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Garnet Valley Elementary School
599 Smithbridge Road
Glen Mills, PA 19342

June 2007

State Board of Education
333 Market Street
Harrisburg, PA 17126-0333

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INDEPENDENT REGULATORY
REVIEW COMMISSION

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OF EDUCATION

Dear Jim Buckheit, Executive Director

I support the language used with reference to Specific Learning Disabilities. One addition that would be useful would be that we ensure that a school psychologist is involved in the Response to Intervention process. Our district is considering this option and the psychologist would be a valuable addition.

Our school district, reviewing the Penn Data, does extremely well when it comes to supporting students to the maximum extent in regular education. My concern in reviewing the proposed language is that the language goes beyond current law and guidance from the courts. I recommend that you substitute the following language for the subsections you currently have.

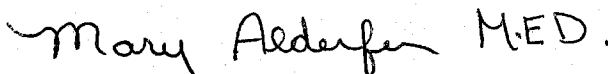
- (1) To the maximum extent appropriate, children with disabilities must be educated with children who are nondisabled.
- (3) A student with disabilities shall only be removed from a regular education setting if the student cannot derive meaningful educational benefit from specially designed instruction and supplemental aids and services provided pursuant to an appropriate IEP.

Autism advocates have presented at the Roundtables on the topic of giving students with autism and mental retardation the same privileges. I would suggest that their recommendations for special considerations are not needed. The system as currently laid out allows for the delivery of FAPE.

I deliver services under two delivery models- resource room with direct instruction in language arts and co-teaching with the regular education teacher in math. In review of the caseload numbers I would suggest that Level II is too high. I recommend that the Level II caseload should be 20.

I appreciate your time and consideration in these matters.

Sincerely,


Mary Alderfer M.Ed.

Mary Alderfer