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# Pennsylvania Department of Education

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COMMONWEALTH OF PENNSYLVANIA  
**DEPARTMENT OF EDUCATION**  
333 MARKET STREET  
HARRISBURG, PA 17126-0333

## **Special Education Report**

**Monday, March 03, 2008**

**Entity:** Exeter Township SD

**Address:** 3650 Perkiomen Ave  
Reading, PA 19606-2798

**Phone:**

**Contact Name:**

### **School District Demographics**

<b>School District</b>	<b>IU #</b>	<b>Superintendent</b>	<b># of Bldgs</b>	<b>Total Enrollment</b>	<b>Total Unduplicated SES Students</b>
Exeter Township SD	Berks County IU 14	Dr. Beverly Martin	6	4349	648

**District Special Education Contact:**

Name	Title	Phone	Fax	Email
Barry Webb	Supervisor of Special Education	(610)779-7102	(610)779-7103	bwebb@exeter.k12.pa.us

**Special Education Plan Team Members**

Name	Affiliation	Membership Category	Appointed By
Albert Hartman	Exeter Township School District	Parent	Superintendent
Barry Webb	Exeter Township School District	Administrator	Superintendent
Dale Horner	Exeter Township School District	Community Representative	Superintendent
Jane Schimek	Exeter Township School District	Ed Specialist - School Psychologist	Superintendent
Karyn Algeo	ML Lausch Elementary School	Elementary School Teacher	Teachers and School Board
Kim Rank	ML Lausch Elementary School	Elementary School Teacher	Teachers and School Board
Susan Ummarino	Exeter Township Senior High School	Secondary School Teacher	Teachers and School Board
Wendy Skoczen	Exeter Township School District	Administrator	Superintendent

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

The district provides a wide variety of services for its special education population. In addition to the traditional Learning Support and Life Skills Support Programs, we also offer Emotional Support, Autistic Support, Multi-Disabled Support, Speech Support, Hearing Support and Vision Support. Services for these programs range from Itinerant to Full-time Support. Despite the population growth of the district, the department has been able to maintain a high graduation rate of 94.6% and a lower than state average drop out rate of 5.4%. We have also been able to stay within the evaluation and placement timeline on a consistent basis over the past three years.

In order to generate additional funds to support our special education population, the district participates in the ACCESS program. As a result, we have been able to obtain specific types of technology and personnel to support students with unusual needs. The district is also proud of the fact that all of its special education programs are located within the same building and type of classrooms as the general population.

The district's philosophy of maintaining the least restrictive environment is evident by the "above state average" population of special education students that participate in regular education with 50.9% of our students receiving services at the Itinerant level and 36.7% at the Resource level. Related services are a big part of the programming that the district provides to its disabled students. We offer the typical academic accommodations for students, but also provide behavior plans, occupational and/or physical therapy, social work and psychological services that include individual therapy and coordination of services with community service providers. Community agencies that we work routinely with include the Office of Vocational Rehabilitation, Children and Youth, Goodwill Industries and a number of wrap-around agencies and sheltered workshop programs throughout the county. Additionally, we provide computer accessibility, books on tape, extra textbooks for use at home and personal care aides. These are just some of the progressive supports provided to district students.

The district has over the past few years developed a work study program to help support disabled students make the successful transition from school to the world of work. In the coming school year, the district will have a transition teacher in place that will coordinate the work study program, IEP transition plans and act as the district's liaison between the department and the local Vo-Tech Schools.

In order to foster a "team effort" approach to the department, weekly staff meetings are held involving the department's social worker, psychologists, instructional support teacher and supervisors to review cases, discuss training needs and plan for the future. Monthly building level meetings are also held with the special education staff to provide them with new information regarding rules, procedures and to answer their questions regarding procedures and student concerns. This coordinated effort has been used to keep administration involved in the evaluation/placement process as well as the monitoring of the services for students.

In an effort to address the individualized needs of identified special education students in the Exeter Township School District, a wide variety of research validated reading and mathematical programs are offered to our low and high incidence student populations. With an emphasis on blocks of uninterrupted specified times for instruction, students are grouped according to similar needs. Small instructional groups are designed to provide immediate, direct and explicit instruction, while facilitating and maintaining student focus, positive behaviors, and mastery of skills presented. Ongoing collection of effective progress monitoring for each individual student, drives the instructional goals of student individualized educational plans. In-service and coaching opportunities provide teachers the training necessary for effectively meeting the individual goals of each student.

Through the collaboration of the Berks County Intermediate Unit and teachers of our low-incidence student programs, a committee of dedicated professionals has worked to develop a research based continuum toward the regular education curriculum for our low-incidence student populations. A checklist of specific skill domains has been identified and will be scaffolded to include birth to age 21. With research validated instructional methods emphasized, teachers will chart when skill domains and sub-skills are introduced, mastered, and then maintained over a period of time. By monitoring progress over time, the district will continue to reassess the needs of our students, showing documentation as to the progress achieved, and efforts the district has made to individually meet the needs of our students. Added to our programs are community based learning experiences. These opportunities help our students to generalize the skills taught. In addition, a K-12 transitional binder will follow students throughout the course of their educational participation in the Exeter Township School District.

Historically we have offered a dynamic extended school year program. The program operates during a 3-4 hour modified school day and is designed to provide instruction in goal areas identified in individualized educational plans. We have determined that our high-incidence populations are served best during the least restrictive environment of the regular education summer school program. This program begins 10 school days after the end of the school year and ends 26 school days before the beginning of the next school year. In an effort to balance the time frame in which our low-incidence population students are not in school, we have planned for their program to begin to operate 19 school days after the end of the school term and end 11 school days before the beginning of the next school term. Progress monitoring of skills at the end of the school year, beginning and end of ESY, and then at the beginning of the next year assist us in determining progress maintained over the summer. In addition to academic goals and related services, our district offers a social skill program for students identified with social skill deficits.

With the federal mandate of Response to Intervention (RTI), the Exeter Township School District formed a team of regular and special education administrators, psychologists, reading specialists, and instructional support teachers to participate in a county-wide RTI progress monitoring initiative. The purpose of the team was to research, plan, implement, and evaluate an RTI model within the school district. The team met throughout the year, and with the support and training of the intermediate unit, effectively implemented research validated supplemental instructional programs within our regular education curriculum. The team will begin year two by utilizing

student data to move forward in our quest to respond to student needs through research validated interventions.

Inservice opportunities within our district and to local, regional, and state-wide sites are offered to all staff. With the addition to our special education department of a K-12 instructional support teacher, ongoing training, coaching, and support for academic and behavioral issues are offered district wide. The local intermediate unit provides consultation as well as direct instructional inservicing and coaching for academic, behavioral, and technology needs.

### **Identifying Students with Learning Disabilities**

#### **Enrollment Differences**

#### **Ethnicity Enrollment Differences**

#### **Exiting Statistics**

### **24 P.S., §1306 and §1306.2 Placements**

#### **Facilities for Nonresident Students**

<b>Facility Name</b>	<b>Provider of Educational Services</b>	<b># of Students Receiving Srvcs as of Dec 1</b>
N/A	N/A - The Exeter Township School District is not a host district for Section 1306 Programs.	0

#### **Incarcerated Students Oversight**

The Berks County Intermediate Unit provides services to students in Berks County who are incarcerated locally. As a result, when it comes to our attention that an Exeter student has been incarcerated, efforts have been made in the past and will continue to coordinate the evaluation process and the offer of FAPE to the student. District representatives have personally attended IEP meetings as the district's LEA at the County Youth Detention Center (YDC), Children's Home of Reading (CHOR) and Berks County Prison (BCP) regarding Exeter students that were incarcerated.

#### **Facilities for Incarcerated Students**

<b>Facility Name</b>	<b>Provider of Educational Services</b>	<b># of Students Receiving Srvcs as of Dec 1</b>
N/A	N/A	0

### **Least Restrictive Environment 34 CFR §300.551**

#### **Ensuring Maximum Integration**

The district makes every effort to ensure maximum integration to teach disabled students in the least restrictive environment from the point of their first IEP until they exit special education. Students are provided with extensive specially designed instruction to accommodate their needs in the regular education classroom. Special Education teachers work closely with the general education teachers to see that when necessary, the program is adapted to meet the needs of the disabled student. In some cases, the IEP team has provided the student with a personal care aide so the student can function in the general education environment or in some cases in order to be able to maintain their placement within the neighborhood school. In other cases, the IEP team has provided the student with assistive technology and supportive services in order to function in the least restrictive environment. Technologies such as FM systems and electronic communication machines have enabled students to remain in general education or home school throughout their school careers. In some cases, the IEP team has provided related services such as Braille training, mobility training, and sign language interpretation to support students in the home school.

Students who cannot function with specially designed instruction and related services successfully in the general education environment in the district are either re-evaluated or an IEP meeting is held to discuss the benefits of removing them from a district class and placing them in out-of-district program. In some cases, the student is placed into the out-of-district program because it meets the need more appropriately than a district program. When a student is sent out of the district, the parents are always afforded an NOREP and procedural safeguards to assure compliance with the law.

## Supplementary Aids and Services

Service	Comment
Berks Intermediate Unit	Provides assistance to special education teachers and paraprofessionals who teach student with special needs.
PATTAN	Provides assistance to special education teachers and paraprofessionals who teach student with special needs.
Transitions Program	Assists students with special needs in planning their futures after graduation.
Extended School Year	Assists students in skill maintenance and development over the summer months when schools are not in session.

## LRE Data Analysis

### Least Restrictive Environment - Facilities

Facility Name	Type of Facility	Type of Service	# of Students Placed
Wilson School District	Neighboring School Districts	Autistic Support - FT	1
Wilson School District	Neighboring School Districts	Multidisability Support - FT	1
Antietam School District	Neighboring School Districts	Life Skills Support - FT	1
Berks County Intermediate Unit	Special Education Centers	Multidisability Support Program	1
Berks County Intermediate Unit	Special Education Centers	Emotional Support - FT	3
Berks County Intermediate Unit	Special Education Centers	Alternative Education - FT - Learning Disability	2
Berks County Intermediate Unit	Special Education Centers	PAL Program - FT - Life Skills Support	5
Manito School	Approved Private Schools	Emotional Support - FT	2
CHOR Academy	Approved Private Schools	Emotional Support - FT	2
Opportunities - Elwyn School	Approved Private Schools	Emotional Support - FT	2
Magnolia School	Approved Private Schools	Speech Impaired - FT	1
John Paul II School	Approved Private Schools	Life Skills Support - FT	2
Vanguard School	Approved Private Schools	Autistic Support - FT	1
Vista School	Approved Private Schools	Autistic Support - FT	1
N/A	Out-of-State Schools	N/A	0
N/A	Instruction in the Home	N/A	0
N/A	Other	N/A	0

# Personnel Development for Improved Student Results

## Technical Assistance and Training

### Personnel Development Activities:

<b>Topic</b>	WRITING: Students with disabilities will demonstrate increased educational results in reading, writing, math and other academic areas as outlined in the Pennsylvania academic standards.
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Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
07-08, 08-09, and 09-10; Ongoing fidelity review of existing staff and instruction of new staff during the summer and fall of each school year. Ongoing coaching to ensure the fidelity of the delivery of evidenced-based programs throughout each academic year.	IU Staff, Higher Education Staff, Outside Program Consultants; District Itinerant Teacher Consultants	Parent, Paraprofessional, Instructional Staff	On-site Training with Guided Practice, Study Groups, Small Group Presentations; Coaching	<p>A special education writing rubric, based on the Pennsylvania Standards of Writing, was collaboratively developed by the Exeter School District Special Education Department and the Berks County Intermediate Unit. Based on the special needs of our students, 6 skill areas are broken into 9 subcategories, which are scaffolded from below basic to proficient writing ability.</p> <p>Teachers will be trained to effectively deliver evidenced-based written expression programs, score writing samples using the district-wide special education rubric, and develop instructional goals based on writing rubric data with fidelity to ensure that students that have IEP's score a minimum of proficient on PSSA testing.</p> <p>Teachers have begun to collect baseline data and will continue to report monthly progress utilizing the</p>

				<p>writing rubric. As a result of the data collected, progress over time will determine adequate meaningful progress for each special education student. IEP goals will reflect individual student needs and progress.</p> <p>During the 2007-2008 school year a baseline score will be generated per grade level for students assessed with the district's writing rubric. Once this is set the Special Education Department's goal will be to increase this baseline score at each grade level by 10% per year during the three year period of the special education plan. In 2010 the data will be reviewed and new goals will be set for the future.</p>
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<b>Topic</b>	AYP
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<b>Anticipated Training Dates</b>	<b>Training Partners</b>	<b>Training Participants and Audience</b>	<b>Training Format</b>	<b>Evidence of Results</b>

<b>Topic</b>	Proficiency
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<b>Anticipated Training Dates</b>	<b>Training Partners</b>	<b>Training Participants and Audience</b>	<b>Training Format</b>	<b>Evidence of Results</b>

<b>Topic</b>	Participation
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<b>Anticipated Training Dates</b>	<b>Training Partners</b>	<b>Training Participants and Audience</b>	<b>Training Format</b>	<b>Evidence of Results</b>

**Personnel Development - PA NCLB Goal #1**  
**Personnel Development - PA NCLB Goal #3**

**Personnel Development Activities:**

<b>Topic</b>	AUTISM: Students with disabilities will be provided services by an adequate supply of personnel with the knowledge and skills necessary to meet their needs
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<b>Anticipated Training Dates</b>	<b>Training Partners</b>	<b>Training Participants and Audience</b>	<b>Training Format</b>	<b>Evidence of Results</b>
<p>Training opportunities will be on-going throughout the 2007-2008, 2008-2009, and 2009-2010 school years. Training opportunities may include: Child-Specific Training, Utilizing Visual Strategies to Support Students with Autism, Providing Social Skills Instruction and Reinforcement to Students with Autism, Communication Skills Training, Select-Team Training, and Autism Overview</p>	<p>PATTAN Staff, IU Staff, Higher Education Staff, Austill's Health Care Providers</p>	<p>Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel</p>	<p>On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Study Groups, Distance Learning, Team Training; Videos; Written Material; Individual Support</p>	<p>Previously, the district has participated in select-team training for students with autism. Additionally, child-specific training has been provided to staff working with students identified as having autism. The district currently has two self-contained autistic support classes. Students with autism are also being serviced through Learning Support programs at the Itinerant and Resource levels. Successful acquisition and retention of individual student IEP Goals and Objectives for those students identified with autism is an ongoing process. The district will monitor the growth of this population in relationship to that of the state's average to ensure neither over identification nor under identification.</p>

<b>Topic</b>	ROLE OF PARAEDUCATOR/HIGHLY QUALIFIED TEACHER: Students with disabilities will be provided services by an adequate supply of
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personnel with the knowledge and skills necessary to meet their needs.
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Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
07-08; 08-09; 09-10	PATTAN Staff, IU Staff, Higher Education Staff, District Administrator; Outside Program Consultants; District Itinerant Teacher Consultant	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, Small Group Presentation; Coaching	Over the next three years the district will provide job related training opportunities for its paraprofessional staff (at a rate of 33% per year, 33% in 07-08, 33% in 08-09 and 33% in 09-10) in areas relevant to their position. The goal will be to have all staff effectively trained by the end of 2010. Paraeducators will be provided training opportunities through the district and Berks County Intermediate Unit. Training opportunities will be offered throughout the year. Informative training topics offered will include autism, behavioral management, learning disabilities, and the role and duties of a paraprofessional. In addition to training opportunities, paraeducators will be given opportunities to meet as a group with special education teachers and administrators. The purpose of these meetings will be to discuss school policy and procedures, share training opportunities and address concerns.

**Personnel Development - PA NCLB Goal #5**

**Personnel Development Activities:**

<b>Topic</b>	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
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<b>Anticipated</b>	Training	Training	Training Format	Evidence of Results
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Training Dates	Partners	Participants and Audience		
07-08; 08-09; 09-10	PATTAN Staff, IU Staff, District Administrator; Outside Program Consultants; District Itinerant Teacher Consultant; District Transition Teacher	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, Small Group Presentation	<p>Beginning with the 2007-2008 school year the district will have a full-time school district employed Transition Teacher. The role of this teacher would be to promote and support student transition activities. Over the course of the next three years we will expect to see an increasing number of students participating in the department's Transition and/or Work-Study program. Data will be collected regarding those that participate along with data on those that maintain employment after graduation and those that go on to post high school education. We expect to have 20% of eligible students participate in the Transition program the first year, 2007-2008. In the second year 2008-2009 we would expect to have 40% participate and then by 2009-2010 we would anticipate that 60% of the student population would be involved to some degree in the Transition and/or Work-Study program or other aspects of Transition.</p> <p>Currently, all special education students at the secondary level have Transition goals in their IEP. With the addition of this staff member and the Work-Study program we will be able to effectively</p>

				<p>deliver a more appropriate program in which data can be collected and reported. The role of the Transition Teacher would also include working collaboratively with the case manager of students who are at the IEP transitional age, on appropriate postsecondary transitional goals of the IEP. The department has invested in a computer based interest inventories and assessments program to help students develop goals that relate to their present level of academic and functional abilities. The Special Education Transition and Work Study program will allow students opportunities to job shadow and work at site-based employment environments of interest. A transitional portfolio with designated tasks to be completed prior to graduation will help to guide our students in effectively preparing them for their post secondary goals. With the use of the computer program and portfolio, the district will have an abundant amount of data collected to help support and direct the future of transition programming for our students.</p>
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**Behavior Support Services**  
**Interagency Collaboration (11 P.S. §875.304)**  
**Ensuring FAPE/Hard to Place Students**  
**Local Continuum of Supports and Services**

## Expansion of Continuum of Supports and Services 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	Reiffton School	M	GE	I	BVIS	9	11	2	.20
-	IU	Exeter Junior High	J	GE	I	DHIS	12	14	3	.20
-	IU	Exeter Senior High	S	GE	I	DHIS	15	18	2	.20
-	SD	Jacksonwald Elementary	E	GE	I	LS	6	9	25	1.00
-	SD	Jacksonwald Elementary	E	GE	R	LS	5	7	20	1.00
-	SD	Jacksonwald Elementary	E	GE	R	LS	7	9	20	1.00
-	C	Jacksonwald Elementary	E	GE	I	SLS	6	9	35	1.00
-	SD	Jacksonwald Elementary	E	GE	I	LS	7	10	10	.33
-	SD	M. L. Lausch Elementary	E	GE	R	LS	5	7	20	1.00
-	SD	M. L. Lausch Elementary	E	GE	R	LS	5	7	20	1.00
-	SD	M. L. Lausch Elementary	E	GE	R	LS	7	9	20	1.00
-	SD	M. L. Lausch Elementary	E	GE	FT	AS	5	8	8	1.00
-	SD	M. L. Lausch Elementary	E	GE	I	LS	7	10	10	.33
-	SD	M. L. Lausch Elementary	E	GE	I	SLS	6	9	35	1.00
-	SD	Lorane Elementary	E	GE	I	LS	6	9	17	.34
-	SD	Lorane Elementary	E	GE	I	LS	5	7	20	1.00
-	SD	Lorane Elementary	E	GE	R	LS	7	9	20	1.00
-	SD	Lorane Elementary	E	GE	PT	LSS	6	9	12	1.00
-	SD	Lorane Elementary	E	GE	FT	MDS	6	9	8	1.00
-	SD	Lorane Elementary	E	GE	I	SLS	6	9	35	1.00
-	SD	Reiffton School	M	GE	I	LS	10	12	30	1.00
-	SD	Reiffton School	M	GE	I	LS	10	12	30	1.00
-	SD	Reiffton School	M	GE	R	LS	10	12	20	1.00
-	SD	Reiffton School	M	GE	R	LS	10	12	20	1.00

-	SD	Reiffton School	M	GE	R	LS	10	12	20	1.00
-	SD	Reiffton School	M	GE	R	LS	10	12	20	1.00
-	SD	Reiffton School	M	GE	PT	LSS	10	13	15	1.00
-	C	Reiffton School	M	GE	I	SLS	10	12	25	1.00
N	SD	Reiffton School	M	GE	FT	AS	10	13	8	1.00
-	SD	Exeter Junior High School	J	GE	I	LS	14	16	30	1.00
-	SD	Exeter Junior High School	J	GE	I	LS	13	15	30	1.00
-	SD	Exeter Junior High School	J	GE	R	LS	13	15	20	1.00
-	SD	Exeter Junior High School	J	GE	R	LS	13	15	20	1.00
-	SD	Exeter Junior High School	J	GE	R	LS	14	16	20	1.00
-	SD	Exeter Junior High School	J	GE	R	LS	14	16	20	1.00
-	SD	Exeter Junior High School	J	GE	PT	ES	13	16	15	1.00
-	SD	Exeter Junior High School	J	GE	PT	LSS	13	16	15	1.00
-	C	Exeter Junior High School	J	GE	I	SLS	13	16	20	.50
N	SD	Exeter Junior High School	J	GE	I	LS	13	16	20	1.00
-	SD	Exeter Senior High School	S	GE	I	LS	15	19	30	1.00
-	SD	Exeter Senior High School	S	GE	I	LS	15	19	20	1.00
-	SD	Exeter Senior High School	S	GE	R	LS	15	19	20	1.00
-	SD	Exeter Senior High School	S	GE	R	LS	15	19	20	1.00
-	SD	Exeter Senior High School	S	GE	R	LS	15	19	20	1.00
-	SD	Exeter Senior High School	S	GE	R	LS	15	19	20	1.00
-	SD	Exeter Senior High School	S	GE	R	ES	15	19	20	1.00
-	SD	Exeter Senior High School	S	GE	FT	LSS	16	20	15	1.00
-	C	Exeter Senior High School	S	GE	I	SLS	15	19	20	.50
N	SD	Exeter Senior High School	S	GE	R	LS	15	19	20	1.00
N	SD	Exeter Senior High School	S	GE	R	LS	15	19	20	1.00

-	SD	Exeter Senior High School	S	GE	I	AS	15	19	12	1.00
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### Support Staff (District)

School District: Exeter Township SD

ID	OPR	Title	Location	FTE
-	SD	Psychologist	District	3.00
-	SD	Supervisor of Special Education	District	1.00
-	SD	Assistant Supervisor of Special Education	District	1.00
-	SD	Instructional Consultant Teacher	District	1.00
-	SD	Special Education Secretary	District	3.00
-	SD	Speech Therapist	M. L. Lausch Elementary	1.00
-	SD	Classroom Aide	M. L. Lausch Elementary	2.00
-	SD	Personal Care Aide	M. L. Lausch Elementary	13.00
-	SD	Classroom Aide	Lorane Elementary	2.50
-	SD	Personal Care Aide	Lorane Elementary	8.00
-	SD	Speech Therapist	Lorane Elementary	1.00
-	SD	Classroom Aide	Jacksonwald Elementary	1.50
-	SD	Personal Care Aide	Jacksonwald Elementary	4.00
-	SD	Classroom Aide	Reiffon School	5.00
-	SD	Personal Care Aide	Reiffon School	5.00
-	SD	Classroom Aide	Exeter Township Junior High School	7.00
-	SD	Personal Care Aide	Exeter Junior High School	3.00
-	SD	Classroom Aide	Exeter Senior High School	5.00
-	SD	Personal Care Aide	Exeter Senior High School	5.00
N	SD	Transition Teacher	Exeter Senior High School	1.00

### Contracted Support Services

ID	IU / Agency	Title / Service	Amount of Time per Week
-	Daniel Boone School District	Social Worker	20 Hours
-	INVO Health Care Agency	Speech Therapist	5 Days
-	INVO Health Care Agency	Speech Therapist	5 Days
-	Private Contract	Speech Therapist	5 Days
-	Austill's Rehabilitation Services, Inc.	Occupational Therapist	5 Days
-	Austill's Rehabilitation Services, Inc.	Occupational Therapist	5 Days
-	Austill's Rehabilitation Services, Inc.	Physical Therapist	3 Days
-	Austill's Rehabilitation Services, Inc.	Physical Therapist	20 Hours
-	Private Contract	Orientation & Mobility Specialist	9 Hours
-	Private Contract	Braille Materials Specialist	10 Hours
-	Berks County Intermediate Unit	Vision Therapist	10 Hours

-	Berks County Intermediate Unit	Vision Therapist	90 Minutes
-	Berks County Intermediate Unit	Teacher of the Hearing Impaired	13 Hours
-	Private Contract	Hearing Therapist/Consultant	30 Minutes
-	PRN Health Services, Inc.	Licensed Practical Nurse	5 Days



# **ASSURANCE FOR THE OPERATION OF SPECIAL EDUCATION SERVICES AND PROGRAMS**

**School Years: 2010 - 2013**

The Exeter Township SD within Berks County IU 14 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 Â§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.**

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**Board President**

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**Date**

\_\_\_\_\_

**Superintendent**

\_\_\_\_\_

**Date**