Schuylkill IU 29

Intermediate Unit Plan

07/01/2018 - 06/30/2021
Intermediate Unit Profile

Demographics
17 Maple Avenue
PO Box 130
Mar Lin, PA 17951
(570)544-9131
Executive Director: Dr. Gregory S. Koons

Planning Process
The Schuylkill Intermediate Unit 29 (SIU) Comprehensive Planning Team used a collaborative design process to develop a systemic and effective plan. The steering committee was formed on February 5, 2016. Four subcommittees were created to address the following areas: professional education/curriculum, special education, safe and supportive schools and technology, and professional development.

Schuylkill Intermediate Unit 29

Comprehensive Planning Process 2017-2021

Committees and Chairpersons:

- Professional Education/Curriculum Dr. Diane Best
- Special Education Debra Arnold
- Safe and Supportive Schools and Technology Barbara Wilkinson
- Professional Development Chris Groody

Committee members met on several occasions to discuss the planning process and to produce reports aligned with plan components. Each committee report reflected SIU's accomplishments and concerns.

Following a series of committee meetings, the Steering Committee reconvened on May 31, 2016, to review the mission, vision, and shared values, as well as present the individual committee reports. Following completion of the plan, the plan will be placed in the public library, the SIU Maple Avenue Campus main office, and the Schuylkill Intermediate Unit webpage for public review and subsequent Board approval.
With the implementation of Act 118, the Steering Committee reconvened on March 10, 2017, to discuss the updates needed on the comprehensive plan. Upon completion of the updates, the plan was placed in the public library, the SIU Maple Avenue Campus main office, and the Schuylkill Intermediate Unit webpage for public review and subsequent Board approval.

Mission Statement
The Schuylkill Intermediate Unit, in collaboration with school entities, community agencies, business and government partnerships, serves the changing needs of education through delivery of services, improvement of current programs and implementation of new initiatives.

Vision Statement
Schuylkill Intermediate Unit envisions the engagement of all learners in meaningful, purposeful and achievement-oriented educational opportunities in alignment with Pennsylvania Academic Standards/PA Core Standards and supported by effective and sustainable partnerships with local educational entities, businesses, industry and the community.

Shared Values
Appropriate and effective educational tools, instruction and opportunities offered within a safe and supportive environment are essential to youth and adult learners’ ability to attain academic achievement.

Meaningful, purposeful and achievement-oriented social, emotional and academic activities are integral to the development of lifelong learning skills and one’s ability to create a vision for the future.

The continual evaluation and improvement of educational instruction, planning, materials and continuing professional education are vital to any effort designed to satisfy the evolving needs of all learners.

Educational Community
INTRODUCTION- Schuylkill Intermediate Unit (SIU) 29 is one of 29 intermediate units created by the PA State Legislature in 1971. Intermediate units replaced county board of school directors, county superintendents and other county-level school officers as a result of the abolishment of such entities by the PA state legislature. The legislature subsequently arranged school districts into intermediate units and adopted regulations to guide the operations of intermediate units. All responsibilities formerly vested in the county boards with respect to special pupil services and vocational-technical education was transferred to intermediate units. Intermediate units were added to the Public School Code in 1970 and
are a part of the public school system of the Commonwealth of PA. Programs and services vary among intermediate units. Each intermediate unit provides an array of services designed to meet the educational and social service needs of their respective county. IU’s play an important role as regional education service agencies and rely on state appropriations, fee for services, state and federal grants to coordinate cost-effective, management-efficient programs and services designed to benefit learners of all ages and ability. As such, SIU provides services to meet the needs of member school districts in those areas where it can provide a program of service more effectively, efficiently, and economically than the member districts. The operations of the SIU officially commenced in 1972.

ORGANIZATIONAL DESCRIPTION- A member of the Association of Educational Service Agencies, SIU is guided by a twelve (12) member Board of Directors consisting of twelve (12) members, with one (1) representative elected from each of the following Schuylkill County school districts: Blue Mountain, Mahanoy Area, Minersville Area, North Schuylkill, Pine Grove Area, Pottsville Area, Saint Clair Area, Schuylkill Haven, Shenandoah, Tamaqua, Tri-Valley, and Williams Valley. SIU is led by an executive director who oversees the administrative staff. The staff of SIU also consists of program specialists and other personnel as the Board deems necessary to employ. Program specialists are qualified under the regulations set forth by the State Board of Education. SIU is organized into the Business and Transportation Offices, Curriculum Services, Schuylkill Technology Center, Exceptional Children’s Program, and Alternate Education Program. Each division provides an array of programs and services to meet the needs of Schuylkill County school districts, including Gillingham Charter School.

FISCAL DESCRIPTION- IU funding is received from various federal sources to provide specific categorical services for various programs and services as mandated and funded by the federal government, such as transportation and early intervention. These funds are used to provide special education services to special needs children as well as to provide services to the nonpublic students of Schuylkill County. However, expenditures of these funds are restricted to the provision of direct services and not supplemental initiatives, equipment, or other needs. Therefore, SIU must seek other grant funding to supplement the budget in order to provide services needed by local districts. The SIU General Operating Budget is the budget that supports the administration of all SIU programs and provides for delivery of basic services to local school districts. Legislation states that where the IU operating budget exceeds State support, the school districts are required to make up the difference under a formula determining each district’s share. The budget consists of seven (7) programs and administration, including office of the executive director, business office, board secretary and treasurer. Each public school district in the service area may contribute a portion of their funds to the budget.

SERVICES- The twelve school districts comprising the IU may contract with the IU to provide special education services. The cost for these services are determined on an actual cost per student served basis. Maintenance of the Maple Avenue Campus Center for Exceptional Children is calculated in relation to each district’s percent of market value to the total county market value. Other program revenues include 1) charges to students or recipients who purchase, use or directly benefit from goods, services or privileges provided by a given function and 2) grants and contributions that are restricted to meeting the operational or capital requirements of a particular function. Unrestricted grants and other items not
properly included among program revenues are reported as general revenues. SIU, in collaboration with school entities, community agencies, business and government partnerships, serves the changing needs of education through delivery of services, improvement of current programs and implementation of new initiatives. SIU coordinates programming among the County’s 12 public school districts encompassing 33 public schools, 2 (two) technical schools, twenty (20) nonpublic schools and one (1) charter school. In addition, SIU serves as a liaison between the school districts and the PA Department of Education (PDE). The IU employs nearly 226 personnel dedicated to create and expand educational options and opportunities.

SIU continues to respond to an array of educational needs and monitors the pulse of the challenges facing all learners. Serving as an educational leader is inherent to the organization’s mission. As such, SIU has adopted programs and services under 9 (nine) major categories, including training and development, technology services, curriculum development and instructional improvement services, educational planning, instructional materials, continuing professional education, special education and pupil personnel services, state and federal agency liaison services and management services. SIU operates the county’s only centralized school for exceptional children – the Maple Avenue Campus and the Schuylkill Learning Academy for students requiring an alternative educational setting. SIU is the leading provider of high-quality early childhood education programs and adult learning. The Lifelong Learning Center, a satellite program, meets the need for adult education as well as countywide afterschool programming.

Furthermore, the SIU, as a separate, legislatively-created public educational service agency, shares leadership responsibilities for the Schuylkill Technology Centers (STC) through two means, Board of Director membership and the position of the Executive Director, as the position serves as the STC Superintendent.

SERVICE COORDINATION- As the administrator of cooperative projects and a participant in statewide programs and services, SIU is committed to the ongoing establishment of essential partnerships with all entities demonstrating a concern for the educational needs of our local communities. SIU’s programs and services directly serve an average of 1,600 children and adults annually. Collectively, SIU’s initiatives indirectly serve over 2,000 education professionals and 20,400 students throughout the county. For over forty (40) years, SIU has continued to support and create opportunities driven by partnerships with K-20 education, business, industry and the community in order to foster effective schools and educational opportunities that improve student achievement.

SIU’s Interagency Coordination promotes a working relationship between the education system, families, and various community agencies. Interagency Coordination promotes essential continuity of care and communication that is required for students and families. SIU’s Interagency Coordination provides educational representation on a variety of multi-disciplinary community agency teams: Child and Adolescent Service System Program, Suicide Prevention Task Force, Children & Youth Services, Department of Health, Local Task Force, and others.

SIU coordinates with the Schuylkill County Transition Council to host The Key to Your Future event. The primary goal of this event is to raise awareness among individuals with disabilities regarding the
programs, services, resources and agencies available to assist them as they seek to gain and retain gainful employment and entrance into post-secondary educational institutions, as well as to improve employability skills such as resume writing and interviewing skills. The Key to Your Future event includes partnerships among the McCann School of Business & Technology, Pottsville campus, the Office of Vocational Rehabilitation (OVR), Schuylkill Transportation System (STS), Avenues/Habilitations, Service Access Management, Inc., and AHEDD.

The Work Mentor Program involves transition aged students in school-based and off-campus community based non-paid work experiences. Off-campus community based work experiences include partnerships with the City of Pottsville, the Schuylkill Conservation District, local non-profit organizations, nursing homes, and local businesses. The off-campus community based work experiences are part of the Vocational Exploration Assessment and Training Program.

"Schuylkill Achieve", the Schuylkill Intermediate Unit's 21st Century Community Learning Center Program, is the sole Schuylkill County based provider of the only federal funding course dedicated exclusively to out-of-school time programs. Competitively awarded from the Pennsylvania Department of Education since 2001, Schuylkill Achieve offers academic enrichment through unique learning experiences to hundreds of Schuylkill County children each year. Collaboration with 11 community partners, such as Penn State University Schuylkill campus and the Walk in Art Center, continues to enhance programming for students, strengthens our advocacy base in order to sustain programs, and develops relationships with organizations who share the similar objectives to better educate local students.

THE LOCAL SERVICE REGION- SIU is uniquely shaped by Schuylkill County, the service region, and by the needs of its member school districts. The IU’s primary location is in the small village of Mar Lin, encompassed by Norwegian Township and adjacent to the Borough of Minersville. Schuylkill County is nestled in northeastern PA’s anthracite coal region. SIU serves an area composed of mostly family households sustained on lower wage manufacturing jobs held by the middle-aged (44 yrs.). The population is declining and is estimated to be 146,000 - a 38 % decrease since 1930. The total population is projected to continue decreasing, due to out-migration of youth and aging senior citizens. Although anthracite coal mining is no longer a leading industry, 36 companies in Schuylkill County continue to operate anthracite (coal) surface mines, and 8 companies operate underground mines. The local service region is characterized by areas populated by less than 1,000; these areas are termed “coal patch towns.” Schuylkill County is designated as an Appalachian county which signifies the area’s lower per capita income, average wages, salaries and slightly higher unemployment rates. On average, most households are supported by an annual income of $45,000 earned by working in schools, hospitals, social agencies or manufacturing plants. The unemployment rate remains around 6% annually and the poverty rate of 13% is slightly higher in comparison to statewide averages.

SIU considers the current issues facing our local community and acknowledges the circumstances our service population may be experiencing. The county is experiencing a declining and aging population. The demographic changes will have a significant impact on economic development, education, health and
human services, housing, community services and local governments. Schools may undergo a decline in enrollment and a demand for adult education services may increase. Considering the fact that 50% of all homes were built before 1939, the Schuylkill County Blight Task Force was recently developed to address crumbling and vacant properties scattered throughout local communities.

Several areas and populations in Schuylkill County are currently designated as Medically Underserved Areas (MUA) by the U.S. Department of Health and Human Services. This serves as a factor when determining the overall health of the service area. Factors such as adult obesity and smoking are primary health concerns for the local population. Serious mental health issues became pronounced during 2009 when the local suicide rate was the third highest for any PA County, spurring the creation of the Schuylkill County Suicide Prevention Task Force. Although the area’s crime rate is relatively low, an increase in crimes against the elderly spawned the creation of a specialized Elder Abuse Unit within the office of the District Attorney and an Elder Abuse Task Force.

COMMUNITY PARTNERSHIPS- SIU recognizes local community strengths and resources as key elements for strategic planning and future collaborative developments. Several aspects of the Schuylkill County region present the SIU with various assets from which to build collaborations and partnerships. Many entities exist that share the SIU’s mission, including non-profit organizations dedicated to serve all students: Schuylkill County Mental Health/Developmental Services/Drug & Alcohol Programs, along with other Schuylkill County agencies such as, Juvenile Justice, Children and Youth Services, the local Head Start program, the countywide Literacy Council and the Community Education Council have assisted in collaboration efforts. The presence of major post-secondary institutions such as Penn State University and Alvernia University, as well as, local technical and training schools, offer opportunities to partner for the common goal of furthering adult education.

THE LOCAL EDUCATIONAL ENVIRONMENT- Paramount to assessing the current needs and issues facing our local educational community is a clear understanding of the educational environment. Currently, the county is served by 12 public school districts encompassing 33 public schools, two (2) technical schools, thirteen (13) nonpublic schools and one (1) charter school. All school district locations are classified as “urban centric.” A few districts are no more than 10 miles away from a town, while others are between 10 miles and 35 miles from the nearest town. Districts considered urban centric rural, are located anywhere between 5 and 25 miles away from an urbanized/populated area. All districts receive some form of Title 1 monies and most are considered Title 1 schools.

ENROLLMENT- During the next five years, enrollments are projected to increase for half of the county’s public school districts. Total K-12 enrollment varies from 600 to 2,600 per district. It is estimated that each year 2,500 children under the age of 5 attend a preschool program. Elementary schools make-up nearly half of all student enrollment. Students enrolled in school primarily attend the local public schools and 9% enroll in private schools. Together, public and private schools serve approximately 19,900 K-12 students.
SCHOOL PERSONNEL-More than 2,000 educational professionals are responsible in various capacities to educate an average 22,000 pre-K-12th grade students annually. The average number of classroom teachers employed by schools is dependent on the size of the district. Most of the county’s 1,400 classroom teachers have 13 years of experience, remain in their respective school for a ten year period and hold bachelor-level degrees.

STUDENTS- Almost half (48% or 8,830) of all public, private or parochial school students are eligible for the free and reduced lunch program. The free/reduced lunch rates reflect the number of children living in lower income families. The area’s drop-out rate is 1.5%, and the graduation rate is 80%. The rate at which persons 25 and older attain a bachelor’s degree or higher is 21%, a rate that is lower than the state’s rate of 36%.

Regarding student groups, gender is evenly divided among generally white student population. The percentage of English Language Learners (ELL), with the exception of two (2) districts is less than 1.0%. The number of students enrolled in special education across all local school districts totals 3,484 and ranges from 16 to 27% of the total enrollment; the percentage of students with severe disabilities enrolled in districts varies from 5 to 8%.

STUDENT ACHIEVEMENT- The average School Performance Profile (SPP) 2016 final score for all Schuylkill County schools was 69.55. The SSP rating is based on a 100-point scale, with a grade of 70 or below signaling the need for improvement. SPP scores ranged from a high of 84.5 to a low of 43.7. The local charter school was in the Focus School range and needed to complete a school improvement plan. The County had no priority schools. In 2016, 785 local high school students completed the SAT (Student Achievement Test). Schuylkill County students scored slightly above the statewide verbal, math, and writing test scores.

LOCAL NEEDS ASSESSMENTS – SIU’s Curriculum Services conducts a Professional Development Needs Assessment Survey every two years. The 2016 survey was completed by 624 local educators and required teachers to self-identify topics from a provided list. The results of the 2016 assessment demonstrate that overall, most educators require professional development in the areas of technology, behavior issues in the classroom, DOK/higher order thinking skills, and stress management for teachers. In addition, results indicated that topics, such as Flipped Learning and mental health instruction are desired among local teachers.

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
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</thead>
<tbody>
<tr>
<td>Debra Arnold</td>
<td>Administrator : Professional Education</td>
</tr>
<tr>
<td>Dr. Diane Best</td>
<td>Administrator : Professional Education</td>
</tr>
<tr>
<td>Chris Groody</td>
<td>Administrator : Professional Education</td>
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<tr>
<td>Paula Hromyak</td>
<td>Administrator : Professional Education</td>
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<tr>
<td>Dr. Gregory S. Koons</td>
<td>Administrator</td>
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<td>Name</td>
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<td>Brian Manning</td>
<td>Administrator : Professional Education</td>
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<td>Edwin Musser</td>
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<td>John Nabholtz</td>
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<td>Dr. Diane Niederriter</td>
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<td>Lynda Yordy</td>
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<td>Anne Usuka</td>
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<td>Tom Wood</td>
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<td>Melissa Chewey</td>
<td>Community Representative : Professional Education</td>
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<td>Stacey Schlauch</td>
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<td>Larissa Russell</td>
<td>Ed Specialist - Social Restoration : Professional Education</td>
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<td>Garrett Kelly</td>
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<td>Melissa Troutman</td>
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<td>Matthew Slonaker</td>
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<tr>
<td>Natalie Stramara</td>
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<td>Kim Sutter</td>
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<tr>
<td>Lynn Ann Wiscount</td>
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<td>Nina Bindie</td>
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<td>Barbara Wilkinson</td>
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<tr>
<td>Rochelle Angelo</td>
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<td>Corey Mentzer</td>
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<td>Doreen Milot</td>
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Core Foundations

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

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Provide explanation for processes used to ensure Accomplishment.

High quality instructional resources that include a math and reading series aligned to the Pennsylvania Core Standards are available for classroom instruction. Multiple assessment tools are available to guide classroom instruction which include: American Guidance Screening (AGS), Qualitative reading Inventory 5 (QRI-5), Read Naturally, Classroom Diagnostic Tools (CDT), Standards Aligned System Portal, and DIBELS Math. There are also a wide variety of resources available to staff for student assessment, student communication, instruction, remediation, and enrichment. All resources allow teachers to differentiate to meet students’ individual academic needs.

Curriculum mapping and alignment continues to be a fluid process.

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

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Elementary Education-Intermediate Level

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**Middle Level**

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Provide explanation for processes used to ensure Accomplishment.

SIU maintains efforts to ensure the alignment of the curriculum to the PA Core standards. One important consideration in this process is being cognizant that most students have Individualized Education Plans (IEPs). Given this, the plans are reviewed and revised on an annual basis, at minimum. In addition, teachers receive weekly professional development sessions focused on curriculum development.

Other strategies and methods utilized include: differentiated instruction, the Competent Learner Model (CLM), which targets students with Autism, and the Blended Schools Programming within the Schuylkill Learning Academy’s 7-12 grade population. Efforts continue to align instruction to a curriculum framework in all subject areas that addresses concepts and competencies. Along these lines, the Competent Learner Model (CLM) is implemented in Autistic Support classrooms while the Project MAX program, funded through a grant, is implemented in the Life Skills Support classrooms. CLM assists teachers in developing the seven Competent Learner Repertoires, provides appropriate curriculum, and uses effective research based teaching strategies. CLM also provides structure to the classroom learning environment so that learning can occur. The seven repertoires are skills that all learners need so that they can progress in educational settings and function in daily life. CLM assist teams in aligning curriculum to regular education standards for students with complex learning needs.

SIU continues to be committed to meet the technology needs of all learners with a priority on providing current technology to students. This includes a variety of hardware and software that
are educationally beneficial to our students. Curriculum mapping and alignment continues to be a fluid process.

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**High School Level**

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Provide explanation for processes used to ensure Accomplishment.

Just as at the middle school level, SIU maintains efforts to ensure the alignment of the curriculum to the PA Core standards. One important consideration in this process is being cognizant that most students have Individualized Education Plans (IEPs). Given this, the plans are reviewed and revised on an annual basis, at minimum. In addition, teachers receive weekly professional development sessions focused on curriculum development. Other strategies and methods utilized include: differentiated instruction, the Competent Learner Model (CLM), which targets students with Autism, and the Blended Schools Programming within the Schuylkill Learning Academy’s 7-12 grade population. Efforts continue to align instruction to a curriculum framework in all subject areas that addresses concepts and competencies. Along these lines, the Competent Learner Model (CLM) is implemented in Autistic Support classrooms while the Project MAX program, funded through a grant, is implemented in the Life Skills Support classrooms. CLM assists teachers in developing the seven Competent Learner Repertoires, provides appropriate curriculum, and uses effective research based teaching strategies. CLM also provides structure to the classroom learning environment so that learning can occur. The seven repertoires are skills that all learners need so that they can progress in educational settings and function in daily life. CLM assist teams in aligning curriculum to regular education standards for students with complex learning needs. SIU continues to be committed to meet the technology needs of all learners with a priority on providing current technology to students. This includes a variety of hardware and software that are educationally beneficial to our students. Curriculum mapping and alignment continues to be a fluid process.

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Professional Education

Training/Personnel Development Council

**Checked answers**
- Regular Education
- Community Agency Personnel
- Special Education
- Administrators

**Unchecked answers**
- Parents
- Related Service Personnel
- Paraprofessionals
- Training Students

Describe how the council functions and how many times it meets in a given year.

The Continuing Professional Education (CPE) Council exists and consists of personnel from SIU Administration, as well as representatives from the 12 school districts and higher education. The Council meets on an annual basis. An online update is provided in the spring of the year. This Council reviews course approvals for courses that will be presented through SIU. SIU has several groups that met to discuss professional development opportunities for staff and parents on an annual basis. The Early Intervention Program has implemented a cooperative relationship with the LICC (Local Interagency Coordinating Council). The Adult Education Program implements an ongoing professional development plan with each staff member. In addition, a professional development survey is distributed to all staff, including district staff, every two years. The survey has been improved for 2016 distribution according to Danielson's four domain (Planning and Preparation, Classroom Environment, Instruction, Professional Responsibilities). The CPE Council reviews data collected from the survey to plan professional development opportunities. Finally, the SIU website and Moodle have been redesigned and serve as a comprehensive resource for the community, parents, students, and local teachers and administrators. The SIU Moodle is used to host the online CPE Courses approved by PDE for Act 48 credits for educators. The structure of CPE Council was updated to meet the new requirements of the PAIU and PDE guidelines. Two CPE Council members will review new courses before submitting to PAIU for review. Upon PAIU approval, new courses are then submitted to PDE for their approval.

**Characteristics**

<table>
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<th>Intermediate Unit’s Professional Education Characteristics</th>
<th>EEP</th>
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<td>Enhances the educator’s content knowledge in the</td>
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</tbody>
</table>
area of the educator’s certification or assignment.

| Increase 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 |

<table>
<thead>
<tr>
<th>Intermediate Unit’s Professional Education Characteristics</th>
<th>EEP</th>
<th>EEI</th>
<th>ML</th>
<th>HS</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>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.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Provides leaders with the ability to access and use appropriate data to inform decision making.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Instructs the leader in managing resources for effective results.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

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

SIU’s satellite office, the Lifelong Learning Center (LLC), serves as the only adult career training provider directly linked to the county’s primary ABE (adult basic education) provider approved by the PA Dept. of Education’s Bureau of Adult Basic and Literacy Education. SIU’s adult education program has developed a professional development plan that requires online submissions by the staff. This plan identifies the continual process of professional development, and cites the continual need to address how the application increases student learning and assessment.

SIU’s Preschool Early Intervention programs and services are established by the Individuals with Disabilities Education Act (IDEA) and approved by the Bureau of Early Intervention Services within the Office of Child Development and Early Learning (OCDEL), a joint office of Pennsylvania Department of Education (PDE) and Department of Welfare. Early learning supports are provided through the Schuylkill IU’s Preschool Early Intervention program to students attending a Schuylkill County school district. SIU’s Preschool Early Intervention program addresses
professional development and parent training through their relationship with the LLC. The Early Intervention Program not only addresses requested trainings, but also those mandated through legislation.

The SIU employs five staff members that are part of the TaC team. These individuals maintain their ongoing professional development to meet educational mandates and programs such as the Standards Aligned System, Multi-Tiered Systems of Support, Transition and many other state initiatives. SIU’s TaC staff and Curriculum Services staff provide professional development to IU and district staffs as required or requested.

SIU’s Maple Avenue Campus (the school for exceptional children) staff receive ongoing professional development. Staff meets weekly in subgroups to obtain ongoing training in technology, behavior interventions, curriculum and other areas. Staff also receives training on mandated items prior to the start of each school year and during designated in-service days throughout the year. In addition, meetings are held with teachers and behavior interventionists to discuss individual curricular and behavioral needs of students on an ongoing basis.

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

This narrative is empty.

**Educator Discipline Act 126, 71**

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

<table>
<thead>
<tr>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>The LEA has conducted the required training on:</td>
</tr>
<tr>
<td>6/10/2013</td>
</tr>
<tr>
<td>8/9/2013</td>
</tr>
<tr>
<td>8/26/2013 Trainings are now assigned online by Safe Schools to all employees once they are hired. Subsequent trainings (after 5 year expiration) will be assigned online through safe schools.</td>
</tr>
<tr>
<td>The LEA plans to conduct the required training on approximately:</td>
</tr>
<tr>
<td>8/29/2016 Trainings are now assigned online by Safe Schools to all employees once they are hired. Subsequent trainings (after 5 year expiration) will be assigned online through safe schools.</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>The LEA has conducted the training on:</td>
</tr>
<tr>
<td>12/8/2015 Youth mental health first aid training is approved for Act 71. This was a two day training held on 12/8 &amp; 12/9/15.</td>
</tr>
<tr>
<td>1/18/2016 Question, Persuade, Refer (QPR) is a 1 hour Suicide Prevention/Awareness Training approved for Act 71</td>
</tr>
</tbody>
</table>
The LEA plans to conduct the training on approximately:

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/22/2016</td>
<td>Youth mental health first aid training is approved for Act 71. This was a two day training held on 8/22 &amp; 8/23/16.</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Applicable for our school entity</td>
</tr>
</tbody>
</table>

**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 developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.
- 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*

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- 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.
- Administrators participate fully in all professional development sessions targeted for their faculties.

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

SIU's professional development activities are designed to account for legislative mandates and current programming needs. Teacher evaluative methods such as walkthroughs and classroom observations are aligned with the Department of Education's Educator Effectiveness initiative. Professional development is provided by certified trainers and/or other facilitators who have been trained in PDE initiatives.
Provide brief explanation for strategies not selected and how you plan to address their incorporation.

SIU is the local provider of the county's school for exceptional children, also titled the Maple Avenue Campus (MAC). Given this, student data is attributed to each student's original school of assignment.

**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 effectively navigate the Standards Aligned System website.
- 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.

**Unchecked answers**

*None.*

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

SIU’s Curriculum and Instruction services include the provision of the local Induction Program, which is mandatory for educators in order to obtain a Level II Certification. The program is made available to educators across Schuylkill County including the MAC personnel. As a result of the program, educators increase their awareness regarding the Code of Professional Practice and Conduct for Educators, local policies and procedures, certification/contractual information and other topics. Prior to Induction Program participation, teachers are required to complete the
“New Teacher Needs Assessment” which is a tool to help identify areas of need. Inductees and assigned Mentors review the items included within the Induction Program Record which is aligned to the PDE utilized Danielson Framework to ensure the new teacher receives the knowledge required to successfully transition through the initial period. The Induction Program topics and mode of delivery are determined by the Induction Council, a working group that involves various members from local school districts.

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

*This narrative is empty.*

**Needs of Inductees**

**Checked answers**

- 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.
- 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).

**Unchecked answers**

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Student PSSA data.
- Submission of inductee portfolio.

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

Teaching personnel holding PDE certification are required to complete the Induction Program. The countywide Induction Council facilitated by SIU’s Curriculum and Instruction service personnel, meets twice per year with frequent email communications between meetings, and annually reviews the Teacher Induction Report and the evaluation forms from the induction
The council reviews and revises the forms and addresses needs for future induction programs as necessary.

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

The new teacher training Induction Program is offered through SIU’s Curriculum and Instruction Services through the Induction Council, of which each local school district, including preschool centers, hold representation. In order to address issues regarding training needs and topic areas, the Induction Council will continue assessing program needs as a result of evaluations and Induction Plan updates set forth by PDE.

SIU’s MAC teaching personnel will engage in continual self-assessment and communications with assigned mentors as needed. Mentors will work alongside the inductees to ensure effective self-assessment that includes consideration of available academic data. Student data originating from the PSSA, PASA and Keystone Exams are attributed to the district and not to SIU, therefore activities will address obtaining data while developing common curriculum and assessments internally.

**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.

Mentors are selected based on outstanding work performance, and similar certification. The induction plan with the program record addresses various skills to be taught and discussed through an ongoing process. Through the process, knowledge of policies, behavior management, and curriculum are shared and discussed.
Provide brief explanation for characteristics not selected and how you plan to address their incorporation.

**Induction Program Timeline**

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

If necessary, provide further explanation.

The SIU MAC Induction Plan is created and continuously revised by staff and Induction Council representatives from member districts. The topics listed above are included in the countywide induction form, known as the "Induction Program Record." In addition, there are program specific topic areas that allow continual collaboration and discussions between the program inductee and their assigned mentor. Mentors are selected by administrators based on a number of criteria which are outlined in the Induction Plan. The criteria includes: similar certification and assignment, outstanding work performance, modeling continuous learning and reflection, knowledge of district / school policies, procedures and resources, ability to work effectively with students and other adults, willingness to accept additional responsibility, attendance at mentor training or has previous experience, and common schedules.

**Monitoring and Evaluating the Induction Program**

Identify the procedures for monitoring and evaluating the Induction program.

At the conclusion of the yearly Induction Program, the Induction Council, which encompasses members from SIU and Schuylkill County member districts meets and reviews that school years presentations, Workshop Assessment Summary Forms, Induction Plan and Induction Program Record. The council determines if there should be adjustments to the content for the upcoming
program year. The council takes into consideration academic and programmatic initiatives and requirements. The SIU Supervisor in charge of Induction begins planning for the presentations and makes any changes in the Induction Plan and Program Record. At the start of the school year, the district and SIU administration prepare and provide Induction staff with mentors and participation requirements. Records of attendance to events and records of completion of Program Records are maintained by individual districts and Inductees. The importance of maintaining these records, not only for certification requirements, but also for professional development review, is strongly suggested throughout the Induction Program.

SIU’s MAC administrative personnel will meet with mentors and inductees when necessary if issues arise. Administration also meets with inductees briefly at the conclusion of the induction program documentation.

**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.

**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.

The Schuylkill Intermediate Unit's student population is composed of students from all 12 public school districts in Schuylkill County, and the scores are attributed back to the districts of residence of the students.
SIU coordinates services for Schuylkill County schools. The main services include special education, vocational education and defined mandated services including Continuing Education, Curriculum Services, Instructional Materials Services, Educational Planning, Pupil Personnel Services, and Federal and State Liaison responsibilities. The SIU Supervisor of School Improvement works with the one identified Focus School in the county as per the Focus School State Initiative helping them with data, curriculum and school improvement and comprehensive plans.

**Programs, Strategies and Actions**

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

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

There are no School Resource Officers (SRO) presently due to lack of funding and local resources.

**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.)

The Schuylkill Intermediate Unit’s student population is composed of students from all 12 public school districts in Schuylkill County. SIU would follow the established Gifted Individualized Education Plan (GIEP) of the district of residence for each student.

Describe your entity’s process for locating students who are thought to be gifted and may be in need of specially designed instruction (screening).
The Schuylkill Intermediate Unit’s student population is composed of students from all 12 public school districts in Schuylkill County. SIU would follow the established Gifted Individualized Education Plan (GIEP) of the district of residence for each student.

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

The district of residence for each student would determine eligibility. In the case of a student manifesting signs of giftedness, SIU will consult with student’s district of residence to initiate the evaluation process.

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.

The SUI would follow the recommendations of the GIEP team in determining what can be offered to the student.

### Developmental Services

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

Explanation of developmental services:

The composition of the building is established to address individual needs of students with a high degree of specialized needs as identified by their IEPs.

### Diagnostic, Intervention and Referral Services
### Diagnostic, Intervention and Referral Services

<table>
<thead>
<tr>
<th>Service</th>
<th>EEP</th>
<th>EEI</th>
<th>ML</th>
<th>HS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accommodations and Modifications</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Administration of Medication</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Assessment of Academic Skills/Aptitude for Learning</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Assessment/Progress Monitoring</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Casework</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Crisis Response/Management/Intervention</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Individual Counseling</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Intervention for Actual or Potential Health Problems</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Placement into Appropriate Programs</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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Explanation of diagnostic, intervention and referral services:

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### Consultation and Coordination Services

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Explanation of consultation and coordination services:

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### Frequency of Communication

**Elementary Education - Primary Level**

- More than once a month

**Elementary Education - Intermediate Level**

- More than once a month

**Middle Level**

- More than once a month

**High School Level**

- More than once a month
**Collaboration for Interventions**

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

This is done regularly between teachers, paraprofessionals, behavioral interventionists, speech, OT/PT, and social services. The teacher lays out individuals' plans and groups as necessary or per IEPs. The Maple Avenue Campus SAP team meets weekly to discuss student needs and identifies students needing additional supports to increase student achievement.

**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

**Child Care:**

In January 2016 the Schuylkill IU 29, in partnership with the Pine Grove Area School District and the Williams Valley School District, received notification of being awarded a Pre-K Counts Grant for 18 children in the Pine Grove District, 20 children in the Williams Valley School District, and 18 at SIU. This was a partial grant for the 2015-2016 school year. The children began in these programs on February 10, 2016 - children received 75 days of Pre-K Counts instruction for this school year. The Williams Valley Pre-K Counts classroom includes 2 children who receive itinerant early intervention services. Developmental screenings (including mental health) are done for the Pre-K Counts Program by the Schuylkill IU 29 Early Intervention Program within 45 days of enrollment of the child.

SIU's Preschool Early Invention programs and services are established by the Individuals with Disabilities Education Act (IDEA) and approved by the Bureau of Early Intervention Services within the Office of Child Development and Early Learning (OCDEL), a joint office of PA Department of Education (PDE) and Department of Welfare. Early learning supports are provided throughout the SIU's Preschool Early Intervention program to families residing primarily in Schuylkill County. SIU's Preschool Early Intervention program addresses professional development and parent training through their relationship with the LLC. The Early Intervention Program not only addresses requested trainings, but also those mandated through legislation. SIU operates a day care program before and after the preschool program.
**Afterschool Programs:**

Since 2001, the Schuylkill Intermediate Unit 29 has served over 8,000 students in grades 5-12 within our out-of-school time program, “Schuylkill ACHIEVE.” Funded via competitive grants from the Pennsylvania Department of Education, Schuylkill ACHIEVE is part of the 21st Century Community Learning Centers network and aims to service economically disadvantaged and at-risk children. Schuylkill ACHIEVE’s goal is to improve students’ performance measures of classroom performance and school attendance by providing students with high-quality academic enrichment opportunities designed to promote attainment of state and local academic achievement standards in reading, math, and science. Programming offers daily academically enriching activities including a focus on literacy, career awareness, the arts and STEM. Schuylkill ACHIEVE currently operates in nine school districts and serves over 600 students annually during out-of-school time hours and summer, when students are most likely to engage in risky behavior.

**Tutoring**

Students are provided the opportunity to attend their home district for tutoring services.

**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.

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Disabilities Education Act (IDEA) and approved by the Bureau of Early Intervention Services within the Office of Child Development and Early Learning (OCDEL), a joint office of Pennsylvania Department of Education (PDE) and Department of Welfare. Early learning supports are provided through the Schuylkill IU’s Preschool Early Intervention program to families residing in any of the 12 School Districts in Schuylkill County. The Early Intervention Program Administrative offices are housed at SIU’s Maple Avenue Campus. There are 2 Reverse Mainstream Classrooms located at the Maple Avenue Campus. There are 2 Reverse Mainstream Classrooms located at the Maple Avenue Campus and 4 Specialized Special Education Classrooms located in surrounding schools. Early Intervention Students receive services in their Least Restricted Environment such as their homes, day care, preschool, Head Start, Pre-K Counts setting or one of the Early Intervention Classrooms. The SIU Early Intervention staff conducts child find activities throughout the county by conducting screenings in all Head Start and Pre-K Counts programs in the county, as well as other local preschools and day care programs. If further assessment is necessary, then parents will be asked for permission to do an evaluation to determine if their child qualifies for Early Intervention services. Information is shared at various community agencies and events regarding developmental levels of children and contact information if parents have concerns regarding their child’s development. Anyone can make a referral for a screening/evaluation. SIU Early Intervention Staff work in collaboration with parents, day care providers, Head Start and preschool teachers to ensure that students who qualify for Early Intervention services can still participate in everyday activities with accommodations. Individual Education Plans (IEP’s) are developed to determine goals, specially designed instruction and frequency and duration of services. Services can be specialized, supplemental, supportive or consultative in nature.

2. Address pre-kindergarten programs operated directly by the LEA and those operated by community agencies under contract from the LEA.

Pre-K Counts grant enabled SIU to open 3 Pre-K Counts Classrooms.

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. Preschool Early Intervention Program has a comprehensive, well-developed system to transition eligible children to school districts in our coverage area. Children identified who will be eligible to transition to kindergarten or first grade the following school year, will be identified at each district. Families are invited to meet with their child’s Early Intervention therapist(s) and the school district.
Needs Assessment

Intermediate Unit Accomplishments

Accomplishment #1:

Schuylkill Intermediate Unit provides special and alternative education programming and evaluative and supportive services to children:

SIU coordinates programming among Schuylkill County’s twelve (12) public school districts, 2 (two) technical schools, one (1) charter school and Twenty (20) nonpublic schools. In addition, SIU serves as a liaison between the school districts and the PDE. Collectively, Schuylkill IU’s initiatives indirectly serve over 2,500 instructional, administration and support employees and 22,000 public and nonpublic school students throughout Schuylkill County.

SIU provides evaluative and supportive services to children and interagency coordination among schools and service agencies. As such, SIU is the county’s primary provider of educational programs, including: preschool/early intervention, multi-handicapped support, physical support, support for hearing and sight impaired, occupational/physical therapy, emotional, autistic, and life-skills support; learning, and speech/language support; and gifted support services. SIU’s expansive services reach on average over 1,100 children each year.

SIU’s Maple Avenue Campus (MAC) serves as the School for Exceptional Children. The annual total enrollment averages over 200 students pre-k through age 21 years. Over the past 5 years the school has instituted the establishment of a "sensory room" to provide a place for students to gain sensory input to self-calm so they are better prepared and available for learning. A traffic light was donated in conjunction with Physical Therapy. It is accessible to all classes in need of learning street crossing skills, community awareness, students with vision issues, students with walking safety concerns, discussion of signals with students preparing for their driving exam and prevocational skills.

During the last 5 years, the Early Intervention Preschool program special education teachers and therapists have worked with 3,664 young children providing specialized instruction, speech and language therapy, vision therapy, occupational therapy, physical therapy, assistive technology and orientation and mobility therapy. In January 2016 the Schuylkill IU 29, in partnership with the Pine Grove Area School District and the Williams Valley School District, received notification of being awarded a Pre-K Counts Grant for 18 children in the Pine Grove District, 20 children in the Williams Valley School District and 18 at the SIU. This was a partial grant for the 2015-2016 school year. The children began in these programs on February 10, 2016 – the goal is that these children will receive 75 days of Pre-K Counts instruction for this school year. The Williams Valley Pre-K Counts classroom includes 2 children who receive itinerant early intervention services. Developmental screenings (including mental health) are done for the Pre-K Counts Program by the Schuylkill IU 29 Early Intervention Program within 45 days of enrollment of the child.
“Schuylkill ACHIEVE”, the Schuylkill Intermediate Unit’s 21st Century Community Learning Center Program, is the sole Schuylkill County based provider of the only federal funding source dedicated exclusively to out-of-school time programs. Competitively awarded from the Pennsylvania Department of Education since 2001, Schuylkill ACHIEVE offers academic enrichment through unique learning experiences to hundreds of Schuylkill County children each year. Collaboration with 11 community partners, such as Penn State Schuylkill and the Walk In Art Center, continues to enhance programming for students, strengthens our advocacy base in order to sustain programs, and develops relationships with organizations who share the similar objectives to better educate local students.

Accomplishment #2:
Schuylkill Intermediate Unit provides support in the use of technology services, tools and infrastructure to improve instruction:

- SIU provides support in the use of technology services, tools and infrastructure to improve instruction within the organization as well as countywide among local schools and school districts. It is through prior projects such as POWER Library that SIU has developed longstanding, working-partnerships with public and non-public school districts, local and state governmental, and post-secondary institutions, and other IUs. Support for various statewide, countywide, and regional projects originate from federal and state governmental funds and include funding awards of well over one (1) million, cumulatively. Technological Service’s participation in regional and countywide network project consortium as well as statewide initiatives has enable staff to engage in efforts that span across sixty-seven (67) counties, 67 Schuylkill County municipalities, over 1,979 schools and over 559 public libraries.

- SIU’s Technology Services strives to continue improving the infrastructure thus ensuring the students have the best possible learning experience. Over the last few years, there has been iPads infiltrated within the classrooms to help reach the struggling learners. In addition, Google Apps for Education is currently ready to be deployed to provide a way for the students to collaborate online. A new filter has been installed with enables the technology staff to offer a more granular way off blocking content.

- Currently all MAC instructional classrooms have projectors and new laptops for the instructors to use.

- Blended Learning Curriculum has been incorporated for the core subjects in the SLA classrooms

- Several paid subscriptions continue to be purchased to help enhance and supplement the curriculum. These subscriptions include AIMSweb, Reading A-Z, Discovery Education, DefinedSTEM, i-Safe, Scholastic News and News 2 You.
● Procurement of several eBook Collections to help correlate lessons to the PA Core. In addition, SIU has also purchased an audiobook library with all necessary technology for use with the students.

● Procurement of iPads that have been setup to utilize the CDT program provided by the state

● Integrated the use of online tools for formative assessment in several of the instructional classrooms.

● SIU Technology Services has helped incorporate Educational webinars and Virtual Field Trips in the curriculum.

● For the 2016 - 2017 school year, SIU’s Technology Services will be increasing the backbone to help provide a more robust environment. Changes that are being made include a 10 Gigabit transport to the facility and obtaining 4 Gigabytes of Internet which will be shared among the schools that are part of the Schuylkill County Regional Network. This connection also provides a direct / private connection to the SAS servers, DRC, Pennsylvania Schools and Universities and several company partners including Microsoft, Apple, and Google. SIU Technology Services has also placed a caching server onsite to help guarantee that the answers that student provide as part of state testing is not lost. This is an increase for the 1 Gigabit that is currently available.

● Procurement and roll out of a new Student Information System that will incorporate Data Mapping and a Virtual Learning Management System

Accomplishment #3:

Schuylkill Intermediate Unit delivers quality continuing professional education, training and development services based on the specific needs of districts.

SIU’s Training and Consultation (TaC) program is a service that provides technical assistance and training to assist the local school districts in building the capacity to meet the educational needs of all students. TaC services offer an expansive listing of initiatives including CLM (Competent Learner Model). During 2013-14, TaC services impacted 1,593 educational personnel. In 2014-15, TaC services impacted 2,364 educational personnel.

Members of Curriculum and Instruction Services provide district support in state-wide initiatives, including the Standards Aligned System, Educator Effectiveness, Safe Schools, School Climate, Data Governance, Keystone Exams, and Project Based Assessments. Professional development services are provided to 12 public school districts and indirectly benefit over 19,000 students countywide.

Schuylkill IU served as the lead agency among a consortium of local schools and districts. Increased professional development activities included extensive training in the areas of curriculum, technology,
assistive technology, and behavior for both the Maple Avenue Campus and county wide district educators.

Accomplishment #4:

Schuylkill Intermediate Unit provides adult basic education, tutoring, and family literacy services:

SIU’s Lifelong Learning Center (LLC), a satellite office offering literacy services such as: ABE (Adult Basic Education), High School Equivalency/GED Prep, ESL (English as a second language) and one on one tutoring services to participants 16 and older who are currently not enrolled in a high school program. Hundreds of adult learners benefit from the literacy services offered and are able to transition into employment or post-secondary education as a result of these services. The SELECT Program operates out of the Lifelong Learning Center. SELECT (Schuylkill Education Leading to Employment and Career Training) is a support service for pregnant and parenting teens who are under the age of 22 and in need of a high school or equivalency diploma. The goal of SELECT is to offer support services which will enable the student to be successful in school and also become a responsible parent. The Lifelong Learning Center also provides FBI fingerprinting services and is Schuylkill County’s only testing center for Pearson Vue services.

Intermediate Unit Concerns

Concern #1:

SAFE SCHOOLS

Safety of the students and staff continues to be a priority focus for the SIU Program locations by reviewing/revising/updating the safe schools plan for the Schuylkill Intermediate Unit. We have issues with the doors to the various sections of the school. There was conversation of possibly replacing the doors with a more powerful system. An access code was added to the elevator so only those with the code can go from floor to floor. This is a global concern that needs to be addressed in all schools and districts.
Concern #2:
TECHNOLOGY AND TECHNOLOGICAL INFRASTRUCTURE

- Need to add additional devices that are more conducive for portability. Specialized devices for the lower functioning / physically handicapped kids. These devices also should be customizable to meet the needs of the student population in each classroom.

- Need for more resources, technology or otherwise, for lower functioning kids and also older students so they are still exposed to the standards.

- Need to update the aging wireless

- Need to procure some newer technology components to help supplement the curriculum. These tools include programming kits, augmented reality kits, MatchBook Kits and breakout edu kits among others.

Concern #3:
PROFESSIONAL DEVELOPMENT AND EFFECTIVE LEARNING PLANS

The need exists for professional development to enhance knowledge in areas of mental health, behavior, social skill development, and parent trainings on behavior. The need exists for improvement in the coordination of information between the SIU and outside agencies. Increase parent/teacher communication and understanding by providing thorough explanations for terminology related to education.

Prioritized Systemic Challenges

Systemic Challenge #1 (Guiding Question #8) Establish a system within the Intermediate Unit that fully ensures professional development and other Adult Education offerings are based on sound research and promising practices, are focused on the needs of professional employees, are comprehensive, and are implemented with fidelity in order to meet the specific needs of IU employees and other adult learners.

Aligned Concerns:

PROFESSIONAL DEVELOPMENT AND EFFECTIVE LEARNING PLANS

The need exists for professional development to enhance knowledge in areas of mental health, behavior, social skill development, and parent trainings on behavior. The need exists for improvement in the coordination of information between the SIU and outside agencies.
Increase parent/teacher communication and understanding by providing thorough explanations for terminology related to education.

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Systemic Challenge #2 (Guiding Question #4) Establish a system within the IU that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with curriculum objectives are fully accessible to teachers, instructors, and students.

**Aligned Concerns:**

**TECHNOLOGY AND TECHNOLOGICAL INFRASTRUCTURE**

- Need to add additional devices that are more conducive for portability. Specialized devices for the lower functioning / physically handicapped kids. These devices also should be customizable to meet the needs of the student population in each classroom.
- Need for more resources, technology or otherwise, for lower functioning kids and also older students so they are still exposed to the standards.
- Need to update the aging wireless
- Need to procure some newer technology components to help supplement the curriculum. These tools include programming kits, augmented reality kits, MatchBook Kits and breakout edu kits among others.

Systemic Challenge #3 (Guiding Question #2) Establish a system within the Intermediate Unit that fully ensures the consistent implementation of effective instructional practices across all classrooms at each IU learning site, including those classrooms associated with adult learners.

**Aligned Concerns:**

**TECHNOLOGY AND TECHNOLOGICAL INFRASTRUCTURE**
• Need to add additional devices that are more conducive for portability. Specialized devices for the lower functioning / physically handicapped kids. These devices also should be customizable to meet the needs of the student population in each classroom.
• Need for more resources, technology or otherwise, for lower functioning kids and also older students so they are still exposed to the standards.
• Need to update the aging wireless
• Need to procure some newer technology components to help supplement the curriculum. These tools include programming kits, augmented reality kits, MatchBook Kits and breakout edu kits among others.

Systemic Challenge #4 (Guiding Question #5) Establish a system within the IU that fully ensures barriers to student learning are lowered in order to maximize student achievement within the K-12 grade range.

Aligned Concerns:

PROFESSIONAL DEVELOPMENT AND EFFECTIVE LEARNING PLANS
The need exists for professional development to enhance knowledge in areas of mental health, behavior, social skill development, and parent trainings on behavior. The need exists for improvement in the coordination of information between the SIU and outside agencies. Increase parent/teacher communication and understanding by providing thorough explanations for terminology related to education.

Systemic Challenge #5 (Guiding Question #1) Establish a system within the Intermediate Unit that fully ensures consistent implementation of standards-aligned curricula across all learning sites for all students, including those associated with adult learners.

Systemic Challenge #6 (Guiding Question #3) Establish a system within the Intermediate Unit that fully ensures assessments aligned with established course curricula and with instruction are used to monitor student achievement and to adjust instructional practices, including the curricula associated with adult learners.
Intermediate Unit Plan

Action Plans

**Goal #1:** Establish a system within the IU that fully ensures barriers to student learning are lowered in order to maximize student achievement within the K-12 grade range.

**Indicators of Effectiveness:**

- **Type:** Interim
- **Data Source:** Teacher Evaluations

Specific Targets: Based on teacher observations, 100% of teachers will demonstrate the ability to integrate differentiated lessons in their classroom with a minimum of 85% scoring proficient or higher in Domain III on the teacher effectiveness model. Students will increase achievement by 10% on classroom assessments which may include but not limited to quizzes, informal and formal assessments.

- **Type:** Annual
- **Data Source:** Classroom based assessments

Specific Targets: Students will demonstrate an increase of 5-10% on classroom based assessments in Reading and Math.

- **Type:** Annual
- **Data Source:** Progress Monitoring (Special Education students)

Specific Targets: Students will reach 75% of their Reading and/or Math goals as outlined in their Individualized Education Plan (IEP).

**Strategies:**
Professional Development Plan

**Description:**

Create a professional development plan for 3-5 years with follow-up training. Professional development should be based on current needs of the faculty and staff and be differentiated to meet the needs of all.

**SAS Alignment:** Standards, Curriculum Framework, Instruction

Parent Communication Strategies - Listserv, Blogs, Facebook, Private and Secure Social Media Network, Online Gradebook and/or Attendance Tracker, Podcasts, Text Messaging, Tumblr, Twitter, Wikispaces, YouTube, Online/Paper Surveys

**Description:**


**SAS Alignment:** Materials & Resources

Positive Behavioral Interventions and Supports

**Description:**

Positive behavior support strives to use a system to understand what maintains an individual's challenging behavior. It also summarizes and creates a hypothesis about the behavior, and directly observes the behavior and takes data to get a baseline. The positive behavior support process involves goal identification, information gathering, hypothesis development, support plan design, implementation and monitoring. Strategies are needed that teachers and parents are able and willing to use and that have an impact on the child's ability to participate in community and school activities. (Source: [http://en.wikipedia.org/wiki/Positive_behavior_support](http://en.wikipedia.org/wiki/Positive_behavior_support)) Measures of fidelity of PBS implementation were established in 2009, which means that the correlation between fidelity of implementation and measures of student behavior (e.g. number of behavioral referrals) can and needs to be determined before PBS can be verified as having a statistically significant impact on student behavior. A number of tools provide indicators of implementation, but indicators of effectiveness remain to be verified. The
following site provides technical information related to PBS. (Source: http://www.pbis.org/default.aspx) While empirical evidence is being developed regarding the effectiveness of School Wide PBS at the high school level, there is initial support for use of PBS in high schools. (Source: http://www.pbis.org/school/high_school_pbis.aspx) The Technical Assistance Center on Positive Behavioral Interventions and Supports is established by the U.S. Department of Education's Office of Special Education Programs (OSEP) to define, develop, implement, and evaluate a multi-tiered approach to Technical Assistance that improves the capacity of states, districts and schools to establish, scale-up and sustain the PBIS framework. Emphasis is given to the impact of implementing PBIS on the social, emotional and academic outcomes for students with disabilities.

Resource: http://effectivestrategies.wiki.caiu.org/Safe+and+Supportive

**SAS Alignment:** Safe and Supportive Schools

### Top 5 Reasons Schools Need to Engage Parents

**Description:**


**SAS Alignment:** Materials & Resources

### Differentiating Instruction

**Description:**


**SAS Alignment:** Instruction, Safe and Supportive Schools

**SAP: Student Assistance Program**
Description:

The Student Assistance Program is designed to provide support for troubled students. The purpose of the program is to identify students who are having problems of any type that would interfere with the learning process. Resources are then mobilized to assist the student in an effort to reduce barriers to learning.

**SAS Alignment:** Instruction, Safe and Supportive Schools

**Implementation Steps:**

**Professional Development Survey**

Description:

Supervisors will develop a professional development needs assessment survey for personnel.

Evidence: Completed survey results

**Start Date:** 8/22/2016   **End Date:** 7/1/2021

**Program Area(s):** Professional Education

**Supported Strategies:**

- Professional Development Plan

**Professional Development Review and Evaluation**

Description:

Supervisors meet to evaluate professional development offered to educators and staff and determine future needs based on learning plans. Collected data will also be evaluated to determine effectiveness of the professional development opportunities offered.
Evidence: Completed professional development tracking form data, calendar of scheduled professional development, data from needs assessment

**Start Date:** 5/29/2017   **End Date:** 7/1/2017

**Program Area(s):** Professional Education

**Supported Strategies:**

- Professional Development Plan

**Interagency Meeting**

**Description:**

Agencies that provide support to students will be contacted to set up an informational meeting. The goal of this meeting will be to provide expectations for performance when working within IU 29 as well as collaborating on ideas to unify efforts to support students.

**Start Date:** 8/3/2017   **End Date:** 6/8/2018

**Program Area(s):** Student Services

**Supported Strategies:**

- Positive Behavioral Interventions and Supports

**IEP Process: Enhancing Parent Understanding**

**Description:**

Staff will continue to use opportunities during student team meetings to explain educational acronyms and related terminology to the students and the parents/caregivers. Additionally, staff will continue to offer support to students and parents/caregivers to facilitate a better understanding of the educational process.

**Start Date:** 8/28/2017   **End Date:** 6/5/2021

**Program Area(s):** Special Education, Student Services
Supported Strategies:

- Top 5 Reasons Schools Need to Engage Parents

Case Managers

Description:

Adult learners face different challenges that affect their ability to achieve. Case managers will be assigned to assist adult learners in facing and overcoming these challenges so that they may maximize their academic potential, address barriers which prevents them from regularly attending class, and access appropriate support services.

Start Date: 8/28/2017   End Date: 7/1/2021

Program Area(s): Student Services

Supported Strategies:

- Positive Behavioral Interventions and Supports

Professional Development: Differentiation, etc.

Description:

The SIU provides services to a diverse population of students. Physical and emotional challenges can present barriers to students in the academic process. Teachers at SIU will continue to work to find alternative methods to reach students by differentiating lessons. Support in differentiating instruction (academically, physically, and technologically) is available to teachers through professional development.

Start Date: 8/22/2016   End Date: 7/1/2021

Program Area(s): Professional Education

Supported Strategies:

- Professional Development Plan
- Parent Communication Strategies - Listserv, Blogs, Facebook, Private and Secure Social Media Network, Online Gradebook and/or Attendance
Tracker, Podcasts, Text Messaging, Tumblr, Twitter, Wikispaces, YouTube, Online/Paper Surveys
• Top 5 Reasons Schools Need to Engage Parents
• Differentiating Instruction

**SAP: Maintenance of Records**

**Description:**

The main goal of the SAP team is to identify and eliminate barriers that impede a student from being academically successful. Various documents are necessary during the SAP process to assure that information on the process is documented appropriately. All forms that are utilized will be subject to an annual review to determine if they are sufficiently recording information on student referrals and action taken.

**Start Date:** 8/22/2016       **End Date:** 7/1/2021

**Program Area(s):** Student Services

**Supported Strategies:**

• SAP: Student Assistance Program

**Goal #2:** Establish a system/procedure within the Intermediate Unit that ensures implementation of appropriate technology for all students including those who are adult learners.

**Related Challenges:**

• Establish a system within the Intermediate Unit that fully ensures the consistent implementation of effective instructional practices across all classrooms at each IU learning site, including those classrooms associated with adult learners.
• Establish a system within the IU that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with curriculum objectives are fully accessible to teachers, instructors, and students.

**Indicators of Effectiveness:**

Type: Interim
Data Source: Lesson plans and evaluations

Specific Targets: Increase use of technology to 100% of classroom teachers to assist in increasing student achievement by 10% on classroom assessments.

Type: Interim

Data Source: Ongoing monitoring, monthly, quarterly, and annual assessment of the network usage through 2021.

Specific Targets: 25% increase in the frequency of classroom-based technology equipment usage, including online resources indicated by technology integrated lesson plans by 2018.

**Strategies:**

*Technology Infrastructure*

**Description:**

Assure that the infrastructure is capable of handling all current and future educational devices and web based programs and resources by monitoring the system.

*SAS Alignment:* Materials & Resources

*Technology and Student Achievement*

**Description:**

The International Society for Technology in Education cites research that indicates an increase in access to technology has a positive effect on student achievement. (Source: [http://www.k12hsn.org/files/research/Technology/ISTE_policy_brief_student_achievement.pdf](http://www.k12hsn.org/files/research/Technology/ISTE_policy_brief_student_achievement.pdf) Resource: [http://effectivestrategies.wiki.caiu.org/Organizational+Structure](http://effectivestrategies.wiki.caiu.org/Organizational+Structure)

*SAS Alignment:* Instruction, Materials & Resources

*Technology Equipment*
Description:

Identify and replace current technology used by students and educators to support academic initiatives by monitoring the equipment and needs.

SAS Alignment: Materials & Resources

Implementation Steps:

Technology Bandwidth

Description:

Ensure that the transport lines connect between the IU to other educational facilities will adequately support the workload that we place on it to support all programs within the Intermediate Unit and school districts.

Evidenced by Technology report of usage.

Start Date: 8/1/2017   End Date: 6/12/2021

Program Area(s): Student Services, Educational Technology

Supported Strategies:

- Technology Infrastructure

Internet

Description:

Ensure appropriate amount of internet is purchased to accommodate all educational and technology resources.

Evidenced by educational programs and internet resources usable without lag time.

Start Date: 8/25/2017   End Date: 8/25/2021

Program Area(s): Educational Technology

Supported Strategies:
Building Wi-Fi

Description:

Identify that the Wi-Fi is capable of connecting all school owned devices and any BYOD (bring your own device) devices when required.

Evidenced by devices being used without interruptions.

Start Date: 8/25/2017    End Date: 8/25/2021

Program Area(s): Educational Technology

Supported Strategies:

- Technology Infrastructure
- Technology Equipment

Wired Devices

Description:

Identify appropriate amounts of network connections in each classroom to support instructional devices.

Evidenced by equipment connection and speed time appropriateness.

Start Date: 8/25/2017    End Date: 8/25/2021

Program Area(s): Educational Technology

Supported Strategies:

- Technology Equipment

Identify Technology Needs

Description:
Teachers and Administrators determine necessary technology needs for their classrooms with the goal of increasing the use of technology practices to allow all students the opportunity to be exposed to the curriculum on a daily basis. Technology needs will be identified and reviewed for consideration.

Evidenced by completed surveys provided to the Coordinator of Technology, data from needs assessment, and classroom observations.

**Start Date:** 8/25/2017    **End Date:** 8/25/2021

**Program Area(s):** Special Education, Student Services, Educational Technology

**Supported Strategies:**
- Technology and Student Achievement
- Technology Equipment

*Technology Plan*

**Description:**

Development of a replacement/procurement plan to support the requested technology and new initiatives within the Intermediate Unit programs.

Evidenced by appropriate functioning of equipment and devices.

**Start Date:** 8/25/2017    **End Date:** 8/25/2021

**Program Area(s):** Educational Technology

**Supported Strategies:**
- Technology Infrastructure
- Technology and Student Achievement
- Technology Equipment

*Technology Professional Development*

**Description:**

Professional development in technology will be provided throughout the year for staff to increase the use of technology, improve student learning, and
generate data that can be used to continuously improve the educational system and student achievement.

Evidenced by a calendar of scheduled professional development, data from needs assessment

**Start Date:** 8/25/2017    **End Date:** 6/12/2021

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

**Supported Strategies:**

- Technology and Student Achievement

**Goal #3:** Establish a system within the Intermediate Unit that fully ensures professional development and other Adult Education offerings are based on sound research and promising practices, are focused on the needs of professional employees, are comprehensive, and are implemented with fidelity in order to meet the specific needs of IU employees and other adult learners.

**Related Challenges:**

- Establish a system within the Intermediate Unit that fully ensures the consistent implementation of effective instructional practices across all classrooms at each IU learning site, including those classrooms associated with adult learners.

**Indicators of Effectiveness:**

**Type:** Annual

**Data Source:** Teacher surveys, School Safety Assessment

**Specific Targets:** 100% of the concerns of teachers will be investigated and addressed as appropriate.

**Strategies:**

*School Climate and Safety*
Description:

School culture and school climate are two factors of a school’s environment that can either impede or support learning. Responsible decision-making requires an understanding and analysis of ethical, safety, and societal consequences. Self-management and responsibility support participation in social, personal, and academic environments. Learning occurs best in a warm, inviting, and orderly school setting, where students are safe and feel free from theft, threats, intimidation, bullying, weapons, drugs, or violence of any type. Principals accept that their first responsibility is to foster such a climate, and the public continues to confirm that priority. The National Association of Secondary School Principals (NASSP) believes that school leaders and staff members, along with community members and leaders, have a shared responsibility to ensure that schools are safe and orderly. Trusting relationships in school are the most effective means of ensuring school safety, much more so than metal detectors or firearms. The Intermediate Unit will work along with the Schuylkill County Safe Schools Coalition to create awareness of School Climate and Safety, as well as, address concerns and find resources to help improve school climate.

Resources: National Association of Secondary School Principals
www.nassp.org

PDE: SAS - Safe and Supportive Schools

SAS Alignment: Materials & Resources, Safe and Supportive Schools

School Safety Assessment

Description:

The safety of students and staff and the security of school campuses are critical to providing a safe and effective school. A school safety assessment is a strategic evaluation and facilities audit used to identify emerging and potential school safety problems. These activities identify the practices and places that are overlooked due to a lack of understanding or an assumption that they are safe and trouble-free. Key factors are examined to ascertain their direct impact on the educational mission, student and staff safety, school climate, school attendance, and overall campus security.

Resource: National School Safety Center (NSSC)

PDE SAS Safe and Supportive Schools

SAS Alignment: Materials & Resources, Safe and Supportive Schools
Schuylkill County Safe Schools Coalition

Description:

The mission of the Schuylkill County Safe Schools Coalition (SCSSC) and its associated committees is to provide strategic direction and leadership to ensure alignment and coordination of student, staff, and visitor safety, security and emergency management efforts. The SCSSC provides leadership to member school districts through partnership with community and commercial responders and planners. The SCSSC identifies and promotes strategies, programs and best practices that support safe schools throughout the County.

The Schuylkill Intermediate Unit (SIU) 29 serves as the hosting agency for the Schuylkill County Safe Schools Coalition. The SCSSC is an initiative that originated through the leadership of the Schuylkill County Board of Commissioners. The Coalition was established through a resolution at the request of the Schuylkill County Emergency Management Agency (SCEMA) and unanimously adopted by the Schuylkill County Board of Commissioners on December 13, 2006. SIU will continue to host and facilitate the SCSSC meetings.

SAS Alignment: Materials & Resources, Safe and Supportive Schools

Implementation Steps:

Schuylkill County Safe Schools Coalition (SCSSC) Meetings

Description:

Intermediate Unit 29 will facilitate four (4) meetings a year along with subcommittee meetings to identify and promote strategies, programs and best practices that support safe schools throughout the county. Member districts along with outside agencies will attend the meetings and will be given the opportunity to network.

Evidenced by a calendar of scheduled meetings, agendas, and meeting minutes

Start Date: 9/12/2017   End Date: 5/12/2021

Program Area(s): Professional Education, Student Services
Supported Strategies:

- School Climate and Safety
- Schuylkill County Safe Schools Coalition

Safety Committee Meetings

Description:

The Intermediate Unit will continue to hold monthly safety meetings throughout the year to identify and manage safety and security risks within the Intermediate Unit's locations while also considering school climate.

Evidenced by a calendar of scheduled meetings and meeting minutes.

Start Date: 8/1/2017   End Date: 8/1/2021

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

Supported Strategies:

- School Climate and Safety
- School Safety Assessment

School Safety Assessment Surveys

Description:

In an effort to support the ongoing planning efforts of the Safe Schools Coalition (SCSSC), the Schuylkill Intermediate Unit, working through the Schuylkill County Safe Schools Coalition, will implement 5 separate School Safety Assessment surveys annually: Safe Schools Coalition Member Survey, Student Assistance Services Assessment, School Medical Assessment, School Safety Assessment, and School Transportation Safety Assessment. The online surveys are brief, secure, anonymous, and non-scientific. The results of the survey will be shared at the first SCSSC meeting of each school year for planning purposes for upcoming meetings.

Evidenced by Survey Results Report and SCSSC Meeting Minutes

Start Date: 4/3/2017   End Date: 9/8/2021
Program Area(s): Professional Education

Supported Strategies:

- School Climate and Safety
- School Safety Assessment
- Schuylkill County Safe Schools Coalition

Seek Safe Schools Funding

Description:

The Schuylkill Intermediate Unit safe school's contact and grant writer will continue to look and apply for grants to fund Safe School projects for both the SCSSC and the Intermediate Unit in order to address the concerns identified in the survey results.

Start Date: 8/25/2017   End Date: 8/25/2021

Program Area(s): Professional Education, Student Services

Supported Strategies:

- School Climate and Safety
- Schuylkill County Safe Schools Coalition
Appendix: Professional Development Implementation

Step Details

| LEA Goals Addressed: | Establish a system within the IU that fully ensures barriers to student learning are lowered in order to maximize student achievement within the K-12 grade range. |

<table>
<thead>
<tr>
<th>Start</th>
<th>End</th>
<th>Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/22/2016</td>
<td>7/1/2021</td>
<td>Professional Development: Differentiation, etc.</td>
<td>The SIU provides services to a diverse population of students. Physical and emotional challenges can present barriers to students in the academic process. Teachers at SIU will continue to work to find alternative methods to reach students by differentiating lessons. Support in differentiating instruction (academically, physically, and technologically) is available to teachers through professional development.</td>
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<table>
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<tr>
<th>Person Responsible</th>
<th>SH</th>
<th>S</th>
<th>EP</th>
<th>Provider</th>
<th>Type</th>
<th>App.</th>
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<tbody>
<tr>
<td>Administration</td>
<td>0.5</td>
<td>30</td>
<td>13</td>
<td>TaC Staff</td>
<td>IU</td>
<td>No</td>
</tr>
</tbody>
</table>

Knowledge
• Enhanced knowledge in adapting instruction to meet diverse needs using differentiated methods

Supportive Research

• Information on best practices and research are provided by TaC staff who regularly attend state level informational training

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

- Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.
- Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.

For school and district administrators, and other educators seeking leadership roles:

- 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.

Training Format

- LEA Whole Group Presentation
- Professional Learning Communities

Participant Roles

<table>
<thead>
<tr>
<th>Classroom teachers</th>
<th>Grade Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Elementary - Primary (preK - grade 1)</td>
</tr>
<tr>
<td></td>
<td>Elementary - Intermediate (grades 2-5)</td>
</tr>
<tr>
<td></td>
<td>Middle (grades 6-8)</td>
</tr>
<tr>
<td></td>
<td>High (grades 9-12)</td>
</tr>
</tbody>
</table>
Follow-up Activities
Application of knowledge gained in classroom instruction

Evaluation Methods
Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

Follow-up Activities

LEA Goals Addressed:
Establish a system/procedure within the Intermediate Unit that ensures implementation of appropriate technology for all students including those who are adult learners.

Start  End  Title
8/25/2017  6/12/2021  Technology Professional Development

Description
Professional development in technology will be provided throughout the year for staff to increase the use of technology, improve student learning, and generate data that can be used to continuously improve the educational system and student achievement.

Evidenced by a calendar of scheduled professional development, data from needs assessment

Person Responsible  Provider  Type  App.
Principal and Technology Director  Technology Department Staff  IU  No

Knowledge
Increased use of relevant, current, instructional technology related resources
Supportive Research

The International Society for Technology in Education cites research that indicates an increase in access to technology has a positive effect on student achievement. (Source: http://www.k12hsn.org/files/research/Technology/ISTE_policy_brief_student_achievement.pdf) Resource: http://effectivestrategies.wiki.caiu.org/Organizational+Structure

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

- Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles:

- 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.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Training Format

Series of Workshops

Participant Roles

<table>
<thead>
<tr>
<th>Classroom teachers</th>
<th>Principals / Asst. Principals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paraprofessional</td>
<td>Other educational</td>
</tr>
</tbody>
</table>

Grade Levels

<p>| Elementary - Primary (preK - grade 1) |
| Elementary - Intermediate (grades 2-5) |
| Middle (grades 6-8) |</p>
<table>
<thead>
<tr>
<th>Follow-up Activities</th>
<th>Evaluation Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>specialists</td>
<td>High (grades 9-12)</td>
</tr>
<tr>
<td>Related Service Personnel</td>
<td>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</td>
</tr>
<tr>
<td>Team development and sharing of content-area lesson</td>
<td>Classroom student assessment data</td>
</tr>
<tr>
<td>implementation outcomes, with involvement of administrator and/or peers</td>
<td>Participant survey</td>
</tr>
<tr>
<td>Creating lessons to meet varied student learning styles</td>
<td>Review of participant lesson plans</td>
</tr>
<tr>
<td>Peer-to-peer lesson discussion</td>
<td></td>
</tr>
</tbody>
</table>
Intermediate Unit Level Affirmations

We affirm that this Intermediate Unit Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 14, 16 and 49. We also affirm that the contents are true and correct and that the plan was placed for public inspection in the Intermediate Unit offices and in the nearest public library until the next regularly scheduled meeting of the board or for a minimum or 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

Executive Director