

27. Special Education and Special Services

General McLane School District has adapted a “balance literacy” approach for instruction of reading and writing. Classroom teachers differentiate their instruction through their guided and independent reading lesson. Progress is monitored and documented throughout the year. Literacy Coaches provide support for classroom teachers by modeling and demonstrating research-based “best practices”. Students who continue to struggle are referred to the building level response to intervention and instruction (RtII) Team. This team is comprised of the Principal, School Psychologist, RtII Coordinator, Classroom teacher, Literacy Coach, and Parent. The team’s responsibility is to review all interventions and related assessment documentation to determine alternative intervention and action plans to assist these students. This plan of action is monitored on a regular basis.

TITLE I READING Edinboro Elementary operates a Title I school wide program. The Title I Reading Program is a federally funded program designed to help struggling readers keep pace. The program is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school. The primary goal is to ensure that all students, particularly those who are low-achieving, demonstrate proficient and advanced levels of achievement on State academic achievement standards. Please contact Mrs. Cunningham or Mrs. Kasprzak, 273-1033, ext. 3406.

RESPONSE TO INTERVENTION PROCESS The Response to Intervention Process is designed to meet the needs of elementary age students experiencing difficulties in school, whether it be academic or behavioral. The team reviews school-wide universal screening data and district assessments for students and develops strategies that address the students’ needs in the regular classroom setting. These strategies may include small group or individual instruction provided by school personnel in addition to the regular classroom teacher. Speech/Language concerns may also be addressed through this process. One outcome of the RTI process could be a referral for an evaluation by the school psychologist. The Special Education Regulations of Pennsylvania require Resource Coordination as the initial step in screening students who may qualify for special education services. Referrals can be made by both parents and teachers. For additional information or to make a referral, please contact Mrs. Peggy Corsale, 273-1033, ext. 3906.

READING ADVANTAGE Reading Advantage is a program offered to children in Grade One who experience reading difficulties. The intent of Reading Advantage is to identify and correct reading difficulties in the early stages, thus avoiding the prospect for future failure. Reading Advantage is an intense intervention offered daily in thirty (30) minute segments in a small group or one-to-one teacher/student ratio. Children exit the program when they acquire grade level reading proficiency. Please contact Mrs. Cunningham or Mrs. Kasprzak, 273-1033, ext. 3406.

SPEECH/LANGUAGE PROGRAM The purpose of the speech/language program is to diagnose and remediate communication problems in our school-aged population. These problems in communication may include difficulties with articulation, language, voice or fluency.

If further evaluation of a student is necessary, parents will be contacted for written permission. The speech/language pathologist is available to both parents and teachers seeking information to help a child communicate more effectively and/or perform more effectively in the classroom. Please contact Mrs. Dillen, 273-1033, ext. 3207.

SPECIAL EDUCATION Students who are eligible for special education services receive that service from the General McLane School District. Edinboro Elementary offers classes for children requiring service in speech therapy, gifted education, learning support and emotional support. Regulations for participation in any special education class require parent involvement and consent. The school follows an inclusive strategy and attempts to have instructors service children in the regular classroom whenever possible.