

# Kindergarten Transition: Special Education Services

Unionville-Chadds Ford School District

# About UCFSD

4 elementary schools (K-5) - [Chadds Ford](#), [Hillendale](#), [Pocopson](#), [Unionville](#)

1 middle school (6-8) - [Patton](#)

1 high school (9-12) - [Unionville](#)

More than 4,000 students from 7 townships across 77 square miles

More than 700 employees, including approximately 350 teachers

More than [675 students](#) serviced via an IEP annually

Average student-teacher ratio of 13:1

## Timeline for Transition Process

- Attend welcome/overview meeting in November
- Participate in student specific meetings in January-March with CCIU and UCF staff
- Parent enrolls student in UCF in March 2024
- If needed, UCF will request reevaluation testing in Spring 2024
- If determined eligible, IEP meeting by June 7, 2024 with a UCF elementary school
- Student begins Kindergarten in UCF elementary school in August 2024 with an IEP, if eligible

# General Education Kindergarten

- Morning and afternoon sessions in all 4 buildings
- Half-day is approximately 2.5 hours
  - **AM** 9:10AM - 11:45AM
  - **PM** 1:05PM - 3:40PM
- Transportation provided one way
  - At the start or end of the full school day
  - No mid-day transportation
- Full-day option in collaboration with [Kennett YMCA](#)
  - Parent funded

# Special Education Programs

- Autistic Support
- Emotional Support
- Hearing and Vision Support
- Learning Support
- Life Skills Support
- Multiple Disabilities Support (\*CCIU Only)
- Physical Support
- Speech and Language Support

[UCFSD Special Education Website](#)

# Autistic, Life Skills, and Multiple Disabilities Support

Each of these supports provides a curriculum that prepares the student to achieve maximum academic achievement, self-sufficiency, and community involvement following graduation.

# Autistic Support

**Autistic support.** Services for students with the disability of autism who require services to address needs primarily in the areas of communication, social skills, or behaviors consistent with those of autism spectrum disorders. The IEP for these students must address needs as identified by the team which may include, as appropriate, the verbal and nonverbal communication needs of the child; social interaction skills and proficiencies; the child's response to sensory experiences and changes in the environment, daily routine and schedules; and, the need for positive behavior supports or behavioral interventions.

UCFSD provides **autistic support** in all schools. Specific verbal behavior programming and classrooms aligned with the Pennsylvania Autism Initiative are located at the elementary level at Hillendale Elementary School for eligible students.

## Life Skills Support

**Life skills support.** Services for students with a disability who require services primarily in the areas of academic, functional, or vocational skills necessary for independent living.

UCFSD provides **life skills support** in all schools. Students requiring more intensive life skills support at the elementary level may be eligible for programming provided at Chadds Ford Elementary School.



## Multiple Disabilities Support

**Multiple disabilities support.** Services for students with more than one disability, the result of which is severe impairment requiring services primarily in the areas of academic, functional, or vocational skills necessary for independent living.

UCFSD collaborates with the CCIU to provide **multiple disabilities support** programming for students from several local districts. For students requiring multiple disabilities support, IEP teams discuss programming options at schools located outside of UCFSD.

# Emotional Support

Services and support are directed to meet the emotional and behavioral needs of students. This program relies on collaborative efforts involving school, home, and community resources.

## Emotional Support

**Emotional support.** Services for students with a disability who require services primarily in the areas of social or emotional skills development or functional behavior.

UCFSD provides **emotional support** in all schools. Students requiring more intensive emotional support at the elementary level may be eligible for programming provided at Unionville Elementary School.

## Hearing and Vision Support

Both hearing and vision support provide services to students experiencing varied degrees of hearing or vision loss. These services enable students to benefit from the appropriate educational curriculum with the needed technical and personnel supports.

# Hearing Support

**Deaf and hard of hearing support.** Services for students with the disability of deafness or hearing impairment, who require services to address needs primarily in the areas of reading, communication, accessing public and private accommodations, or use of assistive technologies designed for individuals with deafness or hearing impairment. For these students, the IEP must include a communication plan to address the language and communication needs, opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the child's language and communication mode; and assistive technology devices and services.

UCFSD provides **deaf and hard of hearing support** in all schools. For eligible students, this support is provided in collaboration with the CCIU.

# Vision Support

**Blind-visually impaired support.** Services for students with the disability of visual impairment including blindness, who require services to address needs primarily in the areas of accessing print and other visually-presented materials, orientation and mobility, accessing public and private accommodations, or use of assistive technologies designed for individuals with visual impairments or blindness. For students who are blind or visually impaired, the IEP must include a description of the instruction in Braille and the use of Braille unless the IEP team determines, after the evaluation of the child's reading and writing needs, and appropriate reading and writing media, the extent to which Braille will be taught and used for the student's learning materials.

UCFSD provides **blind-visually impaired support** in all schools. For eligible students, this support is provided in collaboration with the CCIU.

# Learning Support

Academic instruction and supports are provided to students who may require modifications and accommodations within the regular education curriculum. When necessary, support services in addition to, or in place of, the regular education curriculum will be provided.

**Learning support.** Services for students with a disability who require services primarily in the areas of reading, writing, mathematics, or speaking or listening skills related to academic performance.

UCFSD provides **learning support** in all schools.

# Physical Support

This support provides programs and services to enable students with physical disabilities to access and benefit from appropriate educational curriculum.

**Physical support.** Services for students with a physical disability who require services primarily in the areas of functional motor skill development, including adaptive physical education or use of assistive technologies designed to provide or facilitate the development of functional motor capacity or skills.

UCFSD provides **physical support** in all schools.



# Speech and Language Support

A speech and language pathologist designs and implements programs to improve students' abilities to understand language and/or communicate.

**Speech and language support.** Services for students with speech and language impairments who require services primarily in the areas of communication or use of assistive technologies designed to provide or facilitate the development of communication capacity or skills.

UCFSD provides **speech and language support** in all schools.

## IEP Team Members

IEP Teams may include:

- Parent(s)
- Student, generally beginning around age 14
- LEA Representative - Administrator or Counselor
- General Education Teacher
- Special Education Teacher
- Related Service Provider(s) (if applicable)
- School Psychologist
- Others (at parent/team request)

## Levels of Services

**Itinerant** - Special education supports and services provided by special education personnel for 20% or less of the school day

**Supplemental** - Special education supports and services provided by special education personnel for more than 20% but less than 80% of the school day

**Full Time** - Special education supports and services provided by special education personnel for 80% or more of the school day

## IEP Timelines

- IEPs are held at least annually
- IEPs are held within 30 calendar days following the issuance of an evaluation or reevaluation report
  - Reevaluations are conducted every 2-3 years (based on disability category)
- Any member of the IEP team, including parent(s), can request an IEP meeting at any time

# U-PRISE

## Unionville - Parent Resources & Information for Special Education

- A place for parents/guardians of students with special needs to share ideas and information, discuss programs, network with other parents and community resources, collaborate with administrators, ask questions, seek advice, and learn more about special education processes.
- Speaker Series
- Community Resources

## PowerSchool Special Programs

The UCF Special Education Department provides unique online access to your student's special education, gifted education, and Section 504 documents.

By accessing PowerSchool Special Programs (PSSP), you are able to view, print, and download your student's documents through a secure, online portal immediately after they are finalized.

## Medical Assistance

Medical Assistance (“MA”) has the broadest coverage of medical and mental health services for individuals under 18 of any insurance plan.

MA coverage includes behavioral health services, in-home nursing services, vision care, dental care, orthodontia, prescriptions, and transportation to medical appointments, which private insurance often does not cover. Behavioral health services, often referred to as “wraparound” services, include a Therapeutic Support Staff (TSS), a Mobile Therapist (MT) and a Behavior Specialist Consultant (BSC) who all work together to provide behavior support to children at home and at school.

MA also covers various types of therapy such as occupational, physical, and speech and language.

UCF MA Coordinator - [Joan Elvin](#), 610-347-0970 Ext. 3328

Apply [online](#)

# Notice of Special Education Services

The Annual

Chester County Notice of Special Education Services

[available online](#)

and in UCFSD offices upon request.



# UCFSD Special Education District Office

Unionville-Chadds Ford School District  
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Kennett Square, PA 19348

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## [Pupil Services](#)

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# Questions?