

## Informational Websites

- **Autism Society of America**  
[www.autism-society.org](http://www.autism-society.org)
- **Chester County Intermediate Unit**  
[www.cciu.org](http://www.cciu.org)
- **Children and Adults with ADHD**  
[www.chadd.org](http://www.chadd.org)
- **Council for Exceptional Children**  
[www.cec.spec.org/index.html](http://www.cec.spec.org/index.html)
- **Education Law Center**  
[www.elc-pa.org](http://www.elc-pa.org)
- **LD Online**  
[www.ldonline.org](http://www.ldonline.org)
- **The National Information Center for Children and Youth with Disabilities**  
[www.nichcy.org](http://www.nichcy.org)
- **National Institute of Mental Health**  
[www.nimh.nih.gov](http://www.nimh.nih.gov)
- **Pennsylvania Department of Education**  
[www.pde.state.pa.us](http://www.pde.state.pa.us)
- **Pennsylvania Training and Technical Assistance Network**  
[www.pattan.k12.pa.us](http://www.pattan.k12.pa.us)

## *Extended School Year (ESY) Determination*

- ESY must be considered for all students with disabilities
- IEP team must consider the factors below:
  - \* Regression~whether the student reverts to a lower level of functioning as a result of an interruption in educational programming.
  - \* Recoupment~whether the student has the capacity to recover skills in which regression occurred to a level demonstrated prior to the interruption of educational programming.
  - \* Whether the student's difficulties with regression and recoupment make it unlikely that the student will maintain the skills relevant to the IEP goals.
  - \* The extent to which a skill is particularly crucial for the student to meet the IEP goals for self sufficiency and independence from caretaker.
  - \* The extent to which successive interruptions in educational programming result in a student's withdrawal from the learning process.
  - \* Whether the student's disability is severe , such as autism/pervasive developmental, serious emotional disturbance, severe mental retardation, degenerative impairments with mental involvement and severe multiple disabilities.

## *Individualized Student Services Contacts*

### **Director of Individualized Student Services:**

Dr. Andrea Chipeco  
610-240-1920

### **Supervisors of Special Education:**

Chris Groppe, 610-240-1919  
Nicole Roy, 610-240-1959

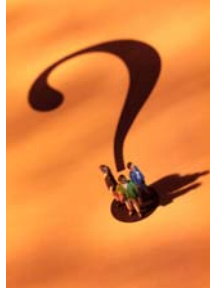
## Tredyffrin/ Easttown School District



## *Special Education Supports and Services*

## *What is Special Education?*

Special Education is specially designed instruction, at no cost to the parent, to meet the unique needs of a child with a disability.



## *Does My Child Need Special Education?*

- Your child may be eligible for special education if your child:
  1. Has a physical, sensory, mental or emotional disability **and**
  2. Needs special education as determined by a multidisciplinary evaluation team, including the parents.

## *Multidisciplinary Evaluation Process*

- You may request an evaluation for your child at any time.
- The school may also request permission to evaluate your child. Your informed consent in writing is required before the District can conduct the evaluation.
- You will receive a written Evaluation Report describing your child's educational strengths and needs, and whether your child is eligible for special education services.
- If your child is eligible for services, you and school personnel will develop an Individualized Education Plan (IEP).

## *Important Components in an Individualized Education Plan (IEP)*

- **Present Levels**~ A statement of the student's current educational and functional performance, including strengths, needs and instructional levels.
- **Annual Goals**~ Measurable goals addressing the individual learning needs of the student; each goal describes the progress that can be reasonably expected within a twelve month period.
- **Specially Designed Instruction**~ A list of strategies the IEP team will implement to adapt, as appropriate, the content, methodology, or delivery of instruction to address the unique needs of the student that result from the disability and to provide access to the general education curriculum.
- **Related Services**~ Services that a child needs in order to make progress on IEP goals, such as adaptive physical education, counseling, extended school year, occupational therapy, physical therapy, social skills groups, speech and language therapy.
- **Placement**~ A description of the type, frequency, duration, and location of support the student requires in order to make meaningful progress on IEP goals; the placement reflects the learning environment where the student will have maximum interaction with non-disabled peers.



## *Services Offered within District Buildings: Learning Support*

For students whose greatest need is in academic areas such as reading and math.

Specially designed instruction in a small group setting; modified instructional schedule depending on the students' needs.

## *Emotional Support*

For students who have decreased motivation to learn, learning differences, difficulty maintaining positive interactions, depression and/or anxiety, school phobia or school avoidance.

Specially designed instruction in a small group setting, modified instructional schedule to minimize transitions during the school day, mental health support, counseling, and social skills instruction.

## *Speech & Language Support*

For students who have speech and/or language impairments that impact educational performance.

Individual and/or group sessions with a focus on articulation, fluency, language or voice.

## *Autistic Support*

For students with diagnosis on the autism spectrum who require a highly specialized program to meet their unique needs.

## *Life Skills Support*

For students who require a program emphasizing the development of functional academic, work and living skills.