

Exeter Township SD

District Level Plan

07/01/2018 - 06/30/2021

District Profile

Demographics

200 Elm St
Reading, PA 19606
(610)779-0700
Superintendent: Robert Phillips
Director of Special Education: Suzanne Miller

Planning Process

The planning process for the Exeter Township Comprehensive Plan began, initially, in 2013 with a **Core Group** of central office administrators. This **Core Group** led the district through the development of the 2014-2017 Comprehensive Plan by identifying key stakeholder groups, preparing and issuing surveys, and developing a timeline of important dates, meetings, and milestones related to developing and communicating the original Comprehensive Plan. Dr. Phillips began his tenure as Superintendent of the Exeter Township School District in January 2016 and reviewed the existing Comprehensive Plan as a component of his entry into the district. As a result, the original Comprehensive Plan was updated in the Spring of 2017, per the guidelines established and communicated by the state. Due to the many ongoing and continuing curricular and professional learning initiatives, the decision was made to clarify the goals and strategies while keeping the spirit of the initial plan in place. Additionally, the Mission, Vision, and Values of the District were updated during the 2017 revision.

The 2017-2020 Comprehensive Planning Committee includes:

- Dr. Robert Phillips - Superintendent
- Dr. Todd Davies - Assistant Superintendent
- Ms. Marcie Elbin - Director of Human Resources
- Ms. Anne Gydish - Business Administrator
- Dr. Suzanne Miller - Pupil Services Director
- Mr. Joseph Way - Director of Technology
- Ms. Julie Kline - Reading Supervisor

The Comprehensive Plan was finalized and presented to the Public in October 2017.

Mission Statement

Empowering every student to become a lifelong learner who is a responsible, productive, and engaged citizen within the global community

Vision Statement

Inspiring and preparing today's learners for tomorrow's opportunities

Shared Values

We believe that:

1. Given time, quality instruction, and access to the appropriate resources to meet individual needs, all students can learn.
 - Students learn in different ways and at varying rates.
 - Learning Requires:
 - Appropriate resources.
 - A safe learning environment that encourages learning from mistakes.
 - Frequent feedback.
 - Real-Life experiences.
2. Education is a shared responsibility, dependent upon strong alliances, open communication, and collaboration among students, school personnel, parents/guardians, and the greater Exeter Community.
3. Educators are models of lifelong learning and our teaching reflects current research in learning theory and pedagogy.
4. We are all accountable for student learning, and for fostering the development of personal responsibility in students.
5. Our schools are inclusive learning communities where students are provided a safe environment and all members demonstrate respect, tolerance, empathy, and resilience.

6. Our schools are a vital part of the community. Our citizens should feel proud of our school system and valued for their contributions to the education of our youth.
7. Our curriculum should reflect the knowledge, skills, and attitudes necessary to prepare our students for success in life after graduation.

Educational Community

The Exeter Township School District is located in Berks County, 4 miles southeast of Reading. It sits within the boundaries of two political entities, Exeter Township and the Borough of St. Lawrence. Exeter is a suburban community with a population of 25,874*. The median household income of our community members is \$75,402* which is about \$19,000 above the county average. 92% of our population are high school graduates, while another 36% have post-high school degrees.

The Exeter community had seen rapid growth in its population from 1990 to 2000. It was estimated that the population grew 15.9% in that time period, and grew another 10.53% from 2000 to 2010. Today the population exceeds 25,000. The Borough of St. Lawrence has a population of slightly over 1,800.

The Exeter School District's students score slightly above the state average on the SAT test in both math and verbal, and have a graduation rate of 98%, with approximately 75% of our students going on to higher education.

The Exeter Township School District is made up of 7 school buildings (six of which are currently in use as schools) and an Administration Building. Highlights of the buildings are as follows:

* There are three K-4 elementary buildings including the Jacksonwald, Lorane, and Owatin Creek Schools. There is a Grade 5-6 Intermediate School, a 7-8 Junior High, and a 9-12 Senior High School.

* The Jacksonwald Elementary School was built in 1937 and completely renovated and expanded in 1990. The Lorane Elementary School was built in 1959 and completely renovated and expanded in 1992. Owatin Creek Elementary School was completed in 2011. The Lausch Elementary School was built in 1973 and is currently used as the central administration offices. The Facilities Committee is currently considering recommendations for future use of Lausch. The Reiffton Intermediate School was opened in fall of 2003. The Junior High was built in 1963 and renovated in 1996. The Senior High was built in 1955 and renovated in 1994. Due to increased enrollment and program needs, it also underwent additional upgrades in 2003. All buildings have been wired for network services and all buildings are part of a wide-area fiber network.

*Information from United States Census Bureau at
<https://www.census.gov/quickfacts/table/PST045215/4201124384/accessible>

Planning Committee

Name	Role
Patricia Dahl	Administrator : Special Education
Todd Davies	Administrator : Professional Education Special Education
Suzanne Miller	Administrator : Special Education
Robert Phillips	Administrator : Professional Education Special Education
Victoria Willier	Administrator : Special Education
David Hemberger	Board Member : Professional Education
Robert Quinter	Board Member : Special Education
Gregory Fries	Building Principal : Professional Education
Justin Istenes	Business Representative : Professional Education
Edward Yoder	Business Representative : Professional Education
Hunter Ahrens	Community Representative : Professional Education
Kenneth Levan	Community Representative : Professional Education
Deborah Bitler	Ed Specialist - Other : Professional Education
Rebecca Bush	Ed Specialist - Other : Professional Education
Diana Bogust	Elementary School Teacher - Regular Education : Professional Education
Jodi Moyer	Elementary School Teacher - Regular Education : Professional Education Schoolwide Plan
Kristi Coble	High School Teacher - Special Education : Professional Education Special Education
Michelle Klusewitz	High School Teacher - Special Education : Professional Education Special Education
Nichole Mandel	Middle School Teacher - Regular Education : Professional Education
Paul McCracken	Middle School Teacher - Regular Education : Professional Education
Mary Ann Gibney	Parent : Professional Education Special Education
Ann Hearing	Parent : Professional Education

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Developing	Developing
Civics and Government	Developing	Developing
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Accomplished	Accomplished
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Developing	Developing
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Non Existent	Non Existent
Geography	Developing	Developing
Health, Safety and Physical Education	Accomplished	Accomplished
History	Developing	Developing
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Non Existent	Non Existent
Alternate Academic Content Standards for Reading	Non Existent	Non Existent
American School Counselor Association for Students	Accomplished	Accomplished
Early Childhood Education: Infant-Toddler—Second Grade	Developing	Developing
English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Developing	Developing
School Climate	Accomplished	Accomplished

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

The Non-Existent selections are not appropriate for Primary Elementary schools. These areas are addressed in the Middle and High Schools' curriculum. With the exception of life-skills, Exeter Township Schools do not provide alternate academic standards.

Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Developing	Developing

Civics and Government	Developing	Developing
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Accomplished	Accomplished
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Developing	Developing
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Non Existent	Non Existent
Geography	Developing	Developing
Health, Safety and Physical Education	Accomplished	Accomplished
History	Developing	Developing
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Non Existent	Non Existent
Alternate Academic Content Standards for Reading	Non Existent	Non Existent
American School Counselor Association for Students	Developing	Developing
English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Accomplished	Accomplished
School Climate	Accomplished	Accomplished

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

The Non-Existent selections are not appropriate for Intermediate Elementary schools. These areas are addressed in the Middle and High Schools' curriculum. With the exception of life-skills, Exeter Township Schools do not provide alternate academic standards.

Middle Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Accomplished	Accomplished
Civics and Government	Accomplished	Accomplished
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Accomplished	Accomplished
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Accomplished	Accomplished
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Accomplished	Accomplished
Geography	Accomplished	Accomplished
Health, Safety and Physical Education	Accomplished	Accomplished
History	Accomplished	Accomplished
Science and Technology and Engineering Education	Accomplished	Accomplished
Alternate Academic Content Standards for Math	Non Existent	Non Existent
Alternate Academic Content Standards for Reading	Non Existent	Non Existent

American School Counselor Association for Students	Accomplished	Not answered
English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Accomplished	Not answered
School Climate	Accomplished	Accomplished
World Language	Accomplished	Accomplished

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

With the exception of life-skills, Exeter Township Schools do not provide alternate academic standards.

High School Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Accomplished	Accomplished
Civics and Government	Accomplished	Accomplished
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Accomplished	Accomplished
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Accomplished	Accomplished
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Accomplished	Accomplished
Geography	Accomplished	Accomplished
Health, Safety and Physical Education	Accomplished	Accomplished
History	Accomplished	Accomplished
Science and Technology and Engineering Education	Accomplished	Accomplished
Alternate Academic Content Standards for Math	Non Existent	Non Existent
Alternate Academic Content Standards for Reading	Non Existent	Non Existent
American School Counselor Association for Students	Accomplished	Accomplished
English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Accomplished	Accomplished
School Climate	Accomplished	Accomplished
World Language	Accomplished	Accomplished

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

With the exception of life-skills, Exeter Township Schools do not provide alternate academic standards.

Adaptations

Elementary Education-Primary Level

Checked answers

None.

Unchecked answers

None.

Elementary Education-Intermediate Level

Checked answers

None.

Unchecked answers

None.

Middle Level

Checked answers

None.

Unchecked answers

None.

High School Level

Checked answers

None.

Unchecked answers

None.

Explanation for any standards checked:

We have not expanded the approved Standards.

Curriculum

Planned Instruction

Elementary Education-Primary Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Developing
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Developing
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

Teams of teachers, led by principals and/or curriculum administrators write and revise curriculum in core areas on an ongoing basis.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

Elementary Education-Intermediate Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Developing
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Developing
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

Teams of teachers, led by principals and/or curriculum administrators have written and revised curriculum in core areas on an ongoing basis.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

Middle Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Developing
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Developing
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Developing
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

Teams of teachers, led by principals and/or curriculum administrators have written and revised curriculum in core areas on an ongoing basis.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

High School Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Developing
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Developing
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Developing
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

Teams of teachers, led by principals and/or curriculum administrators have written and revised curriculum in core areas on an ongoing basis.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

Modification and Accommodations

Explain how planned instruction contains modifications and accommodations that allow all students at all mental and physical ability levels to access and master a rigorous standards aligned curriculum.

The curriculum for each content area is differentiated at the classroom level. Differentiation includes both acceleration and remediation. Teachers in Regular Education, Teachers of Gifted, and Special Education work together to make the curriculum accessible and challenging for all students.

Instruction

Instructional Strategies

Checked Answers

- Formal classroom observations focused on instruction
- Walkthroughs targeted on instruction
- Annual Instructional evaluations
- Peer evaluation/coaching
- Instructional Coaching

Regular Lesson Plan Review

Checked Answers

- Administrators
- Building Supervisors
- Department Supervisors
- Instructional Coaches

Unchecked Answers

- Not Reviewed

Provide brief explanation of LEA's process for incorporating selected strategies.

Principals and building administrators use formal observations and walk-throughs to ensure instruction is implemented consistently and at high levels across all classes in each school. Similarly, districtwide instructional supervisors conduct walk-throughs of instruction to ensure practices are consistently implemented at high levels across the district. Instructional coaches support teachers with implementing district endorsed instructional practices, which are clearly embedded in the curriculum. Teachers are provided with time to collaborate around teaching strategies, update lesson plans and curricular guides, and discuss students' work.

Provide brief explanation for strategies not selected and how the LEA plans to address their incorporation.

This narrative is empty.

Responsiveness to Student Needs

Elementary Education-Primary Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Flexible instructional time or other schedule-related practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Differentiated instruction is used to meet student needs.	Implemented in 50% or more of district classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Implemented in 50% or more of district classrooms

If necessary, provide further explanation. (Required explanation if column selected was

This narrative is empty.

Elementary Education-Intermediate Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Flexible instructional time or other schedule-related practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Differentiated instruction is used to meet student needs.	Implemented in 50% or more of district classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Implemented in 50% or more of district classrooms

If necessary, provide further explanation. (Required explanation if column selected was

This narrative is empty.

Middle Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Flexible instructional time or other schedule-related practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Differentiated instruction is used to meet student needs.	Implemented in 50% or more of district classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Implemented in 50% or more of district classrooms

If necessary, provide further explanation. (Required explanation if column selected was

This narrative is empty.

High School Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Flexible instructional time or other schedule-related practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Differentiated instruction is used to meet student needs.	Implemented in 50% or more of district classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Implemented in 50% or more of district classrooms

If necessary, provide further explanation. (Required explanation if column selected was

This narrative is empty.

Recruitment

Describe the process you implement to recruit and assign the most effective and highly qualified teachers in order to meet the learning needs of students who are below proficiency or are at risk of not graduating.

The Exeter Township School District is committed to recruiting and supporting all professional staff. As such, the district uses local newspapers and a web-based application system to advertise available openings and then select the most Highly Qualified applicants for open positions. The Exeter Township School District has an "Equity Plan" that addresses the placement of staff within the district. A key component of the Equity Plan is ensuring that the best and most qualified teachers are working in schools with students below proficiency or "at risk" of not graduating.

Assessments

Local Graduation Requirements

Course Completion	SY 18/19	SY 19/20	SY 20/21
Total Courses	29.00	29.00	29.00
English	4.00	4.00	4.00
Mathematics	4.00	4.00	4.00
Social Studies	4.00	4.00	4.00
Science	4.00	4.00	4.00
Physical Education	4.00	4.00	4.00
Health	2.00	2.00	2.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	2.00	2.00	2.00
Electives	5.00	5.00	5.00
Minimum % Grade Required for Credit (Numerical Answer)	60.00	60.00	60.00

Graduation Requirement Specifics

We affirm that our entity requires demonstration of proficiency or above in each of the following State academic standards: English Language Arts and Mathematics, Science and Technology and Environment and Ecology, as determined through any one or a combination of the following: *Checked answers*

- Completion of secondary level coursework in English Language Arts (Literature), Algebra I and Biology in which a student demonstrates proficiency on the associated Keystone

Exam or related project-based assessment if § 4.4(d)(4) (relating to general policies) applies.

- Completion of an Advanced Placement exam or International Baccalaureate exam that includes academic content comparable to the appropriate Keystone Exam at a score established by the Secretary to be comparable to the proficient level on the appropriate Keystone Exam.

Unchecked answers

- Locally approved and administered assessments, which shall be independently and objectively validated once every 6 years. Local assessments may be designed to include a variety of assessment strategies listed in 4.52(c) and may include the use of one or more Keystone Exams. Except for replacement of individual test items that have a similar level of difficulty, a new validation is required for any material changes to the assessment. Validated local assessments must meet the following standards:
 - I. Alignment with the following State academic standards: English Language Arts (Literature and Composition); Mathematics (Algebra I) and Environment and Ecology (Biology).
 - II. Performance level expectations and descriptors that describe the level of performance required to achieve proficiency comparable to that used for the Keystone Exams.
 - III. Administration of the local assessment to all students, as a requirement for graduation, except for those exempted by their individualized education program under subsection (g), regarding special education students, or gifted individualized education plan as provided in 16.32 (relating to GIEP).
 - IV. Subject to appropriations provided by law, the cost to validate local assessments shall be evenly divided between the school district, AVTS or charter school, including a cyber-charter school, and the Department. If the Department does not provide sufficient funding to meet its share, local assessments submitted for validation shall be deemed valid until a new validation is due to the Department.
 - V. The Department will establish a list of entities approved to perform independent validations of local assessments in consultation with the Local Assessment Validation Advisory Committee as provided in 4.52(f).
 - VI. School boards shall only approve assessments that have been determined to meet the requirements of this subsection by an approved entity performing the independent validation. If a school district, AVTS or charter school, including a cyber-charter school, uses a local assessment that has not been independently

validated, the Secretary will direct the school entity to discontinue its use until the local assessment is approved through independent validation by an approved entity.

- Not Applicable. Our LEA does not offer High School courses.

Local Assessments

Standards	WA	TD	NAT	DA	PSW	Other
Arts and Humanities	X	X			X	X
Career Education and Work		X				X
Civics and Government		X				X
PA Core Standards: English Language Arts		X		X		X
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects		X				X
PA Core Standards: Mathematics		X		X		X
Economics		X				X
Environment and Ecology		X				X
Family and Consumer Sciences		X				X
Geography		X				X
Health, Safety and Physical Education		X	X	X	X	X
History		X				X
Science and Technology and Engineering Education		X				X
World Language		X				X

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EI	ML	HS
PSSA, Keystone,		X	X	X
Final end of course exam	X	X	X	X

Benchmark Assessments

Benchmark Assessments	EEP	EI	ML	HS
Dibels Next, Fountas and Pinnell	X	X	X	
Study Island, Dreambox		X		X

Formative Assessments

Formative Assessments	EEP	EI	ML	HS
Classroom Formative Assessments	X	X	X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	EI	ML	HS
CDT			X	X
Dibels Next, Fountas and Pinnell, STAR	X	X		

Validation of Implemented Assessments

Validation Methods	EEP	EI	ML	HS
External Review				
Intermediate Unit Review				
LEA Administration Review	X	X	X	X
Building Supervisor Review	X	X	X	X
Department Supervisor Review			X	X
Professional Learning Community Review	X	X	X	X
Instructional Coach Review				
Teacher Peer Review	X	X	X	

Provide brief explanation of your process for reviewing assessments.

Largescale and common assessments are reviewed in coordination with District Supervisors, building principals, and or department chairpersons. In addition to common assessment review, assessments are also reviewed informally. In such cases, teachers work collaboratively to develop and adjust assessments by grade or by specific subject.

Development and Validation of Local Assessments

If applicable, explain your procedures for developing locally administered assessments and how they are independently and objectively validated every six years.

Not applicable

Collection and Dissemination

Describe your system to collect, analyze and disseminate assessment data efficiently and effectively for use by LEA leaders and instructional teams.

The District utilizes the software program, Performance Plus to warehouse assessment data used to analyze assessment results efficiently and effectively. Teachers and administrators are trained to analyze their classroom, school, or district level assessment results. In addition, the technology department supports teachers with data analysis by providing comprehensive reports as a timesaving measure. Collaborative professional development time is then used to develop instructional plans to address students' learning needs.

Data Informed Instruction

Describe how information from the assessments is used to assist students who have not demonstrated achievement of the academic standards at a proficient level or higher.

Students are grouped for instruction according to their learning needs as identified through data analysis. The RtII process is also employed as a framework for providing differentiated instruction during the language arts block for all grades K-6.

Assessment Data Uses

Assessment Data Uses	EEP	EEl	ML	HS
Assessment results are reported out by PA assessment anchor or standards-aligned learning objective.		X	X	X
Instructional practices are identified that are linked to student success in mastering specific PA assessment anchors, eligible content or standards-aligned learning objectives.	X	X	X	X
Specific PA assessment anchors, eligible content or standards-aligned learning objectives are identified for those students who did not demonstrate sufficient mastery so that teachers can collaboratively create and/or identify instructional strategies likely to increase mastery.		X	X	X
Instructional practices modified or adapted to increase student mastery.	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

On-going professional development for teachers in all content areas includes the use of effective and differentiated instructional strategies. A Literacy coach is employed for grades K-6 to model and provide resources and strategies to assist implementation of balanced literacy. Principals use a common "look-for" checklist to assess implementation of effective strategies in the classroom through direct observation. Exeter employs remedial programs (RtII, Study Island, Read 180, etc.) that are aligned to anchors, eligible content, and Core Standards.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

All appropriate strategies are employed.

Distribution of Summative Assessment Results

Distribution Methods	EEP	EI	ML	HS
Course Planning Guides				
Directing Public to the PDE & other Test-related Websites	X	X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and School Board	X	X	X	X
Mass Phone Calls/Emails/Letters		X	X	X
Newsletters				
Press Releases		X	X	X
School Calendar				
Student Handbook				
Board Meetings	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

Exeter communicates academic proficiency to the larger public in the ways identified above. For example, The Board of Directors receives a formal presentation of all summative assessment results, yearly. Additionally, parents and community members are invited to annual presentations regarding assessments and our efforts (and success) in preparing prepare students for future grades and graduation. An important component of this Comprehensive Plan is to improve communications in this area and develop authentic metrics of assessing the academic proficiency of our students. When the District achieves national or statewide recognition (AP Honor Roll, Title I, etc.), additional communications are sent to the appropriate constituent groups.

Provide brief explanation for strategies not selected and how the LEA plans to address their incorporation.

During the 2017-18 school year, newsletters have not been used to disseminate information regarding summative assessments. Plans are in place to publish newsletters in the fall and winter to inform parents of various assessments. Exeter is constantly reviewing and improving our transparency and communication efforts with the public. We are currently updating our Teaching and Learning web pages that will carry the appropriate assessment results to the greater educational community more efficiently. Similarly, we are improving the way our curriculum is presented to the public, as well.

Safe and Supportive Schools

Assisting Struggling Schools

Describe your entity's process for assisting schools that either do not meet the annual student achievement targets or experience other challenges, which deter student attainment of academic standards at a proficient level or higher.

If your entity has no struggling schools, explain how you will demonstrate continued growth in student achievement.

Each building analyzes assessment data at multiple levels (State, County, District, School, Grade, Discipline, Teacher, student subgroup and individual student). Based on the analysis, modifications to programming, scheduling, curriculum, etc. may be recommended to district administration. Building leaders will then implement approved modifications that will enhance the student learning experience while promoting goal attainment.

Programs, Strategies and Actions

Programs, Strategies and Actions	EEP	EI	ML	HS
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement	X	X	X	X
School-wide Positive Behavioral Programs	X	X	X	
Conflict Resolution or Dispute Management	X	X	X	X
Peer Helper Programs	X	X		
Safety and Violence Prevention Curricula	X	X	X	X
Student Codes of Conduct	X	X	X	X
Comprehensive School Safety and Violence Prevention Plans	X	X	X	X
Purchase of Security-related Technology	X	X	X	X
Student, Staff and Visitor Identification Systems	X	X	X	X
Placement of School Resource Officers				
Student Assistance Program Teams and Training	X	X	X	X
Counseling Services Available for all Students	X	X	X	X
Internet Web-based System for the Management of Student Discipline	X	X	X	X

Explanation of strategies not selected and how the LEA plans to address their incorporation:

The District works closely with the Exeter Township Police and therefore does not provide a dedicated Student Resource Officer.

Screening, Evaluating and Programming for Gifted Students

Describe your entity's awareness activities conducted annually to inform the public of the gifted education services and programs offered (newspaper, student handbooks, school website, etc.)

Child-Find for gifted students is completed annually by the district's schools taking into consideration student performance on state testing, local assessments, teacher referrals, as well as parent referrals. Gifted procedures are in place to help parents and teachers through the referral process. Parents can access this information by looking at the district website or by contacting their child's principal or guidance counselor. Additional information located in the school buildings and the district's Special Education Office is available to parents regarding the gifted screening process and gifted education in general.

Students who are referred to the gifted program are first screened by their school guidance counselor. The counselor will assess the student and collect data from parents, the student's teachers and from the student's school records. When appropriate as a result of the screening or per parent request, a permission to evaluate is provided to the parent/guardian. Once the permission has been obtained, the school psychologist delivers a series of assessments to the student as well as reviews the student's school history and obtains input from parents, teachers and other appropriate parties.

The school district uses a multi-criteria process to identify students. For a student with an IQ score lower than 130, the district still considers admitting the student into the gifted program when other educational criteria in the student's profile strongly suggest gifted ability. The district developed a process which establishes additional criteria to consider beyond the student's IQ score.

Once the gifted assessment has been completed the school psychologist prepares an evaluation report and provides a copy of it to the parents as well as the school staff. The final determination as to the identification and placement of the student is made by the multi-disciplinary GIEP team of which the parent is a member.

Describe your entity's process for locating students who are thought to be gifted and may be in need of specially designed instruction (screening).

Students are screened and/or evaluated based on parent or teacher recommendation. PSSA scores and Curriculum-Based Data are reviewed as a child find activities by school-based teams. Information about gifted programming is provided on the district website.

Describe your entity's procedures for determining eligibility (through multiple criteria) and need (based on academic strength) for potentially mentally gifted students (evaluation).

The Exeter Township School District utilizes a multiple criteria standard when evaluating a student to be eligible for gifted education.

A. Nationally Normed and Validated Testing

1. Wechsler Intelligence Scale for Children-IV - CI score of 130 within the 90% CI range (126 or above); PRI score of 130 within the 90% CI range (127 or above) OR The Stanford-Binet Intelligence Scales, Fifth Edition. VI 130 within the 90% CI range; NVI score of 130 within the 90% CI. A full-scale score of 130 within the 90% CI.

Students whose *actual* VC score is 125-129 and/or *actual* Perceptual Reasoning score is 125-129 will be considered eligible to receive gifted support ONLY if that student's achievement in reading comprehension and/or math reasoning is reflected in an age-based standard score of 130 or above (CI not considered for Achievement Scores).

B. Other Criteria/Information considered

1. Gifted Rating Scale - completed by teacher
2. Teacher report which includes Chuska Rating of Rate of Acquisition and Retention
3. Parent report
4. Group administered test results (PSSA) when available.
5. Demonstrated achievement, performance, or expertise in one or more academic areas as evidenced by the excellence of products, portfolios, or research as well as criterion-referenced team judgment.

Describe the gifted programs* being offered that provide opportunities for acceleration, enrichment or both. *The word "programs" refers to the continuum of services, not one particular option.

Gifted students' programming is customized based on their specific academic needs which are above the offered curriculum of the school. Enrichment and acceleration are both offered in the district. The teacher-of-the-gifted works with the regular education teacher to provide materials which are above the curriculum level. Additionally, the Gifted teacher pulls students out to work in small groups when appropriate. We utilize the Johns Hopkins Accelerated Math and LA programs for students who may have a need of curriculum offered at this level.

Developmental Services

Developmental Services	EEP	EEI	ML	HS
Academic Counseling	X	X	X	X
Attendance Monitoring	X	X	X	X
Behavior Management Programs	X	X	X	X
Bullying Prevention	X	X	X	X
Career Awareness	X	X	X	X
Career Development/Planning	X	X	X	X
Coaching/Mentoring	X	X	X	X
Compliance with Health Requirements –i.e., Immunization	X	X	X	X
Emergency and Disaster Preparedness	X	X	X	X
Guidance Curriculum	X	X	X	X
Health and Wellness Curriculum	X	X	X	X
Health Screenings	X	X	X	X
Individual Student Planning	X	X	X	X
Nutrition	X	X	X	X
Orientation/Transition	X	X	X	X
RTII/MTSS	X	X		
Wellness/Health Appraisal	X	X	X	X
PROGRESSIONS MENTAL HEALTH SERVICES				

Explanation of developmental services:

N/A

Diagnostic, Intervention and Referral Services

Diagnostic, Intervention and Referral Services	EEP	EI	ML	HS
Accommodations and Modifications	X	X	X	X
Administration of Medication	X	X	X	X
Assessment of Academic Skills/Aptitude for Learning	X	X	X	X
Assessment/Progress Monitoring	X	X	X	X
Casework	X	X	X	X
Crisis Response/Management/Intervention	X	X	X	X
Individual Counseling	X	X	X	X
Intervention for Actual or Potential Health Problems	X	X	X	X
Placement into Appropriate Programs	X	X	X	X
Small Group Counseling-Coping with life situations	X	X	X	X
Small Group Counseling-Educational planning	X	X	X	X
Small Group Counseling-Personal and Social Development	X	X	X	X
Special Education Evaluation	X	X	X	X
Student Assistance Program	X	X	X	X
Threat Assessment	X	X	X	X

Explanation of diagnostic, intervention and referral services:

N/A

Consultation and Coordination Services

Consultation and Coordination Services	EEP	EI	ML	HS
Alternative Education	X	X	X	X
Case and Care Management	X	X	X	X
Community Liaison	X	X	X	X
Community Services Coordination (Internal or External)	X	X	X	X
Coordinate Plans	X	X	X	X
Coordination with Families (Learning or Behavioral)	X	X	X	X
Home/Family Communication	X	X	X	X
Managing Chronic Health Problems	X	X	X	X
Managing IEP and 504 Plans	X	X	X	X
Referral to Community Agencies	X	X	X	X
Staff Development	X	X	X	X
Strengthening Relationships Between School Personnel, Parents and Communities	X	X	X	X
System Support	X	X	X	X
Truancy Coordination	X	X	X	X

Explanation of consultation and coordination services:

N/A

Communication of Educational Opportunities

Communication of Educational Opportunities	EEP	EI	ML	HS
Course Planning Guides	X	X	X	X
Directing Public to the PDE & Test-related Websites	X	X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X
Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters	X	X	X	X
Press Releases	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Communication of Student Health Needs

Communication of Student Health Needs	EEP	EI	ML	HS
Individual Meetings	X	X	X	X
Individual Screening Results	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X
Newsletters	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Frequency of Communication

Elementary Education - Primary Level

- Quarterly

Elementary Education - Intermediate Level

- Quarterly

Middle Level

- Quarterly

High School Level

- Monthly

Collaboration for Interventions

Describe the collaboration between classroom teachers and individuals providing interventions regarding differing student needs and academic progress.

Time is provided for collaboration between teachers and other professionals regarding common interventions, assessments, common instructional practices, and enrichment activities on an as-needed basis (at least one time a month).

Community Coordination

Describe how you accomplish coordination with community operated infant and toddler centers, as well as preschool early intervention programs. In addition, describe the community coordination with the following before or after school programs and services for all grade levels, including pre-kindergarten, if offered, through grade 12.

1. Child care
2. After school programs
3. Youth workforce development programs
4. Tutoring

The District accomplishes coordination with community operated infant and toddler centers at least annually or more often as needed. The goal is to coordinate calendars for the convenience of families and discuss students' needs relative to school readiness. The district recently received a grant from PDE to further enhance collaboration.

The district coordinates before and after school programming for grades K-6 through the Berks County Intermediate Unit. The program is located within the district for the convenience of families.

Preschool Agency Coordination

Explain how the LEA coordinates with agencies that serve preschool age children with disabilities.

1. Address coordination activities designed to identify and serve children with disabilities and the supports and accommodations available to ensure both physical and programmatic access.
2. Address pre-kindergarten programs operated directly by the LEA and those operated by community agencies under contract from the LEA.
3. Describe how the LEA provides for a smooth transition from the home setting and any early childhood care or educational setting the students attend, to the school setting.

The District coordinates with agencies that serve preschool age children with disabilities through the Berks County Intermediate Unit Early Intervention Program. District staff meet with E/I staff and parents to discuss each student. The goal is to provide a smooth transition for the students when the appropriate instructional program begins.

The District does not operate or contract out with other vendors for pre-school programming. The District provides pre-K orientation, including a bus ride, to support each child's transition into Kindergarten. The District also provides classes, free of charge, for parents and children entering kindergarten in the fall, to support each student's transition. The District provides resources for parents to encourage and support academic growth at home.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing
A robust supply of high quality aligned instructional materials and resources available	Developing
Accessibility for students and teachers is effective and efficient	Developing
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

Exeter has an ongoing cycle of curriculum renewal. Department leaders and instructional supervisors lead budget proposals; materials and resources are purchased based on yearly need.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

N/A

Elementary Education-Intermediate Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing
A robust supply of high quality aligned instructional materials and resources available	Developing
Accessibility for students and teachers is effective and efficient	Developing
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

Exeter has an ongoing cycle of curriculum renewal. Department leaders and instructional supervisors lead budget proposals; materials and resources are purchased based on yearly need.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

N/A

Middle Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing
A robust supply of high quality aligned instructional materials and resources available	Developing
Accessibility for students and teachers is effective and efficient	Developing
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

The curriculum review cycle ensures the district is periodically revisiting and updating resources.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

N/A

High School Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing
A robust supply of high quality aligned instructional materials and resources available	Developing
Accessibility for students and teachers is effective and efficient	Developing
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

Exeter has an ongoing cycle of curriculum renewal. Department leaders and instructional supervisors lead budget proposals; materials and resources are purchased based on yearly need.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

N/A

SAS Incorporation**Elementary Education-Primary Level**

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation
Economics	Implemented in 50% or more of

	district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Full Implementation
Alternate Academic Content Standards for Reading	Full Implementation
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
Early Childhood Education: Infant-Toddler&rarr;Second Grade	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district

	classrooms
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Further explanation for columns selected "

This narrative is empty.

Elementary Education-Intermediate Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of

	district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Full Implementation

Further explanation for columns selected "

This narrative is empty.

Middle Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Full Implementation
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and	Full

Technical Subjects	Implementation
PA Core Standards: Mathematics	Full Implementation
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of

	district classrooms
School Climate	Implemented in 50% or more of district classrooms
World Language	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

This narrative is empty.

High School Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Implemented in

	50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms
World Language	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

N/A

Early Warning System

The free PA Educator Dashboard Early Warning System and Intervention Catalog (PA EWS/IC) utilizes the metrics of Attendance, Behavior and Course grades to identify students who may be on a path to dropping out of school. Please indicate your selection of the following options.

Yes, we are interested in the PA EWS/IC for our district, and would like more information regarding the process.

Professional Education

Characteristics

District's Professional Education Characteristics	EEP	EI	ML	HS
Enhances the educator's content knowledge in the area of the educator's certification or assignment.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for struggling students.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for gifted students.	X	X	X	X
Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision making.	X	X	X	X
Empowers educators to work effectively with parents and community partners.	X	X	X	X

District's Professional Education Characteristics	EEP	EI	ML	HS
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other, as well as to Pennsylvania's academic standards.	X	X	X	X
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for gifted students are aligned to each other, as well as to Pennsylvania's academic standards.	X	X	X	X
Provides leaders with the ability to access and use appropriate data to inform decision making.	X	X	X	X
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.	X	X	X	X
Instructs the leader in managing resources for effective	X	X	X	X

results.				
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Provide brief explanation of your process for ensuring these selected characteristics.

The Exeter Township School District has a Professional Development Committee and an Act 48 Committee to ensure that high-quality professional development is in place for both teachers and administrators. In addition, all instructional supervisors and principals meet monthly to discuss the leadership challenges regarding teaching, learning, and best instructional practices. Teachers of the gifted are provided with internal and external opportunities for professional development and collaboration.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

N/A

Educator Discipline Act 126, 71

Provides educators with mandated reporter training, totaling 3 hours, every 5 years as outlined in Act 126.

Questions
The LEA has conducted the required training on:
12/10/2013 Teachers and staff took this training on or about this date.
The LEA plans to conduct the required training on approximately:
11/23/2017 Teachers and staff will participate in on-line training on or about this date.

Provides educators with four (4) hours of professional development in youth suicide awareness and prevention every five (5) years for professional educators in grades six through twelve as outlined in Act 71.

Questions
The LEA plans to conduct the training on approximately:
11/23/2017 Teachers and staff will participate in this training on or about this date.

Provides educators with four (4) hours of professional development every five (5) years for professional educators that are teaching the curriculum in which the Child Exploitation Awareness Education program is incorporated as outlined in Act 71.

Questions
The LEA plans to conduct the training on approximately:
11/23/2017 Teachers and staff will participate in this training on or about this date.

Strategies Ensuring Fidelity

Checked answers

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.
- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.
- Administrators participate fully in all professional development sessions targeted for their faculties.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

Unchecked answers

None.

Provide brief explanation of your process for ensuring these selected characteristics.

Teacher, teacher team, and building leadership goals are all aligned to district-level goals that assure high-quality professional development. We have instituted a K-12 Professional Development Committee that is dedicated to determining the needs of all staff members while also ensuring high-quality professional learning experiences. After each Professional Development Day, participants are surveyed regarding the quality of the learning experiences and needs for future PD Days.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

N/A

Induction Program

Checked answers

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.
- Inductees will assign challenging work to diverse student populations.

- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.
- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.
- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.
- Inductees will know and apply LEA endorsed classroom management strategies.
- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.
- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.
- They will know how to effectively use technology for instructional applications and productivity.

Unchecked answers

- Inductees will effectively navigate the Standards Aligned System website.

Provide brief explanation of your process for ensuring these selected characteristics.

The district designated the Assistant Superintendent, the Language Arts Coordinator, and the Math and STEM Coordinator to oversee induction process. Their combined efforts will identify all employees who should be placed in the induction program and coordinate induction training for new hires over a two year period.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

Inductees will be trained in the STANDARDS ALIGNED SYSTEM when appropriate. Prior curriculum initiatives have already brought the critical components of SAS into the planned course of study.

Needs of Inductees

Checked answers

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Frequent observations of inductee instructional practice by supervisor to identify needs.

- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Student PSSA data.
- Standardized student assessment data other than the PSSA.
- Classroom assessment data (Formative & Summative).
- Inductee survey (local, intermediate units and national level).
- Review of inductee lesson plans.
- Review of written reports summarizing instructional activity.
- Knowledge of successful research-based instructional models.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).
- Submission of checklist of required activities successfully completed and signed by principal and induction coordinator.

Unchecked answers

- Submission of inductee portfolio.

Provide brief explanation of your process for ensuring these selected characteristics.

The Assistant Superintendent serves as the district-wide induction coordinator. The Math and STEM Supervisor and Literacy Supervisor also serve on the District's Core Induction Team.

Provide a brief explanation for strategies not selected and your plan to address their incorporation.

Inductees are not required to submit a portfolio during the years of induction. However, all teachers must provide evidence indicating proficiency within the 4 Domains of Danielson's Framework. Though not required, teachers will often produce portfolios to present evidence of proficiency.

Mentor Characteristics

Checked answers

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must model continuous learning and reflection.
- Potential mentors must have knowledge of LEA policies, procedures and resources.

- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must be willing to accept additional responsibility.
- Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching and conferencing skills, problem-solving skills and knowledge of adult learning and development).
- Mentors and inductees must have compatible schedules so that they can meet regularly.

Unchecked answers

None.

Provide brief explanation of your process for ensuring these selected characteristics.

The District employs an administrator who serves as the induction coordinator and who works with the Director of Human resources to identify all professional employees who are selected as mentors. The criteria for mentors is written into the existing induction plan.

Provide brief explanation for characteristics not selected and how you plan to address their incorporation.

N/A

Induction Program Timeline

Topics	Aug-Sep	Oct-Nov	Dec-Jan	Feb-Mar	Apr-May	Jun-Jul
Code of Professional Practice and Conduct for Educators	X					
Assessments		X	X	X	X	
Best Instructional Practices		X	X	X	X	
Safe and Supportive Schools	X	X		X		
Standards	X	X	X	X	X	
Curriculum	X	X	X	X	X	
Instruction	X	X	X	X	X	
Accommodations and Adaptations for diverse learners	X					
Data informed decision making	X	X	X	X	X	
Materials and Resources for Instruction	X	X	X	X	X	

If necessary, provide further explanation.

N/A

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

The Induction Coordinator collects feedback from inductees and mentors following each meeting. Additionally, feedback from principals and other administrators is obtained to provide relevant topics and ideas for improvement.

Inductees are provided with a needs assessment to identify specific areas of professional growth.

Recording Process

Identify the recording process for inductee participation and program completion. (Check all that apply)*Checked answers*

- Mentor documents his/her inductee's involvement in the program.
- A designated administrator receives, evaluates and archives all mentor records.
- School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.
- LEA administrator receives, tallies, and archives all LEA mentor records.
- Completion is verified by the LEA Chief Executive Officer on the Application for Level 2 Certification.

Unchecked answers

None.

Special Education

Special Education Students

Total students identified: **721**

Identification Method

Identify the District's method for identifying students with specific learning disabilities.

The SAP and Child Study Team models are being used in each of the district's six buildings. These teams review information on referred students in the areas of academic, social, and/or emotional functioning. RTII data is reviewed as part of the process when appropriate to determine if the student is making academic progress through the interventions being provided.

Building level teams consist of teachers, guidance counselors, principals, school psychologists, parents, related service providers & nurses (when applicable). Data gathered during this process is shared with parents in a meeting format. Referrals for evaluation routinely come

from screenings, parents, or teacher/child study teams. Once the district receives a signed permission to evaluate from a parent, the guidance counselor collects the necessary referral data and sends it, along with the permission to evaluate, to the school psychologist to complete a multi-disciplinary assessment.

As has been done in the past, the current method of identifying learning disabled students is with the use of the “discrepancy model” in which the school psychologist assesses the referred student and determines the difference between the student’s achievement and performance. In doing so the school psychologist complies with the requirements outlined in the assessment process and answers all appropriate questions included in the specific learning disability section of the evaluation report.

The district adheres to the Pennsylvania Special Education Regulations 14.125 criteria, derived from federal IDEA regulations (300.309), for the determination of Specific Learning Disability (SLD). Four factors must be considered when identifying a student eligible for special education under the category of SLD. These factors are (1) adequate achievement, (2) discrepancy-model evaluation or RTII process, (3) rule out other factors including health, culture, and limited English proficiency, and (4) lack of appropriate instruction by qualified personnel.

If the student has been identified as a result of the evaluation, a written Evaluation Report is given to the IEP team to officially identify the student as having a learning disability and then address the needs of the student.

Enrollment

Review the Enrollment Difference Status. If necessary, describe how your district plans to address any significant disproportionalities.

The data is publicly available via the PennData website. You can view your most recent report. The link is:

<https://penndata.hbg.psu.edu/PublicReporting/DataataGlance/tabid/2523/Default.aspx>

Based on the most recent PennData reports the Exeter Township School District has a significant disproportionality in Enrollment as compared to the state percentages in the area of Intellectual Disability (ID). The Exeter Township SD shows 3.9% of the SE population as ID and the state enrollment is 6.5% in the ID category. The district maintains extensive childfind activities including Early Intervention transition planning, district-level screenings, and school child-study teams which focus on students who struggle to maintain academic and functional performance at the pace and level of rigor the Exeter Township SD operates.

Penndata report review indicates that the district has a disproportionate enrollment in the category of Other Health Impaired (OHI). A review of district data indicates the reasons for this disproportionality are based on several reasons. Exeter SD has seen an increase in students with more severe health issues who require Special Education level supports. Additionally, we

have received an increase in parent provided independent evaluations which the district appropriately considers. When the district receives an independent evaluation from a parent, the district issues a permission to evaluate or re-evaluate. The independent evaluator's information is reviewed by our multi-disciplinary team and recommendations considered. A district evaluation report is provided to the parent detailing how the district considered the report. Recommendations for the IEP team are included as applicable. Exeter SD has observed an increase in students being identified with ADHD, Anxiety, and Auditory Processing which would fall into the OHI category if the child is found eligible.

Non-Resident Students Oversight

1. How does the District meet its obligation under Section 1306 of the Public School Code as the host District at each location?
 2. How does the District ensure that students are receiving a free appropriate public education (FAPE) in the least restrictive environment (LRE)?
 3. What problems or barriers exist which limit the District's ability to meet its obligations under Section 1306 of the Public School Code?
-
1. The Exeter Township School District is not a host district for students that qualify for Section 1306 and therefore does not have to meet that obligation. The district works in cooperation with other school districts and Intermediate Units to address the needs of Exeter Township students who may qualify as a Section 1306 student.
 2. 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 and/or home district programs. A Special Education Supervisor is assigned to chart the progress of students in out-of-district programs, monitor attendance, grades, behavior and attend IEP meetings annually. Yearly meetings are held to determine the level of need and placement for the coming school year.
 3. The Exeter Township School District does not have any barriers in its effort to educate students who qualify for Section 1306. The district works in cooperation with school districts that house Section 1306 facilities in order to see that Exeter Township School District student's educational needs are being met. Sharing of records and effective and prompt communication is beneficial in dealing with any potential barriers.

4. In the event that the Exeter School District became a host district for students in a residential setting, the district would become the LEA for the student. The Exeter district would assign a Special Education supervisor to oversee that all records are received from the student's home district. All IEP and evaluation timelines would be kept in compliance. IEP meetings would be scheduled upon the student's arrival and at appropriate intervals to ensure that the student is receiving FAPE in the least restrictive environment.

Incarcerated Students Oversight

Describe the system of oversight the District would implement to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated and when deemed eligible, are offered a free appropriate public education (FAPE).

The Berks County Intermediate Unit provides services to students in Berks County who are incarcerated locally. As a result, when it comes to the attention of the district that there is an Exeter student who has been incarcerated, efforts have been and will continue to be made to coordinate the evaluation process and offer 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.

In the event Exeter would become host to a program for incarcerated youth, the district would assign a Special Education supervisor to oversee the collection of IEP and evaluation documents from the student's home district. The district would schedule an IEP meeting upon the student's arrival to ensure that the student was receiving a FAPE in accordance with his/her IEP. Timelines for IEP meetings, progress monitoring, and evaluation completion will be maintained by the district.

Least Restrictive Environment

1. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled children, and that removal from the regular education environment only occurs when education in that setting with supplementary aids and services, cannot be achieved satisfactorily.
2. Describe how the District is replicating successful programs, evidence-based models, and other PDE sponsored initiatives to enhance or expand the continuum of supports/services and education placement options available within the District to support students with disabilities access the general education curriculum in the least restrictive environment (LRE). (Provide information describing the manner in which the District utilizes site-based training, consultation and technical assistance opportunities available through PDE/PaTTAN, or other public or private agencies.)
3. Refer to and discuss the SPP targets and the district's percentages in the Indicator 5 section - Educational Environments. Also discuss the number of students placed out of the district and how those placements were determined to assure that LRE requirements are met.

1. The district makes every effort to ensure maximum integration to teach students with disabilities 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 general education teachers to assure 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 devices have enabled students to remain in general education or homeschool throughout their school careers. In some cases, the IEP team has provided related services such as Braille training, mobility instruction, sign language interpretation to support students in the homeschool. Below is a list of some of the related services and resources provided by the district.

Service/Resource	Description
STAR Reading Assessments, Aimsweb testing, and Dibels Benchmark Assessments and data warehouses	Provides formative assessment tied to standards and anchors and a vehicle to store and analyze data for staff use.
Academic Counseling	Assists students in course selection, determines appropriate placement, matches various styles of learning to appropriate

	instruction
ACCESS Program	District offers education and assistance to parents regarding how to participate in the ACCESS Program in order to obtain low-cost medical assistance for children. The program also helps the district support the needs of children to maintain the LRE as much as possible. The program provides FM systems and other audio and visual tools for students.
Assessment Services	Interviews, observations, testing and surveys to identify strengths and weaknesses and to determine appropriate interventions and services
Attendance Monitoring	Attendance patterns are reviewed and interventions are initiated when concerns arise
Berks Career & Technology Centers	Vocational programs for senior high school students who need more specialized instruction in numerous career and technical fields. Special Education students can obtain support for courses throughout the school day at both the technical school and home high school.
Berks Intermediate Unit	Provides assistance to special education teachers and paraprofessionals who teach students with special needs.
Bullying Prevention Program	Used in all schools to teach students respect, kindness, dignity, and acceptance.
Career Development	Aids students in developing appropriate postsecondary plans through individual and/or group counseling and instruction in the use of technology-assisted career exploration. Chapter 339 district plan was developed during the 2016-17 SY and will be implemented starting 2017-18 SY.
Case Management	To coordinate services for each student to optimize his/her potential for success in school and in life
Certified Support Staff Members	The district uses a variety of support staff members to support student and IEP team to keep the students in the LRE. The staff includes: board certified behavior analysts, school psychologists, speech, hearing, vision therapists along with occupational and physical therapists.
Classroom accommodations	IEP teams provide a list of accommodations in the students' IEP to enable them to participate in the LRE as much as possible.
Co-Teaching	General Education teachers and Special Education teachers work together to deliver programs in the areas of math and language arts at the district senior high school.
Community Outreach Services	When the needs of a student extend beyond the available services of the school, the school contacts and bring the appropriate services to

Consultation	<p>the student from within the community. These programs include Service Access Management (SAM), Children and Youth, etc.</p> <p>To advise in the areas of curriculum development, instructional processes, human growth and development, learning and behavior issues, and other emerging issues</p>
Consultative Peer Support	<p>The District Special Education Department provides to Special Education Case Managers and IEP Teams consultative peer support. Support is provided in the areas of data collection, assessment, conducting FBA's, writing of IEP's, Reevaluation Reports, Behavior Plans and other aspects of the special education process.</p>
Counseling	<p>Personal and social development, educational planning, coping with specific life situations</p>
MH Health Counseling Services	<p>On-site Mental Health clinics available to MA eligible students in all buildings.</p>
Extended School Year	<p>Assists students in skill maintenance and development over the summer months when schools are not in session.</p>
Health Evaluation	<p>Periodic appraisals and grade level screenings to monitor child normal development and to determine an absence of disease. Immunization records are maintained.</p>
Highly Qualified Paraprofessionals	<p>All Special Education Paraprofessionals are highly qualified. When a paraprofessional is hired his/her educational credentials are reviewed. If the paraprofessional does not have the required background to meet the IDEA HQ criteria, the district assigns the paraprofessional to either the BCIU paraprofessional HQ credentialing program or the district implements the PDE HQ Paraprofessional checklist.</p>
Highly Qualified Staff	<p>All Special Education Department professional staff members are highly qualified based upon state and NCLB regulations.</p>
Math and reading aides	<p>Provide assistance to students in small groups and individually in specific areas of need.</p>
PaTTAN	<p>Provides assistance to special education teachers and paraprofessionals who teach students with special needs.</p>
Supported Cyber School Classroom	<p>Provides a supported classroom for students who choose a cyber school environment for their education</p>
Summer School Program	<p>Assists in skill development and maintenance in elementary and secondary schools, and also provides credit make-up opportunities to high school students.</p>
Transitions Program	<p>Assists students with special needs in planning their futures after graduation.</p>

2. In order to provide instruction for the disabled in the least restrictive environment, the district uses a wide array of materials and resources. As noted elsewhere, the district begins the process of the instructional materials used in the general education classroom. If the student's IEP team determines that these materials and general teaching techniques are not meeting the student's needs, then the use of replacement instructional materials are used. The special education department keeps its staff informed of the latest ideas and techniques by sending staff members to annual BCIU and PaTTAN sponsored conferences and workshops to learn about the latest and greatest concepts and skills available. We also use PaTTAN issued literature and pamphlets along with videos on a wide variety of topics offered by PaTTAN.

The special education department currently uses specialized programs that address phonics, whole language and multisensory based learning techniques in the areas of language arts and mathematics. In cases where the special education department felt there was a lack of resources, the district created its own materials such as the Special Education Writing Rubric and Continuum of Skills curriculum. They have been successfully used by not only ETSD students but with many other students in other districts through our joint cooperative agreement with the Berks County Intermediate Unit.

In the area of behavior, we have successfully used functional behavior assessments and behavior plans to maintain students in general education or within their home building. Staff knowledge regarding FBA's and BP's has come as a result of our effort to work closely with BCIU staff members through workshops and on-site individualized trainings. The district contracts with specialists who hold the credentials of a Board Certified Behavior Specialist (BCBA) to consult with our Autistic Support and Emotional Support teams on a weekly basis. The BCBA's are also available to support referred students as appropriate.

Additionally, the district used BCIU staff members on more than 10 occasions during the 2015-16 school year to provide on-site support and guidance to teachers and parents regarding classroom-based issues. The entire staff of our Low Incidence classrooms including Autistic Support, Life Skills, and MDS, have received extensive training sessions this year to more fully implement the Continuum of Skills curriculum. The IU staff also assisted the Exeter SD in opening our Life Skills Transition Program for students ages 18-21 which focuses on fully developed transition planning and programming for students.

3. Reviewing state Data Reports for indicators that need to be addressed by the district.

Indicator #5, Educational Environment, SE Inside Regular Classroom 80% or More

In reviewing the State Data Reports over the past seven years, the district's population of students receiving services at 80% or more in regular education level has been rising steadily and the district SPP is 63.6% which surpasses the Indicator # SPP Target goal of 61.8%.

We anticipate the growth of the district percentage will continue to rise.

This growth has been accomplished through the use of RtI in some of the elementary schools, Tier time scheduling and the use of co-teaching provides a great deal of support for special education students to function in the general education classroom successfully. Meaningful

access to the general education curriculum as agreed upon by the student's IEP team is accomplished through identification and access to supplementary aids and services to support the student's instruction in the general education curriculum. The teaching and clerical staff have been instructed in recording time in and time out of special education more appropriately in the IEP and in the data system which has resulted in the sharp rise in the district's percentage rate this year.

Students placed in out-of-district programs are only placed in programs after the IEP team has determined that it is in the best interest of the student to attend a specific program or school. Students must be recommended by each student's IEP team before the placement can be made. The district uses specialized language arts programs, reevaluation reports, private psychological reports, psychiatric reports, behavior plans, functional behavioral assessments, manifestation determinations, academic support and accommodation modifications, schedule adjustments, para-professional support (one-on-one), counseling, Student Assistance Program as well as many other methods of support to help maintain the student's placement within the neighborhood school building and programs (special & regular).

For those district-placed students attending in neighboring school districts, approved private schools, and alternative education programs, the special education department continues to have an active role in their IEP development and delivery of their program. A special education supervisor has the duty to attend all non-district placed student's programming meetings and/or IEP's.

In some cases, students' parents decline an offered IEP/FAPE and parentally-place their child in a local private school. The district offers these students an appropriately developed Equitable Participation plan for services the student qualifies for.

The district population of students in out-of-district programs has been consistent over the past five years and no pattern of placement issues is seen that needs to be addressed by the district at this time.

In all cases when a district-placed student is enrolled in an out-of-district program the students' parents are provided a NOREP and Procedural Safeguards to assure compliance with the law.

Behavior Support Services

1. Provide a summary of the District policy on behavioral support services including, but not limited to, the school wide positive behavior supports (PBS).
2. Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention.
3. If the district also has School-Based Behavioral Health Services, please discuss it.

The Exeter Township School District School Board Policy No. 113.2 outlines the principles that govern the use of behavioral support and interventions with students who qualify for special education services.

- Positive, rather than negative measures must form the basis of behavior support programs to ensure that all students shall be free from demeaning treatment, the use of aversive techniques and the unreasonable use of restraints.
- Behavior support programs and plans must be based on a functional assessment of behavior and use positive behavior techniques.
- Behavior support programs must include research-based practices and techniques to develop and maintain skills that will enhance an individual student's opportunity for learning and self-fulfillment.
- When an intervention is needed to address problem behavior, the types of intervention chosen for a particular student shall be the least intrusive necessary.
- The use of restraints is considered a measure of last resort, to be used only after less restrictive measures have been exhausted. This includes the use of including de-escalation techniques.

Each district elementary school uses some form of a positive-based reinforcement program that consists of rewards for good behavior and a level system for infractions of school rules. The secondary schools also use school-wide behavioral plans that include a code of conduct for all students. The Junior High School has also incorporated the Olweus Bullying Prevention Program to handle issues between students and to provide a more cooperative learning environment. Starting 2016-17 all buildings utilized the Pennsylvania Student Assistance Program (SAP) which provides drug, alcohol and mental health support to students. The 2016-17 SY the district started to implement the elementary SAP process. In 2017-18 the district will fully support the elementary SAP in all elementary bldgs. The SAP therapists will often sit in on student assistance meetings to provide support to the school staff, administration, students and families of those in need.

A variety of staff members have been trained in conducting Functional Behavioral Assessments and Behavior Plans. Staff members have also been trained in "self-regulation" which is a program used to teach students who are experiencing stress, anxiety or sensory overload to self-regulate. Both professional and paraprofessional staff members have been trained in and maintain their certification in the Safety Care program. Safety Care trained staff members have supported other staff members in their building when a student needed de-escalation.

District procedures note that special education students who continually violate school rules or receive in-school or out-of-school suspensions will receive a positive behavior support plan (PBSP) to address areas of concern. If the student does not meet with success a functional behavior assessment (FBA) will be conducted and a second behavior plan will be implemented. Throughout the FBA and PBSP process, data is collected regarding the student's behavior of

concern. If the student still does not meet with success, the student's IEP team will meet to determine what action should take place. In many cases, a third behavior plan or a change in schedule or program may be considered to improve the behavior of concern. June 2017 the district provided focused BCIU training for all SE teachers and aides on creating and implementing Positive Behavior Support Plans.

Incidents in which special education students are physically restrained are reported to the state according to state policy. The student's IEP team will also meet to discuss the restraint and adjust the student's program or behavior plan accordingly.

Recently, the district has seen the need to provide a more formalized school-based mental health services program to qualified students. As of the start of the 2015-16 SY, the Exeter School District has established Mental Health Clinics in all school buildings.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

1. If the LEA is having difficulty ensuring FAPE for an individual student or a particular disability category, describe the procedures and analysis methods used to determine gaps in the continuum of special education supports, services and education placement options available for students with disabilities.
2. Include information detailing successful programs, services, education placements as well as identified gaps in current programs, services, and education placements not available within the LEA. Include an overview of services provided through interagency collaboration within the LEA.
3. Discuss any expansion of the continuum of services planned during the life of this plan.

1. The district is able to provide FAPE to the majority of students. In cases in which the district is not able to provide FAPE, it has called on support from the neighboring school districts, and/or the Berks County Intermediate Unit to help in finding an appropriate program for each student. In some high need or complex cases, the district has used the Berks County CASSP service to bring together all community support services to find an appropriate program for a student in need. The district has a positive history with the county CASSP program as well as the assistance of the local state legislative representative in finding suitable programs for students with very unusual needs.

2. In one case the district had to use the support of the CASSP as well as local and state resources to coordinate specialized programming required to provide the student FAPE. The district has not needed to implement the use of the CASSP program during the 2016-17 SY. We have utilized the services of intense case management from Service Access Management (SAM) of Berks County.

3. At this point in time, the district has established a working relationship with a local mental health care provider in order to operate school-based mental health clinics in each building. Other programs the district has had ongoing positive working relationships with to provide students with FAPE include: Mental Health/Developmental Disabilities, Children and Youth, Office of Vocational Rehabilitation, Reading Partial Hospitalization Program, Caron Foundation, Service Access Management, Transition Coordinators Counsel, Early Intervention Programs,

Social Security Office, Wraparound agencies, Head Start, and Pre-K Counts. .

Strengths and Highlights

Describe the strengths and highlights of your current special education services and programs. Include in this section directions on how the district provides trainings for staff, faculty and parents.

The Exeter Township School District is dedicated to the identification and service of students with special needs within the least restrictive environment, including access to the general education core curriculum. The district offers a wide array of special education programs. Continuums of least-to-more restrictive services are available to all qualifying students. Services and placements are assigned in accordance with the student's Individualized Educational Program (IEP) which are personalized to meet each student's unique educational needs. Replacement instruction requires direct, explicit teaching of skills which are not in the scope of grade level curriculum.

The Exeter Township School District has invested in AIMSWEB, the assessment and web-based data management system for instructional levels kindergarten through eighth grade. The district utilizes both benchmark and progress monitoring tools in reading, early literacy, language arts, early numeracy, and mathematics. The on-going and rigorous data collection support IEP teams in making data-driven decisions on behalf of individual students. The data is presented in clear and actionable graphs and charts. Exeter Township School District students who have a specified need are given benchmark assessments at their grade level and instructional level, three times per school year. Additionally, those students are progress monitored at their instructional level on a regular basis. The district documents interventions and communicates progress regularly with both the parents and the students. AIMSWEB is a tool that supports teachers and IEP teams in their efforts to track progress, document interventions, and make individual data-driven decisions to improve student outcomes.

The Exeter Township School District provides intensive, integrated related services for all qualifying students who require the service in order to access a free appropriate public education. Related services refer to any developmental, corrective, or other supportive service needed to assist a student with a disability to benefit from special education. The amount of time the student receives related services is determined through the student's Evaluation Report / Re-evaluation Report and the IEP. Examples of related services provided by the district include but are not limited to: counseling as a related service, speech and language therapy, occupational/physical therapy, social skills, hearing support, vision support, orientation and mobility, behavior intervention program, adapted physical education class and assistive technology devices and services.

The Exeter Township School District provides transition services for students receiving special

education services, ages 14 and older. The IEP team designs a program to help the student prepare for life when finished with high school. Specific planning through the IEP is developed to support students with disabilities by more effectively participating in higher education, job training, community participation, independent living, continuing adult education and employment. Currently, the district employs a transition coordinator who works directly with students completing individual student assessments, facilitating job shadowing, job coaching, test preparation, college exam accommodations and exploration of interests/careers/ post-secondary education training opportunities. In addition, the transition coordinator works closely with community agencies that support students with disabilities after their graduation from public school. The district also employs two transition teachers who provide direct instruction in the skills needed for post-secondary success. Examples of skills taught by the transition teacher include but are not limited to: disability disclosure, self-determination, functional academics related to post-secondary life, job interview and application skills and gaining a repertoire of pro-social behaviors for the workplace.

The Exeter Township School District recognized a need to provide a district cyber-education program which students with IEPs could be successful. The Exeter Supported Cyber School classroom opened in 2014-15 SY in the district administration building. The program is designed for regular and special education high school students. The course catalog covers a range of leveled classes to meet the needs of students with various IEP academic levels from below to above grade level classes. Additionally, the program has assigned a certified counselor, certified math tutor, and certified teacher who monitors and supports students in all academic areas. The high school transition coordinator, high school guidance counselors, and related service therapists provide services to students on site.

The Exeter Township School District implements research-based programming for students. The district was admitted into the Autism Project of PATTAN/Harrisburg for the 2017-18 SY. Our K-2 Verbal Behavior (VB) classroom will be staffed by highly trained staff. This staff is attending a three-day intensive summer training. The PATTAN staff will provide monthly supports and consults. The district has assigned a BCBA to oversee the behavioral components of the classroom programming.

The Exeter Township School District is committed to supporting all staff members in effectively navigating special education laws and implementing intensive and prescriptive programming for all students with special needs. As a result, the district currently employs two Supervisors of Special Education (Elementary & Secondary). The role of the supervisor is to support teaching staff, related service providers, parents, and administrators with the instruction and professional support needed to ensure that all students maximize individual academic, functional and behavioral progress in the least restrictive environment. Additionally, the supervisor is required to provide support to assure that all students are afforded their protected rights allowed by IDEA and Chapter 14. The Supervisor of Special Education promotes inclusionary practices, effective instructional strategies, professional communication and collaboration, and positive behavior support. In order to meet this diverse role, the Special Education Supervisor provides individual consultation, small group support, attends IEP team meetings, attends child study team meetings, facilitates FBA meetings and provides large and

small group staff development opportunities and community/parent training.

The Exeter Township School District is committed to promoting the use of positive behavioral support, social skills instruction and counseling as a related service for those students whose behavior interferes with learning. The district employs a school psychologist who provides individual student counseling, facilitation of supports for the families through coordination and access to community agencies and mental health support and supporting IEP teams.

The Exeter Township School District offers a continuum of research-based/validated alternate academic programs. Students who have significant needs outside of the scope and sequence of grade level curriculum may receive replacement instruction provided by a special educator. The goal of the special education department is to close the gap between the individual student and his/her typical peers as quickly as possible so that the student is able to participate in the general curriculum with non-disabled peers. Examples of the alternate language arts programs (including phonemic awareness, phonological awareness, decoding, encoding, fluency, vocabulary, comprehension, and written expression) include but are not limited to: Read 180, System 44, SRA Reading Programs, and Project Read and Early Literacy Skill Builders.

In mathematics, the district offers SRA programs for computation and problem-solving. Students participating in these programs are placed in the program based on individual student data such as summative assessments, formative assessments, diagnostic assessments, and placement testing (when available).

The Exeter Township School District took a leadership role along with a staff member from BCIU #14 in creating and implementing training across this district and 17 other school districts in the research-based continuum of skills for students with low-incidence disabilities. It is designed to be used within a multiple step process by which students that are not able to participate in the general education curriculum (due to skills deficits) can gain the necessary proficiency to access the general education curriculum. Use of the continuum of skills will allow students to achieve the most benefit possible from a well-designed and individually tailored student program. The district has hired several new staff members over the past few years and has implemented in the 2015-16 SY a year-long training model in conjunction with the BCIU #14 staff to increase teacher's knowledge base and use of the Continuum of Skills curriculum.

The Exeter Township School District fosters a strong "team" approach in the Special Education Department. The Director of Special Education & Pupil Services facilitates bi-monthly meetings including the five School Psychologists, the two Supervisors of Special Education, and the transition coordinator. During these meetings, the staff is able to review cases, discuss training needs, ensure implementation of all legal attributes of special education and develop goals/plans for the future. In addition to these meetings, monthly staff meetings are held with individual building staff including the special education teachers, related service providers, the school psychologist and the guidance counselor/building principal (when available). These monthly meetings afford to staff the ability to gain access to new information regarding laws and special education procedures and to answer questions regarding procedures and student concerns. The teaching staff is able to request an individual consultation with the appropriate Special Education Supervisor. This consultation is immediate and can occur as frequently as the

staff member indicates that he/she requires support. Additionally, the Director of Special Education and Pupil Services and the two Special Education Supervisors meet one time per month with the Superintendent and the Building Principals in order to communicate special education procedures, laws, and implementation of programming and services.

Assurances

Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

- Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with [§ 12.41\(a\)](#))
- Free Education and Attendance (in compliance with [§ 12.1](#))
- School Rules (in compliance with [§ 12.3](#))
- Collection, maintenance and dissemination of student records (in compliance [§ 12.31\(a\)](#) and [§ 12.32](#))
- Discrimination (in compliance with [§ 12.4](#))
- Corporal Punishment (in compliance with [§ 12.5](#))
- Exclusion from School, Classes, Hearings (in compliance with [§ 12.6](#), [§ 12.7](#), [§ 12.8](#))
- Freedom of Expression (in compliance with [§ 12.9](#))
- Flag Salute and Pledge of Allegiance (in compliance with [§ 12.10](#))
- Hair and Dress (in compliance with [§ 12.11](#))
- Confidential Communications (in compliance with [§ 12.12](#))
- Searches (in compliance with [§ 12.14](#))
- Emergency Care and Administration of Medication and Treatment (in compliance with [35 P.S. § 780-101—780-144](#))
- Parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (consistent with [§ 445 of the General Education Provisions Act \(20 U.S.C.A. § 1232h\)](#) and in compliance with [§ 12.41\(d\)](#))
- Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with [§ 12.41\(e\)](#))
- Development and Implementation of Local Wellness Program (in compliance with [Public Law 108-265, Section 204](#))
- Early Intervention Services System Act (if applicable) ([11 P.S. § 875-101—875-503](#))

- Establishment and Implementation of Student Assistance Programs at all of levels of the school system (in compliance with [24 PS § 15-1547](#))
- Acceptable Use Policy for Technology Resources
- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

Special Education Assurances

The Local Education Agency (District) has verified the following Assurances:

- Implementation of 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.
- Implementation of 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 District implements mechanisms to disseminate child find information to the public, organizations, agencies and individuals on at least an annual basis.
- Assurances of 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.
- Compliance with the PA Department of Education, Bureau of Special Education's report revision notice process.
- Following 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.
- Assurance of 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.

24 P.S. §1306 and §1306.2 Facilities

There are no facilities.

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
New Story	Other	Autistic Support	3
Northeastern Human Services	Other	Autistic Support	1
New Story	Other	Emotional Support	2
Berks County Intermediate Unit Multi-Disabled Program	Other	Multi-Disabled Support	1
Allentown School District	Neighboring School Districts	Multi-Disabled Support	1
Vanguard School	Approved Private Schools	Emotional Support	3
Vanguard School	Approved Private Schools	Autistic Support	1
Devereux CARES	Approved Private Schools	Autistic Support	2
Chester County IU	Special Education Centers	Emotional Support	1
Pathway School	Approved Private Schools	Autistic Support	1
Hogan Academy	Other	Autistic Support	3
River Rock Academy	Other	Emotional Support	11
Kids Peace - Temple Campus	Other	Emotional Support	2
Community Service Foundation (CSF)	Other	Emotional Support	1
The Progressions School	Other	Emotional Support	3

Special Education Program Profile

Program Position #1 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: February 6, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 10	15	0.3
Locations:				
Owatin Creek	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	14	0.7
Justification: Updating caseloads				
Locations:				
Owatin Creek	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: February 6, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 8	15	0.3
Locations:				
Owatin Creek	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	14	0.7
Locations:				
Owatin Creek	An Elementary School Building	A building in which General Education programs are operated		

Program Position #3 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: February 6, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	5 to 9	20	1
Justification: Age range is 4 years instead of 3. An IEP waiver is provided to the parent of the child who is out of the age band. All parents are notified that their child is included in a classroom beyond IDEA age ranges.				
Locations:				
Owatin Creek	An Elementary School Building	A building in which General Education programs are operated		

Program Position #4 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: February 6, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Multiple Disabilities Support	6 to 9	8	1
Justification: Age range is 4 years instead of 3. An IEP waiver is provided to the parent of the child who is out of the age band. All parents are notified that their child is included in a classroom beyond IDEA age ranges.				
Locations:				
Owatin Creek	An Elementary School Building	A building in which General Education programs are operated		

Program Position #5 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: February 6, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 10	50	1
Justification: This is an itinerant teacher's caseload. She supports students in their regular education classrooms. When she does provide supports in her classroom, students of various ages are not in the room at the same time. Age variance is not impacted during instructional time.				
Locations:				
Jacksonwald	An Elementary School Building	A building in which General Education programs are operated		

Program Position #6 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* February 6, 2016*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 9	15	0.3
Locations:				
Jacksonwald	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 9	14	0.7
Locations:				
Jacksonwald Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #7 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* July 2, 2017*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	8 to 11	8	1
Locations:				
Jacksonwald	An Elementary School Building	A building in which General Education programs are operated		

Program Position #8 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* February 6, 2016*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	5 to 10	2	0.2
Justification: Age range is 4 years instead of 3. An IEP waiver is provided to the parent of the child who is out of the age band. All parents are notified that their child will be included in a classroom beyond IDEA age ranges.				
Locations:				
Jacksonwald	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 10	6	0.8
Justification: Age range is 4 years instead of 3. An IEP waiver is provided to the parent of the child who is out of the age band. All parents are notified that their child will be included in a classroom beyond IDEA age ranges.				
Locations:				
Jacksonwald Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #9 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: February 6, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 10	15	0.3
Justification: Age range is 4 years instead of 3. An IEP waiver is provided to the parent of the child who is out of the age band. All parents are notified that their child will be included in a classroom beyond IDEA age ranges.				
Locations:				
Lorane	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 10	14	0.7
Justification: Age range is 4 years instead of 3. An IEP waiver is provided to the parent of the child who is out of the age band. All parents are notified that their child will be included in a classroom beyond IDEA age ranges.				
Locations:				
Lorane	An Elementary School Building	A building in which General Education programs are operated		

Program Position #10 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: February 6, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 10	14	0.7
Justification: Age range is 4 years instead of 3. An IEP waiver is provided to the parent of the child who is out of the age band. All parents are notified that their child will be included in a classroom beyond IDEA age ranges.				
Locations:				
Lorane	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 10	15	0.3
Justification: Age range is 4 years instead of 3. An IEP waiver is provided to the parent of the child who is out of the age band. All parents are notified that their child will be included in a classroom beyond IDEA age ranges.				
Locations:				
Lorane Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #11 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: February 14, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 13	50	1
Locations:				
Reiffon	An Elementary School Building	A building in which General Education programs are operated		

Program Position #12 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: February 21, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80%)	Learning Support	10 to 13	14	0.7

but More Than 20%)				
Justification: Allow greater flexibility to assign students to special education teacher				
Locations:				
Reiffton	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 13	15	0.3
Locations:				
Reiffton	An Elementary School Building	A building in which General Education programs are operated		

Program Position #13 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: February 21, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 13	14	0.7
Locations:				
Reiffton	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 13	15	0.3
Locations:				
Reiffton	An Elementary School Building	A building in which General Education programs are operated		

Program Position #14 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: February 21, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 13	50	1
Locations:				

Reiffton	An Elementary School Building	A building in which General Education programs are operated		
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Program Position #15 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: February 21, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	14	0.7
Locations:				
Reiffton	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	15	0.3
Locations:				
Reiffton	An Elementary School Building	A building in which General Education programs are operated		

Program Position #16 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: February 14, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 13	14	0.7
Locations:				
Reiffton	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 13	15	0.3
Locations:				
Reiffton	An Elementary School Building	A building in which General Education programs are operated		

Program Position #17 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* February 14, 2016*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	10 to 13	3	0.25
Locations:				
Reiffton	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	10 to 13	15	0.75
Locations:				
Reiffton	An Elementary School Building	A building in which General Education programs are operated		

Program Position #18 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* February 14, 2016*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 16	50	1
Locations:				
Exeter Junior High	A Junior High School Building	A building in which General Education programs are operated		

Program Position #19 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* February 21, 2016*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
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Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 16	14	0.7
Locations:				
Exeter Junior High	A Junior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 16	15	0.3
Locations:				
Exeter Junior High	A Junior High School Building	A building in which General Education programs are operated		

Program Position #20 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: February 21, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 16	14	0.7
Locations:				
Exeter Junior High	A Junior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 16	15	0.3
Locations:				
Exeter Junior High	A Junior High School Building	A building in which General Education programs are operated		

Program Position #21 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: February 21, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 16	14	0.7
Locations:				
Exeter Junior High	A Junior High	A building in which General Education		

	School Building	programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 16	15	0.3
Locations:				
Exeter Junior High	A Junior High School Building	A building in which General Education programs are operated		

Program Position #22 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: February 21, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 16	14	0.7
Locations:				
Exeter Junior High	A Junior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 16	15	0.3
Locations:				
Exeter Junior High	A Junior High School Building	A building in which General Education programs are operated		

Program Position #23 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: February 14, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	13 to 16	2	0.2
Locations:				
Exeter Junior High	A Junior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but	Life Skills Support	13 to 16	6	0.8

More Than 20%)				
Locations:				
Exeter Junior High	A Junior High School Building	A building in which General Education programs are operated		

Program Position #24*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	13 to 16	20	1
Locations:				
Exeter Junior High	A Junior High School Building	A building in which General Education programs are operated		

Program Position #25*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	13 to 16	8	1
Locations:				
Exeter Junior High	A Junior High School Building	A building in which General Education programs are operated		

Program Position #26 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* February 14, 2016*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	50	1
Locations:				
Exeter Senior High	A Senior High School Building	A building in which General Education programs are operated		

Program Position #27 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* February 14, 2016*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	50	1
Locations:				
Exeter Senior High	A Senior High School Building	A building in which General Education programs are operated		

Program Position #28 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* February 21, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	14	0.7
Locations:				
Exeter Senior High	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	15	0.3
Locations:				
Exeter Senior High	A Senior High School Building	A building in which General Education programs are operated		

Program Position #29 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* February 21, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	14	0.7
Locations:				
Exeter Senior High	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	15	0.3
Locations:				

Exeter Senior High	A Senior High School Building	A building in which General Education programs are operated		
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Program Position #30 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: February 21, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	14	0.7
Locations:				
Exeter Senior High	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	15	0.3
Locations:				
Exeter Senior High	A Senior High School Building	A building in which General Education programs are operated		

Program Position #31 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: February 21, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	14	0.7
Locations:				
Exeter Senior High	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	15	0.3
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #32 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: February 21, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	14	0.7
Locations:				
Exeter Senior High	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	15	0.3
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #33 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: April 4, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 19	20	1
Locations:				
Exeter Senior High	A Senior High School Building	A building in which General Education programs are operated		

Program Position #34 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: February 21, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but	Learning Support	15 to 19	14	0.7

More Than 20%)				
Locations:				
Exeter Senior High	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	15	0.3
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #35*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 19	20	1
Locations:				
Exeter Senior High	A Senior High School Building	A building in which General Education programs are operated		

Program Position #36*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 19	20	1
Locations:				
Exeter Senior High	A Senior High School Building	A building in which General Education programs are operated		

Program Position #37 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class**Implementation Date: February 14, 2016*

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	15 to 19	6	0.5
Locations:				
Exeter Senior High	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
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Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	15 to 19	10	0.5
Locations:				
Exeter Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #38*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	15 to 19	8	1
Locations:				
Exeter Senior High	A Senior High School Building	A building in which General Education programs are operated		

Program Position #39 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class**Implementation Date: February 14, 2016*

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	18 to 21	20	1
Locations:				
Exeter Senior High	A Senior High School Building	A building in which General Education programs are operated		

Program Position #40*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	6 to 9	65	1
Locations:				
Lorane	An Elementary School Building	A building in which General Education programs are operated		

Program Position #41 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class**Implementation Date: August 25, 2014***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	10 to 13	2	0.2
Locations:				
Reiffton School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	10 to 13	6	0.8
Locations:				
Reiffton	An Elementary School Building	A building in which General Education programs are operated		

Program Position #42 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: February 21, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	14	0.7
Locations:				
Lorane Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 9	15	0.3
Locations:				
Lorane Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #43 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: February 14, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 9	60	1
Justification: This is the caseload of the building speech therapist. She works with students in small groups within allowable age groupings throughout the day. Age variance is not impacted during instructional time.				
Locations:				
Jacksonwald Elementary	An Elementary School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
School Psychologist	Owatin Creek Elementary School, Reiffton School	1
School Psychologist	Lorane Elementary, Exeter Junior High	1
School Psychologist	Jacksonwald Elementary, Exeter Senior High	1
School Psychologist	Exeter Senior High	1
Supervisor of Special Education - Elementary	District	1
Director of Special Education & Pupil Services	District	1
Para-Professionals	Owatin Creek	14
Para-Professionals	Jacksonwald	8
Para-Professionals	Lorane	3
Para-Professionals	Reiffton	13
Para-Professionals	Exeter Junior High	9
Para-Professionals	Exeter Senior High	15
Supervisor of Special Education - Secondary	District	1
School Psychologist	Owatin Creek Elementary	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
School Psychologist at Reiffton	Outside Contractor	20 Days
Speech Therapist at Reiffton School and Exeter Junior High	Outside Contractor	5 Days
Speech Therapist at Exeter Junior & Senior High	Outside Contractor	5 Days
Occupational Therapist	Outside Contractor	40 Hours
Occupational Therapist	Outside Contractor	18.7 Hours
Occupational Therapist - Cota	Outside Contractor	25.75 Hours
Physical Therapist	Outside Contractor	25 Hours
Board Certified Behavior Analyst	Outside Contractor	5 Days

Certified Counselor	Outside Contractor	1 Hours
Speech Therapist at Owatin Creek Elementary	Outside Contractor	5 Days
School Psychologist/JHS	Outside Contractor	20 Hours

Needs Assessment

Record School Patterns

Question:

After reviewing school level accomplishments and systemic challenges, what patterns can you identify among your schools?

What other information do you still need to assess?

Answer:

Test participation is consistently high.

District Accomplishments

Accomplishment #1:

Keystone Results

Year	2013		2014		2015		2016	
	Prof & Adv	ADV	Prof & Adv	ADV	Prof & Adv	ADV	Prof & Adv	ADV
Algebra 1	77%	12.3%	73.6%	19.8%	77.9%	21.5%	81.8%	30%
Literature	79.4%	24.4%	79.8%	13.3%	82.3%	4.2%	80.6%	8.3%
Biology	40.4%	8.16%	63.3%	27.7%	72.9%	33.2%	75.9%	39.1%

Accomplishment #2:

AP Results

Year	2009	2010	2011	2012	2013	2014	2015	2016	2016
Total Exams	153	129	120	133	180	181	186	218	214
# Passing	121	94	106	113	156	145	133	154	135
% Passing	79%	73%	88%	85%	87%	80%	71.5%	70.7%	64%

Accomplishment #3:

ACT Results

N Count	21	48	50	93	68	72	97	112	106	30,987
Subject/Year	2009	2010	2011	2012	2013	2014	2015	2016	2017	PA AVG
ENGLISH	25.1	22.6	22.9	21.7	22.6	22.7	22.8	21.8	23.1	23.4
MATH	23.1	22.4	23.8	22.7	22.9	23.4	22.8	22.3	22.6	23.4
READING	25.6	23.3	22.9	23.8	23.9	23.9	23.6	23.0	23.9	24.2
SCIENCE	24.0	22.8	22.4	22.6	22.8	24.1	23.4	22.8	23.1	23.3

Accomplishment #4:

Advanced Placement Honor Roll Recipient two times in the last 4 years.

Accomplishment #5:

National Association of Music Merchants: "2017 Best Community for Music Education"

District Concerns

Concern #1:

A system is not in place to use assessment data for the purpose of monitoring student achievement and adjusting instructional practices across all schools, grade-levels, and subject areas.

Concern #2:

A district-wide system is not in place that promotes a shared vision of positive school climate while ensuring the support of families and the community regarding student participation in the learning process.

Concern #3:

A district-wide system does not exist that fully ensures that the district's resources effectively address instructional priorities and are aligned with the district's shared vision and mission.

Concern #4:

Exeter's Induction Plan has not been updated in over ten years. A blended and differentiated Induction Plan is needed to fully support all teachers new to Exeter.

Concern #5:

A system is not in place that will routinely review and recommend changes/additions to existing policies and administrative regulations.

Concern #6:

A consistent metric for evaluating districtwide performance that accounts for the extent of Exeter's vision and shared values does not exist.

Prioritized Systemic Challenges

Systemic Challenge #1 (*Guiding Question #3*) Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

Aligned Concerns:

A system is not in place to use assessment data for the purpose of monitoring student achievement and adjusting instructional practices across all schools, grade-levels, and subject areas.

A district-wide system does not exist that fully ensures that the district's resources effectively address instructional priorities and are aligned with the district's shared vision and mission.

Exeter's Induction Plan has not been updated in over ten years. A blended and differentiated Induction Plan is needed to fully support all teachers new to Exeter.

A consistent metric for evaluating districtwide performance that accounts for the extent of Exeter's vision and shared values does not exist.

Systemic Challenge #2 (*Guiding Question #9*) Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

Aligned Concerns:

A district-wide system is not in place that promotes a shared vision of positive school climate while ensuring the support of families and the community regarding student participation in the learning process.

A consistent metric for evaluating districtwide performance that accounts for the extent of Exeter's vision and shared values does not exist.

Systemic Challenge #3 (*Guiding Question #2*) Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

Aligned Concerns:

A system is not in place to use assessment data for the purpose of monitoring student achievement and adjusting instructional practices across all schools, grade-levels, and subject areas.

A district-wide system does not exist that fully ensures that the district's resources effectively address instructional priorities and are aligned with the district's shared vision and mission.

Exeter's Induction Plan has not been updated in over ten years. A blended and differentiated Induction Plan is needed to fully support all teachers new to Exeter.

A consistent metric for evaluating districtwide performance that accounts for the extent of Exeter's vision and shared values does not exist.

District Level Plan

Action Plans

Goal #1: Foster Resilient, College Ready, Career Focused Graduates for the 21st Century. Exeter is committed to Increasing the Post-Graduation Opportunities for ALL Students. A Student-Centered, Well-Rounded, Healthy, Innovative, and Personalized Approach to K-12 Education is Necessary to Inspire Independence and Instill Confidence in ALL Graduates.

Related Challenges:

- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.
- Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.
- Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

Indicators of Effectiveness:

Type: Interim

Data Source: Surveys & feedback from stakeholders

Specific Targets: Feedback will be solicited from all stakeholders regarding professional development, leadership development, program development, fiscal responsibility, policy revision, and operations management.

Type: Interim

Data Source: Walkthroughs

Specific Targets: Principals and district leaders will perform walkthroughs of collaborative meetings to ensure the focus is on student learning.

Type: Interim

Data Source: Minutes of meetings

Specific Targets: Meeting minutes will identify the discussed strategies and the level of use for each teacher.

Type: Annual

Data Source: Bright Bytes Survey

Specific Targets: Increase awareness in Digital Citizenship; SAMR Model; CASE

Type: Annual

Data Source: Skyward Enrollment

Specific Targets: Increased number of electives designed to expose learners to future opportunities and enrollment in those electives

Type: Annual

Data Source: Calendar of activities for each building/District (Trade Shows, Career Days, Mentor Lunches, etc.)

Specific Targets: Increased number and increased attendance of Career Awareness Opportunities

Strategies:

Activate Agency through Personalized Learning

Description:

Creating a personalized learning environment requires developing the following attributes in all learners: Voice, Co-Creation, Social Construction, and Self-Discovery. Over the next three years, students will have a *voice* in the learning process by sharing the ownership of the "what" and "how" of knowledge development. Students and teachers will work together to *co-create* learning goals and assessment methods. In doing so, students will develop increased agency* while cultivating their own innovation and creativity. Students will *socially construct*

knowledge through purposeful and collaborative partnerships among students. As all learners become experienced in dialog, discussion, and building upon one another's ideas, they will internalize, transform and reshape commonly shared ideas into new information. Through *self-discovery*, students will reflect on their ability to construct ideas, expand competencies, increase knowledge, and execute performances. (Kallick & Zmuda, 2017).

**Agency is the capacity and propensity to take purposeful initiative—the opposite of helplessness. Young people with high levels of agency do not respond passively to their circumstances; they tend to seek meaning and act with purpose to achieve the conditions they desire in their own and others' lives.
(<http://www.gettingsmart.com/2015/12/201512tips-for-developing-student-agency/>)
. Each student will be challenged to maximize his/her potential in school as well as opportunities after graduation. To that end, we will empower students with both voice and choice to take ownership of their own learning.*

SAS Alignment: None selected

Create and Uphold District-Wide Expectations for Excellence

Description:

The benefits of high expectations are maximized when they apply to the entire educational community. As educators, we have the important role of setting and modeling high standards in classrooms, schools, and all extended activities. Above all, ALL members of the Exeter Community are expected to work together toward the singular goal of increasing opportunities for ALL Exeter graduates.

SAS Alignment: None selected

Empower Citizenship for the 21st Century

Description:

We are responsible for preparing today's students for a lifetime of success and fulfillment. Therefore, as we strive to equip students with the knowledge and skills that will serve them throughout their entire lives, we will also empower them to create a world that is equitable, ethical, and sustainable.

SAS Alignment: None selected

Increase Awareness of Career Possibilities

Description:

Prepare ALL students in ALL levels for career options and opportunities.

SAS Alignment: None selected

Employ Realistic and Authentic Metrics to Evaluate Progress

Description:

Institutionalize an authentic system to evaluate Exeter's progress toward Personalized Learning and other innovations in light of the mandated standardization of Public Education.

SAS Alignment: None selected

Implementation Steps:

Step 1 - Develop a Shared Vision for Strategy success with Key District Stakeholders

Description:

For each strategy, a shared vision of success will be developed. The shared vision will be developed by integral stakeholders and include:

1. The timeframe involved in implementing the strategy.
2. The stakeholders involved with the implementation of the strategy.
3. Monitoring tools used for this strategy (walk through checklist, surveys, etc.)
4. The stakeholders' roles in implementing the strategy.
5. The expectations for all stakeholders regarding the implementation of this strategy.
6. The expected outcomes after implementing the strategy.

Start Date: 7/1/2018 **End Date:** 7/1/2020

Program Area(s): Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology

Supported Strategies:

- Activate Agency through Personalized Learning
- Create and Uphold District-Wide Expectations for Excellence
- Empower Citizenship for the 21st Century
- Increase Awareness of Career Possibilities
- Employ Realistic and Authentic Metrics to Evaluate Progress

Step 2 - Communicate Shared Vision to all Stakeholders (see aspects of vision in step 1).

Description:

After the shared vision is developed, all aspects of the shared vision will be communicated to all stakeholders. Communication is not a one-time event; rather, it is an on-going charge to those responsible for implementing this strategy. Communications include:

1. Initial Communication
2. Ongoing status reports - milestone achievements
3. Mid-course corrections
4. End-of-year reports
5. Strategy abandonment (if applicable)

Start Date: 7/1/2018 **End Date:** 6/30/2020

Program Area(s): Professional Education, Teacher Induction, Special Education, Gifted Education, Educational Technology

Supported Strategies:

- Activate Agency through Personalized Learning
- Create and Uphold District-Wide Expectations for Excellence
- Empower Citizenship for the 21st Century
- Increase Awareness of Career Possibilities
- Employ Realistic and Authentic Metrics to Evaluate Progress

Step 3 - Monitor the Implementation of the Strategy.

Description:

By monitoring the implementation of the strategy using both objective and subjective tools, stakeholders will determine:

1. The **breadth** and **level** of implementation: how consistently, deeply, routinely, and or effectively is each stakeholder meeting his or her expectations (reported as Level of Use).
 - **Levels** (Hord Rutherford, Huling, and Hall, 2008)
 - 0: Non-Use
 - 1: Orientation
 - 2: Preparation
 - 3: Mechanical
 - 4: Routine and Refinement
 - 5: Integration
 - 6: Renewal

Start Date: 7/1/2018 **End Date:** 6/30/2020

Program Area(s): Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology

Supported Strategies:

- Activate Agency through Personalized Learning
- Create and Uphold District-Wide Expectations for Excellence
- Empower Citizenship for the 21st Century
- Increase Awareness of Career Possibilities
- Employ Realistic and Authentic Metrics to Evaluate Progress

Step 4 - Employ Support through Coaching and District-Wide Professional Development.

Description:

Research has proven that substantial professional development has a positive impact upon student achievement (substantial = greater than 14 hours of focused professional development delivered via workshops or summer institutes, supported by follow-up sessions and all delivered by professional developers rather than train-the-trainer approaches). Additionally, embedded professional development, through Instructional Coaching is effective due to recurring practice, and immediate feedback from the instructional coach, mentor, integration specialist, and educational supervisor.

Start Date: 7/1/2018 **End Date:** 6/30/2020

Program Area(s): Professional Education, Teacher Induction, Special Education, Student Services, Educational Technology

Supported Strategies:

- Activate Agency through Personalized Learning
- Create and Uphold District-Wide Expectations for Excellence
- Empower Citizenship for the 21st Century
- Increase Awareness of Career Possibilities
- Employ Realistic and Authentic Metrics to Evaluate Progress

Step 5 - Determine Effects of the Strategy Implementation on Intended Goal.

Description:

An annual summative evaluation will determine the impact the strategy has on the overall goal. This evaluation will include both Indicators of Effectiveness and levels of implementation.

Start Date: 7/1/2018 **End Date:** 6/30/2020

Program Area(s): Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology

Supported Strategies:

- Activate Agency through Personalized Learning
- Create and Uphold District-Wide Expectations for Excellence
- Empower Citizenship for the 21st Century
- Increase Awareness of Career Possibilities
- Employ Realistic and Authentic Metrics to Evaluate Progress

Goal #2: Promote a Shared Commitment to Exeter's Values through Active Leadership, Enhanced Communications, and Community Involvement. Establishing and Reaching High Expectations for Student Performance Requires Active Leadership, Proactive Communications, and the Dedicated Involvement of All Stakeholders.

Related Challenges:

- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.
- Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.
- Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

Indicators of Effectiveness:

Type: Interim

Data Source: Administrative Walkthroughs

Specific Targets: Administrators will observe the implementation of common strategies in all classrooms as defined by building Action Plans.

Type: Annual

Data Source: Bright Bytes

Specific Targets: Increased results on SAMR Model Report

Strategies:

Develop ALL Levels of Leadership

Description:

Schools can improve when the various but interconnected systems, buildings, departments, etc. can work together with efficiency and purpose toward a common goal. To that end, we intend to deepen our already existing culture of leadership based on the following three pillars: Communication, Collaboration, and Teamwork.

SAS Alignment: None selected

Increase Community Partnerships

Description:

Expand and/or explore new and innovative partnerships with neighboring schools, universities, local businesses, and national organizations to inspire innovation, motivate stakeholder participation, and further transparency in decision-making.

SAS Alignment: None selected

Enhance Internal and External Communications

Description:

Establish avenues for improved two-way communications with all stakeholders.

SAS Alignment: None selected

Implementation Steps:

Step 1 - Develop a Shared Vision for Strategy success with Key District Stakeholders

Description:

For each strategy, a shared vision of success will be developed. The shared vision will be developed by integral stakeholders and include:

1. The timeframe involved in implementing the strategy.
2. The stakeholders involved with the implementation of the strategy.
3. Monitoring tools used for this strategy (walk through checklist, surveys, etc.)
4. The stakeholders' roles in implementing the strategy.
5. The expectations for all stakeholders regarding the implementation of this strategy.
6. The expected outcomes after implementing the strategy.

Start Date: 7/1/2018 **End Date:** 7/1/2020

Program Area(s): Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology

Supported Strategies:

- Develop ALL Levels of Leadership
- Increase Community Partnerships
- Enhance Internal and External Communications

Step 2 - Communicate Shared Vision to all Stakeholders (see aspects of vision in step 1).

Description:

After the shared vision is developed, all aspects of the shared vision will be communicated to all stakeholders. Communication is not a one-time event; rather, it is an on-going charge to those responsible for implementing this strategy. Communications include:

1. Initial Communication
2. Ongoing status reports - milestone achievements
3. Mid-course corrections
4. End-of-year reports
5. Strategy abandonment (if applicable)

Start Date: 7/1/2018 **End Date:** 6/30/2020

Program Area(s): Professional Education, Teacher Induction, Special Education, Gifted Education, Educational Technology

Supported Strategies:

- Develop ALL Levels of Leadership
- Increase Community Partnerships
- Enhance Internal and External Communications

Step 3 - Monitor the Implementation of the Strategy.

Description:

By monitoring the implementation of the strategy using both objective and subjective tools, stakeholders will determine:

1. The **breadth** and **level** of implementation: how consistently, deeply, routinely, and or effectively is each stakeholder meeting his or her expectations (reported as Level of Use).
 - **Levels** (Hord Rutherford, Huling, and Hall, 2008)
 - 0: Non-Use
 - 1: Orientation

- 2: Preparation
- 3: Mechanical
- 4: Routine and Refinement
- 5: Integration
- 6: Renewal

Start Date: 7/1/2018 **End Date:** 6/30/2020

Program Area(s): Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology

Supported Strategies:

- Develop ALL Levels of Leadership
- Increase Community Partnerships
- Enhance Internal and External Communications

Step 4 - Employ Support through Coaching and District-Wide Professional Development.

Description:

Research has proven that substantial professional development has a positive impact upon student achievement (substantial = greater than 14 hours of focused professional development delivered via workshops or summer institutes, supported by follow-up sessions and all delivered by professional developers rather than train-the-trainer approaches). Additionally, embedded professional development, through Instructional Coaching is effective due to recurring practice, and immediate feedback from the instructional coach, mentor, integration specialist, and educational supervisor.

Start Date: 7/1/2018 **End Date:** 6/30/2020

Program Area(s): Professional Education, Teacher Induction, Special Education, Student Services, Educational Technology

Supported Strategies:

- Develop ALL Levels of Leadership
- Increase Community Partnerships
- Enhance Internal and External Communications

Step 5 - Determine Effects of the Strategy Implementation on Intended Goal.

Description:

An annual summative evaluation will determine the impact the strategy has on the overall goal. This evaluation will include both Indicators of Effectiveness and levels of implementation.

Start Date: 7/1/2018 **End Date:** 6/30/2020

Program Area(s): Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology

Supported Strategies:

- Develop ALL Levels of Leadership
- Increase Community Partnerships
- Enhance Internal and External Communications

Goal #3: Align District-Wide Operations and Support Systems to Optimize Productivity, Efficiency, and Satisfaction. Addressing the Strengths and Needs of ALL Students Requires Deliberate Participation from Exeter's Operations and Support Services.

Related Challenges:

- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.
- Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.
- Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

Indicators of Effectiveness:

Type: Annual

Data Source: Surveys/feedback forms

Specific Targets: Each department will develop surveys/feedback forms and report growth relative to defined metrics

Type: Interim

Data Source: Policies and Administrative Regs

Specific Targets: Increased number of revised policies and clear administrative regulations

Type: Annual

Data Source: Exit Interviews

Specific Targets: Increase in job satisfaction from exiting employees.

Type: Interim

Data Source: Financials Documents

Specific Targets: Prioritized Expenditures

Strategies:

Revise Policies in Support of District Goals, Academic Innovations, and Mandates

Description:

Establish procedures and timelines for the efficient and ongoing review and renewal of policies, administrative regulations, and guidelines.

SAS Alignment: None selected

Increase the Efficiency, Performance, and Sustainability of District-Wide Operations

Description:

Employ innovative protocols and establish clear regulations for monitoring our safe, secure, healthy, environmentally friendly, and well-maintained learning environment.

SAS Alignment: None selected

*Maintain Fiscal Stability***Description:**

Employ efficient and transparent financial planning procedures that support prioritized educational innovations and mandates.

SAS Alignment: None selected

*Recruit and Retain Highly Qualified Staff***Description:**

Establish and employ policies, administrative regulations, and protocols that will recruit and retain Highly Qualified staff.

SAS Alignment: None selected

Implementation Steps:*Step 1 - Develop a Shared Vision for Strategy success with Key District Stakeholders***Description:**

For each strategy, a shared vision of success will be developed. The shared vision will be developed by integral stakeholders and include:

1. The timeframe involved in implementing the strategy.
2. The stakeholders involved with the implementation of the strategy.
3. Monitoring tools used for this strategy (walk through checklist, surveys, etc.)
4. The stakeholders' roles in implementing the strategy.
5. The expectations for all stakeholders regarding the implementation of this strategy.

6. The expected outcomes after implementing the strategy.

Start Date: 7/1/2018 **End Date:** 7/1/2020

Program Area(s): Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology

Supported Strategies:

- Revise Policies in Support of District Goals, Academic Innovations, and Mandates
- Increase the Efficiency, Performance, and Sustainability of District-Wide Operations
- Maintain Fiscal Stability
- Recruit and Retain Highly Qualified Staff

Step 2 - Communicate Shared Vision to all Stakeholders (see aspects of vision in step 1).

Description:

After the shared vision is developed, all aspects of the shared vision will be communicated to all stakeholders. Communication is not a one-time event; rather, it is an on-going charge to those responsible for implementing this strategy. Communications include:

1. Initial Communication
2. Ongoing status reports - milestone achievements
3. Mid-course corrections
4. End-of-year reports
5. Strategy abandonment (if applicable)

Start Date: 7/1/2018 **End Date:** 6/30/2020

Program Area(s): Professional Education, Teacher Induction, Special Education, Gifted Education, Educational Technology

Supported Strategies:

- Revise Policies in Support of District Goals, Academic Innovations, and Mandates

- Increase the Efficiency, Performance, and Sustainability of District-Wide Operations
- Maintain Fiscal Stability
- Recruit and Retain Highly Qualified Staff

Step 3 - Monitor the Implementation of the Strategy.

Description:

By monitoring the implementation of the strategy using both objective and subjective tools, stakeholders will determine:

1. The **breadth** and **level** of implementation: how consistently, deeply, routinely, and or effectively is each stakeholder meeting his or her expectations (reported as Level of Use).
 - **Levels** (Hord Rutherford, Huling, and Hall, 2008)
 - 0: Non-Use
 - 1: Orientation
 - 2: Preparation
 - 3: Mechanical
 - 4: Routine and Refinement
 - 5: Integration
 - 6: Renewal

Start Date: 7/1/2018 **End Date:** 6/30/2020

Program Area(s): Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology

Supported Strategies:

- Revise Policies in Support of District Goals, Academic Innovations, and Mandates
- Increase the Efficiency, Performance, and Sustainability of District-Wide Operations
- Maintain Fiscal Stability
- Recruit and Retain Highly Qualified Staff

Step 4 - Employ Support through Coaching and District-Wide Professional Development.

Description:

Research has proven that substantial professional development has a positive impact upon student achievement (substantial = greater than 14 hours of focused professional development delivered via workshops or summer institutes, supported by follow-up sessions and all delivered by professional developers rather than train-the-trainer approaches). Additionally, embedded professional development, through Instructional Coaching is effective due to recurring practice, and immediate feedback from the instructional coach, mentor, integration specialist, and educational supervisor.

Start Date: 7/1/2018 **End Date:** 6/30/2020

Program Area(s): Professional Education, Teacher Induction, Special Education, Student Services, Educational Technology

Supported Strategies:

- Revise Policies in Support of District Goals, Academic Innovations, and Mandates
- Increase the Efficiency, Performance, and Sustainability of District-Wide Operations
- Maintain Fiscal Stability
- Recruit and Retain Highly Qualified Staff

Step 5 - Determine Effects of the Strategy Implementation on Intended Goal.

Description:

An annual summative evaluation will determine the impact the strategy has on the overall goal. This evaluation will include both Indicators of Effectiveness and levels of implementation.

Start Date: 7/1/2018 **End Date:** 6/30/2020

Program Area(s): Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology

Supported Strategies:

- Revise Policies in Support of District Goals, Academic Innovations, and Mandates
- Increase the Efficiency, Performance, and Sustainability of District-Wide Operations
- Maintain Fiscal Stability

- Recruit and Retain Highly Qualified Staff

Appendix: Professional Development Implementation Step Details

No Professional Development Implementation Steps have been identified for Exeter Township SD.

District Level Affirmations

We affirm that this District Level Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 16, and 49. We also affirm that the contents are true and correct and that the plan was placed for public inspection in the school district/AVTS offices and in the nearest public library until the next regularly scheduled meeting of the board or for a minimum of 28 days whichever comes first.

We affirm that the responses in the Professional Education Core Foundations and the Professional Development Implementation Steps focus on the learning needs of each staff member to enable all staff members meet or exceed the Pennsylvania academic standards in each of the core subject areas.

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer

Special Education Affirmations

We also affirm our understanding that any requests for any deviations from the Chapter 14 regulations, standards, policies, and procedures must be made in writing to the Pennsylvania Department of Education. The school district understands that the Special Education Component of the District Level Plan will be approved by PDE in accordance with the following criteria as set forth in 22 Pa. School Code § 14.104 and as part of the District Level Plan:

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 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 affirms 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.

We affirm that the school district has completed a 28 day public inspection and comment period as required under 22 PA Code § 4.13 (d) prior to the school entity's governing board approval and submission to the Department of Education (Bureau of Special Education).

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer