

General McLane SD  
**Special Education Plan Report**

07/01/2018 - 06/30/2021

# District Profile

---

## Demographics

11771 Edinboro Rd  
 Edinboro, PA 16412  
 (814)273-1033  
 Superintendent: Richard Scaletta  
 Director of Special Education: Michael Cannata

## Planning Committee

Name	Role
Mike Getz	Administrator : Professional Education Special Education
Scott Korb	High School Teacher - Regular Education : Special Education
Brandon Outhout	High School Teacher - Special Education : Special Education
Kim Stawicki	Parent : Special Education
Michael Cannata	Special Education Director/Specialist : Professional Education Special Education

# Core Foundations

---

## Special Education

### *Special Education Students*

Total students identified: 358

### *Identification Method*

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

Consistent with regulatory changes as per IDEIA and Pennsylvania's subsequent revision of Chapter 14, the General McLane School District has designated a team of individuals to engage in ongoing research, review, and discussion of the district's approach to the implementation of RtII. The team is comprised of principals, the special education supervisor, school psychologists, speech and language pathologists, resource coordination teachers, literacy coaches, special education teachers, and the curriculum director, as well as previously mentioned outside professionals. It is the district's goal to seamlessly intertwine special education with MTSS, the schools' coordination teams, Title I, and its district-wide curricula and to provide a continuum of services that integrates all levels of MTSS in the academic and behavioral realms. The district has established regular MTSS team meetings during which time student needs are discussed, and appropriate, empirically supported interventions to enhance student learning are determined. At the elementary level, the district has implemented a daily period in which no new instruction is to be delivered. It is during this time that the students are provided with the tier two and tier three interventions.

Previously, General McLane used only the discrepancy model to determine special education eligibility under the primary area of Specific Learning Disability. In 2017, McKean Elementary was approved to use MTSS and ROI to identify learning disabilities in reading K-4. All other buildings and programs continue to use the discrepancy model to determine eligibility for SLD. The district's long term goal is to continue to move toward a K-12 MTSS model ultimately incorporating both academic and behavioral realms. Currently, the district's K-12 MTSS team has representation from every building conducting research needed to identify universal screeners and progress monitoring tools needed to gather psychometrically sound data by which intervention and eligibility decisions can be made in the future. And, the district has committed to ongoing professional development for teachers across the curricula to ensure empirically-based interventions are implemented with high fidelity. Finally, as is consistent with MTSS, cross grade level planning occurs to promote efficient implementation of the curricula

### *Enrollment*

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

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

Not significantly disproportionate.

### *Non-Resident Students Oversight*

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

1. The General McLane School District is the host district for Brighter Horizons program ran by Perseus House and is responsible for the education of the students enrolled/placed in this program. In accordance with Basic Education Circular Section 13-1306, we have contracted with the Northwest Tri-County Intermediate Unit(IU) to provide the educational services to these students. The classroom, which is placed at the Perseus House Charter School is staffed by Intermediate Unit personnel. The IU provides a fulltime teacher, educational assistant, and supervisory support. A full range of educational services are available to the students in the Brighter Horizonz program via the contract with the IU. The IU also has a school psychologists to verify students progress and identify if any additioanl services are needed. The General McLane School District is also responsible for seeking advice from the resident school district with respect to the student, and keeping the resident school district informed of its plans to educate each student.

2. The General McLane School District meets monthly with the Intermediate Unit supervisors to ensure that students needs are being met and they are receiving free appropriate public education(FAPE). General McLane's School Psychologists does site visits on a quarterly basis to ensure program fidelatily and consulatation.

3. There are no barriers or problems that exist. The district feels that it is meeting its obligation under Section 1306.

### *Incarcerated Students Oversight*

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

There are no correctional facilities or institutions for incarcerated students located within the General McLane School District. Incarcerated students receive educational services provided by the Northwest Tri-County Intermediate Unit. These services include identification, evaluation and the provision of a free appropriate public education with the cost being the responsibility of the General McLane School District. The General McLane School District would participate in evaluation and other team meetings when invited and deemed necessary. The procedure is for General McLane School District to send any documents or records, etc. to the facilities to ensure FAPE.

### *Least Restrictive Environment*

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

1. The General McLane School District continually strives to increase local capacity by adding supplementary aids and supports and/or district-operated classrooms on an as needed basis. Each year the district's administrative team reviews current program needs and decisions are made based upon the outcome of that process. As previously stated the district has opened the following programs within the district:

2006-2007 - elementary level Emotional Support (McKean Elementary)

2008-2009 - elementary level Life Skills Support

2009-2010 - middle level Life Skills Support

2010-2011 - middle level Autistic Support

2011-2012 - elementary Autistic Support

2012-2013 - high school Autistic Support

2014-2015 - high school Life Skills Support

2017-2019 - elementary level emotional support (Edinboro Elementary)

Also during the 2017-18 school year, the district developed the position of Director of Pupil Services. We have also increased the level of Mental Health Support Services and School Psychological Services. The district also strives to provide appropriate classroom instruction that meets the needs of all students and to keep students in the regular education environment as much as possible.

The District is committed to educating all students in the least restrictive environment. Each school building has a screening team that actively reviews data to identify students who are having challenges academically and/or behaviorally. Multitiered Systems of Support (MTSS) is used as a framework to guide teams while academic and behavioral interventions are utilized to support students in general education settings. The MTSS process may lead to a student being referred for further assessment to determine if he/she may qualify for special education services. Once identified as exceptional, the Individualized Education Plan is developed. All placement considerations always begin with the general education setting. The goal is to provide necessary supports and services to all students in the general education environment. A continuum of placement options exists to determine the type and extent of supports a student may need. The IEP team is responsible for determining what supplementary aids and services could be provided to enable an eligible student to successfully remain in the general education environment. Placement options in more restrictive settings or programs are incrementally considered beyond the beginning point of full inclusion. All special education teachers and school district administrators receive annual training regarding inclusive education and presumed competency. The General McLane School District has developed a continuum of special education supports that range from itinerant support in general education settings to full time placement in a special education classroom. The District utilizes and considers all supplemental aids and services that a student may benefit from as a means of providing a free appropriate public school education in the least restrictive setting.

2. Consistent with regulatory changes as per Individuals with Disabilities Education Improvement Act (IDEIA) and Pennsylvania's subsequent revision of Chapter 14, the General McLane School District has established a committee to research, review, and discuss the district's approach to implementation of MTSS. These committee meetings occur on an ongoing basis. The team is comprised of principals, the Director of Pupil Services, school psychologists, speech and language pathologists, resource coordination teachers, literacy coaches, special education teachers and the curriculum director as well as previously mentioned outside professionals. It is the district's goal to seamlessly intertwine special education with MTSS, the schools' Coordination Teams, Title I, and its district-wide curricula and to provide a continuum of services that integrates all levels of MTSS in the academic and behavioral realms.

The district implements a Balanced Literacy Program for grades K through 8. This program allows for increased inclusion of identified students by meeting their needs in a small group setting in the regular education environment. This initiative is now being implemented at the high school level. The district has also implemented Envisions Math programs at the elementary and middle school levels. Again, these programs facilitate increased learning and inclusion of all students. At the middle and high school levels the teachers continue to be in-serviced on specific instructional strategies such as the APL system, Understanding by Design, differentiated instruction and others. By having these programs on-site, we can maximize the inclusion for these students. The district

has aligned their curriculum to the Pennsylvania Common Core Standards.

Additionally, all four schools of the General McLane School District have established MTSS teams. These teams engage in weekly meetings for intervention planning to ensure that effective empirically-based learning strategies are employed in the least restrictive environment and to ensure that regular education teachers are supported in adapting and accommodating for individual student needs. Classroom aides, personal care aides, behavior specialists, mental health counselors, and/or therapeutic staff support are employed in order to allow students to remain in the regular education classroom with their non-disabled peers to the maximum extent possible. The special education and regular education teachers often co-teach to afford identified students maximum inclusion in the regular/general curriculum.

Technical assistance is obtained through continued collaboration with the Achievement Center. Technical training is also accessed through contracts with the IU, PaTTAN, Leader Services, other agencies and webinars. These organizations provide specific workshops and training for district staff on an as needed basis.

#### **Supplementary Aids and Services:**

<b>Service/Resource</b>	<b>Description</b>
Behavioral	All buildings have developed and maintain School-Wide Positive Behavior Support Programs.
Collaborative	Early intervention meetings are scheduled to assist students in their transition to school aged programming.
Collaborative	Consultation is also an integral part of the supplementary aids and services.
Collaborative	The administration of the General McLane School District consistently supports professional development of teachers and staff members to obtain training relevant to assisting the needs of children with disabilities, as well as, those that would facilitate accurate record-keeping.
Collaborative	The administration of the General Mclane School District consistently supports team planning meetings to ensure continuity of services for children with disabilities.
Collaborative	Multidisciplinary team meetings are held on a regular basis, at all four buildings of the General McLane School District, to discuss student education and/or behavioral progress.
Collaborative	Staffing meetings involving parents occur regularly at all schools regarding the needs of identified students to ensure appropriate placement and programming.
Instructional	The General McLane School District is implementing highly

	<p>differentiated instruction in reading and mathematics to facilitate the learning of all students at their level of ability, as well as, to significantly enhance the inclusion of students with special needs into the regular education classroom. Regular education teachers are inserviced and trained to provide appropriate adaptations and modifications in order to maintain inclusion practices to ensure that identified students are educated with their non-disabled peers to the maximum extent possible.</p>
Instructional/Collaborative	<p>The administration of the General McLane School District has hired literacy coaches at the elementary and secondary level to assist classroom teachers with the implementation of empirically supported literacy strategies in the regular education classrooms to enhance literacy development for all students.</p>
Instructional/Physical/Behavioral	<p>On a regularly scheduled basis, special education teachers and/or paraprofessionals provide inclusive supports in the regular education environment.</p>
Instructional/Physical/Behavioral	<p>Paraeducator support is available for students with disabilities as per individual student need.</p>
Physical/Instructional	<p>The district maintains a contractual arrangement with the Northwest Tri-County Intermediate Unit #5 to provide appropriate related services, such as OT/PT/Assistive Technology to meet the specific needs of our identified students.</p>
Transition Meetings.	<p>Transition meetings are scheduled regularly to assist students with special needs in making a successful transition from pre-school to school age, elementary to middle school and/or middle school to high school.</p>

3. Compared to the state level in the 80% or more category, General McLane School District is above the state percentage level and we continue to offer services such as co-teaching in a regular education classroom as opposed to self-contained classrooms. In the less than 40% category, we are less than the state level percentage for these students. Placements outside of the district are considered only when necessary supports and services within the district do not meet the educational needs of the student. It is beneficial to the district, and the students, to have available the services of approved private schools, residential treatment facilities, and neighboring school district/IU programs. Accessing and collaborating with other agencies and entities ensures that a comprehensive continuum of services exist for students in the General McLane School District. A representative (Local Education Administrator) of the school District participates in annual IEP meetings and continues to take an active role in ensuring that least restrictive settings are always considered in light of the students current circumstance/progress/needs. Placement options are reviewed at annual IEP meetings for all students who are attending private institutions or out of district placements to determine if a less restrictive consideration can be accomplished.

### *Behavior Support Services*

1. Provide a summary of the District policy on behavioral support services including, but not limited to, the school wide positive behavior supports (PBS).
2. Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention.
3. If the district also has School-Based Behavioral Health Services, please discuss it.

The district has developed an innovative approach to discipline and behavioral problems. Throughout the district, we provide programs and supports such as the CLUB classroom at the middle school and the Refocus Room at the high school. These alternative programs offer the district an increased number of placement options and provide our students with increased access to non-punitive/rehabilitative interventions. In an effort to meet the increasing mental health needs of students and reduce barriers to learning, at General McLane we have worked diligently to develop on-site, school-based therapeutic services. These services are based upon a wealth of research, study and empirically supported information and with the consult of a leading national/international researcher and leader in the field of school-based mental health. Currently, we partner with a local, well-respected and experienced counseling psychologist, who supervises three therapists coming into our four schools. The school district allows counseling to take precedence and releases students from their classes to participate in therapy. Teachers and administrators have been extraordinarily accommodating. Great care has been taken to look at the process associated with informed consent and confidentiality within the school rules and have streamlined it to help provide the necessary services for the students. Currently, over sixty children and adolescents are receiving treatment that likely would not otherwise (according to the literature). This is a work in progress and we hope to gather data and study the efficacy of the program. The General McLane School District feels strongly that the development of school-based mental health programming, specifically counseling, is a positive contribution to the overall well being of our students.

In the General McLane School District, we are fortunate to have a full continuum of school-wide behavioral health services available at all levels. We work hard as an IEP team to develop positive behavioral support plans with incentives for desired behaviors based on functional behavioral assessments conducted by one of our two school psychologists. Each of our emotional support programs also has special education paraprofessionals that go into the general education classroom when the emotional support teacher is unavailable to provide additional assistance to these students in that setting. Further, the district has hired a mental health counselor, who acts as a liaison to local MH agencies and coordinates all outside services provided in the school. He also supports families in accessing and receiving these services in the home setting. In addition, the General McLane School District now contracts with Barber National Institute(BNI) to provide Behavioral Consultation and Mental health Counselor for our students with behavioral and therapeutic needs in

an effort to keep them included in the general education classroom as much as possible. Finally, the district has programs that focus on the emotional needs of our students, including a school based mental health program in conjunction with Edinboro Counseling and Psychological Services of Edinboro, the "Refocus Room" at the high school, and the "CLuB Room" at the middle school. In addition, General McLane School District does annual training for all staff on positive behavior support, de-escalation techniques, *Handle With Care*, as well as every building has a MTSS team for referral for potentially needed services. Our mental health liaison/trainer conducts regular trainings for paraeducators and educational staff throughout the school year for any mental health needs or concerns.

Beginning with the universal level of intervention, both elementary schools and middle school have a well developed School Wide Positive Support Plan. They include mascots, positive acknowledgement for students, clearly identified rules and expectations that are integrated into morning meetings that is enriched with the PATHS curriculum. The process is data driven which is proving that the program is working.

At the secondary level of intervention, there are skill building groups that are conducted by special education teachers and school psychologists. There are homogeneous and heterogeneous groups that focus on social skills, anger management, self regulation and coping skills. There are student support rooms in each building that provide for immediate intervention to teachers and classrooms when there is a student in need. These rooms are staffed by behavioral health professionals that work directly with students to provide the necessary interventions, short and long term. Behavior plans are created when needed with also a check in/check out program. They collaborate with parents and provide behavioral and emotional support. The district also makes use of the Student Support Program in both the elementary and secondary level.

The District has on staff two certified instructors in Handle with Care Behavior Management Systems. Teachers and aides who support at risk students known to have challenging behavior are trained in Handle with Care as a de-escalation technique. In the event of behavior that poses an immediate risk to student or staff safety, a safe physical intervention component is also included. Procedures are in place for reporting all physical restraints to the Department of Education as well as the parents of the student. All instances requiring physical management are followed up with a parent meeting and/or a formal written notification. Our emotional support teachers receive training in Life Space Crisis Intervention and offer a decision making class for students who have challenges in the area of behavior. District staff routinely participates in trainings in the area of de-escalation and behavior management that are supported by the PDE, PATTAN, and IU 5. Live trainings (National Autism Conference, PDE Conference, PATTAN trainings) and district teachers, paraprofessionals, and administrators routinely access webinars. General McLane employs a full-time behavior specialist who provides individualized consultation for students in need as well as ongoing training for district staff.

The General McLane systems of support is comprised of many different modes of intervention. School based outpatient counseling is available and has provisions built in to it for students that do not have any financial resources to part take of the service. This is provided by Edinboro Counseling and Psychological Services. Behavioral health (BHRS) services are available in the buildings. The process of seeking BHRS services is parent friendly in that a medical necessity evaluation is available

at the school for the parents and students. There is a business agreement with the Barbaer National Institue, a local nonprofit children's center, to integrate BHRS services and other mental health services into the school and home with the highest degrees of collaboration.

Each specialized classroom team in the district has a masters level clinician that is part of the team to problem solve and plan for each student as needed. This clinician is also responsible for transitioning students to and from alternative placements such as acute partial and partial hospitalization programs, impatient hospitalizations, and transitioning students from Early Intervention Program to public school. This clinician also collaborates with agencies in the mental health community along with the other systems such as The Office of Children and Youth, Juvenile Probation, Drug and Alcohol, and Division of Developmental Disabilities. The goal of the district is to provide a seamless system of accessing the interventions and services needed to maximize the potential of every child in the district.

Summary of district Behavior Support Policy, Policy #113:

This policy reflects the General McLane School District's compliance with the requirements of Chapter 14 of the regulations of the Pennsylvania State Board of Education governing behavior interventions and the use of restraint with students identified with disabilities and the Code of Federal Regulations.

The following terms are used in this policy:

**Aversive techniques**

- deliberate activities designed to establish a negative association with a specific behavior.

**Behavior support**

- the development, change and maintenance of selected behaviors through the systematic application of behavior change techniques.

**Behavior Support Plan or Behavior Intervention Plan**

- a plan for students with disabilities who require specific intervention to address behavior that interferes with learning. A Positive Behavior Support Plan shall be developed by the IEP team, be based on a functional behavioral assessment, and become part of the individual student's IEP. These plans must include methods that use positive reinforcement and other positive techniques to shape the behavior of the child with disabilities, ranging from the use of positive verbal statements as a reward for good behavior to specific tangible rewards.

**Positive techniques**

- methods that utilize positive reinforcement to shape a student's behavior, ranging from the use of positive verbal statements as a reward for good behaviors to specific tangible rewards.

**Restraints**

- the application of physical force, with or without the use of any device, for the purpose of restraining the free movement of a student's body, excluding the following:

1. Briefly holding a student, without force, to calm or comfort him/her.
2. Guiding a student to an appropriate activity.
3. Holding a student's hand to escort him/her safely from one area to another.
4. Hand-over-hand assistance with feeding or task completion.
5. Techniques prescribed by a qualified medical professional for reasons of safety or for therapeutic

or medical treatment, as agreed to by the student's parents/guardians and specified in the IEP.

6. Mechanical restraints governed by this policy, such as devices used for physical or occupational therapy, seatbelts in wheelchairs or on toilets used for balance and safety, safety harnesses in buses, and functional positioning devices.

### **Seclusion**

- confinement of a student in a room, with or without staff supervision, in order to provide a safe environment to allow the student to regain self-control.

### **Students with disabilities**

- school-aged children within the jurisdiction of the district who have been evaluated and found to have one or more disabilities as defined by law, and who require, because of such disabilities, special education and related services.

The following principles govern the use of behavior supports and interventions

1. Positive rather than negative measures must form the basis of behavior support programs to ensure that all students shall be free from demeaning treatment, the use of aversive techniques and the unreasonable use of restraints.
2. Behavior support programs and plans must be based on a functional assessment of behavior and use positive behavior techniques.
3. Behavior support programs must include research-based practices and techniques to develop and maintain skills that will enhance an individual student's opportunity for learning and self-fulfillment.
4. When an intervention is needed to address problem behavior, the types of intervention chosen for a particular student shall be the least intrusive necessary.
5. The use of restraints is considered a measure of last resort, only to be used after other less restrictive measures, including de-escalation techniques.

Nothing in the policy is construed to require the development of a separate behavior support or intervention plan when appropriate positive behavioral interventions, strategies, and supports consistent with the requirements of this policy, can be incorporated into the body of the IEP.

### **Specific Limitations And Requirements**

#### *Use Of Physical Restraints Other Than Mechanical Restraints –*

Restraints to control acute or episodic aggressive behavior or self-injurious behavior may be used only when the student is acting in a manner as to be a clear and present danger to him/herself, to other students or employees, and only when less restrictive measures and techniques have proven to be or are less effective.

The Director of Pupil Services or his/her designee shall notify the parent/guardian as soon as practicable of the use of restraint to control the aggressive behavior of his/her child and shall convene a meeting of the IEP team within ten (10) school days of the inappropriate behavior causing the use of restraints, unless the parent/guardian, after written notice, agrees in writing to waive the meeting. At this meeting, the IEP team shall consider whether the student needs a functional behavioral assessment, re-evaluation, a new or revised Positive Behavior Support Plan, or a change of placement to address the inappropriate behavior.

The use of restraints may only be included in a student's IEP under the following conditions:

- 1.The restraint is used in conjunction with specific components of a positive behavior support.
- 2.The restraint is used in conjunction with the teaching of socially appropriate acceptable alternative skills to replace problem behavior.
- 3.Staff are authorized and have received all training required to use the specific procedure.
- 4.The Positive Behavior Support Plan of the student includes a plan for eliminating the use of restraint through the application of positive behavior support.

The use of restraints is not included in the IEP for the convenience of staff, as a substitute for an educational program, or employed as punishment.

*Use Of Mechanical Restraints –*

Mechanical restraints, which are used to control involuntary movement or lack of muscular control of students when due to organic causes or conditions, may be employed only when specified by an IEP and as determined by a medical professional qualified to make the determination, and as agreed to by the student’s parents/guardians.

Mechanical restraints shall prevent a student from injuring him/herself or others or promote normative body positioning and physical functioning.

**Seclusion**

The district permits involuntary seclusion of a student in accordance with the student’s IEP or in an emergency to prevent immediate or imminent injury to the student or others, but the seclusion must be the least restrictive alternative.

The Superintendent or his/her designee shall maintain and report data on the use of restraints in a manner prescribed by the Secretary of Education of the Commonwealth of Pennsylvania. Such report shall be readily available for review during cyclical compliance monitoring conducted by the Pennsylvania Department of Education.

The Superintendent or designee shall immediately report required incidents and may report discretionary incidents committed on school property, at any school sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity by a student with a disability, including a student for whom an evaluation is pending, to the local police department that has jurisdiction over the school’s property, in accordance with state and federal laws and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies. The Superintendent or designee shall respond to such incidents in accordance with the district’s Special Education Plan and, if applicable, the procedures, methods and techniques defined in the student’s Behavior Support Plan.

Subsequent to notification to law enforcement, an updated functional behavioral assessment and Behavior Support Plan shall be required for students with disabilities who have Behavior Support Plans at the time of such referral.

For a student with a disability who does not have a Behavior Support Plan, subsequent to notification to law enforcement, the district shall convene the student’s IEP team to consider whether a Behavior Support Plan should be developed to address the student’s behavior, in accordance with law, regulations and Board policy.

The Superintendent or his/her designee shall provide for the regular training and retraining, as needed, of personnel in the use of specific procedures, methods, and techniques, including restraints,

that those personnel will be expected to employ in the implementation of positive behavior supports or interventions in accordance with the IEP of the student and this policy.

### *Intensive Interagency/Ensuring FAPE/Hard to Place Students*

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

1) General McLane School District provides access to a full continuum of special education services within the district. In recent years and in response to students' needs we have added Autism Support, Emotional Support, and Life Skills classrooms to the district. We are now able to provide the least restrictive, appropriate education to the vast majority of our students. Beginning with a comprehensive assessment of identified students receiving early intervention, we work to ensure that each student receives individualized programming to meet his/her needs and to help him/her grow to full potential. Ongoing multidisciplinary meetings, timely reevaluations, and team planning are used to analyze student and district level data to ensure progress is consistently demonstrated. Team collaboration is coupled with thorough quarterly data analysis to prevent gaps in the continuum of special education supports and services. If we determine there are gaps in the continuum of special education services, then we would consult with the intermediate unit to determine if there are any other agencies that may be able to provide support services necessary for student success within the LEA first, and if not, then we would seek services outside of the LEA that would be appropriate.

2) Recent additions to programming in the district include Life Skills program at the high school level and the Emotional Support Classroom at the Edinboro Elementary school. In the rare event that a student's needs exceed the district's capabilities, parents and district personnel work closely together to consider available outside placements.

General McLane promotes and facilitates interagency collaboration. We currently have a contract with the Intermediate Unit for a Behavior Analyst Consultation for our teachers and students. We also have school-based mental health services provided by Edinboro Counseling and Psychological Services. We have a SAP counselor and Mental Health Liaison from the Achievement Center. Finally, the Refocus program is facilitated through Sarah Reed Children's Center and also provides consultation services to teachers and guidance counselors.

3) The district is committed to strengthening the MTSS process K-12 in the upcoming school year. This includes improving the scope and sequence of academic and behavioral interventions for struggling students, as well as increasing the frequency of data based collaboration with teachers implementing empirically supported interventions in the classroom. The district is evaluating potential advantages and disadvantages of using this model in the identification of students with disabilities in the future. District has recently been given the ability to use the MTSS process for identification of students in need of Special Education Services at McKean Elementary. We will continue to monitor the success of the process and look to possibly expand to other schools within the district in the near future.

### *Strengths and Highlights*

Describe the strengths and highlights of your current special education services and programs. Include in this section directions on how the district provides trainings for staff, faculty and parents.

The General McLane School District is committed to educating students in the least restrictive environment. Every effort is made to support students in the regular education classroom. We strive to offer a complete continuum of services to meet the needs of each identified student. All teachers employed by the General McLane School District are “highly qualified” according to the standards established by the state of Pennsylvania.

A related strength would be the wide variety of supports and resources available to all of our students, including those identified for special education services. These services include specially-designed building level teams in each of the district’s four buildings that are structured to address the behavioral needs of our students. The district contracts with a local agency, BNI, to provide a Behavioral Support Specialist who participates on all building level teams on an as needed basis. The district has also hired a Mental Health Liaison to provide consultation to parents and teachers on such topics as access to mental health services in the community, strategies for behavior interventions, training coordination, and program development. Beginning with the 2008-2009 academic year, the school district began providing out-patient mental health services for our students. Also during this current school year the district has contracted with BNI to add a Mental Health Counselor to be provided for the elementary schools.

The district has developed an innovative approach to discipline and behavioral problems. Throughout the district, we provide programs and supports such as the CluB classroom at the middle school and the Refocus Room at the high school. These alternative programs offer the district an increased number of programming and provide our students with increased access to non-punitive/rehabilitative interventions.

The General McLane School District has developed and refined a Curriculum-Based Assessment instrument that is based on our current curricula and is aligned to the state common core standards. This assessment along with other assessment tools such as the DRA reading assessment,

DIBELS, HMH Reading Inventory, HMH Math Inventory, and QRI-5 provides us with data needed for IEP development, instructional planning and progress monitoring.

The General McLane School District continues to support and maintain building level teams and procedures to provide students experiencing academic and/or behavioral difficulties appropriate screening and interventions as soon as a need is indicated. We have supported this concept since the inception of the Instructional Support model and continue to strive to research, review and implement state-of-the-art programs.

The General McLane School District administrators are involved in programming for all students including those identified for special education services. On a yearly basis, the LEA in each of our buildings convenes the building level special education team. This team reviews and evaluates the effectiveness of the current delivery of special education services and develops a plan to address the projected needs of identified students for the upcoming school year. Meetings are also held to facilitate a smooth transition as student's progress through the educational system.

The leadership of the district is committed to quarterly meetings during which time special education regulations and the implementation and monitoring of special education processes are thoroughly discussed. Also, in an increased effort to further refine our methods of special education record-keeping, as well as to ensure compliance required as part of Gaskin, we have initiated regular in-service programming and training for all administrators and special education staff. Topics addressed in the trainings include updates on all regulations, as well as review of existing regulations and processes associated with these including LRE calculations, Standards-aligned IEPs, MAG, Indicator 13 and PLEP.

As part of the district's commitment to provide students with the necessary Supplementary Aides and Services, we continue to hire aides and paraeducators to support the special education process and procedures in each of our buildings. These services meet the specific needs of individual students, as well as enhancing the inclusion of many of our identified students. The district makes every effort to hire highly qualified personnel and has developed programs to ensure that we adhere to the state's regulatory requirements for special education instructional paraprofessionals.

The district uses the IEP Writer program to aid in the effective development and maintenance of the necessary special education documents. Since the 2008/2009 academic year, the district also participated in the Child Count Module facilitating the transmission of accurate and up-to-date data to the state for all identified students.

# Assurances

---

## Special Education Assurances

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

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

## 24 P.S. §1306 and §1306.2 Facilities

Facility Name	Facility Type	Services Provided By	Student Count
Brighter Horizons	Nonresident	Northwest Tri-County Intermediate Unit #5	6

## Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Elizabeth Lee Black School - Gertrude Barber Center	Approved Private Schools	Autistic Support	4
Sarah Reed Partial Hospitalization Program	Neighboring School Districts	Partial hospitalization program	5

## Special Education Program Profile

### Program Position #1

*Operator:* School District

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 7	1	0.25
Locations:				
McKean Elementary School - TB	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 7	7	0.75
Locations:				
McKean Elementary School - TB	An Elementary School Building	A building in which General Education programs are operated		

### Program Position #2

*Operator:* School District

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 7	4	0.5
Locations:				
Edinboro Elementary School - AB	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 7	3	0.5
Locations:				
McKean Elementary School - AB	An Elementary School Building	A building in which General Education programs are operated		

### Program Position #3

*Operator:* School District

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 11	6	0.4
Locations:				
James W. Parker Middle School - TB	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 11	17	0.6
Locations:				
James W. Parker Middle School - TB	A Middle School Building	A building in which General Education programs are operated		

**Program Position #4***Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	30	0.9
Locations:				
General McLane High School - AE	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	1	0.1
Locations:				
General McLane High School - AE	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #5***Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	6 to 8	5	0.25
Locations:				
McKean Elementary School - KE	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	6 to 8	5	0.75
Locations:				
McKean Elementary School - KE	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #6 - Proposed Program***Operator: School District*

**PROPOSED PROGRAM INFORMATION***Type: Class**Implementation Date: July 1, 2014***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	15 to 18	13	1
Locations:				
General McLane High School - LSS	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #7***Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	12 to 14	18	0.6
Locations:				
James W. Parker Middle School - AG	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	12 to 14	3	0.4
Locations:				
James W. Parker Middle School - AG	A Middle School Building	A building in which General Education programs are operated		

**Program Position #8***Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 12	11	0.5
Locations:				
James W. Parker Middle School - LH	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12	2	0.5
Locations:				
James W. Parker Middle School - LH	A Middle School Building	A building in which General Education programs are operated		

**Program Position #9***Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	28	0.7

Locations:				
General McLane High School - DK	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	1	0.3
Locations:				
General McLane High School - DK	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #10***Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	12 to 15	3	0.25
Locations:				
James W. Parker Middle School - NK	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	12 to 15	6	0.75
Locations:				
James W. Parker Middle School - NK	A Middle School Building	A building in which General Education programs are operated		

**Program Position #11***Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 9	2	0.4
Locations:				
Edinboro Elementary School - KL	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 9	8	0.6
Locations:				
Edinboro Elementary School - KL	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #12***Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	14	0.75

Locations:				
James W. Parker Middle School - TM	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	1	0.25
Locations:				
James W. Parker Middle School - TM	A Middle School Building	A building in which General Education programs are operated		

### Program Position #13 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Class

*Implementation Date:* April 8, 2018

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	15 to 18	6	0.75
Locations:				
General McLane High School - NM	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	15 to 18	3	0.25
Locations:				
General McLane High School	A Senior High School Building	A building in which General Education programs are operated		

### Program Position #14

*Operator:* School District

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Life Skills Support	7 to 9	1	0.25
Locations:				
Edinboro Elementary School - RP	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	7 to 9	7	0.75
Locations:				
Edinboro Elementary School - RP	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #15***Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	11 to 13	9	1
Locations:				
James W. Parker Middle School - TP	A Middle School Building	A building in which General Education programs are operated		

**Program Position #16***Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	6 to 8	12	0.75
Locations:				
McKean Elementary School - MR	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	6 to 8	5	0.25
Locations:				
McKean Elementary School - MR	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #17***Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	15 to 18	29	0.9
Locations:				
General McLane High School - MR	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 18	1	0.1
Locations:				
General McLane High School - MR	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #18***Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 9	2	0.2
Locations:				

McKean Elementary School - SZ	An Elementary School Building	A building in which General Education programs are operated		
-------------------------------	-------------------------------	---	--	--

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 9	9	0.8
Locations:				
McKean Elementary School - SZ	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #19***Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	19	0.8
Locations:				
James W. Parker Middle School - CZ	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	1	0.2
Locations:				
James W. Parker Middle School - CZ	A Middle School Building	A building in which General Education programs are operated		

**Program Position #20***Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 9	20	0.6
Justification: These students are scheduled during grade level times. They are not in groups that are out of age level requirements.				
Locations:				
Edinboro Elementary School - CD	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	10 to 12	2	0.3
Locations:				
James W. Parker Middle School - CD	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	15 to 18	1	0.1
Locations:				

General McLane High School - CD	A Senior High School Building	A building in which General Education programs are operated		
---------------------------------	-------------------------------	---	--	--

**Program Position #21***Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 9	13	0.8
Justification: These students are scheduled during grade level times. They are not in groups that are out of age level requirements.				
Locations:				
McKean Elementary School - HA	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	11 to 14	3	0.2
Locations:				
James W. Parker Middle School - HA	A Middle School Building	A building in which General Education programs are operated		

**Program Position #22 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* April 8, 2018

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	4	0.8
Locations:				
Edinboro Elementary School - AB	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 11	3	0.2
Locations:				
Edinboro Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #23***Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80%)	Deaf and Hearing	5 to 9	1	1

but More Than 20%)	Impaired Support			
Justification: These students are scheduled during grade level times. They are not in groups that are out of age level requirements.				
Locations:				
Edinboro Elementary School - KL	An Elementary School Building	A building in which General Education programs are operated		

#### Program Position #24 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* ClassandPosition

*Implementation Date:* August 29, 2017

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	6 to 10	8	0.3
Justification: The students for this program will have different academic schedules and will not be in the room at the same time for instruction.				
Locations:				
Edinboro Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	6 to 11	4	0.7
Justification: Students will have different schedules times and will not be in the room at the same time for academic groups.				
Locations:				
Edinboro Elementary	An Elementary School Building	A building in which General Education programs are operated		

### Special Education Support Services

Support Service	Location	Teacher FTE
Director of Pupil Services	General McLane School District	1
School Psychologist	General McLane School District	2
Speech/Language Pathologist	General McLane School District	2
Paraprofessionals	General McLane School District	25
Response to Intervention Teacher	Edinboro and McKean Elementary Schools	2

## Special Education Contracted Services

<b>Special Education Contracted Services</b>	<b>Operator</b>	<b>Amt of Time per Week</b>
Mental Health Counselor SAP	Outside Contractor	2 Days
Occupational Therapy	Intermediate Unit	3 Days
Physical Therapy	Intermediate Unit	3 Days
Vision Itinerant	Intermediate Unit	1 Hours
Assistive Technology	Intermediate Unit	1 Days
Behavior Support	Outside Contractor	5 Days
Hearing Impaired Interpreters if needed	Intermediate Unit	5 Days
Elizabeth Lee Black School - Gertrude Barber Center PCAs	Outside Contractor	5 Days
Mental Health Counselor BNI	Outside Contractor	3 Days
Mental Health Counselors Sarah Reed	Outside Contractor	5 Days

# District Level Plan

---

## Special Education Personnel Development

### Autism

<p><b>Description</b></p>	<p>For each year of the special education plan, the district will show an increase in inclusion classes for students on the spectrum. Progress will be monitored through data collection and walk through evaluations.</p> <p>This district is committed to providing empirically validated techniques to our students with autism. Our goal is to steadily increase the level of successful inclusion over time. General McLane generated a model for Autistic Support in 2010 prior to the opening of the first class. Our model is based upon a comprehensive literature review of best practices in educating students with autism (see National Standards Report, 2009). The goal is to include each student in the regular education milieu to the greatest extent possible. While this remains an individualized pathway, new research in Cognitive Behavior Therapy and curriculum are being used effectively to enhance our students' social behaviors and interpersonal skills with typical peers making inclusion increasingly feasible. The essence of new CBT approaches to ASD focus on enhancing metacognition and perspective taking skills as delineated by Garcia-Winner (2008). She asserts the importance of teaching students the skill of figuring what thoughts others are having by observing, thinking, and linking social clues. Each year this approach is growing rapidly and increasingly being utilized in our schools (regular education and special education) and is fundamentally different than previous concrete topography based interventions because of the focus on cognition rather than behavior change. Thus, our students are being taught how to think socially.</p> <p>Further, we meet consistently with parents to provide consultation and feedback when needed. We look to provide additional training and collaboration in the future. Due to consistent problems with generalization and maintenance of new skills within this population the implementation of behavior and social teaching strategies nearly always have to be implemented and/ or supported in the home as well as school.</p> <p>Finally, systemic analysis is consistently utilized to illuminate environmental hypotheses. It is well known that behavior problems appear to be a function of the interaction between child and the environment wherein behaviors are</p>
---------------------------	---

	intensified in certain settings. Our principals, school psychologists, consultants, and teachers are trained to focus on environment, not solely on the child. Behavior problems often limit inclusive opportunity and therefore need to be limited by placing the child in a context that plays to their strengths while accommodating for their weaknesses. For many children with ASD, that means structure, reinforcement, predictability, small groups or one on one assistance, behavior modification, visual supports, and direct instruction to target social skill development. We have provided regular education teachers and paraprofessionals with training in these techniques to aide in generalization into the inclusive setting.
<b>Person Responsible</b>	Special Education Supervisor
<b>Start Date</b>	7/1/2017
<b>End Date</b>	7/1/2021
<b>Program Area(s)</b>	Professional Education, Special Education, Student Services, Educational Technology

### Professional Development Details

<b>Hours Per Session</b>	1.0
<b># of Sessions</b>	9
<b># of Participants Per Session</b>	5
<b>Provider</b>	General McLane School District
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	No
<b>Knowledge Gain</b>	This is an optional narrative for Special Education.
<b>Research &amp; Best Practices Base</b>	This is an optional narrative for Special Education.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<b>For school or LEA</b>	Provides the knowledge and skills to think and plan strategically,

<b>administrators, and other educators seeking leadership roles</b>	<p>ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
<b>Training Format</b>	<p>Series of Workshops</p> <p>School Whole Group Presentation</p> <p>Department Focused Presentation</p> <p>Offsite Conferences</p>
<b>Participant Roles</b>	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</p> <p>Paraprofessional</p> <p>Other educational specialists</p> <p>Parents</p>
<b>Grade Levels</b>	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
<b>Follow-up Activities</b>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p> <p>Lesson modeling with mentoring</p> <p>Joint planning period activities</p>
<b>Evaluation Methods</b>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Classroom student assessment data</p> <p>Review of written reports summarizing instructional activity</p> <p>Our school psychologist, the contracted member from the IU (autism consultant), and the LEA meet monthly during a clinical support</p>

	<p>team meeting to provide gathered feedback from both parents, outside agencies and staff members to review autism programming and student progress to ensure FAPE. For each year of the special education plan, the district will show an increase in inclusion classes for students on the spectrum. Progress will be monitored through data collection and walk through evaluations.</p>
--	--

## Behavior Support

<p><b>Description</b></p>	<p>The district will show a 2% decrease in suspensions and expulsions for each year of the special education plan. Progress will be monitored through data collections and walk through evaluations.</p> <p>Data demonstrate very low rates of suspensions and expulsions at GM in recent years. We seek prevention of severe behavioral problems and related consequences by proactively providing our students with character education, positive interpersonal skills, and coping strategies.</p> <p>Currently, there is a school-wide positive behavior support program in each elementary building. This intervention provides direct instruction to all students. Students receive positive reinforcement for exhibiting target behaviors. These include how to be fun, respectful, responsible and safe. Additionally, we are in the initial training phases of the RtII framework at this level. In the future, we look to utilize this framework to standardize empirically supported behavioral strategies and to implement them with high fidelity in every classroom. Full implementation allows the RtII team to identify students in need early and intervene proactively with universal screeners and parent consultation. Teachers are provided with strategies and support. Student responsiveness to intervention will be carefully monitored using a data based problem solving approach. Consultation and referral to outside providers (when needed) will become more specific and prescriptive based upon data.</p> <p>At the secondary level, tiered interventions are in place to provide retraining and appropriate disciplinary measures for students with behavior problems. This allows the team to systematically increase service as needed. The student support room and refocus room at the middle and high school allow individualized instruction within a smaller setting to occur away from the pressures of the larger social milieu. Further, we have behavioral support from the IU as well as SAP counselors in each building to provide treatment. Data suggests these reduce the need for more restrictive placements as well as</p>
---------------------------	--

	<p>suspensions and expulsions.</p> <p>Parent education is provided on trends in adolescent psychopathology and risky behavior in order to raise awareness. We seek to partner with parents in prevention and intervention for students with behavior issues.</p>
<b>Person Responsible</b>	Special Education Supervisor
<b>Start Date</b>	7/1/2017
<b>End Date</b>	6/30/2021
<b>Program Area(s)</b>	Special Education, Student Services

### Professional Development Details

<b>Hours Per Session</b>	1.0
<b># of Sessions</b>	4
<b># of Participants Per Session</b>	10
<b>Provider</b>	General McLane School District
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	No
<b>Knowledge Gain</b>	This is an optional narrative for Special Education.
<b>Research &amp; Best Practices Base</b>	This is an optional narrative for Special Education.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>

	Instructs the leader in managing resources for effective results.
<b>Training Format</b>	Series of Workshops
<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional Other educational specialists Parents
<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring Joint planning period activities Journaling and reflecting
<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Classroom student assessment data The elementary buildings have RtII team meetings and the secondary buildings have SAP team meetings to evaluate data of student progress and schoolwide positive behavior programs to ensure progress. The district will show a 2% decrease in suspensions and expulsions for each year of the special education plan. Progress will be monitored through data collections and walk through evaluations.

## Paraprofessional

<b>Description</b>	<p>For each year of the special education plan, the paraprofessionals in the General McLane School District will receive 20 hours per year of supplemental training. These hours will include yearly first aid and CPR certification as well as other pertinent topics. This will be monitored annually by the Special Education Director.</p> <p>The Administrative Assistant in the Special Education Department maintains files for each of our instructional paraprofessionals where she houses all documents related to the completion of 20 hours of staff development activities related to their assignment each school year. Instructional paraprofessionals must complete the Paraprofessional Activity Log for the current school year, attach the course/training descriptions and/or certificates, and submit the log to the Special Education Director for approval. Once all 20 hours have been completed, the Director of Special Education, who after review, sends a copy of the completed log to the payroll department so that the paraprofessionals are appropriately reimbursed for the hours.</p> <p>The same process as outlined above is in place for those paraprofessionals who serve as Personal Care Assistants. Mr. John Kennedy, our contracted liaison with The Achievement Center, works with all personal care assistants to ensure that they understand their role and he also provides them with the necessary log sheets and explanation of these logs to bill for ACCESS if that is part of their assigned student's IEP. The district also provides First Aid and CPR certification training for these individuals on a yearly basis.</p>
<b>Person Responsible</b>	Special Education Supervisor
<b>Start Date</b>	7/1/2017
<b>End Date</b>	6/1/2021
<b>Program Area(s)</b>	Professional Education, Special Education, Student Services, Educational Technology

### Professional Development Details

<b>Hours Per Session</b>	2.0
<b># of Sessions</b>	10
<b># of Participants Per Session</b>	26
<b>Provider</b>	School District
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	No
<b>Knowledge Gain</b>	This is an optional narrative for Special Education.

<b>Research &amp; Best Practices Base</b>	This is an optional narrative for Special Education.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	Instructs the leader in managing resources for effective results.
<b>Training Format</b>	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>School Whole Group Presentation</p> <p>Live Webinar</p>
<b>Participant Roles</b>	Paraprofessional
<b>Grade Levels</b>	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
<b>Follow-up Activities</b>	Journaling and reflecting
<b>Evaluation Methods</b>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Participant survey</p> <p>The special education supervisor reviews each paraprofessional log as well as meets with the classroom teachers to ensure they are provided with the appropriate training needed. For each year of the special education plan, the paraprofessionals in the General McLane School District will receive 20 hours per year of supplemental training. These hours will include yearly first aid and CPR certification as well as other pertinent topics. This will be monitored annually by the Special Education Director.</p>

## Reading NCLB #1

<b>Description</b>	<p>With the implementation of co-teaching in language arts classes from K-12, training and implementation of Orton-Gillingham interventions for struggling readers, and the revision of K-12 language arts curriculum to align with PA Core and Common Core Standards the district will show a 1% increase in PSSA scores for each year of the special education plan. Progress will be monitored through data collection and walk through evaluations.</p> <p>The General McLane School District has experienced great success with students in a few pilot co-teaching classes throughout the district. Starting with the 2013-14 school year, the district expanded the co-teaching model to include co-teaching language arts classes at all levels. Teachers involved in co-teaching were also formally trained in the model through professional development sessions.</p> <p>The General McLane School District has made a significant investment in training teachers to deliver the Orton-Gillingham program for struggling readers. Special education teachers throughout the district are now using the program with students who demonstrate a need for this focused instruction.</p> <p>This past year the District has implemented the Read 180 program 7-12 and has seen growth with the students utilizing this program for intervention.</p> <p>For several years, the General McLane School District has been preparing for the transition to PA Core and Common Core Standards. Teachers and administrators have spent many hours in professional development and curriculum writing to align with these standards. New core-aligned curriculum will be passed by our board of education at the end of the 2013-14 school year and implemented starting in 2014-15. Core standards are extremely rigorous and will increase expectations for students throughout the district.</p>
<b>Person Responsible</b>	Special Education Supervisor
<b>Start Date</b>	7/1/2017
<b>End Date</b>	6/30/2021
<b>Program Area(s)</b>	Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology

### Professional Development Details

<b>Hours Per Session</b>	6.0
<b># of Sessions</b>	35
<b># of Participants Per</b>	7

<b>Session</b>	
<b>Provider</b>	General McLane School District
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	No
<b>Knowledge Gain</b>	This is an optional narrative for Special Education.
<b>Research &amp; Best Practices Base</b>	This is an optional narrative for Special Education.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
<b>Training Format</b>	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>School Whole Group Presentation</p> <p>Live Webinar</p> <p>Department Focused Presentation</p> <p>Professional Learning Communities</p> <p>Offsite Conferences</p>
<b>Participant Roles</b>	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>Supt / Ast Supts / CEO / Ex Dir</p>

	<p>School counselors New Staff Other educational specialists</p>
<b>Grade Levels</b>	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p>
<b>Follow-up Activities</b>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring Joint planning period activities</p>
<b>Evaluation Methods</b>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Participant survey Review of participant lesson plans Review of written reports summarizing instructional activity The curriculum director and special education supervisor meet quarterly to ensure each student is receiving the needed level of intervention to measure growth. With the implementation of co-teaching in language arts classes from K-12, training and implementation of Orton-Gillingham interventions for struggling readers, and the revision of K-12 language arts curriculum to align with PA Core and Common Core Standards the district will show a 1% increase in PSSA scores for each year of the special education plan. Progress will be monitored through data collection and walk through evaluations. They review all the data, i.e. DIBELS, DRA, QRI-5, and standardized testing data.</p>

## Transition

<b>Description</b>	Students with disabilities will demonstrate increased ability to successfully make the transitions to school age programs, to work, to post-secondary
--------------------	---

education, and/or to adult life. This will increase by 2% for each year. Progress will be monitored through data collection.

We will strive to improve the percentage of students attending college or technical school during the coming school years. We would strive to see a 10% decrease in the number of students planning to enter the world of work while seeing an increase of 10% in the number of identified students planning to attend college or technical school. Currently, General McLane School District graduates indicated the following post-graduate plans:

#### 2017-2018 Data

4 year College: 63%

2 year College/Technical School: 9.5%

Armed Services: 3%

Work/Other: 25.2 %

Transition meetings are held on a yearly basis as students transition at all levels: preschool to kindergarten, 4th to 5th grade, 8th to 9th grade and as students transition to post-secondary education, work, and or adult life. The General McLane School District participates in the Erie County Transition Program to develop and increase the type and level of transition experiences for identified students.

We have engaged the services of a Job Skills Readiness Coordinator from Career Link to aid in this process. The district also continues to use the Transition Coordinator to facilitate the needs of the students in General McLane School District.

As per our Special Education Data Report from 2011-12 for Indicator 14, currently for Target A (youth who are no longer in secondary school and had IEPs in effect at the time they left school, and who enrolled in higher education within one year of leaving high school), we are at 20%. We will increase that number by 2.5% on an annual basis. For Target B (youth who are no longer in secondary school and had IEPs in effect at the time they left school, and who enrolled in higher education or who are competitively employed within one year of leaving high school), we are at 60% and plan to increase that by 2% on an annual basis. And for Target C (youth who are no longer in secondary school and had IEPs in effect at the time they left school, and who enrolled in higher

	education or in some other postsecondary education or training; or who are competitively employed or in some other employment within one year of leaving high school), we are at 60%, and plan to increase that by 2% on an annual basis. These expectations will help us meet our SPP target.
<b>Person Responsible</b>	Special Education Supervisor
<b>Start Date</b>	7/1/2017
<b>End Date</b>	6/30/2021
<b>Program Area(s)</b>	Professional Education, Special Education, Student Services, Educational Technology

### Professional Development Details

<b>Hours Per Session</b>	6.0
<b># of Sessions</b>	2
<b># of Participants Per Session</b>	10
<b>Provider</b>	School District, IU #5, PATTAN
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	No
<b>Knowledge Gain</b>	This is an optional narrative for Special Education.
<b>Research &amp; Best Practices Base</b>	This is an optional narrative for Special Education.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>

	Instructs the leader in managing resources for effective results.
<b>Training Format</b>	Series of Workshops
<b>Participant Roles</b>	Classroom teachers School counselors Paraprofessional
<b>Grade Levels</b>	Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Lesson modeling with mentoring Joint planning period activities
<b>Evaluation Methods</b>	<ul style="list-style-type: none"> <li>• Participant survey</li> <li>• Monitor as per Indicator 14 surveys. The district does "We Teach, We Learn" student surveys to review post-graduation results. PIMS Feedback Reports are also reviewed. Students with disabilities will demonstrate increased ability to successfully make the transitions to school age programs, to work, to post-secondary education, and/or to adult life. This will increase by 2% for each year. Progress will be monitored through data collection.</li> </ul>

# Special Education Affirmations

---

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

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

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

*No signature has been provided*

---

*Board President*

*No signature has been provided*

---

*Superintendent/Chief Executive Officer*