- Early reading and writing skills
- Foundational mathematics skills
- Communication and language development
- Problem-solving and critical thinking
- Social and emotional skills
- Independence and responsibility
- Fine and gross motor development

Families play an important role in a successful kindergarten experience. Ongoing communication between home and school helps students develop confidence and a lifelong love of learning.

Kindergarten Readiness Assessment

Prior to entering kindergarten, students participate in a kindergarten readiness assessment. This assessment helps school staff better understand each child's strengths and learning needs so instruction can be planned appropriately.

The readiness assessment:

- Does not determine kindergarten eligibility.
- Is used to guide instructional planning.

- Provides valuable information about each student's developmental readiness and learning skills.

Kindergarten and First Grade Entrance Requirements

In accordance with Pennsylvania law and Board policy:

- Children entering kindergarten must be five (5) years of age on or before September 1 of the school year for which admission is requested.
- Children entering first grade must be six (6) years of age on or before September 1 of the school year.

Students who successfully complete kindergarten in the Mifflin County School District are automatically eligible to enroll in first grade.

Students transferring from another public or private school will be enrolled in accordance with district policy and Pennsylvania Department of Education requirements.

Grades 1–2: Building Strong Foundations

During first and second grade, students strengthen foundational skills in reading, writing, and mathematics while expanding their understanding of science, social studies, health, and the arts.

Instruction emphasizes:

- Reading fluency and comprehension
- Writing development
- Mathematical reasoning and problem-solving
- Scientific inquiry and hands-on exploration
- Citizenship and community awareness
- Healthy lifestyles and physical fitness
- Creativity through art and music

Students also begin developing technology skills through classroom learning and library instruction.

Grade 3: Developing Independence

Third grade serves as an important transition year as students become more independent learners.

Instruction focuses on:

- Reading to learn across all subject areas
- Strengthening writing and communication skills
- Developing study and organizational habits
- Applying mathematical concepts to solve problems
- Scientific investigation and inquiry

- Citizenship and community awareness
- Responsible use of technology

Students continue participating in art, music, health, physical education, and library instruction.

Grades 4–5: Preparing for Intermediate and Middle School

During fourth and fifth grade, students expand their academic knowledge while developing independence, responsibility, and critical-thinking skills.

Instruction emphasizes:

- Advanced reading comprehension and writing
- Mathematical reasoning and real-world problem-solving
- Scientific investigation and experimentation
- United States history, geography, economics, and civics
- Research and information literacy
- Technology and digital citizenship
- Collaboration, communication, and creativity

Students continue to participate in art, music, physical education, health, and library instruction.

Instrumental music opportunities are available for eligible students, and students are encouraged to

participate in school performances and other enrichment activities.

Throughout the elementary years, the Mifflin County School District is committed to helping every student become a confident learner, a responsible citizen, and a lifelong learner through engaging instruction, meaningful relationships, and strong partnerships with families.

Attendance

Attendance Matters

Regular school attendance is one of the most important factors in a child's academic success. Students who attend school consistently are better able to build strong academic skills, develop positive relationships, and participate fully in classroom learning. We appreciate our families' partnership in helping students arrive at school on time and ready to learn each day.

Pennsylvania law requires children between the ages of 6 and 18 to attend school. The school year consists of 180 instructional days.

School Attendance Areas

Students are expected to attend the elementary school assigned to the attendance area in which they reside. If you have questions about your child's school assignment, please contact your school's principal.

Excused and Unexcused Absences

Pennsylvania law recognizes the following reasons as excused absences:

- Illness
- Medical or dental appointments
- Religious observances
- Death in the immediate family
- Family emergencies or other reasons permitted by state law

Absences for reasons not permitted under state law will be recorded as unexcused. Under the state compulsory attendance law, such absences for students ages 17 and younger are deemed unlawful.

Students may be excused for up to 36 hours each school year for approved religious observances. Families must provide written notification to the principal before each religious absence.

Reporting an Absence

A written or electronic excuse must be submitted within three (3) school days of your child's return to school. Families may submit excuses by:

- A signed written note sent to school
- Skyward Family Access
- Parent Square message
- E-mail to school attendance secretary

Excuses should include:

- Student's full name
- Date(s) of absence
- Reason for the absence
- Parent or guardian signature (if submitting a paper note)

If an excuse is not received within three school days, the absence must be recorded as unexcused in accordance with Pennsylvania law. Failure to submit a written or online excuse within 3 days will result in the absence(s) being recorded as unlawful.

Excessive Absences

The district monitors attendance closely to support student success. When absences or tardiness become excessive, families will be contacted and may be asked to provide medical documentation for future absences. Pennsylvania's compulsory attendance law requires schools to address repeated unlawful absences. Families will receive written notification when attendance concerns arise, and continued unlawful absences may result in additional interventions as outlined in state law and [School Board Policy 204](#). Our goal is to work collaboratively with families to identify barriers to attendance and support every student's success.

Arriving on Time

Students should arrive at school before the official start of the school day. Students arriving after the school day has begun must be signed in through the school office by a parent or guardian. Consistent punctuality helps students begin each day successfully and minimizes interruptions to classroom instruction.

Early Dismissals

Whenever possible, please notify the school in advance if your child needs to leave early for an appointment.

Parents or guardians should:

- Send a note prior to the appointment.
- Sign the student out in the school office.
- Provide appointment verification upon the student's return when requested.

For student safety, children may only be released to a parent, guardian, or authorized adult. Students arriving after 9:30 a.m. or leaving before 2:00 p.m. may be recorded as a half-day absence in accordance with district attendance procedures. If a student becomes ill during the school day, the school nurse or office staff will contact a parent or guardian before the student is dismissed.

Educational Family Trips

The district recognizes that educational travel can provide valuable learning experiences. Families requesting an educational trip during the school year must complete the required Educational Trip Request Form before the trip begins. Please note:

- Requests must be approved by the principal before travel.
- Educational trips are limited to five (5) school days per school year.
- Students are expected to complete a brief reflection or assignment, as determined by the school, upon returning.

Failure to submit the required request before the trip may result in the absence being recorded as unexcused. Additional information is available in [School Board Policy 204](#).

Withdrawing a Student

If your family is moving or your child will be transferring to another school, please contact the school office as soon as possible. A parent or guardian must complete the withdrawal process through the school office to ensure student records are transferred promptly and accurately. Additional information is available in [School Board Policy 208](#).

We're Here to Help

If you have questions about attendance procedures or need assistance with your child's attendance, please contact your school's principal or office staff. We are committed to partnering with families to support every student's success.

Behavioral Expectations & Student Support

Creating a Positive School Community

At Mifflin County School District, we believe that every child deserves a safe, respectful, and supportive learning environment. Our staff works together with families to help students develop the academic, social, and emotional skills needed for success both in and out of the classroom. Positive behavior is taught, modeled, practiced, and reinforced throughout the school year. We recognize that learning appropriate behavior is an important part of every student's educational experience.

Positive Behavioral Interventions and Supports (PBIS)

Our elementary schools use Positive Behavioral Interventions and Supports (PBIS), a school-wide framework that teaches and reinforces positive behaviors. Students learn four school-wide expectations:

- Be Respectful
- Be Responsible
- Be Ready to Learn
- Be Safe

Teachers provide direct instruction, model expected behaviors, and offer regular opportunities for students to practice these expectations in classrooms, hallways, cafeterias, playgrounds, buses, and other school settings.

Students are recognized for demonstrating positive behavior, and expectations are reviewed throughout the year to help all students be successful.

Our Shared Expectations

All students are expected to:

Be Respectful

- Treat others with kindness and courtesy.
- Use appropriate language and actions.
- Respect differences and the rights of others.
- Care for school property and the belongings of others.

Be Responsible

- Arrive at school and class on time.
- Complete assignments to the best of their ability.
- Follow directions from school staff.
- Be honest and demonstrate academic integrity.
- Accept responsibility for personal choices.

Be Ready to Learn

- Come to school prepared each day.
- Participate actively in learning.
- Put forth your best effort.
- Contribute positively to the classroom community.

Be Safe

- Keep hands, feet, and objects to yourself.
- Use school equipment appropriately.
- Follow safety procedures throughout the school building, on school grounds, and while riding district transportation.
- Help maintain a safe environment for everyone.

When Behavior Concerns Occur

Our goal is always to teach appropriate behavior while maintaining a safe learning environment. When students make poor choices, staff members respond in ways appropriate to the student's age, the severity of the behavior, and the circumstances. Whenever possible, students are encouraged to reflect on their choices, repair harm, and develop strategies for future success. Depending on the situation, responses may include:

- Redirection or reteaching of expectations
- Problem-solving conversations
- Parent or guardian communication
- Loss of privileges
- Restorative practices
- Behavior support plans
- Detention
- Temporary removal from class
- In-school suspension
- Out-of-school suspension
- Other disciplinary action consistent with district policy

Repeated behaviors may result in additional interventions or more significant disciplinary consequences.

Levels of Behavioral Concerns

Behavior concerns are addressed according to their severity.

Level 1: Classroom-Managed Behaviors

These behaviors are typically addressed by the classroom teacher and may include:

- Off-task behavior
- Classroom disruptions
- Incomplete work
- Minor disrespect
- Failure to follow classroom expectations

- Minor misuse of school materials

Teachers use classroom management strategies, reteaching, and parent communication to help students improve.

Level 2: Office-Managed Behaviors

More serious or repeated behaviors may require administrative involvement. Examples include:

- Repeated classroom disruptions
- Defiance
- Inappropriate language or gestures
- Threatening behavior
- Fighting or physical aggression
- Bullying or harassment
- Repeated safety concerns
- Forgery or dishonesty
- Truancy or repeated unexcused absences

Administrative responses may include conferences with families, behavior contracts, counseling supports, detention, suspension, or other appropriate interventions.

Level 3: Serious Safety Violations

Behaviors that threaten the safety of students, staff, or the school community require immediate administrative action and may also involve law enforcement.

Examples include:

- Possession of weapons
- Possession, use, or distribution of alcohol or illegal drugs
- Serious physical assault
- Bomb threats or false fire alarms
- Arson
- Theft or robbery
- Vandalism
- Major property damage
- Other actions that significantly threaten the health, safety, or welfare of others

These incidents are investigated promptly and may result in suspension, expulsion proceedings, referral to law enforcement, or other disciplinary action as permitted by district policy and Pennsylvania law.

Partnering with Families

Families play an important role in helping students develop positive behavior habits.

When concerns arise, school staff will communicate with parents or guardians to discuss the situation, identify supports, and work together toward positive solutions.

Our shared goal is to help every student learn from mistakes, build positive relationships, and develop the skills needed to be successful members of our school community.

Student Rights and Due Process

Students are entitled to fair and equitable treatment throughout the disciplinary process. Disciplinary decisions are made in accordance with district policies, the Pennsylvania School Code, and applicable state and federal laws.

Questions regarding student behavior expectations or disciplinary procedures should be directed to your school's principal.

Bus Transportation

Riding the Bus Safely

The Mifflin County School District is committed to providing safe and efficient transportation for eligible students. Riding the school bus is a privilege, and students are expected to help create a safe, respectful environment for everyone.

Parents and guardians play an important role by reviewing these expectations with their child throughout the school year.

Bus Eligibility and Assignments

Transportation is provided for students who meet the district's eligibility requirements established by the Board of School Directors.

Each student is assigned one bus route and one designated bus stop. To ensure student safety:

- Students may only ride their assigned bus.
- Bus stop locations are established by the district and may not be changed without approval.
- Questions regarding bus assignments should be directed to your child's school office.

Before the Bus Arrives

Students should:

- Arrive at the bus stop a few minutes before the scheduled pickup time.
- Wait in a safe location away from the roadway.
- Respect the property of neighbors and nearby businesses.
- Follow directions from supervising adults.

Whenever possible, families are encouraged to supervise young children at the bus stop.

Riding the Bus

Students are expected to:

- Follow the driver's directions promptly and respectfully.
- Remain seated while the bus is moving.
- Keep hands, feet, and belongings to themselves.
- Use appropriate language and respectful behavior.
- Help maintain a clean bus by disposing of trash properly.
- Keep aisles and emergency exits clear.
- Speak quietly so the driver can focus on the road.

The following behaviors are not permitted:

- Fighting or roughhousing
- Throwing objects
- Extending body parts or objects out of windows
- Damaging the bus or its equipment

- Using emergency exits except during emergencies
- Eating or drinking unless authorized
- Any behavior that distracts the driver or compromises safety

Loading and Unloading

For everyone's safety, students should:

- Wait until the bus comes to a complete stop before boarding or exiting.
- Enter and exit the bus in an orderly manner.
- Follow the driver's instructions at all times.
- Cross the street only when directed by the driver and always remain at least ten feet in front of the bus so the driver can clearly see you.

Walking To and From the Bus Stop

Students who walk to and from their bus stop should:

- Walk safely and remain alert to traffic.
- Respect private property.
- Avoid cutting through yards or damaging property.
- Go directly to and from the bus stop.

These expectations help ensure a safe and positive experience for all students and community members.

Kindergarten Transportation

For the safety of our youngest students, a responsible adult must be present at the designated bus stop when a kindergarten student is dropped off.

If no approved adult is present:

- The student will remain on the bus.
- The student will be returned to the school or transportation facility.
- A parent or guardian will be contacted and expected to pick up the student promptly.

Repeated incidents may result in additional follow-up by school administration.

Bus Conduct

The bus driver is responsible for maintaining a safe environment while transporting students.

When behavioral concerns arise, the driver will document the incident and notify the school administration.

Depending on the severity or frequency of the behavior, consequences may include:

- Parent or guardian notification
- Assigned seating
- Loss of bus privileges
- Other disciplinary action consistent with the Student Behavior section of this handbook

Students who lose bus riding privileges are still expected to attend school. Families are responsible for providing transportation during any period of bus suspension.

Safety Drills

State regulations require schools to conduct emergency bus evacuation drills twice each school year. Students are expected to participate respectfully and follow all directions during these important safety exercises.

School buses may also be equipped with audio and/or video recording systems to promote student safety and assist with the investigation of reported incidents.

Questions About Transportation?

If you have questions about transportation services, bus assignments, or bus stop locations, please contact your child's school office. Working together helps ensure every student travels to and from school safely each day.

Cafeteria Services

Nutritious Meals for Student Success

The Mifflin County School District is committed to providing students with nutritious, well-balanced meals that support healthy growth, learning, and academic success. Our cafeterias operate in accordance with all federal and state regulations for school nutrition programs.

Monthly breakfast and lunch menus are shared with families and are also available on the district website.

School Breakfast Program

As a participant in the National School Breakfast Program, all elementary schools offer breakfast each school day.

Breakfast is served approximately 30 minutes before the start of the school day, and students who choose to eat breakfast should report directly to the cafeteria upon arrival.

A complete school breakfast includes:

- Fruit, vegetable, or 100% fruit juice
- Milk
- Whole-grain-rich bread or cereal
- Protein item (when applicable)

Starting the day with a healthy breakfast helps students stay focused, energized, and ready to learn.

School Lunch Program

Students may purchase a nutritious school lunch each day or bring a packed lunch from home.

All students eat lunch during their scheduled lunch period in the cafeteria under staff supervision.

To provide a safe and orderly environment, elementary schools observe a closed lunch period. Students may not leave the school building during lunch unless they are signed out by a parent or guardian in accordance with school procedures.

Meal Accounts and Payments

The district uses a computerized point-of-sale system to manage student meal accounts. Each student has an individual account that allows families to conveniently prepay for meals.

Families may add funds to a student's account:

- Weekly
- Monthly
- For longer periods of time

Prepaying for meals is encouraged because it:

- Reduces the chance of lost or forgotten lunch money
- Speeds up cafeteria service
- Gives students more time to enjoy their meal and socialize with classmates

Free and Reduced-Price Meals

Students may qualify for free or reduced-price meals based on household income and family size.

Families may apply for meal benefits at any time during the school year by completing a School Meal Application. Applications are available through the school office and other district communication channels.

Applications must be completed each school year to determine eligibility.

Cafeteria Expectations

The cafeteria is an extension of the classroom, and students are expected to demonstrate the same positive behaviors practiced throughout the school day.

Students are expected to:

- Walk safely and quietly when entering and leaving the cafeteria.
- Follow directions from cafeteria staff and school personnel.
- Use respectful language and good manners.
- Remain seated unless given permission to leave.
- Help keep tables and surrounding areas clean.
- Return trays, dishes, and utensils to the designated area after eating.
- Show kindness and respect to classmates and staff.

Students bringing lunch from home also eat in the cafeteria during their scheduled lunch period. Please do not pack canned or bottled soft drinks or energy drinks.

To support student wellness, the sale of candy and other non-approved food items is not permitted during lunch periods.

Supporting a Positive Cafeteria Environment

Our goal is to provide every student with a pleasant, safe, and welcoming dining experience.

Students who do not follow cafeteria expectations may receive reminders, reteaching of expectations, or other disciplinary consequences consistent with the Student Behavior section of this handbook. Repeated or serious behavioral concerns may result in additional interventions, as determined by the school administration.

Wellness Policy

Additional information regarding school meals, nutrition standards, and student wellness is available in Mifflin County School District Board Policy 246 – School Wellness.

Questions?

If you have questions about meal accounts, breakfast or lunch programs, meal applications, or cafeteria services, please contact your child's school office.

Care of Books & School Property

Respecting School Resources

The Mifflin County School District provides textbooks, instructional materials, library books, and other learning resources to support every student's education. We ask students to treat all school property with care so these resources remain available for future classes.

Students are expected to:

- Handle books, technology, and school equipment carefully.
- Keep textbooks and library materials in good condition.
- Return all school-issued materials by the requested due date.
- Report lost or damaged materials to their teacher as soon as possible.

When textbooks are issued, their condition is documented. Normal wear and tear is expected; however, students and families are responsible for the replacement cost of materials that are lost, damaged beyond normal use, or not returned.

If a textbook is lost during the school year, students should notify their teacher immediately and check the school's Lost and Found. A replacement textbook will be provided so learning can continue without interruption. Please note that students remain responsible for both the original textbook and any replacement materials issued.

Working together to care for school property helps ensure that all students have access to quality learning resources now and in the future.

Character Development

Building Strong Character

At the Mifflin County School District, we believe character development is an essential part of every student's education. Along with academic achievement, we strive to help students develop the personal qualities that support positive relationships, responsible decision-making, and lifelong success.

Throughout the school year, students are encouraged to demonstrate positive character traits in their daily actions, classroom learning, adherence to PBIS expectations, and interactions with others. Schools may highlight specific character traits during each marking period to promote personal growth and citizenship.

Twelve Traits of Character

Students are encouraged to develop the following character traits:

Character Trait	What It Means
Adaptability	Adjust to changing situations with a positive attitude.
Compassion	Show kindness, empathy, and concern for others.
Contemplation	Think carefully before making decisions or taking action.
Courage	Do what is right, even when it is difficult.
Honesty	Be truthful and act with integrity.
Initiative	Take responsible action without being prompted.
Loyalty	Be dependable and committed to others.
Optimism	Maintain a hopeful and positive outlook.
Perseverance	Continue working toward goals despite challenges.
Respect	Value yourself, others, and the world around you.
Responsibility	Be accountable for your actions and follow through on commitments.
Trustworthiness	Demonstrate reliability and earn the confidence of others.

Academic Honesty

Students are expected to complete their work honestly and independently unless collaboration has been approved by the teacher. Academic integrity is an important part of learning and demonstrates responsibility, honesty, and respect for others.

Examples of academic dishonesty include, but are not limited to:

- Copying another student's homework or assignment.
- Allowing another student to copy your work.
- Working with others on assignments intended to be completed independently.
- Looking at or copying another student's test or quiz answers.
- Giving or receiving answers during a test or quiz.
- Using unauthorized materials or resources during assessments.
- Presenting another person's words, ideas, or work as your own, including information from books, publications, websites, or artificial intelligence (AI) tools, without proper acknowledgment or teacher permission.

Academic dishonesty is addressed on an individual basis, taking into consideration the nature of the incident, the student's age, prior history, and other relevant circumstances.

Consequences may include one or more of the following:

- Repeating or correcting an assignment
- Retaking an assessment
- Receiving a reduced or failing grade on an assignment or assessment
- Parent or guardian notification
- Disciplinary action consistent with the Student Behavior section of this handbook

Our goal is to help students understand the importance of honesty, responsibility, and ethical decision-making while developing the skills needed to become confident, independent learners.

Electronic Devices & Personal Items

Personal Electronic Devices

To support a safe, respectful, and focused learning environment, students are encouraged to leave personal electronic devices at home unless there is a specific need for them at school. Personal electronic devices include, but are not limited to:

- Cell phones
- Smart watches
- Tablets
- Earbuds or headphones
- Electronic games
- Other personal electronic devices

If a student brings a personal electronic device to school, it must be stored and used in accordance with the [Mifflin County School District Board Policy 237](#) – Electronic Devices and any building-specific procedures.

Unauthorized use of electronic devices during the school day, on school property, or while riding district transportation may result in confiscation of the device and/or disciplinary action, consistent with [Board Policy 237](#) and the Student Behavior section of this handbook.

The district is not responsible for personal electronic devices or other valuables that are lost, stolen, or damaged while on school property or district transportation.

Toys and Personal Items

Students are asked to leave toys, games, trading cards, collectibles, laser pointers, and other non-instructional personal items at home unless a teacher requests them for a classroom activity or special event.

Bringing unnecessary personal items to school can create distractions and increase the risk of loss or damage.

Questions?

For complete information regarding the possession and use of electronic devices, including student responsibilities and disciplinary procedures, please refer to [Board Policy 237](#) – Electronic Devices or contact your child's school principal.

English Language Development (ELD) Program

Supporting Multilingual Learners

The Mifflin County School District is committed to helping every student succeed. Our English Language Development (ELD) Program provides specialized instruction and support for students whose primary language is not English, helping them develop the language skills needed to participate fully in school and the community.

We value the cultural and linguistic diversity our students and families bring to our schools and are committed to providing an inclusive learning environment where all students can thrive.

English Language Development Services

Students identified as English Learners (ELs) receive English language instruction designed to develop proficiency in:

- Listening
- Speaking
- Reading
- Writing

Instruction is aligned with Pennsylvania's English Language Development Standards and is tailored to each student's English language proficiency level. Services are designed to help students build confidence and succeed across all academic areas while continuing to develop their English language skills.

A Full School Experience

English Learners are active members of the school community and participate in all aspects of school life.

Students have opportunities to participate in:

- Classroom instruction
- Field trips
- School assemblies
- School celebrations
- Clubs and extracurricular activities (when available)
- Other school-sponsored events

Our goal is for every student to feel welcomed, included, and supported.

Additional Student Supports

Based on individual needs, English Learners may also receive additional educational services available to all eligible students, including:

- Reading support
- Mathematics support
- Special Education services
- Gifted Education services
- Other academic or student support programs

These services are provided in accordance with applicable state and federal requirements and are based on each student's individual eligibility.

Partnering with Families

Families are important partners in every student's education. The district is committed to communicating with families in meaningful ways and encouraging active participation in their child's educational experience.

If you have questions about your child's English language development services or language support, please contact your child's school or the District's English Language Development Program staff.

Language Assistance for Families

The district provides language assistance, including interpretation and translation services when appropriate, to help families participate fully in their child's education. Families needing language assistance are encouraged to contact their child's school.

Related Board Policies

For additional information, please refer to the [Mifflin County School District Board Policies](#) related to educational equity, English Learners, and student services, available on the District's Board Books website.

Family Communication

Newsletters

The Mifflin County School District is committed to keeping families informed throughout the school year. School and district news, important announcements, upcoming events, and other information are shared through monthly newsletters and additional district communication platforms.

Monthly newsletters are available on the district website and may also be shared electronically or sent home with students, as appropriate.

Families are encouraged to review these communications regularly to stay informed about school activities, important dates, and opportunities to become involved in their child's education.

Open House

Each elementary school hosts an Open House at the beginning of the school year. Open House provides families with an opportunity to visit the school, meet teachers and staff, learn about classroom expectations, and become familiar with school programs and procedures. In some schools, Open House may be held in conjunction with a Home & School Association meeting.

Because teachers have the opportunity to meet with many families during Open House, this event is not intended for individual parent-teacher conferences or discussions regarding a student's academic progress or personal concerns. To ensure adequate time and confidentiality, families are encouraged to schedule a separate conference with their child's teacher for individual discussions.

Parent-Teacher Conferences

The Mifflin County School District values strong partnerships between home and school. Parent-teacher conferences provide an opportunity for families and teachers to discuss a student's academic progress, social and emotional development, strengths, and areas for growth.

Families are encouraged to communicate with their child's teacher throughout the school year and may request a conference whenever questions or concerns arise. Likewise, teachers may invite parents or guardians to meet to discuss student progress or collaborate on strategies to support student success.

Scheduled conferences are held during the school year, and additional meetings may be arranged at a mutually convenient time. Open communication between families and school staff helps create a positive learning environment and supports each student's success.

Federal Programs

The Mifflin County School District's Federal Programs Office administers a variety of state and federally funded programs designed to support student achievement, strengthen instruction, and provide equitable educational opportunities for all students. These programs include Title I, Title II, Title III, and Title IV, as well as other state and federal grants.

The Federal Programs Office is led by Mr. Steven F. DeArment, Federal Programs Coordinator, who oversees federal program implementation, manages grant development and compliance, and supervises program budgets. Mrs. Amanda S. Kaniecki serves as the district's Title I Secretary, and Mr. Steven F. DeArment, Chief Academic Officer, supports implementation of the district's Title I Schoolwide Plans. Ms. Nicole Frazier and Mrs. Kaitlin Marshall serve as the district's Homeless Liaisons.

For the 2026–2027 school year, the district's preliminary federal funding allocation through the Consolidated Application is \$3,228,352.

Title I: Title I services are provided in all four K–3 elementary schools and support eligible students in participating nonpublic schools. Schoolwide programs provide comprehensive instruction in reading and mathematics, with additional support for students demonstrating academic need. Schoolwide Plans are reviewed and updated annually with input from teachers, administrators, and families.

Title II: Supports professional learning, instructional improvement, and primary-level class size reduction.

Title III: Provides English Learner services that help students develop English proficiency and succeed academically.

Title IV: Supports student health and safety, technology integration, expanded educational opportunities, counseling and social work services, and staff professional learning.

Family Engagement: Families are encouraged to participate in the planning and evaluation of federal programs.

Questions may be directed to the Federal Programs Office.

Health Program

The Mifflin County School District is committed to supporting student health and wellness through a comprehensive school health program. District health services are provided by certified school nurses and licensed practical nurses (LPNs) who serve students in each school building.

School health services are intended to supplement—not replace—the medical and dental care provided by a student's family healthcare provider. When a health concern is identified through required school screenings, the school nurse will notify the parent or guardian and recommend appropriate follow-up care.

Parents and guardians are encouraged to maintain regular medical and dental appointments and to keep the school informed of any changes to their child's health.

Health Screenings

The following health screenings are provided in accordance with Pennsylvania Department of Health requirements:

<u>Screening</u>	<u>Grade Levels</u>
Vision Screening	Kindergarten through Grade 12 (annually)
Hearing Screening	Kindergarten, Grades 1, 2, 3, 7, and 11
Physical Examinations	Upon original entry, Grade 6, and Grade 11
Height & Weight	Kindergarten through Grade 12
Medical Questionnaire	Kindergarten through Grade 12 (updated as needed)
Scoliosis Screening	Grades 6 and 7

If a student does not pass a required screening, the school nurse will send a referral home recommending follow-up with the student's healthcare provider.

Parents and guardians should promptly notify the school nurse of any changes in their child's medical condition, medications, allergies, or emergency contact information.

Illness at School

If a student becomes ill or is injured during the school day, the school nurse or health room assistant will assess the situation and contact the student's parent or guardian if necessary.

For this reason, it is essential that the school always has current emergency contact information, including working telephone numbers.

School nurses cannot diagnose illnesses or provide medical treatment beyond the scope of approved school health services. Parents and guardians remain responsible for obtaining medical care for their child from their child's healthcare provider when needed.

When to Keep Your Child Home

Please do not send your child to school if they are ill. Students should remain home when they:

- Have a fever of 100°F or higher and must remain fever-free for at least 24 hours without fever-reducing medication before returning to school.
- Are vomiting or have diarrhea.
- Have symptoms of a contagious illness.
- Have been advised by a healthcare provider or public health agency to remain home.

Keeping sick children home helps reduce the spread of illness and protects the health of all students and staff.

Communicable Diseases

Students with communicable diseases may be required to remain home until they meet the requirements of Pennsylvania Department of Health guidelines or receive clearance from their healthcare provider.

Examples include:

- Chickenpox
- Impetigo
- Influenza
- Measles
- Mumps

- Bacterial conjunctivitis (pink eye)
- Ringworm
- Scabies
- Scarlet fever
- Whooping cough (Pertussis)
- COVID-19 and other illnesses as directed by the Pennsylvania Department of Health

If you have questions about whether your child should attend school, please contact the school nurse.

Head Lice

If head lice are suspected, parents should contact the school nurse for assistance. Students who are found to have head lice will not automatically be sent home unless their parent or guardian chooses to pick them up. Families will receive information regarding appropriate treatment and return-to-school procedures.

School Immunization Requirements

Pennsylvania law requires all students to meet state immunization requirements for school attendance.

- Students must have all required immunizations or approved documentation on file before attending school.
- Students who are in the process of completing required immunizations must submit a medical certificate from their healthcare provider outlining the remaining immunization schedule within the timeframe established by state law.
- Students who do not meet immunization requirements or provide appropriate documentation may be excluded from school as required by Pennsylvania law.

Current immunization requirements are established by the Pennsylvania Department of Health and may change periodically.

Families seeking a medical, religious, or philosophical exemption should contact their child's principal for additional information.

Prescription and Over-the-Counter Medications

Whenever possible, medications should be administered at home. [Please refer to MCSD Board Policy 210.](#)

If a student must receive prescription or over-the-counter medication during school hours:

- A completed [Permission for Administration of Medication form](#) signed by both the parent/guardian and healthcare provider is required.
- Medications must be delivered to the school nurse by a parent/guardian or designated adult.

- All medications must be in their original, properly labeled container.
- No more than a 30-day supply should be provided to the school nurse.
- At the conclusion of the school year, medications not picked up by a parent or designated adult will be properly disposed of by the school nurse.

Self-Carry Medications

In accordance with Pennsylvania law, students with appropriate physician authorization may carry and self-administer:

- Asthma inhalers
- Epinephrine auto-injectors (EpiPens)
- Diabetes supplies

Required documentation must be renewed annually.

Students may **not** self-carry any other medications, including controlled medications, antibiotics, cough drops, eye drops, medicated creams, vitamins, supplements, or other medicinal products.

Please refer to [MCSD Board Policy 210.1](#).

Over-the-Counter Medications and First Aid

At the beginning of each school year, families will receive an [Over-the-Counter \(OTC\) Medication Authorization Form](#).

Students may not receive school-approved OTC medications, including acetaminophen (Tylenol), ibuprofen, or other approved first aid medications, unless a completed authorization form is on file for the current school year.

Medical Information

Parents and guardians are responsible for informing the school of:

- Medical conditions
- Allergies
- Changes in medications
- Emergency care plans
- Updated emergency contacts

Health information is kept confidential and shared only with school personnel who have a legitimate educational or safety need to know.

Dental Health Program

Pennsylvania law requires proof of a [dental examination](#) upon a student's original entry into school and again in third and seventh grades.

Families may submit documentation from their private dentist. If documentation is not provided, the district may conduct a dental screening in accordance with state requirements.

If dental concerns are identified, parents and guardians are encouraged to schedule follow-up care with their family dentist.

Home & School Associations

Each Mifflin County School District elementary school has an active Home & School Association (HSA) that works in partnership with school staff to support students, families, and the school community.

Through fundraising, volunteer opportunities, and special events, Home & School Associations help provide valuable resources and experiences that enhance student learning and strengthen school spirit. HSAs also serve as an important connection between families and the school, offering opportunities for parents and guardians to share ideas, support school initiatives, and become involved in their child's education.

All parents, guardians, and family members are encouraged to participate in their school's Home & School Association. Whether you volunteer your time, attend meetings, or support special events, your involvement helps create a positive and enriching educational experience for all students. For meeting dates, volunteer opportunities, or additional information, please contact your child's school office or Home & School Association.

Homework

Homework is an important extension of classroom learning. Purposeful homework provides students with opportunities to practice skills, reinforce concepts taught in class, prepare for upcoming lessons, develop responsibility, and build independent learning habits.

Families play an important role in supporting student success. Parents and guardians can help by:

- Establishing a consistent time and quiet place for homework each day.
- Limiting distractions, such as television, electronic devices, and other interruptions.
- Encouraging and monitoring their child's progress while allowing the student to complete assignments independently.
- Communicating with the teacher if questions or concerns arise about homework expectations.

Homework expectations may vary by grade level, subject, and teacher. Families are encouraged to set aside regular time each evening for reading, homework, studying, reviewing classroom concepts, preparing for assessments, or completing long-term projects.

Students are responsible for completing and submitting all assigned work on time. Students who are absent are expected to make up missed assignments within the timeframe established by their teacher. Families should contact the teacher or school office if they need assistance obtaining missed assignments due to an absence.

The district encourages families and teachers to work together to ensure that homework supports student learning while promoting healthy study habits and a balanced school-life routine.

Multi-Tiered System of Supports (MTSS)

The Mifflin County School District is committed to helping every student succeed through a Multi-Tiered System of Supports (**MTSS**). MTSS is a proactive framework that identifies students' academic and behavioral needs early and provides increasingly targeted support to help all students achieve success.

The district's MTSS framework is designed to:

- Screen students regularly to identify strengths and areas where additional support may be needed.
- Provide high-quality instruction and interventions within the general education setting whenever possible.
- Use research-based instructional practices and interventions.
- Monitor student progress frequently to evaluate the effectiveness of interventions.
- Use student data to make informed instructional decisions.
- Foster collaboration among educators, specialists, and families to support student success.

Universal Screening

Students in kindergarten through third grade participate in universal reading screenings throughout the school year using district-approved assessment tools, including Acadience Reading and other classroom-

based assessments. These screenings help teachers identify students who may benefit from additional instruction or intervention.

Teachers also use classroom assessments, observations, and student work to monitor progress and guide instruction.

Levels of Support

MTSS provides multiple levels (tiers) of support based on each student's individual needs.

Tier 1 – Core Instruction

All students receive high-quality, standards-based instruction in the general education classroom. Classroom teachers use ongoing assessments to monitor learning and adjust instruction as needed.

Tier 2 – Targeted Support

Students who need additional assistance may receive targeted small-group instruction in addition to core classroom instruction. These interventions are research-based, focus on specific skill development, and are provided without removing students from essential core instruction whenever possible.

Families are informed when their child begins receiving Tier 2 supports and are encouraged to partner with the school throughout the intervention process.

Tier 3 – Intensive Support

Students demonstrating significant or persistent learning needs may receive more intensive, individualized interventions. A written intervention plan is developed, and student progress is closely monitored over time.

The student's support team—which may include parents or guardians, classroom teachers, intervention specialists, the school psychologist, and the principal—regularly reviews progress data to determine whether interventions should continue, be adjusted, or be intensified.

Collaborative Problem-Solving

District staff meet regularly to review both school-wide and individual student data to ensure students receive appropriate instruction and support.

Building and grade-level teams collaborate to:

- Review student performance data.
- Monitor the effectiveness of interventions.
- Adjust instructional strategies as needed.
- Identify students who may benefit from additional supports.
- Promote consistent, data-informed decision-making across classrooms and grade levels.

Family Partnership

Parents and guardians are important members of the MTSS process. Families are notified when their child receives targeted or intensive interventions and are encouraged to participate in meetings, ask questions, and collaborate with school staff to support their child's academic growth.

If a student does not make sufficient progress despite appropriate interventions, the support team may recommend additional interventions or, when appropriate, refer the student for a comprehensive evaluation to determine eligibility for special education services. Participation in MTSS does not automatically result in a referral for special education, but provides valuable information to guide educational decisions.

The district's goal is to provide timely, effective support so every student has the opportunity to reach their full academic potential.

Playground Rules

Student safety is a priority during recess and all playground activities. Teachers and other school staff provide supervision and review playground expectations with students throughout the school year.

Students are expected to:

- Follow directions given by playground supervisors.
- Use playground equipment safely and appropriately.
- Treat others with respect by demonstrating good sportsmanship and including others in play.
- Report unsafe conditions or injuries to a staff member immediately.
- Follow individual school playground rules established for specific equipment and play areas.

Students who do not follow playground safety expectations may temporarily lose playground privileges or face other appropriate disciplinary consequences.

The district regularly inspects and maintains playground equipment to help ensure a safe environment for all students.

Report Cards & Student Progress

The Mifflin County School District believes that regular communication between home and school is essential to supporting student success. Families are encouraged to monitor their child's academic progress throughout the school year and to communicate with teachers whenever questions arise.

Academic Progress Reporting

- Kindergarten and Grade 1: Student progress is monitored using the district's approved progress monitoring system, with progress reports provided three times each school year.
- Grades 2–5: Report cards are issued at the end of each nine-week marking period (four times each school year).

Teachers may also provide interim progress reports or other updates throughout the school year to keep families informed of student achievement and progress.

Marking period dates are published annually on the district calendar.

Report Card Distribution

If a student is absent when report cards are distributed, a parent or guardian may obtain the report card through the school office. To protect student privacy, report cards will only be released to a parent, guardian, or other authorized individual in accordance with district procedures.

Student Progress

Elementary report cards provide information about a student's academic achievement, work habits, behavior, and social development. Families are encouraged to review report cards carefully and contact their child's teacher with any questions.

If a student's promotion is in jeopardy, parents or guardians will be notified and invited to work collaboratively with school staff to develop a plan to support the student's academic success.

Make-Up Work

Students who are absent from school are responsible for completing missed assignments. As a general guideline, students are allowed one school day to make up work for each day of excused absence unless alternative arrangements are made with the teacher.

Teachers will work with students and families to establish reasonable timelines when extended absences or other circumstances require additional flexibility.

Promotion, Retention, and Acceleration

Decisions regarding student promotion, retention, or acceleration are made individually and are based on what is in the student's best educational interest.

When making these decisions, school staff consider multiple factors, including:

- Academic performance.
- Classroom achievement and progress.
- Assessment data.
- Social and emotional development.
- Attendance.
- Input from parents or guardians.
- Recommendations from teachers and other educational professionals.

Promotion, retention, or acceleration decisions are made collaboratively by the appropriate school personnel in consultation with the student's family.

Grades 2–5 Performance Indicators

The following performance indicators may be used to describe student progress:

Mark	Description
M	Mastery
P+	Making Above Average Progress
Mark	Description
P	Making Average Progress
P-	Making Below Average Progress
N	Not Making Expected Progress
—	Not Assessed

Referrals for Special Education

The Mifflin County School District is committed to identifying and supporting students who may have disabilities and require specially designed instruction. The district follows all requirements of the **Individuals with Disabilities Education Act (IDEA)** and Pennsylvania special education regulations when considering a referral for a special education evaluation.

A referral for a special education evaluation may occur when:

- A student demonstrates limited progress despite receiving appropriate, evidence-based interventions through the district's Multi-Tiered System of Supports (MTSS).
- A parent or guardian submits a written request for an evaluation.
- School staff have reason to suspect that a student may have a disability requiring special education services.

Before making a referral, the district provides high-quality classroom instruction, appropriate interventions, and ongoing progress monitoring to help determine how the student responds to additional support. Data collected through classroom assessments, observations, and interventions are reviewed by the student's support team to guide educational decisions.

When a parent or guardian requests an evaluation, the district will respond in accordance with state and federal regulations. The student's support team will review available data to determine the appropriate next steps, which may include implementing additional interventions, conducting a comprehensive evaluation, or both, as permitted by law. A comprehensive evaluation considers information from multiple sources, including:

- Classroom performance and academic achievement.
- Progress monitoring data.
- Classroom observations.
- Standardized assessments, when appropriate.
- Input from parents or guardians and school staff.

When determining whether a student has a disability and is eligible for special education services, the evaluation team carefully considers whether the student's learning difficulties may be primarily due to factors such as:

- Limited English proficiency.
- Lack of appropriate instruction in reading or mathematics.
- Cultural or environmental factors.
- Economic disadvantage.
- Sensory impairments.
- Intellectual disability.
- Emotional or behavioral factors.
- Other conditions that may affect learning.

Eligibility for special education services is determined by a multidisciplinary evaluation team in accordance with federal and Pennsylvania regulations. Parents and guardians are valued members of the evaluation team and are encouraged to participate throughout the referral, evaluation, and eligibility process.

The district is committed to working collaboratively with families to ensure that every student receives the services and supports necessary to achieve academic success.

Safety & Emergency Procedures

Our Commitment to Student Safety

The safety and well-being of our students and staff are our highest priority. The Mifflin County School District works closely with local emergency responders and follows established safety procedures to prepare for a variety of emergency situations.

Throughout the school year, students participate in safety drills, and staff regularly review emergency procedures to ensure everyone knows how to respond in an emergency.

Emergency Drills

Pennsylvania law requires schools to conduct emergency drills throughout the school year. These drills help students and staff practice safe and orderly responses to emergency situations. Each school conducts:

- Fire drills
- Evacuation drills
- Reverse evacuation (shelter-in-place) drills
- Other emergency drills as required by state law or district procedures

Students are expected to take all drills seriously by following staff directions promptly, remaining calm, and demonstrating safe, respectful behavior.

Practicing these procedures helps prepare students and staff to respond confidently should a real emergency occur.

Important Reminder

Emergency drills are conducted throughout the school year to promote preparedness and are an important part of maintaining a safe school environment.

Emergency Contact Information

At the beginning of each school year, families will receive an Emergency Information Form to complete for each student.

To help us respond quickly in the event of an illness or emergency, please:

- Complete and return the form as soon as possible.
- Provide current emergency contact information.
- Notify the school immediately if any information changes during the school year, including:

- Home address
- Telephone numbers
- Parent or guardian information
- Emergency contacts
- Medical information, when applicable

Keeping this information up to date allows school staff to contact families quickly when necessary.

Important Reminder

Please update your child's emergency information whenever there is a change during the school year. Accurate contact information is essential to student safety.

Weather Delays, Closings, and Emergency Notifications

When severe weather or other emergency situations affect the school day, the district will make every effort to notify families as quickly as possible.

School delays, early dismissals, cancellations, and emergency notifications are communicated through:

- SKYLERT phone, email, and text notifications (based on your selected preferences)
- Parent Square communication tool
- The Mifflin County School District website
- Local television and radio stations

Families are encouraged to ensure their contact information is up to date so they receive emergency notifications without delay.

Please avoid calling school offices during weather-related events unless you have an emergency, as telephone lines must remain available for urgent communications.

Transportation During Delays

If a delayed opening is announced:

- Two-hour delay: Bus pickup times will occur approximately two hours later than the regular schedule.
- Three-hour delay: Bus pickup times will occur approximately three hours later than the regular schedule.

Students should arrive at their bus stop according to the adjusted schedule.

During an actual emergency, families should wait for official district communication before coming to the school. This is now considered a best practice because arriving at the school can interfere with emergency responders or reunification procedures. A brief statement such as, "In the event of a school emergency, families will receive instructions from the district regarding reunification procedures. Please do not come to the school until directed to do so," can provide important guidance without causing unnecessary concern.

Questions?

If you have questions regarding emergency procedures, emergency contact information, or weather-related school notifications, please contact your child's school office.

Working together helps us maintain a safe and secure learning environment for every student.

Safety Drills and Bus Monitoring

State regulations require schools to conduct emergency bus evacuation drills twice each school year. Students are expected to participate respectfully and follow all directions during these important safety exercises.

Video and Audio Recording

To help maintain a safe and secure transportation environment, district-owned, operated, and contracted school buses and school vehicles may be equipped with video and audio recording systems.

These recording systems are used to:

- Promote student and staff safety
- Support positive student behavior
- Assist with the investigation of reported incidents
- Help ensure compliance with district transportation expectations

Recordings are used for safety, security, and disciplinary purposes in accordance with [Mifflin County School District Board Policy 810.2](#) and applicable federal and state laws regarding student records and privacy.

The district maintains and accesses recordings in accordance with established procedures governing student educational records.

For complete information regarding the use of video and audio recording equipment on school buses and school vehicles, please refer to [Board Policy 810.2 – Video/Audio Recording – Transportation](#).

Special Student Services & School Counseling

SPECIAL STUDENT SERVICES

The Mifflin County School District is committed to meeting the unique learning needs of every student. We provide a continuum of special education services designed to help students access the general education curriculum while receiving individualized support.

Whenever appropriate, students with disabilities are educated alongside their peers in their home school. Placement decisions are made by the student's Individualized Education Program (IEP) team based on each student's individual needs and in accordance with the **Least Restrictive Environment (LRE)** requirements of the Individuals with Disabilities Education Act (IDEA).

Special Education Programs

The district offers a variety of specialized programs and services, including:

- Autistic Support
- Emotional Support
- Gifted Support
- Hearing Support
- Learning Support
- Life Skills Support
- Multiple Disabilities Support
- Speech and Language Support
- Vision Support

Related services are also available when identified as necessary through the IEP process and may include:

- Occupational Therapy
- Physical Therapy
- Speech and Language Therapy
- Early Intervention services (in partnership with Tuscarora Intermediate Unit 11)
- Extended School Year (ESY) services

Referral Process

The Mifflin County School District is committed to identifying students who may need additional educational support.

When academic, behavioral, or developmental concerns arise, the school first provides interventions through the **Multi-Tiered System of Supports (MTSS)**. These interventions are designed to address student needs before considering special education eligibility.

If additional evaluation is recommended—or if a parent requests an evaluation—the district will:

1. Review available student data.
2. Obtain written parent consent before conducting an evaluation.
3. Complete a comprehensive multidisciplinary evaluation (MDE).
4. Meet with parents to review the evaluation results.
5. Determine eligibility for special education services, if appropriate.

Parents are valued members of the evaluation and decision-making team throughout this process.

Individualized Education Program (IEP)

If a student is determined eligible for special education services, an Individualized Education Program (IEP) will be developed by a team that includes parents, educators, and other appropriate professionals.

The IEP outlines:

- The student's strengths and educational needs
- Annual learning goals
- Specially designed instruction
- Related services
- Accommodations and modifications
- Educational placement

Before services begin, parents must provide written consent through a Notice of Recommended Educational Placement/Prior Written Notice (NOREP/PWN).

Parent Rights

Parents have important rights throughout the special education process, including the right to:

- Participate in all meetings regarding their child's education.
- Review educational records.
- Receive written notice before changes are made to services.
- Request an independent educational evaluation (IEE) when appropriate.
- Utilize mediation, due process, or other procedural safeguards if disagreements arise.

A copy of the Procedural Safeguards Notice is available upon request.

Student Records and Confidentiality

The district maintains educational records for students receiving special education services in accordance with federal and state law.

These records may include:

- Academic records
- Evaluation reports
- Progress reports
- Medical information related to educational services
- Individualized Education Programs (IEPs)

Parents have the right to:

- Review their child's educational records.
- Request explanations of information contained in the records.
- Request corrections to inaccurate information in accordance with district procedures.

Student records remain confidential and are shared only with individuals who have a legitimate educational interest or with a parent/guardian's permission, unless otherwise permitted by law.

Annual Public Notice

Each year, the district publishes an Annual Public Notice:

Annual Public Notice of Special Education Services and Programs, Services for Gifted Students and Services for Protected Handicapped Students August 2026

Notice to Parents According to state and federal special education regulations, annual public notice to parents of children who reside within a school district is required regarding child find responsibilities. School districts (SDs), intermediate units (IUs) and charter schools (CSs) are required to conduct child find activities for children who may be eligible for services via Section 504 of the Rehabilitation Act of 1973. For additional information related to Section 504/Chapter 15 services, the parent may refer to Section 504, Chapter 15, and the Basic Education Circular

entitled Implementation of Chapter 15. Also, school districts are required to conduct child find activities for children who may be eligible for gifted services via 22 PA Code Chapter 16. For additional information regarding gifted services, the parent may refer to 22 PA Code Chapter 16. If a student is both gifted and eligible for Special Education, the procedures in IDEA and Chapter 14 shall take precedence.

This notice shall inform parents throughout the school district, intermediate unit, and charter school of the child identification activities and of the procedures followed to ensure confidentiality of information pertaining to students with disabilities or eligible young children. In addition to this public notice, each school district, intermediate unit, and charter school shall publish written information in the handbook and on the web site. Children ages three through twenty one can be eligible for special education programs and services. If parents believe that the child may be eligible for special education, the parent should contact the appropriate staff member identified at the end of this public notice.

Children ages three to school-age may be eligible for Early Intervention services if they are experiencing developmental delays. Developmental delays, as defined by the State and as measured by appropriate diagnostic instruments, include a 25 percent delay or a test performance of 1.5 standard deviations below the mean on a standardized assessment in one of the following developmental areas: physical development, cognitive development, communication development, social or emotional development or adaptive development. A young child may also be deemed eligible if they are determined to have a diagnosed disability as defined by PA Chapter 14 regulations. Eligibility for Early Intervention services is two-pronged. The child must be diagnosed with a developmental delay or a diagnosed disability and display a need for specially designed instruction. Specially designed instruction means adapting the content, methodology, or delivery of instruction to address the unique needs of the child and to ensure access to the general education curriculum.

Evaluation Process Each school district, intermediate unit, and charter school has a procedure in place by which parents can request an evaluation. For information about procedures applicable to your child, contact the school which your child attends. Telephone numbers and addresses can be found at the end of this notice. Parents of preschool age children, ages three through five, may request an evaluation in writing by addressing a letter to the intermediate unit staff.

Consent School entities cannot proceed with an evaluation or reevaluation, or with the initial provision of special education and related services, without the written consent of the parents. For additional information related to consent, please refer to the Procedural Safeguards Notice which can be found at the PaTTAN website, www.Pattan.net or your educational agency. Once written parental consent is obtained, the district will proceed with the evaluation process. If the parent disagrees with the evaluation, the parent can request an independent education evaluation at public expense.

Program Development Once the evaluation process is completed, a team of qualified professionals and parents determine whether the child is eligible. If the child is eligible, the individualized education program team meets, develops the program, and determines the educational placement. Once the IEP team develops the program and determines the educational placement, school district staff, intermediate unit staff, or charter school staff will issue a notice of recommended educational placement/prior written notice. Your written consent is required before initial services can be provided. The parent has the right to revoke consent after initial placement.

Confidentiality of Information The SDs, IUs and CSs maintain records concerning all children enrolled in the school, including students with disabilities. All records are maintained in the strictest confidentiality. Your consent, or consent of an eligible child who has reached the age of majority under State law, must be obtained before personally identifiable information is released, except as permitted under the Family Education Rights and Privacy Act (FERPA). The age of majority in

Pennsylvania is 21. Each participating agency must protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages. One official at each participating agency must

assume responsibility for ensuring the confidentiality of any personally identifiable information. Each participating agency must maintain, for public inspection, a current listing of the names and positions of those employees within the agency who have access to personally identifiable information.

In accordance with 34 CFR § 300.624, please be advised of the following retention/destruction schedule for the Pennsylvania Alternate System of Assessment (PASA), Pennsylvania System of School Assessment (PSSA), and Keystone Exam related materials:

- PSSA, Keystone Exam, and PASA test booklets will be destroyed one year after student reports are delivered for the administration associated with the test booklets.
- PSSA and Keystone Exam answer booklets and PASA media recordings will be destroyed three years after completion of the assessment.

For additional information related to student records, the parent can refer to the Family Education Rights and Privacy Act (FERPA).

This notice is only a summary of the Special Education services, evaluation and screening activities, and rights and protections pertaining to children with disabilities, children thought to be disabled, and their parents. For more information or to request evaluation or screening of a public or private school child, contact the responsible school entity listed below. For preschool age children, information, screenings and evaluations requested may be obtained by contacting the Intermediate Unit. The addresses of these schools are as follows:

INTERMEDIATE UNIT	
Tuscarora Intermediate Unit 11 814-542-2501 Kelly Lawler Zurybida Director of Special Education 2527 US Hwy 522 S McVeytown, PA 17051	TIU Early Intervention Programming 814-542-2501 Brian Kritzer Supervisor of Special Education 2527 US Hwy 522 S McVeytown, PA 17051
SCHOOL DISTRICT OFFICES	
Central Fulton School District 717-485-7000 Holly Varner 151 East Cherry Street McConnellsburg, PA 17233-1400	Forbes Road School District 814-685-3865 Forbes Road High School Rebekah Miller 159 Redbird Drive Waterfall, PA 16689
Huntingdon Area School District 814-641-2104 Administrative Office Sean Cummins 2400 Cassady Avenue, Suite 2 Huntingdon, PA 16652-2602	Juniata County School District 717-436-2111 Administrative Office Karen Crossley 146 Weatherby Way Mifflintown, PA 17059
Juniata Valley School District 814-669-9150 Administrative Office Lisa Coble 7775 Juniata Valley Pike, PO Box 318 Alexandria, PA 16611	Mifflin County School District 717-248-0148 Administrative Building Cindi Marsh 201 Eighth Street, Highland Park Lewistown, PA 17044

Mount Union Area School District 814-542-2518 Administrative Center Kristen Streightiff 603 N. Industrial Drive Mount Union, PA 17066	Southern Fulton School District 717-294-3400 Southern Fulton High School Dr. Laurel Keegan 3072 Great Cove Road, Suite 100 Warfordsburg, PA 17267
Southern Huntingdon School District 814-447-5520 Alisa Scott 10339 Pogue Road Three Springs, PA 17264-9730	Corrections Education 814-658-4024 Timothy Miller Trough Creek Youth Forestry Camp #3 4534 Tar Kiln Road James Creek, PA. 16657 & South Mountain Secure Treatment Unit 10056 South Mountain Road – P.O. Box 374 South Mountain, PA. 17261
NON-PUBLIC SCHOOLS LOCATED IN IU 11	
Tuscarora Intermediate Unit 11 814-542-2501 Dr. Brett Gilliland or Designee 2527 US Hwy 522 S., McVeytown, PA 17051	
CHARTER SCHOOLS	
New Day Charter School 814-643-7112 Brandye Armstrong -256 South 5th Street. Huntingdon, PA 16652 717-447-0623 -109 Industrial Circle Mifflintown, PA 17059	Stone Valley Community Charter School 814-667-2705 Cheryl Casner 13006 Greenwood Road Huntingdon, PA 16652
PRISONS	
Huntingdon County Prison 814-641-2104 Sean Cummins 2400 Cassady Avenue, Suite 2 Huntingdon, PA 16652-2602	Mifflin County Prison 717-248-0148 Cindi Marsh 201 Eighth Street, Highland Park Lewistown, PA 17044

*The school entity or charter school will not discriminate in employment, educational programs, or activities based on race, color, national origin, age, sex, handicap, creed, marital status or because a person is a disabled veteran or a veteran of the Vietnam era. No preschool, elementary or secondary school pupil enrolled in a school district, Intermediate Unit, or charter school program shall be denied equal opportunity to participate in age and program appropriate instruction or activities due to race, color, handicap, creed, national origin, marital status or financial hardship.

Questions or Assistance

If you have questions about special education services, evaluations, gifted education, or Section 504 accommodations, please contact:

Office of Student Support Services

Cindi L. Marsh, Director of Student Support Services

Phone: (717) 248-0148

Additional information, including Board policies related to Special Education, is available on the Mifflin County School District website.

School Counseling Services

The Mifflin County School District recognizes that students achieve their greatest success when their academic, social, emotional, and career development needs are supported. School counselors work collaboratively with students, families, teachers, administrators, and community agencies to help every student reach their full potential.

School counselors provide a comprehensive, developmentally appropriate school counseling program aligned with the **American School Counselor Association (ASCA) National Model**. Services are available to all students and may include:

- Academic planning and support
- Individual student planning and goal setting
- Career awareness, exploration, and post-secondary planning
- Classroom guidance lessons
- Short-term individual counseling and small-group counseling
- Crisis response and intervention
- Social-emotional learning and skill development
- Consultation and collaboration with parents, teachers, and community agencies
- Referrals to community mental health and support services when appropriate

School counselors help students address concerns that may affect learning, including academic challenges, peer relationships, attendance, personal or family concerns, and transitions between grade levels or schools.

Parents and guardians are encouraged to contact their child's school counselor whenever they have concerns regarding their child's academic progress, social-emotional well-being, or educational planning. Students may also request to meet with their school counselor during the school day.

School counseling services are educational in nature and are not intended to replace long-term therapy or other community-based mental health services. When ongoing or specialized services are needed, school counselors will assist families by providing information about appropriate community resources.

The district is committed to maintaining student privacy while complying with state and federal laws governing student records, confidentiality, mandated reporting, and student health and safety.

Standardized Assessments

The Mifflin County School District uses a variety of assessments to monitor student progress, guide instruction, and meet state accountability requirements. Assessment results help teachers identify each student's strengths and areas for growth so that instruction can be tailored to meet individual learning needs.

Acadience Reading (Grades K–3)

Acadience Reading is a research-based literacy assessment that measures the foundational reading skills students need to become successful readers. All students in kindergarten through third grade participate in this assessment three times each school year (fall, winter, and spring).

The assessment:

- Is administered individually by trained staff.
- Typically takes between 3 and 10 minutes, depending on the student's grade level and skill development.
- Provides immediate results that help teachers plan instruction and monitor student progress throughout the year.
- Stores assessment data securely so it can be shared with appropriate school personnel who support your child's learning.

Pennsylvania System of School Assessment (PSSA)

The Pennsylvania System of School Assessment (PSSA) is a statewide assessment administered by the Pennsylvania Department of Education. The assessment measures student achievement in Pennsylvania's academic standards and provides valuable information to students, families, schools, and the Commonwealth.

PSSA results are used to:

- Measure student achievement and academic growth.
- Inform instructional planning and school improvement efforts.
- Support district and state educational planning.
- Provide families with information about their child's academic progress.

State law requires eligible students to participate in the PSSA unless an approved exemption applies.

The PSSA is administered in the following grade levels:

- **English Language Arts:** Grades 3, 4, and 5
- **Mathematics:** Grades 3, 4, and 5
- **Science:** Grade 5

Additional information about the PSSA, including testing dates and parent resources, will be shared with families prior to each testing window. If you have questions about state assessments, please contact your child's principal.

Promotion, Retention, & Acceleration

The Mifflin County School District is committed to making promotion, retention, and acceleration decisions that are in the best educational interest of each student.

Classroom teachers play a key role in evaluating student progress and making recommendations regarding promotion, retention, or acceleration. The building principal has the final responsibility for these decisions.

When considering promotion, retention, or acceleration, the district reviews multiple factors, including:

- Academic achievement and progress.
- Classroom performance and assessment data.
- Effort, work habits, and attendance.
- Social and emotional development.
- Behavior and readiness for the next grade level.
- Input from parents or guardians and recommendations from appropriate school personnel.

Parents and guardians are valued partners in this process and will be informed whenever retention or acceleration is being considered. Families will have opportunities to discuss their child's progress, ask questions, and collaborate with school staff before a final decision is made.

Security Cameras

To help maintain a safe and secure learning environment, the Mifflin County School District utilizes digital video surveillance (CCTV) systems on school property. Cameras may be located in and around school buildings, including entrances, hallways, common areas, cafeterias, gymnasiums, parking lots, playgrounds, and bus loading areas.

Video surveillance is used to:

- Promote the safety and security of students, staff, and visitors.
- Help protect school property.
- Assist in investigating incidents involving student or staff safety, security, or violations of school rules or law.

Individuals should not expect privacy in public areas of school property where video surveillance is in use. Camera systems are not installed in areas where there is a reasonable expectation of privacy, such as restrooms, locker rooms, or private changing areas. The use, access, storage, and release of video recordings are governed by applicable federal and state laws, School Board policy, and the district administrative procedures.

Students Experiencing Homelessness

The Mifflin County School District is committed to ensuring that students experiencing homelessness have equal access to the same educational programs, services, and opportunities as all other students. In accordance with the **McKinney-Vento Homeless Assistance Act** and applicable Pennsylvania laws, the district works to identify and support students experiencing housing instability and to remove barriers to enrollment, attendance, transportation, and academic success.

A student may be considered homeless if they lack a fixed, regular, and adequate nighttime residence. This may include students and families who are:

- Living in a shelter or transitional housing.
- Staying in a motel, hotel, campground, or other temporary accommodation due to the lack of alternative housing.
- Sharing housing with others because of economic hardship, loss of housing, or a similar reason.
- Living in a car, park, public space, abandoned building, or other location not designed for regular sleeping accommodations.
- Living without a parent or legal guardian (unaccompanied youth).

The district's Homeless Liaisons work with students and families to help ensure immediate school enrollment, school stability, transportation, and access to educational services and community resources. When appropriate, district policies or procedures that create barriers to a student's education may be waived in accordance with federal and state law.

Families who believe they may qualify for services are encouraged to contact one of the district's Homeless Liaisons for assistance:

- Nicole Frazier
Phone: (717) 250-0414
Email: nrf56@mcsdk12.org
- Kaitlin Marshall
Phone: (717) 242-1401, ext. 6210
Email: kjm07@mcsdk12.org

All information shared with the district will be handled respectfully and in accordance with applicable privacy laws.

Technology & Digital Learning

Preparing Students for a Digital World

Technology is an important part of teaching and learning in the Mifflin County School District. Our Technology & Digital Learning Program helps students develop the digital literacy, problem-solving, creativity, and collaboration skills needed for success in school and beyond.

Instruction is aligned with the Pennsylvania Academic Standards and provides students with opportunities to use technology in meaningful, engaging, and responsible ways.

Technology Instruction

Elementary students receive instruction from certified Computer Technology teachers and/or Library Media Specialists. Students participate in regularly scheduled technology classes and use technology as an instructional tool throughout the school day.

Technology resources available to students may include:

- Classroom computers and student devices
- Computer labs
- Educational software and digital learning platforms
- Internet-based instructional resources
- Interactive classroom technology

These resources support research, communication, creativity, collaboration, critical thinking, and problem-solving across all subject areas.

Safe and Responsible Technology Use

The district is committed to providing students with a safe, secure, and supportive digital learning environment.

Student access to the Internet and district technology resources is supervised by school staff and protected through Internet filtering and other security measures. Students are expected to use technology responsibly, respectfully, and for educational purposes.

As part of technology instruction, students learn the principles of **digital citizenship**, including:

- Using technology safely and responsibly
- Protecting personal information and privacy
- Communicating respectfully in digital environments
- Demonstrating kindness and respect when interacting online
- Using digital resources ethically and appropriately

Families are encouraged to reinforce these expectations at home and discuss responsible technology use with their children.

The use of district technology resources is governed by [Mifflin County School District Board Policy 815](#) – Acceptable Use of Internet, Computers, and Network Resources. Students and families are expected to comply with the requirements outlined in this policy.

Supporting Student Learning

Technology enhances classroom instruction by providing opportunities for personalized learning, collaboration, and creativity, as well as access to high-quality educational resources. These tools help teachers meet the diverse learning needs of students while preparing them for success in an increasingly digital world.

Questions?

For additional information about student technology use or acceptable use expectations, please refer to [Board Policy 815](#) – Acceptable Use of Internet, Computers, and Network Resources, or contact your child's school principal or technology teacher.

Trauma-Informed Practices & Student Wellness

The Mifflin County School District is committed to creating safe, supportive, and welcoming learning environments where every student can thrive. We recognize that students may experience stress, adversity, or traumatic events that can affect their learning, behavior, and overall well-being. Our schools use a **Multi-Tiered System of Supports (MTSS)** to provide prevention, intervention, and individualized support for students' social, emotional, behavioral, and mental health needs.

Tier 1 – Universal Supports for All Students

All students benefit from school-wide practices that promote positive relationships, resilience, and a supportive school climate.

These supports may include:

- School-wide Positive Behavioral Interventions and Supports (PBIS)
- Social-emotional learning opportunities embedded throughout the school day
- Classroom lessons that build resilience, self-awareness, and positive decision-making skills
- Universal screening to identify behavioral or emotional barriers to learning
- Professional development for staff on trauma-informed practices and student mental health
- Ongoing review of school climate, behavior data, and student support programs to improve services

Tier 2 – Targeted Supports

Some students may benefit from additional interventions designed to address specific social, emotional, or behavioral needs.

These supports may include:

- Small-group counseling or skill-building groups (such as social skills, stress management, or emotional regulation)
- Check-In/Check-Out and other evidence-based behavioral support programs
- Mentoring opportunities
- Bullying prevention and response supports
- Behavioral assessments and progress monitoring
- Collaboration with families to develop individualized support plans
- Suicide risk and threat assessments when student safety concerns arise

Tier 3 – Intensive Individualized Supports

Students with significant or ongoing needs may receive individualized services through school personnel and community partnerships.

Supports may include:

- Individual and small-group counseling
- Crisis intervention and response services
- Suicide intervention and postvention services

- Psychological assessment, when appropriate
- Individualized behavioral and mental health interventions
- Coordination with families, community agencies, and outside mental health providers to support student success

Families are important partners in supporting student wellness. If you have concerns about your child's social, emotional, or behavioral well-being, please contact your child's teacher, school counselor, school psychologist, principal, or another member of the student support team. Working together, we can identify resources and develop supports that help every student succeed.

Visitors & Volunteers

The safety and security of our students and staff are a top priority. All visitors must enter through the school's main entrance and report to the main office immediately upon arrival.

Visitors are required to:

- Sign in using the district's visitor management system or designated sign-in procedures.
- Present a valid photo ID when requested.
- Wear a visitor badge while in the building.
- Sign out in the main office before leaving.

Visitors may not enter classrooms or other areas of the building without prior authorization. To minimize disruptions to instruction, classroom visits should be scheduled in advance through the building principal.

We appreciate all visitors' cooperation in helping us maintain a safe learning environment for every student.

Volunteers

The Mifflin County School District values the many parents, guardians, and community members who generously volunteer their time to support our students and schools.

In accordance with Pennsylvania law and [Mifflin County Board policy 916](#), volunteers who will have direct contact with students are required to obtain the appropriate background clearances before volunteering. Required clearances must be renewed in accordance with current state requirements.

Volunteer opportunities may include, but are not limited to:

- Classroom assistance
- Field trip chaperones
- Home and School/PTO activities

- Booster organizations
- School events
- Volunteer coaching and extracurricular activities
- Mentoring or other activities involving direct interaction with students

Individuals interested in volunteering should contact their child's school office for information about the clearance process and volunteer opportunities.

Additional information regarding volunteer requirements and [Board policy 916](#) is available on the Mifflin County School District website.