

General McLane SD

**District Level Plan**

07/01/2019 - 06/30/2022

# District Profile

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## Demographics

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

## Planning Process

Planning, both long term and short term, is an ongoing process in the district. A broad-based planning process in 2011-2012 established the district's mission and core values. The mission and core values are stressed in a variety of ways (used to be part of the evaluation process for principals until the state system was implemented).

Every June, the administrative team reviews goals from the previous year. The team then crafts goals for the following year. The goals are reviewed by the board at a meeting and then the following month, the goals are adopted. A progress report on the year's goals is presented to the board in January and June.

At the opening in-service every year, the goals for the coming year are shared with the staff. When appropriate, status of goals from the previous year is also shared.

In the fall of 2019, a comprehensive strategic planning team with representaton from all stakeholders met over a period of two months to help define direction for the district over the next 5-10 years

## Mission Statement

The Mission Statement of General McLane School District is, "Meeting students where they are to empower them to become all they are capable of being."

The purpose of our organization is to give a student or a group of students the tools, motivation and skills they need most to be successful.

## Vision Statement

World domination.

## Shared Values

In order to meet the mission, we have established a set of core values.

### General McLane School District Core Values

1. **Community:** We value a sense of community within the district and with the community at large.
2. **Caring:** We value personal relationships in a caring environment.
3. **Respect:** We value respect for self, for each other and for property.
4. **Responsibility:** We value responsible action and expect personal accountability and fiscal responsibility.
5. **Collaboration:** We value collaboration and expect all parties to work together for the betterment of our students.
6. **High Expectations:** We value holding high expectations for ALL.
7. **Individual:** We value every individual and provide ample opportunity for them to develop their skills and talents.
8. **Safety:** We value a school community that is safe and secure.
9. **Leadership:** We value quality leadership throughout the district.
10. **Commitment:** We value long term commitment from employees, graduates and residents.

## Educational Community

General McLane School District is a rural district spanning 117 square miles in northwest Pennsylvania. The economic status would be mostly upper middle class though the percentage of free and reduced lunch students has grown about 20% in the last decade.

The community is mostly a college community with a strong presence of agricultural. Industry in the district is limited to a small industrial park in one community and one facility in our other community.

Community resources include Edinboro University of PA, local municipalities and churches which are very active in helping meet our students physical needs. Additionally, all the resources of the city of Erie can be accessed.

The district serves 2,110 students of all types. The district offers students multiple opportunities to become all they are capable of being in the academic, behavioral, emotional and physical domains.

Our community offers its children support, love and financial resources to meet their needs.

Our community and employees are very proud of the school district. The school is central to the community.

## Planning Committee

Name	Role
Mike Getz	Administrator : Professional Education Special Education Schoolwide Plan
Dan Mennow	Administrator : Professional Education
Rob Cooney	Business Representative : Professional Education
Matt Zewe	Business Representative : Professional Education
Marshall Piccinnini	Community Representative : Professional Education
Barb Ruscitto	Community Representative : Professional Education
Laurie Swanson	Ed Specialist - School Nurse : Professional Education
Jim Pete	Elementary School Teacher - Regular Education : Professional Education
Laurie Pfeiffer	Elementary School Teacher - Regular Education : Professional Education
Nate Moore	High School Teacher - Regular Education : Professional Education
Kevin Wible	High School Teacher - Regular Education : Professional Education Special Education
Jeremy Dylewski	Instructional Technology Director/Specialist : Professional Education
Christina Martin	Middle School Teacher - Regular Education : Professional Education
John Roden	Middle School Teacher - Regular Education : Professional Education
Bill Edmonds	Parent : Professional Education
Megan Haugh	Parent : Professional Education Special Education
Michael Cannata	Special Education Director/Specialist : Professional Education Special Education

# Core Foundations

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## Standards

### *Mapping and Alignment*

#### Elementary Education-Primary Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Accomplished
Career Education and Work	Accomplished	Accomplished
Civics and Government	Developing	Accomplished
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Accomplished	Accomplished
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Needs Improvement	Needs Improvement
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Developing	Accomplished
Geography	Developing	Accomplished
Health, Safety and Physical Education	Accomplished	Accomplished
History	Developing	Accomplished
Science and Technology and Engineering Education	Developing	Accomplished
Alternate Academic Content Standards for Math	Accomplished	Accomplished
Alternate Academic Content Standards for Reading	Accomplished	Accomplished
American School Counselor Association for Students	Accomplished	Accomplished
Early Childhood Education: Infant-Toddler→Second Grade	Non Existent	Non Existent
English Language Proficiency	Developing	Developing
Interpersonal Skills	Accomplished	Accomplished
School Climate	Accomplished	Accomplished

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

The previous Curriculum Coordinator did not map any of the curriculum. Under the new Curriculum Coordinator, as courses are written according to the 7 year revision cycle, courses are being fully mapped and aligned.

#### Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Accomplished
Career Education and Work	Accomplished	Accomplished

Civics and Government	Developing	Accomplished
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Accomplished	Accomplished
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Needs Improvement	Needs Improvement
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Developing	Accomplished
Geography	Developing	Accomplished
Health, Safety and Physical Education	Accomplished	Accomplished
History	Developing	Accomplished
Science and Technology and Engineering Education	Developing	Accomplished
Alternate Academic Content Standards for Math	Accomplished	Accomplished
Alternate Academic Content Standards for Reading	Accomplished	Accomplished
American School Counselor Association for Students	Accomplished	Accomplished
English Language Proficiency	Developing	Developing
Interpersonal Skills	Accomplished	Accomplished
School Climate	Developing	Developing

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

The previous Curriculum Coordinator did not map any of the curriculum. Under the new Curriculum Coordinator, as courses are written according to the 7 year revision cycle, courses are being fully mapped and aligned.

### **Middle Level**

<b>Standards</b>	<b>Mapping</b>	<b>Alignment</b>
Arts and Humanities	Developing	Accomplished
Career Education and Work	Accomplished	Accomplished
Civics and Government	Accomplished	Accomplished
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Accomplished	Accomplished
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Needs Improvement	Needs Improvement
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Developing	Accomplished
Geography	Developing	Accomplished
Health, Safety and Physical Education	Accomplished	Accomplished
History	Developing	Accomplished
Science and Technology and Engineering Education	Developing	Accomplished
Alternate Academic Content Standards for Math	Accomplished	Accomplished
Alternate Academic Content Standards for Reading	Accomplished	Accomplished

American School Counselor Association for Students	Non Existent	Non Existent
English Language Proficiency	Developing	Developing
Interpersonal Skills	Accomplished	Accomplished
School Climate	Developing	Developing
World Language	Developing	Developing

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

The previous Curriculum Coordinator did not map any of the curriculum. Under the new Curriculum Coordinator, as courses are written according to the 7 year revision cycle, courses are being fully mapped and aligned.

### High School Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Accomplished
Career Education and Work	Accomplished	Accomplished
Civics and Government	Developing	Accomplished
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Accomplished	Accomplished
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Developing	Accomplished
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Developing	Accomplished
Geography	Developing	Accomplished
Health, Safety and Physical Education	Accomplished	Accomplished
History	Developing	Accomplished
Science and Technology and Engineering Education	Accomplished	Accomplished
Alternate Academic Content Standards for Math	Accomplished	Accomplished
Alternate Academic Content Standards for Reading	Accomplished	Accomplished
American School Counselor Association for Students	Non Existent	Accomplished
English Language Proficiency	Developing	Developing
Interpersonal Skills	Accomplished	Accomplished
School Climate	Developing	Developing
World Language	Developing	Developing

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

The previous Curriculum Coordinator did not map any of the curriculum. Under the new Curriculum Coordinator, as courses are written according to the 7 year revision cycle, courses are being fully mapped and aligned.

### *Adaptations*

#### Elementary Education-Primary Level

*Checked answers*

*None.*

*Unchecked answers*

*None.*

### **Elementary Education-Intermediate Level**

*Checked answers*

*None.*

*Unchecked answers*

*None.*

### **Middle Level**

*Checked answers*

*None.*

*Unchecked answers*

*None.*

### **High School Level**

*Checked answers*

*None.*

*Unchecked answers*

*None.*

Explanation for any standards checked:

General McLane seeks to deliver the standards as published by the state. We have not further developed, expanded or improved the existing standards.

## **Curriculum**

### ***Planned Instruction***

#### **Elementary Education-Primary Level**

<b>Curriculum Characteristics</b>	<b>Status</b>
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished



The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

This is being accomplished as each curriculum area revises curriculum under the direction of the new Curriculum Coordinator.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

*This narrative is empty.*

### Elementary Education-Intermediate Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

This is being accomplished as each curriculum area revises curriculum under the direction of the new Curriculum Coordinator.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

*This narrative is empty.*

### Middle Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished

The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

This is being accomplished as each curriculum area revises curriculum under the direction of the new Curriculum Coordinator.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

*This narrative is empty.*

### High School Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

This is being accomplished as each curriculum area revises curriculum under the direction of the new Curriculum Coordinator.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

*This narrative is empty.*

### **Modification and Accommodations**

Explain how planned instruction contains modifications and accommodations that allow all students at all mental and physical ability levels to access and master a rigorous standards aligned curriculum.

*This narrative is empty.*

## Instruction

### *Instructional Strategies*

#### *Checked Answers*

- Formal classroom observations focused on instruction
- Walkthroughs targeted on instruction
- Annual Instructional evaluations
- Peer evaluation/coaching
- Instructional Coaching

#### *Regular Lesson Plan Review*

##### *Checked Answers*

- Not Reviewed

##### *Unchecked Answers*

- Administrators
- Building Supervisors
- Department Supervisors
- Instructional Coaches

Provide brief explanation of LEA's process for incorporating selected strategies.

Our main method is direct observation and evaluation of teachers by the principal as well as teacher cohort groups (PLC's) designed to improve student achievement.

Provide brief explanation for strategies not selected and how the LEA plans to address their incorporation.

At this time there are no plans to collect and monitor daily lesson plans.

### *Responsiveness to Student Needs*

#### **Elementary Education-Primary Level**

<b>Instructional Practices</b>	<b>Status</b>
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Full Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

If necessary, provide further explanation. (Required explanation if column selected was

*This narrative is empty.*

### Elementary Education-Intermediate Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Full Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

If necessary, provide further explanation. (Required explanation if column selected was

*This narrative is empty.*

### Middle Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Full Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

If necessary, provide further explanation. (Required explanation if column selected was

*This narrative is empty.*

### High School Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Full Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

If necessary, provide further explanation. (Required explanation if column selected was

*This narrative is empty.*

## Recruitment

Describe the process you implement to recruit and assign the most effective and highly qualified teachers in order to meet the learning needs of students who are below proficiency or are at risk of not graduating.

Instructional coaches and Interventionists are employed at the K-6 level to address needs of students below proficiency. At the 7-12 levels, additional classes designed to deliver intervention to struggling students are used to maximize effectiveness of instruction and address students at risk of not graduating.

## Assessments

### Local Graduation Requirements

Course Completion	SY 19/20	SY 20/21	SY 21/22
Total Courses	44.00	44.00	44.00
English	4.00	4.00	4.00
Mathematics	3.00	3.00	3.00
Social Studies	3.00	3.00	3.00
Science	3.00	3.00	3.00
Physical Education	4.00	4.00	4.00
Health	3.00	3.00	3.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	4.00	4.00	4.00
Electives	20.00	20.00	20.00
Minimum % Grade Required for Credit (Numerical Answer)	70.00	70.00	70.00

### Graduation Requirement Specifics

We affirm that our entity requires demonstration of proficiency or above in each of the following State academic standards: English Language Arts and Mathematics, Science and Technology and Environment and Ecology, as determined through any one or a combination of the following: *Checked answers*

- Completion of secondary level coursework in English Language Arts (Literature), Algebra I and Biology in which a student demonstrates proficiency on the associated Keystone Exam or related project-based assessment if § 4.4(d)(4) (relating to general policies) applies.

*Unchecked answers*

- Locally approved and administered assessments, which shall be independently and objectively validated once every 6 years. Local assessments may be designed to include a variety of assessment strategies listed in ? 4.52(c) and may include the use of one or more Keystone Exams. Except for replacement of individual test items that have a similar level of difficulty, a new validation is required for any material changes to the assessment. Validated local assessments must meet the following standards:
  - I. Alignment with the following State academic standards: English Language Arts (Literature and Composition); Mathematics (Algebra I) and Environment and Ecology (Biology).
  - II. Performance level expectations and descriptors that describe the level of performance required to achieve proficiency comparable to that used for the Keystone Exams.
  - III. Administration of the local assessment to all students, as a requirement for graduation, except for those exempted by their individualized education program under subsection (g), regarding special education students, or gifted individualized education plan as provided in ? 16.32 (relating to GIEP).
  - IV. Subject to appropriations provided by law, the cost to validate local assessments shall be evenly divided between the school district, AVTS or charter school, including a cyber-charter school, and the Department. If the Department does not provide sufficient funding to meet its share, local assessments submitted for validation shall be deemed valid until a new validation is due to the Department.
  - V. The Department will establish a list of entities approved to perform independent validations of local assessments in consultation with the Local Assessment Validation Advisory Committee as provided in ? 4.52(f).
  - VI. School boards shall only approve assessments that have been determined to meet the requirements of this subsection by an approved entity performing the independent validation. If a school district, AVTS or charter school, including a cyber-charter school, uses a local assessment that has not been independently validated, the Secretary will direct the school entity to discontinue its use until the local assessment is approved through independent validation by an approved entity.
- Completion of an Advanced Placement exam or International Baccalaureate exam that includes academic content comparable to the appropriate Keystone Exam at a

score established by the Secretary to be comparable to the proficient level on the appropriate Keystone Exam.

- Not Applicable. Our LEA does not offer High School courses.

### *Local Assessments*

<b>Standards</b>	<b>WA</b>	<b>TD</b>	<b>NAT</b>	<b>DA</b>	<b>PSW</b>	<b>Other</b>
Arts and Humanities		X				X
Career Education and Work		X				X
Civics and Government		X				X
PA Core Standards: English Language Arts		X		X		X
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects		X				X
PA Core Standards: Mathematics		X		X		X
Economics		X				X
Environment and Ecology		X				X
Family and Consumer Sciences		X				X
Geography		X				X
Health, Safety and Physical Education		X				X
History		X				X
Science and Technology and Engineering Education		X				X
World Language		X				X

### *Methods and Measures*

#### **Summative Assessments**

<b>Summative Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
End of Unit Assessments	X	X	X	X

#### **Benchmark Assessments**

<b>Benchmark Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Grade level assessments	X	X	X	

#### **Formative Assessments**

<b>Formative Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Classroom Assessments	X	X	X	X

### Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
CDT		X	X	X

### Validation of Implemented Assessments

Validation Methods	EEP	EEI	ML	HS
External Review				
Intermediate Unit Review				
LEA Administration Review	X	X	X	X
Building Supervisor Review	X	X	X	X
Department Supervisor Review				
Professional Learning Community Review	X	X	X	X
Instructional Coach Review	X	X	X	
Teacher Peer Review	X	X	X	X

Provide brief explanation of your process for reviewing assessments.

Assessments are reviewed by administrators doing observations/evaluations. Coach and peer reviews occur in cohort groups (PLC's)

### Development and Validation of Local Assessments

If applicable, explain your procedures for developing locally administered assessments and how they are independently and objectively validated every six years.

*This narrative is empty.*

### Collection and Dissemination

Describe your system to collect, analyze and disseminate assessment data efficiently and effectively for use by LEA leaders and instructional teams.

Teachers are issued passwords to several databases that house student data including our student information system, eMetric, PVAAS, and Performance Plus. Data is reviewed in grade level and departmental meetings.

### Data Informed Instruction

Describe how information from the assessments is used to assist students who have not demonstrated achievement of the academic standards at a proficient level or higher.



Data from assessments is used to place students in specialized classes and intervention groups.

### *Assessment Data Uses*

<b>Assessment Data Uses</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Assessment results are reported out by PA assessment anchor or standards-aligned learning objective.		X	X	X
Instructional practices are identified that are linked to student success in mastering specific PA assessment anchors, eligible content or standards-aligned learning objectives.		X	X	X
Specific PA assessment anchors, eligible content or standards-aligned learning objectives are identified for those students who did not demonstrate sufficient mastery so that teachers can collaboratively create and/or identify instructional strategies likely to increase mastery.	X	X	X	X
Instructional practices modified or adapted to increase student mastery.	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

Students are scheduled at the beginning of each year based on data. Students are identified for intervention groups throughout the year based on performance on standards-aligned assessments.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

N/A

### *Distribution of Summative Assessment Results*

<b>Distribution Methods</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Course Planning Guides	X	X	X	X
Directing Public to the PDE & other Test-related Websites	X	X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and School Board	X	X	X	X
Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters	X	X	X	X

Press Releases	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

The state of PA has done many things to make information available to the public. We support the state in their effort to inform the community.

Provide brief explanation for strategies not selected and how the LEA plans to address their incorporation.

Many changes in assessment have occurred at the state level with regard to standards and testing. As the state's approach becomes more clear, we will look to communicate more readily.

## Safe and Supportive Schools

### *Assisting Struggling Schools*

Describe your entity's process for assisting schools that either do not meet the annual student achievement targets or experience other challenges, which deter student attainment of academic standards at a proficient level or higher.

If your entity has no struggling schools, explain how you will demonstrate continued growth in student achievement.

We have no struggling schools but have mapped our proficiency targets (per building) between now and 2030 in accordance with Pennsylvania's plan to comply with the ESSA.

### *Programs, Strategies and Actions*

<b>Programs, Strategies and Actions</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement	X	X	X	X
School-wide Positive Behavioral Programs	X	X	X	
Conflict Resolution or Dispute Management	X	X	X	X
Peer Helper Programs	X	X	X	X
Safety and Violence Prevention Curricula	X	X	X	X
Student Codes of Conduct	X	X	X	X
Comprehensive School Safety and Violence Prevention Plans	X	X	X	X
Purchase of Security-related Technology	X	X	X	X
Student, Staff and Visitor Identification Systems	X	X	X	X
Placement of School Resource Officers	X	X	X	X

Student Assistance Program Teams and Training	X	X	X	X
Counseling Services Available for all Students	X	X	X	X
Internet Web-based System for the Management of Student Discipline	X	X	X	X

Explanation of strategies not selected and how the LEA plans to address their incorporation:

The high school and middle school had begun a five year process of implementing MTSS.

### *Screening, Evaluating and Programming for Gifted Students*

**Describe your entity's awareness activities conducted annually to inform the public of the gifted education services and programs offered (newspaper, student handbooks, school website, etc.)**

Gifted children are identified early through coordinated efforts between parents and classroom teachers.

Our gifted programs provide opportunities for children to extend their learning by differentiating the existing curriculum to meet their needs.

**Describe your entity's process for locating students who are thought to be gifted and may be in need of specially designed instruction (screening).**

Teachers or parents may refer students thought to be gifted for testing by the school psychologist.

**Describe your entity's procedures for determining eligibility (through multiple criteria) and need (based on academic strength) for potentially mentally gifted students (evaluation).**

Our process for determining eligibility involves the completion of gifted education competency checklists, review of academic records, recommendations by teachers and a review of various academic diagnostics such as Dibels, PSSA scores, WIAT and full scale IQ.

**Describe the gifted programs\* being offered that provide opportunities for acceleration, enrichment or both. \*The word "programs" refers to the continuum of services, not one particular option.**

At each level, (elementary, middle school and high school) opportunities for acceleration and enrichment are provided. Elementary students receive weekly instruction from librarian and we have begun some math acceleration at that level. At the middle school, a teacher provides weekly enrichment activities and again, math acceleration is provided. The high school provides numerous enrichment opportunities as determined by student strengths and opportunities to accelerate curriculum both in the school and at local universities.

### *Developmental Services*

Developmental Services	EEP	E EI	ML	HS
Academic Counseling	X	X	X	X
Attendance Monitoring	X	X	X	X

Behavior Management Programs	X	X	X	X
Bullying Prevention	X	X	X	X
Career Awareness	X	X	X	X
Career Development/Planning		X	X	X
Coaching/Mentoring	X	X	X	X
Compliance with Health Requirements –i.e., Immunization	X	X	X	X
Emergency and Disaster Preparedness	X	X	X	X
Guidance Curriculum	X	X	X	X
Health and Wellness Curriculum	X	X	X	X
Health Screenings	X	X	X	X
Individual Student Planning	X	X	X	
Nutrition	X	X	X	X
Orientation/Transition	X	X	X	X
RTII/MTSS	X	X		
Wellness/Health Appraisal	X	X	X	X

Explanation of developmental services:

*This narrative is empty.*

### ***Diagnostic, Intervention and Referral Services***

<b>Diagnostic, Intervention and Referral Services</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Accommodations and Modifications	X	X	X	X
Administration of Medication	X	X	X	X
Assessment of Academic Skills/Aptitude for Learning	X	X	X	X
Assessment/Progress Monitoring	X	X	X	X
Casework				
Crisis Response/Management/Intervention	X	X	X	X
Individual Counseling	X	X	X	X
Intervention for Actual or Potential Health Problems	X	X	X	X
Placement into Appropriate Programs	X	X	X	X
Small Group Counseling-Coping with life situations	X	X	X	X
Small Group Counseling-Educational planning	X	X	X	X
Small Group Counseling-Personal and Social Development	X	X	X	X
Special Education Evaluation	X	X	X	X
Student Assistance Program	X	X	X	X

Explanation of diagnostic, intervention and referral services:

*This narrative is empty.*

### *Consultation and Coordination Services*

<b>Consultation and Coordination Services</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Alternative Education	X	X	X	X
Case and Care Management	X	X	X	X
Community Liaison	X	X	X	X
Community Services Coordination (Internal or External)	X	X	X	X
Coordinate Plans	X	X	X	X
Coordination with Families (Learning or Behavioral)	X	X	X	X
Home/Family Communication	X	X	X	X
Managing Chronic Health Problems	X	X	X	X
Managing IEP and 504 Plans	X	X	X	X
Referral to Community Agencies	X	X	X	X
Staff Development	X	X	X	X
Strengthening Relationships Between School Personnel, Parents and Communities	X	X	X	X
System Support	X	X	X	X
Truancy Coordination	X	X	X	X

Explanation of consultation and coordination services:

*This narrative is empty.*

### *Communication of Educational Opportunities*

<b>Communication of Educational Opportunities</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Course Planning Guides	X	X	X	X
Directing Public to the PDE & Test-related Websites	X	X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X
Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters	X	X	X	X
Press Releases	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

### *Communication of Student Health Needs*

<b>Communication of Student Health Needs</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
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Individual Meetings	X	X	X	X
Individual Screening Results	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X
Newsletters	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

### *Frequency of Communication*

#### **Elementary Education - Primary Level**

- Yearly

#### **Elementary Education - Intermediate Level**

- Yearly

#### **Middle Level**

- Yearly

#### **High School Level**

- Yearly

### *Collaboration for Interventions*

Describe the collaboration between classroom teachers and individuals providing interventions regarding differing student needs and academic progress.

Regular meetings are held between school based teams to coordinate interventions. MTSS is fully implemented at both elementary schools and in process at the middle and high schools.

### *Community Coordination*

Describe how you accomplish coordination with community operated infant and toddler centers, as well as preschool early intervention programs. In addition, describe the community coordination with the following before or after school programs and services for all grade levels, including pre-kindergarten, if offered, through grade 12.

1. Child care
2. After school programs
3. Youth workforce development programs
4. Tutoring

1. Busing is coordinated and we reach out to them with regard to in-coming kindergarten students
2. We offer intramurals as well as interscholastic sports. We also have the YMCA in our buildings
3. We send several students to our local Vo-Tech school
4. We have our teachers tutoring after school as well as students from a local university providing tutoring.

### *Preschool Agency Coordination*

Explain how the LEA coordinates with agencies that serve preschool age children with disabilities.

1. Address coordination activities designed to identify and serve children with disabilities and the supports and accommodations available to ensure both physical and programmatic access.
2. Address pre-kindergarten programs operated directly by the LEA and those operated by community agencies under contract from the LEA.
3. Describe how the LEA provides for a smooth transition from the home setting and any early childhood care or educational setting the students attend, to the school setting.

1. School personnel work closely with parents to identify and program for children with disabilities. We work with our local intermediate unit to provide an early intervention program in one of our elementary buildings.
2. Both of our elementary schools have a preschool program. One is operated by the YMCA and the other is a private organization.
3. Kindergarten registration is held in April. An open house is held in the summer. Transition meetings are held in the summer before kindergarten for students in the early intervention program.

## **Materials and Resources**

### *Description of Materials and Resources*

#### **Elementary Education-Primary Level**

<b>Material and Resources Characteristics</b>	<b>Status</b>
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished

Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished
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Provide explanation for processes used to ensure Accomplishment.

Curriculum and resources continue to be developed under the new Curriculum Coordinator.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

*This narrative is empty.*

### Elementary Education-Intermediate Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

Curriculum and resources continue to be developed under the new Curriculum Coordinator.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

*This narrative is empty.*

### Middle Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing

Provide explanation for processes used to ensure Accomplishment.

Curriculum and resources continue to be developed under the new Curriculum Coordinator.



Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

*This narrative is empty.*

### High School Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing

Provide explanation for processes used to ensure Accomplishment.

Curriculum and resources continue to be developed under the new Curriculum Coordinator.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

*This narrative is empty.*

### SAS Incorporation

#### Elementary Education-Primary Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Full Implementation
Civics and Government	Full Implementation
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation
Economics	Full Implementation

Environment and Ecology	Full Implementation
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Full Implementation
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Full Implementation
Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Full Implementation
Early Childhood Education: Infant-Toddler&rarr;Second Grade	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Full Implementation
School Climate	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

*This narrative is empty.*

#### **Elementary Education-Intermediate Level**

<b>Standards</b>	<b>Status</b>
Arts and Humanities	Implemented in 50% or more of

	district classrooms
Career Education and Work	Full Implementation
Civics and Government	Full Implementation
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation
Economics	Full Implementation
Environment and Ecology	Full Implementation
Family and Consumer Sciences	Full Implementation
Geography	Full Implementation
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Full Implementation
Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Full Implementation
School Climate	Implemented in 50% or more of

	district classrooms
--	---------------------

Further explanation for columns selected "

*This narrative is empty.*

### Middle Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Full Implementation
Civics and Government	Full Implementation
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation
Economics	Full Implementation
Environment and Ecology	Full Implementation
Family and Consumer Sciences	Full Implementation
Geography	Full Implementation
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Full Implementation
Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of

	district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Full Implementation
School Climate	Implemented in 50% or more of district classrooms
World Language	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

*This narrative is empty.*

### High School Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Full Implementation
Civics and Government	Full Implementation
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation
Economics	Full Implementation
Environment and Ecology	Full Implementation
Family and Consumer Sciences	Full Implementation
Geography	Full Implementation
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms

History	Full Implementation
Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Full Implementation
School Climate	Implemented in 50% or more of district classrooms
World Language	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

*This narrative is empty.*

### ***Early Warning System***

The free PA Educator Dashboard Early Warning System and Intervention Catalog (PA EWS/IC) utilizes the metrics of Attendance, Behavior and Course grades to identify students who may be on a path to dropping out of school. Please indicate your selection of the following options.

*Not answered*

### **Professional Education**

### Characteristics

District's Professional Education Characteristics	EEP	EEI	ML	HS
Enhances the educator's content knowledge in the area of the educator's certification or assignment.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for struggling students.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for gifted students.				
Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision making.	X	X	X	X
Empowers educators to work effectively with parents and community partners.	X	X	X	X

District's Professional Education Characteristics	EEP	EEI	ML	HS
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.	X	X	X	X
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for gifted students are aligned to each other, as well as to Pennsylvania's academic standards.	X	X	X	X
Provides leaders with the ability to access and use appropriate data to inform decision making.	X	X	X	X
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.	X	X	X	X
Instructs the leader in managing resources for effective results.	X	X	X	X

Provide brief explanation of your process for ensuring these selected characteristics.

Our professional education process utilizes a year-long approach. Full day inservices are held in August, October and January. Additionally, all teachers are required by contract to participate in a "learning cohort" which meets 2x per month on staff development.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

Instruction to regular education teachers on gifted students is an area we still need to address; however, a growth in the percentage of students on free and reduced lunch has

risen from 19% two thirty-nine point six % in the last eight years. We have, therefore, instituted training for dealing with students from poverty.

### ***Educator Discipline Act 126, 71***

Provides educators with mandated reporter training, totaling 3 hours, every 5 years as outlined in Act 126.

<b>Questions</b>
The LEA has conducted the required training on:
9/3/2018 Teachers completing online training by their due date.

Provides educators with four (4) hours of professional development in youth suicide awareness and prevention every five (5) years for professional educators in grades six through twelve as outlined in Act 71.

<b>Questions</b>
The LEA has conducted the training on:
9/3/2018 Provided online . Most completed this summer.
The LEA plans to conduct the training on approximately:
10/25/2018 ongoing

Provides educators with four (4) hours of professional development every five (5) years for professional educators that are teaching the curriculum in which the Child Exploitation Awareness Education program is incorporated as outlined in Act 71.

*This section was not answered.*

### ***Strategies Ensuring Fidelity***

#### *Checked answers*

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- Administrators participate fully in all professional development sessions targeted for their faculties.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Professional Education is evaluated to show its impact on teaching practices and student learning.



*Unchecked answers*

- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.
- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.

Provide brief explanation of your process for ensuring these selected characteristics.

Administrators collaboratively plan, lead, and evaluation professional development.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

Evaluations of professional development are carried out but are not always systematic.

*Induction Program**Checked answers*

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.
- Inductees will assign challenging work to diverse student populations.
- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.
- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.
- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.
- Inductees will effectively navigate the Standards Aligned System website.
- Inductees will know and apply LEA endorsed classroom management strategies.
- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.
- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.

*Unchecked answers*

*None.*

Provide brief explanation of your process for ensuring these selected characteristics.

The induction is a highly structured 3 year process led by administrators.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

*This narrative is empty.*

### ***Needs of Inductees***

#### *Checked answers*

- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Student PSSA data.
- Classroom assessment data (Formative & Summative).
- Inductee survey (local, intermediate units and national level).
- Review of inductee lesson plans.
- Review of written reports summarizing instructional activity.
- Submission of inductee portfolio.
- Knowledge of successful research-based instructional models.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

#### *Unchecked answers*

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Standardized student assessment data other than the PSSA.

Provide brief explanation of your process for ensuring these selected characteristics.

Induction is a highly structured 3 year process.

Provide a brief explanation for strategies not selected and your plan to address their incorporation.

Some of the above are purposely left out of the induction process because the current process is full and effective.

### *Mentor Characteristics*

#### *Checked answers*

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must model continuous learning and reflection.
- Potential mentors must have knowledge of LEA policies, procedures and resources.
- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must be willing to accept additional responsibility.
- Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching and conferencing skills, problem-solving skills and knowledge of adult learning and development).
- Mentors and inductees must have compatible schedules so that they can meet regularly.

#### *Unchecked answers*

*None.*

Provide brief explanation of your process for ensuring these selected characteristics.

Administrators choose mentors based on the above criteria.

Provide brief explanation for characteristics not selected and how you plan to address their incorporation.

*This narrative is empty.*

### *Induction Program Timeline*

<b>Topics</b>	<b>Aug-Sep</b>	<b>Oct-Nov</b>	<b>Dec-Jan</b>	<b>Feb-Mar</b>	<b>Apr-May</b>	<b>Jun-Jul</b>
Code of Professional Practice and Conduct for Educators	X					
Assessments	X					
Best Instructional Practices	X					
Safe and Supportive Schools	X					
Standards	X					
Curriculum	X					
Instruction	X					
Accommodations and Adaptations for diverse learners	X					
Data informed decision making		X	X	X	X	

Materials and Resources for Instruction	X					
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If necessary, provide further explanation.

*This narrative is empty.*

### ***Monitoring and Evaluating the Induction Program***

Identify the procedures for monitoring and evaluating the Induction program.

The induction program is continuously evaluated and monitored by administrators.

### ***Recording Process***

Identify the recording process for inductee participation and program completion. (Check all that apply)*Checked answers*

- A designated administrator receives, evaluates and archives all mentor records.
- School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.
- Completion is verified by the LEA Chief Executive Officer on the Application for Level 2 Certification.

*Unchecked answers*

- Mentor documents his/her inductee's involvement in the program.
- LEA administrator receives, tallies, and archives all LEA mentor records.

## **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 Horizons program via the contract with the IU. The IU also has a school psychologist to verify students progress and identify if any additional 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 fidelity and consultation, as well as, if students are struggling then the district will utilize appropriate procedures to see if any additional services are needed.

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. Multi-Tiered 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 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.
Instructional/Collaborative	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.
Instructional/Physical/Behavioral	On a regularly scheduled basis, special education teachers and/or paraprofessionals provide inclusive supports in the regular education environment.
Instructional/Physical/Behavioral	Paraeducator support is available for students with disabilities as per individual student need.
Physical/Instructional	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.
Transition Meetings.	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.

3. Compared to the state level in the 80% or more category, General McLane School District is at the state and target rate 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. Students in other settings is currently at 3.2%, the target is 4.6%, General MCLane is below the target rate. 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 liason/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 Barber National Institute, 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, inpatient 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 Liason 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 school 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 Liason 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

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## Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

- Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with [§ 12.41\(a\)](#))
- Free Education and Attendance (in compliance with [§ 12.1](#))
- School Rules (in compliance with [§ 12.3](#))
- Collection, maintenance and dissemination of student records (in compliance [§ 12.31\(a\)](#) and [§ 12.32](#))
- Discrimination (in compliance with [§ 12.4](#))
- Corporal Punishment (in compliance with [§ 12.5](#))
- Exclusion from School, Classes, Hearings (in compliance with [§ 12.6](#), [§ 12.7](#), [§ 12.8](#))
- Freedom of Expression (in compliance with [§ 12.9](#))
- Flag Salute and Pledge of Allegiance (in compliance with [§ 12.10](#))
- Hair and Dress (in compliance with [§ 12.11](#))
- Confidential Communications (in compliance with [§ 12.12](#))
- Searches (in compliance with [§ 12.14](#))
- Emergency Care and Administration of Medication and Treatment (in compliance with [35 P.S. § 780-101—780-144](#))
- Parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (consistent with [§ 445 of the General Education Provisions Act \(20 U.S.C.A. § 1232h\)](#) and in compliance with [§ 12.41\(d\)](#))
- Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with [§ 12.41\(e\)](#))
- Development and Implementation of Local Wellness Program (in compliance with [Public Law 108-265, Section 204](#))
- Early Intervention Services System Act (if applicable) ([11 P.S. § 875-101—875-503](#))

- Establishment and Implementation of Student Assistance Programs at all of levels of the school system (in compliance with [24 PS § 15-1547](#))
- Acceptable Use Policy for Technology Resources
- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

## 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
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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
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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
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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
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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% but More Than 20%)	Deaf and Hearing Impaired Support	5 to 9	1	1
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		
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### 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

Special Education Contracted Services	Operator	Amt of Time per Week
Mental Health Counselor SAP	Outside Contractor	2 Days
Occupational Therapy	Intermediate Unit	3 Days
Physical Therapy	Intermediate Unit	3 Days
Assistive Technology	Intermediate Unit	1 Days
Behavior Support	Outside Contractor	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

# Needs Assessment

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## Record School Patterns

### Question:

After reviewing school level accomplishments and systemic challenges, what patterns can you identify among your schools?

What other information do you still need to assess?

### Answer:

A changing population resulting in an increase in students from low socio-economic backgrounds creating challenges in mental health and behavioral health.

A "glass ceiling" has been hit regarding student proficiency on the state tests. We need to be able to drill down on the needs of students who are not proficient.

## District Accomplishments

### Accomplishment #1:

Three of the four district schools were above 90 on the 13-14 School Performance Profile. The third school was in the mid-80's.

In a national ranking by k12.niche.com, the district is ranked as the 85th best in the state. This is based on 11-12 data and test scores have improved since then.

One of 55 districts in PA to receive "out-Performer" status by Standards and Poor.

7th safest School district in PA (2018)

37 of 500 districts with the best teachers in PA (2018)

24 of 10, 576 safest school districts in America (2018)

99% graduation rate

1 of 120 schools in the nation to be selected as a semi-finalist for the GRAMMY Signature School Award

45+ Student clubs, activities and sports offered to 721 high school students



73% of the class of 2017 went on to attend college

## District Concerns

### Concern #1:

Demographic data for the district shows that 33% of the district will be age 55 and over by 2019. Without a strong industrial base, we must work very hard to keep taxpayers feeling good about paying school taxes as more and more of them do not have children in the system.

We are also concerned with the lack of substantive action by the state government on pension reform. We are not sure where we will come up with the additional 2 million dollars in pension costs.

### Concern #2:

Over the last 8 years, our free and reduced lunch rate has risen from 19% to 36.9%.

### Concern #3:

We have seen a significant increase in the needs of students in regard to mental health needs, behavioral difficulties, and physical needs.

### Concern #4:

Technology is changing everything including the way that students think, act, speak and write. It has also decreased personal parent participation in our schools as they can now access a great deal of information electronically.

## Prioritized Systemic Challenges

**Systemic Challenge #1** (*Guiding Question #5*) Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.

### Aligned Concerns:

Over the last 8 years, our free and reduced lunch rate has risen from 19% to 36.9%.

We have seen a significant increase in the needs of students in regard to mental health needs, behavioral difficulties, and physical needs.

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Technology is changing everything including the way that students think, act, speak and write. It has also decreased personl parent participation in our schools as they can now access a great deal of information electronically.

**Systemic Challenge #2** (*Guiding Question #7*) Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

**Aligned Concerns:**

Over the last 8 years, our free and reduced lunch rate has risen from 19% to 36.9%.

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Technology is changing everything including the way that students think, act, speak and write. It has also decreased personl parent participation in our schools as they can now access a great deal of information electronically.

**Systemic Challenge #3** (*Guiding Question #2*) Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

**Aligned Concerns:**

Technology is changing everything including the way that students think, act, speak and write. It has also decreased personl parent participation in our schools as they can now access a great deal of information electronically.

**Systemic Challenge #4** (*Guiding Question #3*) Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

**Systemic Challenge #5** (*Guiding Question #13*) Establish a system that fully ensures the district's resources effectively address instructional priorities aligned with the district's vision and mission and fully ensures that the expenditure and accounting of funds meets all legal and ethical requirements within the parameters of generally accepted accounting practices.

**Aligned Concerns:**

Demographic data for the district shows that 33% of the district will be age 55 and over by 2019. Without a strong industrial base, we must work very hard to keep taxpayers

feeling good about paying school taxes as more and more of them do not have children in the system.

We are also concerned with the lack of substantive action by the state government on pension reform. We are not sure where we will come up with the additional 2 million dollars in pension costs.

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Over the last 8 years, our free and reduced lunch rate has risen from 19% to 36.9%.

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We have seen a significant increase in the needs of students in regard to mental health needs, behavioral difficulties, and physical needs.

**Systemic Challenge #6** (*Guiding Question #10*) Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

**Aligned Concerns:**

Demographic data for the district shows that 33% of the district will be age 55 and over by 2019. Without a strong industrial base, we must work very hard to keep taxpayers feeling good about paying school taxes as more and more of them do not have children in the system.

We are also concerned with the lack of substantive action by the state government on pension reform. We are not sure where we will come up with the additional 2 million dollars in pension costs.

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Over the last 8 years, our free and reduced lunch rate has risen from 19% to 36.9%.

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We have seen a significant increase in the needs of students in regard to mental health needs, behavioral difficulties, and physical needs.

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Technology is changing everything including the way that students think, act, speak and write. It has also decreased personal parent participation in our schools as they can now access a great deal of information electronically.

# District Level Plan

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## Action Plans

**Goal #1:** Establish a system that fully ensures the district's resources effectively address instructional priorities aligned with the district's vision and mission and fully ensures that the expenditure and accounting of funds meets all legal and ethical requirements within the parameters of generally accepted accounting practices.

### Related Challenges:

- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.
- Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

### Indicators of Effectiveness:

Type: Annual

Data Source: Annual budget vs. strategic goals

Specific Targets: All new expenditures will have justification based in mission/core values and/or alignment with strategic goals.

### Strategies:

#### *Align resources to goals*

##### **Description:**

Develop a system whereby new expenditures are justified by alignment to district mission/core values and/or strategic goals.

**SAS Alignment:** Materials & Resources

#### **Implementation Steps:**

#### *Align resources to goals*

##### **Description:**

Through systematic and periodic reviews of each year's strategic goals, district actions will be evaluated in light of resource allocation and goal purposes. New strategic goals will be developed based on deficiencies and inconsistencies determined by these review processes.

Review processes include and progress review by administration and board in January and final review at administrative retreat in June.

**Start Date:** 1/14/2015    **End Date:** 6/29/2018

**Program Area(s):** Professional Education, Special Education, Student Services, Gifted Education, Educational Technology

**Supported Strategies:**

- Align resources to goals

**Goal #2:** Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

**Related Challenges:**

- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.
- Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.

**Indicators of Effectiveness:**

Type: Annual

Data Source: DRA, DIBEL scores, PSSA

Specific Targets: RTI teams will monitor student progress, focusing on students receiving reading interventions from new intervention programs which include LLI, LTRS and Orton Gillingham.

**Strategies:**

*Phonological Awareness Training*

**Description:** Phonological awareness, the ability to detect or manipulate the sounds in words independent of meaning, is a precursor to reading. Phonological awareness training without letter knowledge training can involve various training activities that focus on teaching children to identify, detect, delete, segment, or blend segments of spoken words (i.e., words, syllables, onsets and rimes, phonemes) or that focus on teaching children to detect, identify, or produce rhyme or alliteration. The added letter knowledge training component includes teaching children the letters of the alphabet and making an explicit link between letters and sounds. WWC reports that when coupled with Letter Knowledge Training, Phonological Awareness Training has positive effects upon: print knowledge, phonological processing, and early reading/writing; it has no discernible impact upon cognition; it has potentially negative effects on oral language. (Source: [http://ies.ed.gov/ncee/wwc/pdf/intervention\\_reports/WWC\\_PAT\\_Letter\\_Knowledge\\_122806.pdf](http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/WWC_PAT_Letter_Knowledge_122806.pdf))

**SAS Alignment:** Instruction

### ***Implementation Steps:***

#### *Intervention programs*

**Description:**

Instructional coach responsibilities are being redefined to include direction intervention with small groups and individual students having reading difficulty. Training is being provided for three interventions: LLI, LTRS and Orton Gillingham. Additionally, the balanced literacy approach (guided reading, readers workshop, etc.) are being utilized in both the regular classroom and intervention activities.

**Start Date:** 7/1/2015      **End Date:** 6/1/2018

**Program Area(s):** Professional Education, Special Education, Student Services

**Supported Strategies:**

- Phonological Awareness Training

**Goal #3:** Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.

**Indicators of Effectiveness:**

Type: Annual

Data Source: Student support records; MTSS records

Specific Targets: Number of students receiving services compared to number of problems.

### **Strategies:**

#### ***Multi-Tiered Systems of Support (MTSS-RtII)***

##### **Description:**

Pennsylvania's Multi-Tiered System of Supports (MTSS) is defined as a comprehensive system of supports that in the commonwealth includes standards-aligned, culturally responsive and high quality core instruction, universal screening, data-based decision-making, tiered services and supports, family engagement, central/building level leadership, RtII/SLD determination and professional learning. Simply put, PA-MTSS represents a broad set of evidence-based practices that may be implemented across a system to include Academics AND Behavior within a recursive and systematic problem-solving process. PA-MTSS is relatively synonymous with RtII and is intended to help ALL students meet with continuous academic and behavioral success. (Sources: [Multi-Tiered Systems of Support \(MTSS\)](#)) This will be implemented at the middle and high school

**SAS Alignment:** Instruction, Assessment

### ***Implementation Steps:***

#### ***MTSS Implementation***

##### **Description:**

Initial "boot camp" training has been provided at the middle and high school. The schools will be working with the state to implement and MTSS over the next three years.

**Start Date:** 10/31/2018    **End Date:** 10/1/2021

**Program Area(s):** Professional Education, Special Education, Student Services

**Supported Strategies:**

- Multi-Tiered Systems of Support (MTSS-RtII)



# Appendix: Professional Development Implementation Step Details

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*No Professional Development Implementation Steps have been identified for General McLane SD.*

# District Level Affirmations

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We affirm that this District Level Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 16, and 49. We also affirm that the contents are true and correct and that the plan was placed for public inspection in the school district/AVTS offices and in the nearest public library until the next regularly scheduled meeting of the board or for a minimum of 28 days whichever comes first.

We affirm that the responses in the Professional Education Core Foundations and the Professional Development Implementation Steps focus on the learning needs of each staff member to enable all staff members meet or exceed the Pennsylvania academic standards in each of the core subject areas.

*No signature has been provided*

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*Board President*

**Affirmed by Richard Scaletta on 5/31/2018**

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*Superintendent/Chief Executive Officer*

# Special Education Affirmations

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

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

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

**Affirmed by Carrie Crow on 4/26/2018**

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*Board President*

**Affirmed by Richard Scaletta on 5/29/2018**

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*Superintendent/Chief Executive Officer*