
Pennsylvania Department of Education



Commonwealth of Pennsylvania
Department of Education
333 Market Street
Harrisburg, PA 17126-0333

Special Education Report
Monday, January 26, 2009
(Approved Monday, July 07, 2008)

Entity: Avon Grove SD
Address: 375 S Jennersville Road
West Grove, PA 19390-8401

School District Demographics

School District	IU #	Superintendent	# of Bldgs	Total Enrollment	Total Unduplicated SES Students
Avon Grove SD	Chester County IU 24	Dr. Augustus Massaro	4	5247	718

District Special Education Contact:

Name	Title	Phone	Fax	Email
Cynthia C. Hoover	Special Education Supervisor	484-667-4440	484-667-4444	choover@avongrove.org

Special Education Plan Team Members

Name	Affiliation	Membership Category	Appointed By
Bruce Griffin	Chester County YMCA	Business Representative	Board of Directors
Burk Trautman	Avon Grove High School	Special Education Teacher	Supervisor of Special Education
Chris Grove	Fred S. Engle Middle School	Parent	FSEMS Principal
Cindy Hoover	Avon Grove School District	Administrator	Superintendent
Colleen Basilio	Avon Grove School District	Special Education Teacher	Supervisor of Special Education
Dawn Atkinson	Penn London Elementary	Parent	PLE Principal
Gail Peck	Penn London Elementary School	Administrator	Supervisor of Special Education
George Allen	Fred S. Engle Middle School	Regular Education Teacher	FSEMS Principal
Jude Heiger	Avon Grove Intermediate School	Parent	AGIS Principal
Kathy Gorman	Avon Grove High School	Parent	AGHS Principal
Margaret O'Grady	Avon Grove School District	Administrator	Superintendent
Margaret Sharp	Avon Grove School District	Administrator	Superintendent
Stefan Szanto	Avon Grove High School	Other	AGHS Principal

Program Evaluation (P.L. 105-17, §612(2) and §613(a))

Current Program Strengths and Highlights

There are many strengths and highlights of special education services and programs for students with disabilities. There is a strong commitment to program for students in an inclusive setting. The instructional support model is in place from K through 12 providing pre-intervention prior to referral. Flexible scheduling approach and collaboration with regular education teachers are implemented in an effort to coordinate services. All students are programmed for according to his or her needs. We promote maximum independence for our students, placing them in the least

restrictive environment and proceeding from that point. There is strong parent support for students and staff. There is a commitment to parent training. Staff conveys a positive attitude and a strong commitment to communicating with parents regarding student needs. Administrative support is strong throughout the District. Examples of their strong support are the high level of resources and numerous support groups for students within the schools. Data informed decision making such as weekly progress monitoring probes and annual standardized growth measures have been implemented K to 12 to improve student achievement. Time is incorporated within the instructional day for staff to collaborate and analyze data in order to plan for instruction. There is a strong network of support for staff to expand and refine professional practices. Liaison time for special educators and regular educators to discuss student concerns is provided at all levels to ensure consistency and good communication. There are a variety of instructional delivery models to meet the various students needs, such as, pull out support, inclusive support, co-teaching and monitoring. Paraprofessionals for individual students and classroom support are utilized to maximize student participation. Training for paraprofessionals is provided annually.

Some specific strengths of our special education program by level are:

Elementary

- *Teacher- student ratio
- *Quality differentiating of instruction in the regular classroom
- *Positive and collegial attitudes
- *Administrative, teaching, and support staff respect and care about each other while maintaining a focus on children and their needs.
- *A comprehensive support system of services for students is in place
- *The IST process for intervention utilizes the team approach to insure appropriate support and identification of students in need of special needs services
- *A strong commitment to a program, as well as a network of support for students in an inclusive setting
- *Flexible scheduling approach to meet individual students needs and maximize instructional time
- *Classroom teachers utilize parent support and are knowledgeable about where to go for help with students encountering learning difficulties
- *Continuum of services and programs within each building: Learning Support, Emotional Support, Autistic Support
- *Low incidence services of visual support, hearing support, and orientation and mobility services.
- *Curriculum marketplace and curriculum planning committees have special education teacher representation in order to foster student achievement across all settings.
- *District wide special education and regular education collaboration to increase understanding of student needs, techniques, and strategies utilized to improve student achievement.

Secondary

- *Co-teaching model grades 7-12
- *Department meetings to foster communication collaboration
- * A commitment to integrate technology to improve student achievement
- *Carnegie Math, Reading Seminar and transition programs (Keys2Work) to improve student achievement
- *Representation by special education department on student achievement and curriculum teams
- *Collaboration with regular education teachers and support staff.
- *Continuum of services (life skills, emotional support, learning support and autistic support)
- *All members of the IEP team participate and attend IEP meetings. General education teachers are highly involved in the IEP process.
- *Special education teachers are highly involved in middle school instructional teams. One special education teacher is assigned to each team.
- *Flexibility in scheduling to meet individual student needs.
- *Community based activities, job shadowing, and job coaching to meet and prepare for transitional needs

Identifying Students with Learning Disabilities

The Avon Grove School District identifies the students with specific learning disabilities through the discrepancy model. A multi-disciplinary evaluation team examines the extent to which the student is not achieving relative to age or state grade level standards and whether the student exhibits a pattern of strengths and weaknesses relative to intellectual ability as defined by a severe discrepancy between intellectual ability, achievement, or relative to age or grade. In regards to the first criterion, the team documents all data collected on the student's level of academic achievement, including the PSSA, local assessments, results of universal screenings, and norm-referenced tests of academic achievement.

For the second criterion, the team documents whether there is a pattern of strengths and weaknesses relative to intellectual ability. This is defined by a severe discrepancy between intellectual ability and achievement or relative to age or grade. The Avon Grove School District defines a severe discrepancy using the predicted achievement model with a 10% frequency or less. In addition, the student must also demonstrate significantly below grade level performance in the classroom. In order to determine if a student has a severe discrepancy between intellectual ability and achievement, the team gathers information on classroom performance to assess their pattern of strengths and weaknesses in addition to the possible use of standardized tests of academic achievement. A classroom observation is conducted through a formal behavioral observation procedure, including event recording, time sampling, and/or interval recordings. Observations are usually conducted across instructional settings.

Enrollment Differences

Not significantly disproportionate.

Ethnicity Enrollment Differences

Ethnicity Enrollment Differences

Last Modified:

Not significantly disproportionate.

Exiting Statistics

Exiting Statistics

Last Modified:

Graduation rate and dropout rate have been met.

24 P.S., §1306 and §1306.2 Placements

Facilities for Nonresident Students

Facility Name	Provider of Educational Services	# of Students Receiving Srvcs as of Dec 1
None - we have no residential facility within the district	NONE	0

Incarcerated Students Oversight

The school district works with the intermediate unit or local agency in which the facility resides to provide the documentation required to ensure student from the district is provided with FAPE.

Facilities for Incarcerated Students

Facility Name	Provider of Educational Services	# of Students Receiving Srvcs as of Dec 1
None	None	0

Least Restrictive Environment 34 CFR §300.551

Ensuring Maximum Integration

Avon Grove has adopted a philosophy that “all children are more alike than different.” By adopting that philosophy, we have assumed that any child entering the district has more in common with his/her peers than differences. All children are placed in a regular education homeroom where the regular education teacher assumes responsibility for the student for all classroom activities. As such we have no identified self-contained classrooms for exceptional students within the District. All students participate in the general curriculum for as much of the day as their needs allow. This approach allows the student to be a part of the regular classroom for both academic and social activities and allows the District to educate them in the least restrictive environment possible. It also allows the special education staff the flexibility to work with regular education staff within their classrooms assisting not just identified students, but all students. The special education teacher is then able to develop an understanding of the general curriculum, which allows them to deliver a more realistic instructional model than in the past.

The District operates a wide range of program options and levels of support. Low Incidence programming offered includes Life Skills, Autistic Support and Emotional Support programming at the itinerant, resource and part time level of support. Learning support service is provided in all buildings. Job coaching and community based experiences are an integral part of our transition services. Outside support services are utilized in the district as well in order to enable students to remain in their home school when appropriate. A grant offered to the Devereaux Foundation in collaboration with PDE has made consultation and direct services, as well as training, possible in 2007-2008 to Avon Grove School District students.

All students are evaluated individually and programmed for according to their needs. We promote maximum independence for our students; we place students in the least restrict environment and move through the continuum of services according to student needs. We include regular education staff through IST, pupil services, and help teams as well as in the IEP conference itself. We include parents in all aspects of the evaluation process and planning for their child. We frequently collaborate with regular education staff and include parents in regularly scheduled conferences to discuss concerns and develop new strategies for their children. The special education staff does a great deal of co-teaching and co-planning with regular education staff and is deeply involved in helping staff develop accommodations and modifications to the general curriculum in order to enhance the success of the special education student within the general

curriculum.

Ongoing in-service is provided to regular and special education staff as well as paraprofessionals. Trainings are provided by staff from the Intermediate Unit Tac teams, PaTTAN, district personnel, and private providers.

The Supervisor of Special Education meets monthly with building principals to review LRE of all special education students. Quarterly analysis of students placed out of district is done by the District Supervisor of Special Education to identify programming needs for the future and to monitor student's readiness to return to their home school. A district LEA is present at all IEP meetings to ensure children with disabilities are educated with non disabled peers to the maximum extent possible. It is important to note that our goal is to ensure the child's attachment to the regular education group. Inclusion within the general education environment is a given, not a consideration. We have and will continue to adhere to the philosophy that "all children are more alike than different".

Supplementary Aids and Services

Service/Resource	Description
Adaptation and modification to the physical environment	Furniture arrangement is considered to maximize student engagement as well as specific seating arrangements. Carrels or other partitions are utilized to minimize distractions. Headphones, fidgets, seating cushions, reduced or soft lighting are some examples of aids used to address sensory needs in the classroom. Therapy swings, trampolines, slant boards, pencil grips, wheelchairs, grip bars, and bathroom seating devices are more examples of adaptive equipment and aids used to address physical needs.
Collaboration of instructional staff and support staff	Time is provided within the instructional day at the Elementary, Middle, and High School for co-planning, team meetings and staff collaboration. Regular education and special education staff work together on curriculum and student achievement initiatives. Regular and special education staff have participated in co-teaching training and it is offered as one of the many models of instruction. Paraprofessional training is offered on an ongoing basis both in and out of the school district. Teachers and paraprofessionals have time to plan and collaborate to meet the needs of the students for whom they are providing assistance. Scheduled conferences and meetings provide opportunities for parents to meet with staff. Evening presentations offered throughout the year provide additional time for staff to collaborate. A coffee is held annually in the fall for parents and special education staff to learn about the program, staff, services, and facilities provided to meet the needs of the students and address questions of parents. A special education website provides information to parents regarding trainings, conferences, and speakers and offers a link to special education staff pictures and email to facilitate communication.
Delivery of instruction that addresses diverse learning needs	Special education offers a continuum of services and a variety of models of instruction. Modified curriculum goals, methods in which material is presented, assistive technology, researched based supplementary materials, modified tests, instructional adaptations that may include but are not limited to preteaching, word banks, extra wait time for oral responses, modeling, cueing,

and visual and oral prompting are a few of the many ways instruction is developed and delivered in order to meet the individual needs of our students in the least restrictive environment. A scan and read program and other reader services offer students the opportunity to access grade appropriate material that they can conceptually understand even though they may not be able to independently read. Keys2work, a web based software, provides a way for HS students to explore work vocational opportunities and plan for transition. Captioning Print software and a captionist are utilized to support students with a hearing loss.

Supports and services are provided to increase appropriate behavior and reduce interfering behaviors	Social skill instruction is incorporated into daily instruction as well as provided in small designated groups or classes. Functional Behavior Assessments are used to develop positive behavior support plans for individual students. Behavior Consultants are utilized for staff training and ongoing support. Psychologists as well as guidance counselors, provide counseling as a related service when needed. Counseling for student groups is provided on specific topics to address student needs. Rules and expectations are modified if appropriate and leveled systems are utilized in some programs to facilitate self monitoring and regulation. Personal care assistants and Behavior Specialist Consultants also provide support on an individual basis to reduce disruptive or interfering behavior.
--	---

LRE Data Analysis

LRE Data Analysis

Personnel Development Activities

Topic: Professional Development in usage of matrices and LRE worksheets

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Semi-annually September & April and new teacher orientation. Training in August of each year of the plan, 2008, 2009, 2010 & 2011.	PATTAN Staff, IU Staff	New Staff, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, District Special Education Meetings	On going district monitoring to align with SPP target indicator 5. c. students placed out of district. (state baseline 4.2, decrease in - 0.1% increments, target — 3.3% by 2010)

Least Restrictive Environment - Facilities

Facility Name	Type of Facility	Type of Service	# of Students Placed
Timothy School	Approved Private Schools	FT Autistic Support	1
Vanguard School	Approved Private Schools	FT Autistic Support	3
Centerville School	Out-of-State Schools	Part time Autistic Support	1
PAAL Program	Other	Autistic Support - Full Time	1
IMPACT	Other	Emotional Support - Part time	1
Devereux Cares	Approved Private Schools	Emotional Support - Full time	1
CCAEP	Other	Emotional Support - Part time	3
STEPS	Other	Emotional Support - Part time	3
CDC	Special Education Centers	Emotional Support - Full time	2
Choices South	Other	Emotional Support - Part time	2
Fugett Middle School	Neighboring School Districts	Hearing Impaired	2
CCAEP	Other	Learning Support - Part time	1
Chester County Middle College High School	Other	Learning Support - Itinerant	1
RISE	Other	Learning Support - PT	1
STEPS	Other	Learning Support - PT	4
West Nottingham Academy	Out-of-State Schools	Learning Support - Part time	1
CDC	Special Education Centers	Learning Support - Full time	10
Transitional Living Program	Other	Life Skills - Part Time	3
Octorara Primary Learning Center	Neighboring School Districts	Life Skills Support - Part time	1
CDC	Special Education Centers	Life Skills Support - Full time	8
CDC	Special Education Centers	Life Skills Support - Part time	1
CDC	Special Education Centers	MDS - Full time	4
Unionville Elementary	Neighboring School Districts	Multiple Disabilities Support	2
TEACH	Special Education Centers	Part time Emotional Support /partial hospitalization	1

Personnel Development for Improved Student Results

Technical Assistance and Training

Technical Assistance and Training

Personnel Development Activities

Topic: AYP

There are currently no trainings entered for this topic.

Topic: Participation

There are currently no trainings entered for this topic.

Topic: Proficiency

There are currently no trainings entered for this topic.

Personnel Development - PA NCLB Goal #1

Reflections

There are currently no reflections selected for this section.

Personnel Development - PA NCLB Goal #1

Personnel Development Activities

Topic: Reading: Students with disabilities will demonstrate increased educational achievement results in reading, writing, math, and other academic areas as outlined in the Pennsylvania academic standards.

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Reading: Various Training dates throughout the year. Monthly and quarterly as	PATTAN Staff, IU Staff, District lead teachers and coaches	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Study Groups	2008 through 2011, a 10% annual increase from Below Basic and Basic to Proficiency & Advanced in Reading, Writing,

offered by the school district, CCIU and PaTTAN targeting Instructional Practices in Reading and progress monitoring each year of the plan, 2008, 2009, 2010, & 2011.

and Math in Grades 3-5, 6-8 and 9-11 in grades tested.

Topic: Math - Students with disabilities will demonstrate increased educational achievement results in reading, writing, math, and other academic areas as outlined in the Pennsylvania academic standards.

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Math: Various Training dates throughout the year, monthly and quarterly, as offered by the school district, CCIU and PaTTAN targeting instructional practices in math and progress monitoring for each year of the plan 2008, 2009, 2010, and 2011.	PATTAN Staff, IU Staff, Higher Education Staff,	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Study Groups, Distance Learning, Evening presentations	2008 through 2011, a 10% increase from Below Basic and Basic to Proficiency & Advanced in Reading, Writing, and Math in Grades 3-5, 6-8 and 9-11 in grades tested.

Base Line Data

PDE Special Education Data Report: PSSA Results for Students with IEP's Grades 3-5
 Reading: 47.8% Advanced and Proficient; Math 59.3% Advanced and Proficient
 Grades 6-8 Reading 46.9% Advanced and Proficient; Math 51.5% Advanced and Proficient
 Grades 9-11 Reading : 35.7% Advanced and Proficient: Math 24.3% Advanced and Proficient

Personnel Development - PA NCLB Goal #3

Reflections

There are currently no reflections selected for this section.

Personnel Development - PA NCLB Goal #3

Personnel Development Activities

Topic: AUTISM: Students with disabilities will be provided services by an adequate supply of personnel with the knowledge and skills necessary to meet their needs

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
<p>Trainings occur throughout the 4 school terms involved, 2008, 2009, 2010, & 2011. The trainings are provided by Autism Select staff from the CCIU. The Autism Select Team provides trainings to individual teachers, teams and staff upon request. Trainings are provided to both regular and special education staff. September/November, January through May are targeted months for trainings. August of 2008 through 2011 at PSU National Autism Conference selected staff will attend conference.</p>	<p>PATTAN Staff, IU Staff, Consultants from Devereux Cares are scheduled for monthly trainings and consults throughout the year targeting staff and parents. Trainings are also provided.</p>	<p>Parent, Paraprofessional, Instructional Staff, Related Service Personnel</p>	<p>On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Study Groups, Distance Learning, Faculty Meetings and District Special Education meetings.</p>	<p>2008 through 2011 all teachers of Autistic Support students will participate in trainings focused on instructional strategies, assessment and data collection. Interpreting data collected and utilizing the data to develop measurable goals will continue to be addressed in trainings. Sign in sheets as well as Act 48 hours, will be used to track staff participation. Progress monitoring data will be utilized to track student progress on an ongoing basis to drive instructional decision making.</p>

**Topic: ROLE OF PARAEDUCATOR/HIGHLY QUALIFIED TEACHER:
Students with disabilities will be provided services by an adequate supply
of personnel with the knowledge and skills necessary to meet their needs.**

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
August 11 & 12 2008, October 10, 2008, November 4, 2008, January 28, 2009 and February 2009. Twenty hours of training will be offered annually in collaboration with the CCIU and PaTTAN during in-service days or as they are offered at scheduled times additionally in 2009, 2010, and 2011.	PATTAN Staff, IU Staff, Outside consultant contracted as service providers	New Staff, Paraprofessional, Instructional Staff	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Distance Learning, Individual training by consultants to meet the needs of an individual student.	Paraprofessional training agendas sign in sheets and as tracking of training hours on Act 48, will provide evidence of participation hours. It is expected that 100% of all special education paraprofessionals will obtain 20 hours of training annually through 2011.

Base Line Data

As of the end of March 2008, 108 staff has participated in 29 workshops this school year. 238.33 hours have specifically targeted Autism. 3 staff members will attend the National Autism conference at PSU in the summer of 2008.

Personnel Development - PA NCLB Goal #5

Reflections

There are currently no reflections selected for this section.

Personnel Development - PA NCLB Goal #5

Personnel Development Activities

Topic: TRANSITION: Students with disabilities will demonstrate increased ability to successfully make the transitions to school age programs, to work, to post-secondary education and/or adult.

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Daily, Monthly, Quarterly through 2008, 2009, 2010, & 2011.	PATTAN Staff, IU Staff, Higher Education Staff	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Study Groups, Distance Learning	100% annually. Sign in sheets of staff participation and agendas.

Base Line Data

The CCIU provided 68.5 hours of training in transition between July 2007 and March 2008. The district provides ongoing training through department and special education staff meetings. Indicator 13 training offered by PaTTAN has also been attended this year. The district provides ongoing collaboration regarding transition needs and student achievement through Parent Conferences, Guidance Services, and Work Study Programs, Vocational training, visitations to and from local colleges, outside speakers for parents addressing transition, job shadowing, and job coaching. A web based transition program for students was implemented in 2007-2008 which included staff training. Ongoing training will be provided semi-annually from 2008 through 2011.

In preparation for school age programming from Early Intervention, the district in collaboration with CCIU, hosts an evening meeting in November for parents of children in early intervention programs considering transitioning to school age programs the following year. The District Supervisor attends to explain age of entry and how the transition process occurs over the course of the year prior to the age of entry. Meetings are arranged with individual families by the EI coordinator to initiate the process to introduce the family to the school team, and to begin the transition process.

Behavior Support Services

Reflections

There are currently no reflections selected for this section.

Behavior Support Services

Personnel Development Activities

Topic: Positive Behavioral Supports

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
-----------------------------------	--------------------------	---	------------------------	----------------------------

September through May 2008, 2009, 2010, 2011 as requested by staff and as scheduled by the district, CCIU or PaTTAN.	PATTAN Staff, IU Staff, Outside consultants contracted by the district.	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Study Groups, Distance Learning	5% increase in staff training participation hours a year. Progress monitoring data indicating sustained student improvement of goals over time. A reduction in the number of discipline referrals for students with positive behavior support plans in 2008, 2009, 2010, & 2011.
--	---	---	--	--

Topic: School-based Behavioral Health

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
September through May 2008, 2009, 2010, & 2011 as scheduled by district, CCIU, PaTTAN or County Government Agency	PATTAN Staff, IU Staff	Parent, New Staff, Instructional Staff	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Monthly County meetings at Gov't Service Center	Documented annual participation of staff in trainings through registration. Participation and collaboration between schools, families and agencies through meeting attendance and action plans developed for individual students in interagency meetings that are scheduled monthly.

Topic: De-escalation Techniques

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Trainings September	PATTAN Staff, IU Staff,	Parent, New Staff, Paraprofessional,	On-site Training with Guided Practice,	Evidence of training

<p>2008, 2009, 2020, & 2011 as scheduled by the district, CCIU or PaTTAN or requested due to individual need</p>	<p>Devereux or other consultants the district contracts with.</p>	<p>Instructional Staff, Administrative Staff, Related Service Personnel</p>	<p>Individual team training for a specified student need.</p>	<p>participation by staff sign in and certificate of course completion in de-escalation techniques. Progress monitoring data indicating improved student performance showing a decrease in frequency and duration of a targeted behavior as an outcome of de-escalation techniques implemented.</p>
--	---	---	---	---

Summarized School District Policy

The CCIU has provided 71.92 hours of training from July 2007 through March 2008. Students with disabilities will interact with others in their school environment in an effective manner so that their behavior does not impede their learning or the learning of others.

Interagency Collaboration (11 P.S. §875.304)

Ensuring FAPE/Hard to Place Students

The School District is not having difficulty providing FAPE for any particular disability category.

If such difficulty would occur, the school district utilizes the interagency model on a regular basis to insure appropriate programs and services for students both in and out of school. The district has monthly meeting times set aside and coordinates with the CCIU representative to arrange for outside agencies to participate in arranged meetings. We employ the local IU interagency coordinator and our own intervention specialists, to access services and placements for students with a high level of need. The district will contact State Level Intensive Interagency Coordinator when and if services are needed.

Local Continuum of Supports and Services

The District Supervisor of Special Education and Supervisor of Pupil Services responsibilities include interagency coordination and direct agency liaison responsibility. Through their efforts, we have been able to develop “personal” lines of communication and relationships that have helped us to facilitate a cooperative and collaborative effort on the part of human services and private providers’ collaboration.

The Home, School & Community Council was organized in 1992 by the Office of Mental Health in response to the National Institute of Mental Health initiative called Children and Adolescent System Support Program (CASSP). As part of the Cordero V Commonwealth remedial court

order, the court recommended using the CASSP interagency model as a way of coordinating all child-serving agencies in supporting children with problems in living and their families.

The major intent of the initiative was the collaboration of public child serving agencies (educational, clinical, protective and corrections) and Chester County created committees in each of the twelve school districts. Regular members of these Councils include:

County Interagency Coordinator
Children, Youth & Families School Liaison
D& A Liaison

School District Liaison
MH Child Specialist
Child/Family members

In addition, the Council may invite:

A child and/or a family advocate
CCIU Behavior Management Consultant
Office of Vocational Rehabilitation

Probation officer
MR case manager and counselor from

We participate with the IU and community service agencies by conducting monthly interagency team meetings to discuss individual students, which allow us to program collectively for students. The agencies regularly involved are mental health, drug and alcohol, family and children's services, the IU interagency coordinator, various district personnel, parents and others as appropriate and necessary. Through the interagency coordination of our student assistance specialist and the IU interagency coordinators' efforts, we have forged exceptionally strong collaborative relationships with community service agencies and have made inroads with many private providers. This relationship has allowed us to problem-solve at the district level, allowing us to utilize resources of the district and agencies to service students.

The school district plans to continue our close working relationship with Interagency Council to ensure an open line of communication with families of the students and community supports that will enable the student to get services in the LRE. We will continue to host monthly meetings in the school district. We will also attend county level meetings.

The school district has two Student Assistant Specialists on staff that provides counseling to students, and act as a liaison between home and school and community resources. They assist the families with obtaining and completing forms required for ACCESS by applying for a MA card. The District IEP Coordinator works closely with transition liaisons, mental health providers and outside agencies to coordinate services for those students requiring this level of support.

Expansion of Continuum of Supports and Services

The school district plans to continue our close working relationship with Interagency Council to ensure an open line of communication with families of the students and community supports that will enable the student to get services in the LRE. We will continue to host monthly meetings in the school district.

The School District works closely with the CCIU to address Mental Health needs, Emotional needs and D & A issues for our student with special needs. In 2006 we added an Emotional Support program at the High School and in 2007 an additional class was added in our 3-6 building. Psychiatric programming consultations are provided to staff on a quarterly basis. Ongoing collaboration with behavior consultants occur throughout the year. The District is examining the data related to emerging needs in our emotional support programs to determine the needs for a mental health specialist on staff. Training is provided in positive behavior interventions and strategies are offered throughout the year.

The district is working with Devereux Cares Outreach program beginning 2007-2008 through a

grant provided to Devereux from PDE, in order to provide services to low incident students on the Autism spectrum in their home school.

The district is also working with Acting Antics providing direct instruction to students and consultation and training to staff on social skills. This program was also made available through grant funding.

Recreational Experiences and Activities in the Community for Teens (REACT) is another program initiated in 2007-2008 through grant funding. This program offered high school students who have difficulty with transitions due to their disability, the opportunity to access their school community and activities. This program met 16 times in 2007-2008 and consisted of special education students and regular education peers.

The district will continue to work with the CCIU to meet the needs of students in the least restrictive environment. The expansion of services to meet the needs of students with D & A, Mental Health and transition needs as well as job shadowing/coaching has enhanced our programming for students as well as improving the ability to meet their needs in the LRE.

The district is also committed to working with all community agencies to insure appropriate programs and services are available and accessible to students in school and in the community.

Program Profile

ID	OPR	Location / Building Name	Bldg Grade	Bldg Type	Type of Support	Type of Service	Low Age	High Age	Case load	Tchr FTE
-	IU	Avon Grove High School	S	GE	S	MDS	15	20	5	1
-	SD	Avon Grove High School	S	GE	I	LS	14	18	23	1
-	SD	Avon Grove High School	S	GE	I	LS	14	18	18	1
-	SD	Avon Grove High School	S	GE	I	LS	14	18	21	1
-	SD	Avon Grove High School	S	GE	I	LS	14	18	23	1
-	SD	Avon Grove High School	S	GE	I	LS	14	18	22	1
-	SD	Avon Grove High School	S	GE	I	LS	14	18	18	1
-	SD	Avon Grove High School	S	GE	S	LS	14	18	16	1
-	SD	Avon Grove High School	S	GE	S	LS	14	18	18	1
-	SD	Avon Grove High School	S	GE	S	LS	14	18	18	1
-	SD	Avon Grove High School	S	GE	S	LS	14	18	10	1
-	SD	Avon Grove High School	S	GE	S	LS	14	18	11	1
-	SD	Avon Grove High School	S	GE	S	LS	14	17	15	1

-	SD	Avon Grove High School	S	GE	S	ES	14	18	12	1
-	SD	Avon Grove High School	S	GE	S	LSS	16	19	10	1
-	SD	Avon Grove High School	S	GE	S	AS	16	18	4	.5
-	SD	Avon Grove High School	S	GE	I	AS	15	17	5	1
-	SD	Fred S. Engle Middle School	M	GE	I	LS	13	15	19	1
-	SD	Fred S. Engle Middle School	M	GE	I	LS	12	13	13	1
-	SD	Fred S. Engle Middle School	M	GE	S	LS	13	14	7	1
-	SD	Fred S. Engle Middle School	M	GE	S	LS	13	14	13	1
-	SD	Fred S. Engle Middle School	M	GE	S	LS	12	14	13	1
-	SD	Fred S. Engle Middle School	M	GE	S	LS	12	14	14	1
-	SD	Fred S. Engle Middle School	M	GE	S	ES	11	14	9	1
-	SD	Fred S. Engle Middle School	M	GE	S	AS	11	14	1	1
-	SD	Fred S. Engle Middle School	M	GE	S	AS	13	14	2	1
-	SD	Fred S. Engle Middle School	M	GE	S	LSS	11	14	8	1
-	SD	Fred S. Engle Middle School	M	GE	I	AS	11	14	5	.5
-	SD	Penn London Elementary	E	GE	S	LS	5	7	13	1
-	SD	Penn London Elementary	E	GE	S	AS	5	8	6	1
-	SD	Penn London Elementary	E	GE	S	LS	5	8	8	1
-	SD	Avon Grove Intermediate	E	GE	I	LS	8	11	17	1
-	SD	Avon Grove Intermediate	E	GE	I	AS	7	10	12	1
-	SD	Avon Grove Intermediate	E	GE	S	LS	10	12	12	1
-	SD	Avon Grove Intermediate	E	GE	S	LS	8	10	14	1
-	SD	Avon Grove Intermediate	E	GE	S	LS	9	12	13	1
-	SD	Avon Grove Intermediate	E	GE	S	LS	8	11	15	1
-	SD	Avon Grove	E	GE	S	LS	8	10	19	1

-	SD	Intermediate Avon Grove Intermediate	E	GE	S	LS	10	12	18	1
-	SD	Avon Grove Intermediate	E	GE	S	LS	9	12	18	1
-	SD	Avon Grove Intermediate	E	GE	S	LS	9	11	15	1
-	SD	Avon Grove Intermediate	E	GE	S	LS	10	12	14	1
-	SD	Avon Grove Intermediate	E	GE	S	ES	9	11	7	.5
-	SD	Avon Grove Intermediate	E	GE	S	AS	8	11	5	1
-	SD	Avon Grove Intermediate School	E	GE	S	LS	8	10	10	.5
-	SD	Avon Grove High School	S	GE	S	LS	15	17	10	.5
-	SD	Avon Grove High School	S	GE	I	SLS	14	18	20	.4
-	IU	Avon Grove High School	S	GE	I	SLS	16	20	4	.2
-	SD	Penn London Elementary School	E	GE	I	SLS	5	8	58	1
-	SD	Penn London Elementary School	E	GE	I	SLS	5	8	11	.2
-	IU	Penn London Elementary School	E	GE	I	SLS	7	8	7	.3
-	SD	Fred S. Engle Middle School	M	GE	I	SLS	11	14	10	.2
-	IU	Fred S. Engle Middle School	M	GE	I	SLS	11	14	5	.2
-	SD	Avon Grove Intermediate School	E	GE	I	SLS	8	11	51	.8
-	SD	Avon Grove Intermediate School	E	GE	I	SLS	8	11	43	.8
-	SD	Avon Grove Intermediate School	E	GE	I	SLS	9	12	32	.6
-	IU	Avon Grove Intermediate School	E	GE	I	SLS	10	12	7	.3
-	IU	Cat-B	S	GE	I	LS	14	18	1	1
-	SD	Fred S. Engle Middle School	M	GE	S	LS	11	14	8	.5

Justification: Four students are Avon Grove District students and one student is from a neighboring school in this CCIU run class. Although the caseload is out of age range, all parents

were notified and have this indicated in the IEP. Students within instructional groups are not outside the age range. I am sending a sample class schedule to reflect instructional groups.

Support Staff (District)

School District: Avon Grove SD

ID	OPR Title	Location	FTE
- SD	Speech & Language	District	4.00
- SD	Psychologists	District	3.70
- SD	IEP Coordinators Elem/Secondary	District	2.00
- SD	IST	District	8.00
- SD	Classroom Paraprofessionals	District	25.00
- SD	Student Assistance Coordinator	District	2.00
- SD	Special Education Supervisor	District	1.00

Contracted Support Services

ID IU / Agency	Title / Service	Amount of Time per Week
- Austills Rehabilitation Services	Occupational & Physical Therapy	5 Days
- Chester County Respite Network	BSC, PCA, case manager	5 Days
- Home and Community Services	Behavior Specialists, PCA,	5 Days
- CCIU #24	Vision & Hearing Support	5 Days
- CCIU#24	Discover Transition Services	5 Days
- CCIU #24	Psychiatric Services	12 Hours
- Independent contractors	Psychological Services	260 Hours
- Bi-lingual contractor	Psychological Services	300 Hours
- Devereux Services	Autism Consultative	2 Hours
- CCIU #24	Speech & Language	5 Days
- CCIIU #24	Captionist	5 Days
- CCIU #24	Behavior Consultant	2 Hours
- CCIU#24	Autism Consultant	2 Hours
- CCIU #24	Assistive Technology	1 Hours
- CCIU #24	OT & PT Consultants	2 Hours
- Come Alive Communication Inc.	Translation Services	13 Hours

Statement of Assurance

Assurance for the Operation of Special Education Services and Programs

School Years: 2011 - 2014

The Avon Grove SD within Chester County IU 24 assures that the school district will comply with the requirements of 22 Pa. Code Chapter 14 and with the policies and procedures of PDE. PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, standards, policies, and procedures must be made in writing to PDE. The school district understands that special education reports will be approved by PDE in accordance with the following criteria as set forth in 22 Pa. School Code § 14.104:

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 report 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 assures 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.

This assurance must be signed by the School Board President and the Superintendent for the school district to operate services and programs.

Board President

Date

Superintendent

Date