

**BERKS COUNTY IU 14**

PO Box 16050

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## Intermediate Unit Profile

The Berks County Intermediate Unit (BCIU) is a regional education service agency dedicated to serving schools, children, and families in Berks County, Pennsylvania. The BCIU offers educators, parents, children, and the community-at-large a wide array of more than 90 programs and services including, but not limited to, special education, student support, curriculum, instruction, assessment, professional staff development, business and information management, instructional media, early childhood education, pupil transportation (age 3 to age 21), public relations, and technology. The BCIU is a statewide leader in many of the programs and services it provides. Currently, the BCIU provides direct services to more than 20,000 children and their families through early childhood, special education, alternative education, and student services programs. BCIU employs approximately 1,200 highly qualified staff and has an operating budget in excess of \$156 million. BCIU is governed by an 18-member board of directors composed of representatives from each of the 18 public school districts within Berks County.

The BCIU is organized into six offices, which include the Executive Office, Business Services and Operations, Early Childhood and Student Services, Human Resources, Information Technology, and Professional Development and Curriculum.

The Executive Office oversees the entire operation of the intermediate unit and represents the agency to the public; the BCIU's school district partners; federal, state, and local government officials; professional and community organizations; and other clients. Working with the BCIU Leadership Team, the Executive Office provides strategic leadership, direction, and oversight toward the achievement of the BCIU goals, objectives, and mission.

The Office of Business Services and Operations includes the departments of Fiscal Services, Operations, Purchasing Services, and Transportation. The Office of Business Services directs the financial operation of the BCIU and provides business administration consulting services to school districts and non-profit organizations. In addition, the office provides accounting, budgeting, audit, payroll, and support services to all BCIU departments.

The Office of Early Childhood and Student Services includes programs across three core areas: Early Childhood Services, Special Education Services, and Student Services. The office administers all direct service programs to children and students. Programs include Head Start (federal and state), Preschool Early Intervention, Pre-K Counts, Alternative Education, School-Age Special Education, Social Services, Education of Children and Youth Experiencing Homelessness, Pregnant and Parenting Teen/Fatherhood Initiatives (ELECT), and additional student and family programs.

The Office of Information Technology includes the departments of Network and Computing Services, Digital Media Center Services, and Software Services. The Office of Information Technology supports the core technology and operational requirements of the Berks County Intermediate Unit's 90+ programs. The office's primary mission is to ensure that staff members and programs have access to the information technology and associated resources required to perform their broader BCIU functions in the service of their clients. In addition to the services provided to BCIU staff and programs, the office also serves the broader community of technology users at BCIU member school districts by providing application support for a variety of systems and services that run the daily operations of these organizations. Services in these areas span the spectrum from infrastructure support of the county's regional broadband networks to applications development of property tax billing and tracking systems.

The Office of Human Resources provides the Intermediate Unit's 1200+ full-time, part-time, and substitute personnel with a variety of services pertinent to their employment, including recruitment, new hire orientation, teacher certification, and benefits administration. Benefits administration services include health care, retirement, unemployment compensation, workers' compensation, COBRA, and Family and Medical Leave. Additionally, the office provides attendance tracking, compensation determination, policy development and administration, administration of collective bargaining and other employment agreements, compliance with labor and employment laws, reference checks, job postings, and employee training.

The Office of Professional Development and Curriculum directs and coordinates all professional development activities for early childhood and school-age personnel. The predominant focus of this office is on curriculum, instruction, assessment, and data. Office priorities include Acts 45 and 48, Career Readiness, IDEA Services, Academic Standards, Berks Science Technology Engineering Mathematics (STEM) Connection, Continuing Professional Education, Networking Groups, Technology for Educators, Federal Programs, School Improvement, Nonpublic Support, Community Partnerships and Professional Development. The Office of Professional Development also oversees the Statewide Systems of Support initiatives as provided by the Pennsylvania Department of Education (PDE) on an annual basis. Finally, this office oversees direct and consultative services in non-public schools through Act 89 and alternatives to traditional K-12, in-person instruction through Berks Online Learning.

### **School District and Community Partnerships**

The BCIU maintains a strong working partnership with all the school districts, non-public schools, and charter schools within Berks County. The BCIU facilitates numerous network groups that connect various educational stakeholders including Superintendents' Advisory Council (SAC), High School Principals, Middle School Principals, Elementary Principals, Berks County Curriculum Coordinators, Berks County Assistant Superintendents, Berks Administrators of Special Education (BASE), English as a Second Language (ESL) Teachers' Network, Federal Programs Coordinators, Gifted Network, Human Resources (HR) Committee, Math and Science Partners, Berks STEM Connection, Reading Supervisors, Multi-Tiered System of Supports (MTSS), Technology Advisory Group (TAG), Technology Educators, Career Ready Berks, School Climate, Student Assistance Programs (SAP), and Transition Coordinators. The BCIU's strong partnerships and leadership enhance its ability to blend educational and social services in the most efficient and effective manner.

The BCIU has a proven track record of using data to provide relevant, sustainable, and efficient direct services to children and families based upon needs determined in a number of ways. Community data are analyzed for the overall picture in terms of demographics and economic status. Classroom data are analyzed to determine individual and class progress, and parents are asked to complete surveys regarding services provided and services needed. This approach provides the best match between resources and needs.

To assist the BCIU in matching available resources to current community needs, the BCIU has built a strong community connection to many service organizations across the county including United Way of Berks County, Wyomissing Foundation, Reading Library System, Berks County Public Libraries, Service Access & Management, Inc. (SAM), Berks Career and Technology Center, Reading-Muhlenberg Career and Technology Center, Foster Grandparents, Kutztown University, Alvernia University, Albright College, Reading Area Community College, Penn State-Berks University, Berks Deaf & Hard of Hearing Services, Berks Business Education Coalition (BBEC), Greater Reading Chamber Alliance (GRCA), Centro Hispano, Berks County MH/DD Program, Parent to Parent of PA, Office of Children and Youth Services, and the Berks County Community Foundation.

## **Berks County Demographics and Educational Programs**

Berks County is located in southeastern Pennsylvania, the heart of the Delaware Valley region. The County covers a total area of 864 square miles and has an estimated population of 421,164 persons. It is bordered on the east by Lehigh County, to the west by Lebanon and Lancaster Counties, to the north by Schuylkill County, and to the south by Chester and Montgomery Counties. Berks County is located approximately halfway between the City of Philadelphia and the state's capital of Harrisburg. Berks County is predominantly an urban area but includes rural and suburban areas. The City of Reading has different socioeconomic and demographic characteristics of its population compared to other areas in Berks County.

### **Race and Ethnicity**

The race and ethnicity of Berks County residents vary by area. The 2019 U.S. Census estimates revealed that the majority of Berks County residents identify themselves as White (86.9% of the population, as compared to 81.6% in the state of Pennsylvania). The City of Reading has a much higher percentage of Hispanic or Latino (67.0%) residents than White (21.3%) or Black (12.8%). County population data from the 2019 U.S. Census estimates show that residents are 86.9% White, 7.4% Black or African American, 0.9% American Indian, 1.6% Asian, 0.2% Native Hawaiian and Other Pacific Islander, 3.1% two or more races, 70.3% White Non-Hispanic, and 22.5% Hispanic or Latino ancestry (U.S. Census Bureau, Population Estimates, July 1, 2019).

The total population is projected to increase in Berks County in the next 10 years. Across all ages in Berks County, the estimated population is projected to increase to 471,457 in 2030 from 421,164 in 2019, which is a 12% increase. Berks County continues to see an increase in the Hispanic population as has been the trend for the past 20 years. The Non-Hispanic population saw a decrease from 83.6% to 70.3% of the total population in Berks County from 2015-2019, while the Hispanic population grew from 16.4% to 22.5%. The City of Reading has a larger Hispanic population than any other area of Berks County. The majority of the city of Reading's residents are Hispanic or Latino (67.0%), representing 59,211 persons out of the total population of 88,375 in Reading (Kids Count Data Center and U.S. Census Bureau).

### **Poverty**

In 2015-2019, Berks County's poverty rate was 12%, similar to the state and nation. This was an increase of 3 percentage points since 2000, a larger rise than Pennsylvania and the U.S. (both 1 percentage point) during the same period (Berks Vital Signs, 2021). Within Berks County, the poverty rate was highest in the Central region, at 26%, followed by 7% in the Northeast and West. In Central Berks, the rate increased 6 percentage points since 2000, compared to 0 or 2 point increases in all other regions of the County. In the City of Reading, 33% of residents lived below the poverty line, up 7 percentage points since 2000, however down from 2010-2014.

In 2015-2019, 19% of children in Berks County lived below the poverty line. This was higher than the statewide childhood poverty rate of 18%, and on par with the national rate. The County's rate rose 6 percentage points since 2000, a larger increase than in Pennsylvania and the nation. Within the County, the Central region had the highest childhood poverty rate by far, at 38%, an increase of 7 percentage points since 2000. The next highest rate was in the Northeast region (11%). In the City of Reading in 2015-2019, 45% of children lived below the poverty line. This was an increase of 8 percentage points since 2000.

There are 18 public school districts located within Berks County. Based on the U.S. Census Bureau's Small Area Income and Poverty Estimates (SAIPE), there is a mix of poverty throughout the County. The relevant ages ratio was used to determine the proportion of children ages 5-17 with families living in poverty, compared to the total number of children ages 5-17 in each school district. Using this formula, the Reading School District emerges as a primary concern, with the largest relevant ages 5-17 ratio (34.1). Other school districts with areas of higher families in poverty include Antietam (13.8), Muhlenberg (13.7), Oley Valley (12.8), Brandywine Heights Area (11.6), Kutztown Area (10.5), Tulpehocken Area (10.4), Wyomissing Area (10.2), Hamburg Area (9.7), Conrad Weiser Area (9.4), Twin Valley (9.0), Fleetwood Area (8.6), and Governor Mifflin (8.6).

## **Employment and Educational Attainment**

According to the U.S. Census Bureau (2019), the median household income in Berks County was \$63,728; the City of Reading has a median household income of \$32,176. The median household income in the City of Reading is only 50% of what the median household income is in Berks County. The unemployment rate for Berks County in 2019 was 4.3% and the City of Reading had an unemployment rate of 7.1%. Lack of education is often a barrier that prevents an individual from obtaining employment. Those individuals who have less than a high school education (13%) have triple the unemployment rate compared to those who have a bachelor's degree or higher (25%).

Only 68.4 % of residents in the City of Reading have a high school diploma, compared to 87% in Berks County, 91% in Pennsylvania, and 88% in the United States. Only 10.8% of city residents have a bachelor's degree, less than the county rate of 25%, and the state rate of 31%, and below the national rate of 32% (U.S. Census Bureau, 2010). In 2015-2019, the share of Berks County residents who held a bachelor's degree or higher was highest among Asians, at 47%, followed by Whites, 26%, African Americans, 15%, and Hispanics, 11%. At the state level, a higher share of Asians (56%), Whites (32%), African Americans (19%), and Hispanic residents (16%) had college degrees than in Berks County. In the City of Reading, a smaller share of residents of all races held a bachelor's degree or higher than in the County as a whole (12% of Whites and 8% of African Americans and Hispanics).

About 86% of the 2018 high school cohort in Berks County graduated on time, up two percentage points since 2011. This graduation rate was similar to Pennsylvania, which had a three percentage point increase during this period. Some of the lowest 2018 graduation rates were in districts with high rates of students who were eligible for free or reduced-price lunch, a measure of students' socioeconomic status. These included Reading, with a graduation rate of 67%, and Antietam, 87%. The highest graduation rates were in districts where between a quarter and one-third of students were eligible for free or reduced-price lunch. These included Wyomissing Area, with a graduation rate of 99%, Oley Valley (98%), and Kutztown Area and Wilson, both at 97%. In 2015-2019, 5% of youth in Berks County were not in school nor working, a rate little changed since 2000. This rate was similar to both Pennsylvania and the nation.

Berks County is one of the leading industrial and trade complexes in the nation. There are also many large employers in the area including the Reading Hospital, East Penn Manufacturing, Reading School District, Carpenter Technology, Walmart, Redner's Markets, Boscov's, and Penske Truck Leasing. Recently, educational services, healthcare, manufacturing, and retail trade make up a majority of the County's economy and source of employment

The BCIU supports employment, the workforce pipeline, and educational attainment through the Career Ready Berks initiative. Career Ready Berks represents the collaboration between BCIU, the 18 school districts, 2 CTCs, our Berks County post-secondary institutions, Greater Reading Chamber Alliance, Berks County Workforce Development Board, Berks Business and Education Coalition, employers, and various community stakeholders. This group came together around a common vision to expand every student's engagement in and preparation for future career success.

Efforts involve professional development for educators, and a platform to provide equitable access to and information about career readiness experiences for the 70,000 students in Berks County. There are over 200 area businesses on the platform, offering over 300 career readiness experiences for students in grades K-12. The goal is to develop graduates prepared for their future and provide a qualified future workforce to the business and industries in Berks County.

### **English Language Learners**

The majority of households in Berks County speak English at home (83.3%). The percentage of residents who speak Spanish at home is 12.7%, 2.9% speak another language, and 0.9% speak an Asian language (U.S. Census Bureau, 2008-2012 American Community Survey). Estimates from the 2015-2019 U.S. Census Bureau, American Community Survey suggest 19% of Berks County residents live in households where a language other than English is spoken at home, while 56% of residents in the City of Reading live in households where a language other than English is spoken at home.

In 2019, 9% of students in Berks County were English language learners, up from 6% in 2008. The number of English language learners increased 54% to 5,900 in 2019. Pennsylvania overall had English language learners make up 4% of its student population in 2019. That reflects a 48% increase in the number since 2008. Among local school districts, Reading had by far the highest proportion of English language learners at 27%, followed by Muhlenberg which had only 6%. English language learners comprised less than 1% of students in six districts: Boyertown Area, Brandywine Heights Area, Conrad Weiser Area, Daniel Boone Area, Oley Valley, and Schuylkill Valley. The Berks County rate was higher than surrounding counties, which ranged from 1% to 8%. The BCIU supports English language learners through the provision of direct services utilizing an English as a Second Language Specialist, as well as professional development and networking opportunities for district and internal staff. In addition, the BCIU employs Spanish-Language Interpreters to support communication with students and families.

### **Special Education**

In Berks County, more than 14,000 students receive special education services from their local school districts. Data from the 2019-2020 December 1 Child Count indicate the following number of students receiving special education by disability category: intellectual disabilities (800), hearing impairment including deafness (81), speech or language impairment (1,376), visual impairment including blindness (38), emotional disturbance (1,108), orthopedic impairment (<10), deaf-blindness (<10), other health impairment (2,808), specific learning disability (5,754), multiple disabilities (129), autism (1,552), and traumatic brain injury (25). Over the past ten years, Berks County has seen significant increases in students with intellectual disabilities (24% increase), autism (133% increase), and other health impairments (152% increase). Overall, approximately 20% of students within Berks County schools are eligible for special education services. Across districts, the proportion of students receiving special education ranges from 15.9% to 24.9% of the total school district census.

The BCIU provides services to students with disabilities through Transition to Adult Life Services, Deaf and Hard of Hearing Programs, and Itinerant Special Education and Related Services. Itinerant Special Education and Related Services include audiology, behavioral support services, hearing services, vision services, psychological services, special education instruction and case management, sign language interpreting, orientation and mobility/travel instruction, and speech and language therapy.

Preschool Early Intervention in Pennsylvania is a public special education service, provided to children, ages three years to age-eligible for Kindergarten, who are experiencing a delay in development or identified with a disability. Once determined eligible, the student receives educational services as established in their Individualized Education Plan (IEP) at no cost, through federal and state funds. The BCIU Early Intervention Program currently serves a diverse population of 2,500 students across Berks County from many different cultures, ethnicities, and demographic regions. A continuum of services to students within the Early Intervention Program is provided by over 100 service providers committed to excellence in education. Services are provided by specialized education teachers, speech therapists, occupational therapists, physical therapists, and school psychologists within a variety of settings as identified in the student's IEP. The BCIU Early Intervention Program operates 20 specialized classrooms for students with disabilities. A foundational component of the program includes collaboration among parents, caregivers, service providers, and others significantly involved with the child to facilitate quality special education and support student success.

### **Early Childhood Education**

In 2019-2020, 2,117 preschool-age students, ages 3-4, had access to publicly-funded, high-quality pre-Kindergarten programs. This consisted of 20.3% of preschool-age children, ages 3-4, within Berks County. The BCIU operates early childhood education programs, including Head Start and Pre-K Counts.

The Berks County Head Start program is a federal and state-funded preschool program providing education and comprehensive services to children ages three years to age-eligible for Kindergarten, at no cost to families. The program targets enrollment of identified at-risk students based on a rating scale, including household income levels at 100% of the federal poverty rate. The program serves 695 children, located across 17 sites within Berks County. Head Start services include school readiness development, parent engagement, social services, health/nutrition services, mental and behavioral health supports, and supports for children with disabilities. The BCIU works in partnership with two community child care providers and the Pennsylvania Office of Child Development and Early Learning (OCDEL) to provide Early Head Start programming to 32 infant and toddler children. Comprehensive services are encompassed into the program to include health & nutrition, mental health, family engagement, and disability services; mirroring the Preschool Head Start program.

Pre-K Counts is a state-funded program providing preschool educational programming to students ages three years to age-eligible for Kindergarten, at no cost to families. The program targets enrollment for at-risk students identified through a rating scale, including household income levels below 300% of the federal poverty rate. The program educates 290 students throughout the County in classrooms within local school districts, BCIU locations, and two partner sites.

Both Head Start and Pre-K Counts provide educational instruction through the Creative Curriculum, supplemented with Promoting Alternative Thinking Strategies (PATHS), a social and emotional curriculum, and the Letter People, a literacy curriculum.

### **Alternative Education**

The BCIU provides educational services in alternative education settings, which include the Berks County Jail System, Tower Behavioral Health In-Patient Hospital, and center-based alternative education for disruptive youth, The Learning Academy at Thomas Ford. Educational services within the Berks County Jail System include a high school diploma and credit recovery program as well as a GED program for adults. The BCIU also provides educational curriculum, tutoring, and special education supports within the Tower Behavioral Health facility for adolescents and young adults receiving inpatient behavioral and mental health treatment.

The Learning Academy at Thomas Ford is the Alternative Education for Disruptive Youth PDE-approved provider for the Reading School District. The Learning Academy serves students in grades 6 through 12 who have been placed in programming for one of several discipline referral reasons when behaviors are persistent, and all interventions attempted in the district have been exhausted. The program allows for a maximum of 145 students divided among 8 teams. The students are placed for a 45-day time period to work on their individualized behavioral goals. While at the Learning Academy students are engaged in their core academic classes as well as a daily counseling class. Students may join the Knight Academy which is a positive behavior incentive program that recognizes those achieving students both academically and behaviorally.

### **Education of Children and Youth Experiencing Homelessness (ECYEH)**

Between 2013 and 2019, there was a 75% increase in children and youth experiencing homelessness in Berks County. In 2019-2020, 1,849 children and youth within the county were identified as experiencing homelessness. Students experiencing homelessness may be experiencing a variety of nighttime statuses, which include being doubled up or sharing the housing of others, sleeping in a hotel/motel, residing in a shelter, and/or being unsheltered. Homelessness impacts students and families in all 18 school districts, with the following number of students identified per school district in 2019-2020: Antietam (20), Boyertown Area (52), Brandywine Heights Area (21), Conrad Weiser Area (17), Daniel Boone Area (22), Exeter Township (107), Fleetwood Area (29), Governor Mifflin (70), Hamburg Area (12), Kutztown Area (22), Muhlenberg (50), Oley Valley (19), Reading (733), Schuylkill Valley (16), Tulpehocken Area (less than 10), Twin Valley (34), Wilson (48), and Wyomissing (22). Additionally, I-Lead Charter school identified 58 students and the BCIU early childhood programs identified 86 students.

Approximately 17% of the homeless children and youth population in Berks County in 2018-2019 were unaccompanied youth. These are children who are not in the physical custody of a parent or guardian and are lacking a fixed, regular, or adequate nighttime residence. Unaccompanied youth face many challenges such as lack of safe and stable housing, food insecurities, little to no adult involvement, barriers to a stable education, inability to financially care for themselves, and unmet medical and mental health needs.

The BCIU provides support to Berks County Schools and local education agencies across Region 2 through the statewide program administered by PDE. The program works with school districts and community agencies to break down barriers to education for children and youth experiencing

homelessness. In addition, the program team provides guidance and training to school districts on identification and serving displaced students, advocates for displaced children and families, and provides resources and referrals to community agencies.

### **Education Leading to Employment and Career Training (ELECT) / Pregnant & Parenting Teens (PPT)**

Education Leading to Employment and Career Training (ELECT) is a collaborative initiative created through a unique partnership between the Pennsylvania Department of Education (PDE) and the Department of Human Services (DHS) to assist eligible Pennsylvania pregnant and parenting adolescents to remain in school, earn a high school diploma or High School Equivalency (HSE), and make the transition to employment and higher education. All participants receive ongoing services that encourage responsible decision-making, personal empowerment, and resiliency, and include comprehensive education for effective parenting and healthy life management. The BCIU's ELECT program serves eligible students in 18 County school districts and all alternative, charter, and cyber schools in the Berks County area. The program also seeks to address the relatively high incidence of teen pregnancy in Berks County through primary and secondary pregnancy prevention efforts. In 2019, Berks County's teen birth rate was 19 per 1,000, down 53% from 41 per 1,000 in 2000. Berks County teen birth rate is higher than the statewide average, 13 per 1,000 (Berks Vital Signs, 2021). It is estimated the BCIU ELECT program will serve 162 students within the 2021-2022 fiscal year.

### **Nonpublic services**

Nonpublic services include Act 89 and Title I services. Act 89 is a state-funded program that provides a variety of services to the nonpublic schools of Berks County. Services include remedial reading, testing materials and resources, and psychological/counseling services. Title I is a federally funded program that provides Title I services to students through an agreement with their school district of residence. BCIU intervention teachers and school psychologists provide push-in support, instructional coaching, and small-group instruction for academically at-risk students in literacy and mathematics using research-based best practices. Additionally, coaching and professional development are also provided to the nonpublic schools through consultation with the school leadership.

All BCIU intervention teachers and school psychologists within the nonpublic program are certified. These professionals are provided professional development opportunities to keep them abreast of recent developments in their areas of practice. They are held to high standards of implementing best practices through formal, informal, and peer observations and feedback.

### **Access to Technology**

In 2015-2019, the percentage of households with a computer in Berks County was 88.5%, which is similar to the state average. The percentage of households with a computer in the City of Reading was slightly lower than that of Berks County equaling 83.3%. In terms of connectivity and access to broadband internet, 82.6% of households in Berks County had access to a broadband internet subscription in the 2015-2019 timeframe, while only 74.1% of households within the City of Reading had the same access to the internet. In Pennsylvania, approximately 83% of households had access to broadband internet. Access to technology has become an area of focus for the local Berks County community given the impact of the COVID-19 pandemic in March 2020 through subsequent school years.

## **Berks Online Learning (BOL)**

Berks Online Learning provides engaging, effective courses from several leading online education partners, as well as the vital personal and technical support that will equip learners of all ages for success. The BCIU serves as a single point of contact between students, home school districts, and online education providers, ensuring a seamless, rewarding experience. Berks Online Learning (BOL) provides online delivery of curriculum that allows students to be taught from home through instruction via the internet and a computer. Students can work full- or part-time through online courses at their own pace meeting their individual needs in a multitude of ways. Enrollment in this program has significantly increased as a result of the COVID-19 pandemic and reliance on remote learning from 2020-2021.

## **Summary**

The BCIU strives to provide high-quality programs and services to students, families, local school districts, and the community. The COVID-19 pandemic has highlighted the need for innovative, fiscally responsible services to meet the diverse needs of schools and learners within the community. Programs have developed offerings through remote learning and hybrid instruction for students across early childhood, special education, and alternative education. The BCIU continues to work collaboratively with districts and partners to re-vision and expand programs to meet the evolving needs of the local community in academics, social-emotional learning, and specialized supports.

## **Mission and Vision**

### **Mission**

Providing high-quality resources, innovative services and programs, and responsible leadership to enrich the educational and social services needs of our children, families, schools, and greater community.

### **Vision**

Serve as the premier education services provider in Berks County and across the Commonwealth.

## Educational Value Statements

### Students

The mission of the Berks County Intermediate Unit (BCIU) is to provide high-quality resources, innovative services and programs, and responsible leadership to enrich the educational and social services needs of our children, families, schools, and greater community. The BCIU provides services and enrichment opportunities to the students of Berks County, helping to ensure that the more than 70,000 students served in K-12 settings reach their full potential. The BCIU is dedicated to fostering inclusive, collaborative environments to meet the needs of students across a variety of educational settings. The Berks County Intermediate Unit provides educational and student services to support children and youth considered 'at-risk' through programs such as Alternative Education, Pregnant and Parenting Teen and Fatherhood programs, Educational Stability for Foster Care Youth, and Education for Children and Youth Experiencing Homelessness. In addition, the BCIU strives to provide high-quality, individualized special education and related services to students ages 3 to 21 to meet their unique learning needs, ensure a free appropriate public education, and ensure meaningful progress in the least restrictive environment. The BCIU offers high-quality early childhood education programs and comprehensive services to students throughout Berks County. Program offerings include Early Head Start Comprehensive Services, federal and state Head Start services, and Pennsylvania Pre-K Counts. These services are designed to support students and families and enhance school readiness. The BCIU also provides Early Intervention services to meet the needs of preschool-age students with disabilities and/or developmental delays. In addition, the BCIU facilitates enrichment activities for Berks County students which include but are not limited to, Career Readiness Activities, Driver Education, Academic Challenge, Music in the Schools, and STEM Competitions.

### Staff (Formally Educators)

In the ever-changing landscape of education, it is important to support our educators with the tools and strategies they need to succeed. Their success is ultimately the success of their students. The BCIU offers a range of tools and strategies for educators to ensure students get the most out of classroom instruction. High-quality professional development opportunities are available to BCIU and Berks County educators to enhance innovation in educational practices, high-quality instruction, and support equitable practices. Services and resources available to educators include technology for educators; literacy and mathematics design; assessment and data analysis processes; and special education supports in areas of transition, paraprofessional credentialing, behavior support, and low-incidence disabilities. The BCIU is also dedicated to fostering the growth and development of educators through the provision of Continuing Professional Education (CPE) offerings and collaborative learning opportunities with universities and business partners. The BCIU is committed to fostering a positive working environment and climate. Within the organization, the BCIU has engaged in practices to enhance staff and organizational wellness, equitable practices, and employee engagement.

### Administration

The BCIU recognizes that strong leadership in education has positive impacts on organizational culture, employee engagement, and student success. Core principles of the BCIU are regularly reviewed with educational leaders as integrated into professional development and growth activities. These core principles include: Lead with Ethics and Integrity, Deliver High-Quality Services, Ensure Fiscal Responsibility, Foster Respectful and Collaborative Practices, Make Community-Centered Decisions, and Forecast for the Future. The BCIU facilitates an annual Supervisors' Academy designed to develop new educational leaders within the organization. The Supervisors' Academy introduces Supervisors to the BCIU's programs, policies, procedures, and agreements so that supervisors gain specialized knowledge on workplace and employment issues and familiarize themselves with the resources available to make informed decisions. In addition, the Supervisors' Academy introduces supervisors to leadership concepts and resources to support supervisors' modeling of a culture in which employees feel engaged and inspired to perform. These core concepts are reviewed at quarterly BCIU Supervisors' meetings as well as Office and Program meetings.

## LEA Leaders

The BCIU exists to ensure the success of the Berks County school districts by offering a range of services to aid school districts in Berks County and across the Commonwealth. BCIU programs address district needs in technology, school health and safety, tax billing, print services, student achievement, transportation, and creative services. In these areas, the BCIU serves as support to LEA leaders to facilitate innovative, high-quality services; ensure fiscal responsibility; comply with local, state, and federal mandates; and forecast for the future. The BCIU facilitates numerous network groups that connect various educational stakeholders including Superintendents' Advisory Council (SAC), High School Principals, Middle School Principals, Elementary Principals, Berks County Curriculum Coordinators, Berks County Assistant Superintendents, Berks Administrators of Special Education (BASE), English as a Second Language (ESL) Teachers' Network, Federal Programs Coordinators, Gifted Network, Human Resources (HR) Committee, Math and Science Partners, Berks Science Technology Engineering Mathematics (STEM) Connection, Reading Supervisors, Multi-Tiered System of Supports (MTSS), Technology Advisory Group (TAG), Technology Educators, Career Ready Berks, School Climate, Student Assistance Programs, and Transition Coordinators. The BCIU's strong partnerships and leadership enhance its ability to blend educational and social services in the most efficient and effective manner.

## Parents

The BCIU appreciates that family engagement is a cornerstone of BCIU's educational programs. We highly encourage parents to be active members of their child's education. The BCIU offers opportunities for parent and caregiver engagement through volunteering, classroom observations, participation in educational activities, offerings for parent education, and active engagement in decision-making through the Head Start Policy Council, Berks County Right to Education Local Task Force, and Berks Early Care and Education Council.

## Community

The Berks County Intermediate Unit does not exist in a vacuum. It is the BCIU's mission to serve side by side with non-profit organizations and educational entities as they provide Berks County's families and young people with programs and services vital to creating a thriving community in which to work, play, and learn. To assist the BCIU in matching available resources to current community needs, the BCIU has built a strong community connection to many service organizations across the county including United Way of Berks County, Wyomissing Foundation, Reading Library System, Berks County Public Libraries, Berks Community Action Program, Junior Achievement of Southeastern PA, Berks Deaf & Hard of Hearing Services, Berks Business Education Coalition (BBEC), Centro Hispano, Berks County Mental Health/Developmental Disabilities (MH/DD) Program, and Berks County Community Foundation. In the area of curriculum, the BCIU partners with community representatives and agencies in the Career Ready Berks and Standards Aligned System (SAS) Career Pathways initiatives. The BCIU is committed to maintaining mutually beneficial partnerships with colleges and career readiness programs, such as the Berks Career and Technology Center, Reading-Muhlenberg Career and Technology Center, Kutztown University, Alvernia University, Albright College, Reading Area Community College, Penn State Berks University, and Wilkes University. In the area of early learning, the BCIU partners with the Pennsylvania Key, Early Learning Resource Center, Service Access and Management, (SAM) Inc., Berks Early Care and Education Council, and Berks Early Learning Coalition to support children in families in need of high-quality learning opportunities and services. The BCIU welcomes participation in community initiatives and partnerships and ensures active engagement in areas of suicide prevention, drug and alcohol prevention, mental health services, homeless coalitions, among others, to address barriers to learning and contribute to the overall wellness of the local community.

**Other (Optional)**

## Summary Of Strengths and Challenges

### Strengths

Strength	Consideration In Plan
BCIU has established and maintained a focused system for continuous improvement to ensure organizational coherence.	Yes
BCIU has established partnerships with local businesses, employers, community organizations, and other agencies to meet the needs of the Intermediate Unit.	Yes
BCIU leaders and employees foster a vision and culture of high expectations for success for all stakeholders.	No
BCIU engages in meaningful two-way communication with stakeholders to establish and sustain shared responsibility for learning across the Intermediate Unit.	No
BCIU has improved access to technology and the use of educational technology tools/resources across educational programs.	No
BCIU has established data systems to monitor individual student progress for early childhood education, alternative education, and special education programs.	No
BCIU employs highly qualified, certified educators, and related service providers to meet the needs of students with low-incidence disabilities, English language learners, and students considered "at-risk" for school failure.	Yes
All LEAs were represented at equity meetings in the 2020-2021 school year.	No
All LEAs were engaged with our Continuity of Education and professional development services during the pandemic.	No
All LEAs were engaged in a Data Quality Network.	No
Classroom Diagnostic Tools usage is starting to increase as compared to the heart of the pandemic with districts requesting high-level training in data analysis and instructional use.	No
BCIU plans and projects are flexible and responsive to the ever-changing context of the COVID-19 pandemic.	Yes
BCIU plans and projects consider the strengths, needs, and practices of the 18 school districts within Berks County.	No
BCIU plans and projects emphasize the importance of physical as well as social-emotional and mental health.	No

## Challenges

Challenge	Consideration In Plan
Recruitment and retention of fully credentialed, experienced, and high-quality employees	Yes
Facilitation of effective standards-aligned curriculum, assessment, and program evaluation	Yes
Additional focus on program evaluation and effectiveness would be beneficial for long-term planning, program improvement, and new program development.	No
Staff turnover and vacancies in instructional programs impact the consistency of service delivery, student outcomes, and program evaluation data.	Yes
The large geographic area poses challenges with meeting diverse student needs in all school district areas as well as impacts on-site supervision/connections across colleagues and programs.	No
Proficiency in ELA and Math shows disproportionality between the All Student Group and other student groups across all LEAs. Attendance shows disproportionality between the All Student Group and other student groups across all LEAs.	No
IU assistance to develop or provide long-term support to reach goals for Additional Targeted Support and Improvement (A-TSI) was used in varying degrees by districts.	No
STEM network and related items such as the lending library were down during the pandemic.	No
Additional supports and services needed for students with complex behavioral and mental health needs in Pre-K to 12 settings	Yes
Additional collaboration and support across networks and within programs could better support student/staff mental health and emotional well-being.	No
Continued efforts on recruitment and retention of highly qualified, skilled personnel to work with students with disabilities, 'at-risk' learners, and within diverse settings	Yes

## Most Notable Observations/Patterns

Employee turnover, time for recruitment and onboarding, as well as challenges with staff retention of instructional support staff, impact the IU's capacity to further develop new programs, expand offerings, and enhance quality. Addressing systems for recruitment, onboarding, and retention will allow educators and supervisors to focus on instructional programs and best practices for social-emotional learning and mental health supports for students and families.

## Analyzing Strengths and Challenges

### Strengths

Strength	Discussion Points
BCIU has established and maintained a focused system for continuous improvement to ensure organizational coherence.	The BCIU Leadership Team is committed to ongoing growth and increased quality of services; Offices work together to address program and employee needs; internal supports available to address curriculum and instruction needs
BCIU has established partnerships with local businesses, employers, community organizations, and other agencies to meet the needs of the Intermediate Unit.	Partnerships with County agencies such as Tower Behavioral Health, Mental Health/Developmental Disabilities (MH/DD) Program, Caron Foundation, and Council on Chemical Abuse (COCA) are influential in building supports for students experiencing mental or behavioral health challenges. Partnerships in the business community can assist and support the richer development of Transition to Adult Life Programs. Partnerships with higher institutions of education can support recruitment and continued professional development for employees.
BCIU employs highly qualified, certified educators, and related service providers to meet the needs of students with low-incidence disabilities, English language learners, and students considered "at-risk" for school failure.	The BCIU currently employs individuals with diverse educational interests and backgrounds which can be of support in recruitment efforts and mentoring programs.
BCIU plans and projects are flexible and responsive to the ever-changing context of the COVID-19 pandemic.	The current context has provided flexibility in instructional design, professional development, and community outreach. Reflection on lessons can enhance program improvements

### Challenges

Challenge	Discussion Points	Priority For Planning	Priority Statement
Recruitment and retention of fully credentialed, experienced, and high-quality employees	The large geographic area poses challenges with meeting diverse student needs in all school district areas as well as impacts on-site supervision/support for staff; current wage schedules; the impact of COVID-	No	

	19 pandemic on employee wellness; student population requires highly-skilled professionals; induction, mentoring, and professional supports need to be enhanced; position vacancies result in changes in assignment and lack of consistency for students; substitute shortages; increased caseloads/workloads; time for recruitment is significant.		
Facilitation of effective standards-aligned curriculum, assessment, and program evaluation	Employee and supervisor turnover; Long-term data collection and analysis on student progress is challenging due to transiency and short-term placements in IU programs. Additional focus on program evaluation and effectiveness would be beneficial for long-term planning. The large geographic area poses challenges with meeting diverse student needs in all school district areas as well as impacts on-site supervision. Staff recruitment and retention impact progress in this area due to supervisory time being allocated to coverage needs/vacancies.	Yes	Establish and implement a system within the IU that fully ensures ongoing evaluation of educational programs (curriculum, instruction, and assessment) and strategic planning for enhancement or new program development.
Staff turnover and vacancies in instructional programs impact the consistency of service delivery, student outcomes, and program evaluation data.	Day-to-day substitute needs are high due to vacancies and result in reassignment of staff on a daily or long-term basis to classrooms to cover needs. Position vacancies impact the ability to serve students with consistency.	No	
Additional supports and services needed for students with complex behavioral and mental health needs in Pre-K to 12 settings	Additional collaboration and support across networks surrounding student and staff mental health and emotional well-being is needed; Position vacancies impact ability to serve students with consistency. The large geographic area poses challenges with meeting diverse student needs in all school district areas as well as impacts on-site supervision/support for challenging behavior. Employee and supervisor turnover results in relearning systems and rebuilding behavior supports.	Yes	Build upon community partnerships and support the development of a continuum of services for students' Pre-K to 12+ to support mental health, social-emotional development, and overall emotional well-being in Berks County

	Position vacancies and regulations/practices within community organizations impact student access to services outside the BCIU.		
Continued efforts on recruitment and retention of highly qualified, skilled personnel to work with students with disabilities, 'at-risk' learners, and within diverse settings	The large geographic area poses challenges with meeting diverse student needs in all school district areas as well as impacts on-site supervision/support for staff. Current wage schedules and benefits considerations; impact of COVID-19 pandemic on employee wellness; student population requires highly skilled professionals. Induction, mentoring, and professional supports need to be enhanced. Position vacancies result in changes in assignment and lack of consistency for students; substitute shortages/lack of qualified substitutes; increased caseloads/workloads; considering attempts to decrease classroom size to support student/staff needs as well as behavioral/mental health.	Yes	Establish a system within the Intermediate Unit that prioritizes the recruitment and selection of highly qualified personnel, provides meaningful, supportive orientation/induction activities, and tailors professional development to individuals' unique skill sets and needs.

## Goal Setting

**Priority:** Establish and implement a system within the IU that fully ensures ongoing evaluation of educational programs (curriculum, instruction, and assessment) and strategic planning for enhancement or new program development.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Essential Practices 1: Focus on Continuous Improvement of Instruction	The BCIU will implement three new programs and/or curriculum enhancements to meet the diverse educational needs of students in Pre-K to 12+ programs.	New Program Development	The BCIU will develop specific action plans for three new programs or curriculum enhancements by April 1, 2022.	The BCIU will implement two new programs and/or curriculum enhancements, one early childhood, and one K-12 initiative.	The BCIU will implement three new programs and/or curriculum enhancements to meet the diverse educational needs of students in Pre-K to 12+ programs.

**Priority:** Build upon community partnerships and support the development of a continuum of services for students' Pre-K to 12+ to support mental health, social-emotional development, and overall emotional well-being in Berks County

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Essential Practices 3: Provide Student-Centered Support Systems	BCIU will increase educator access to relevant strategies, tools, and local mental health resources by 25% as reported through survey data.	Access to Mental Health Resources	The BCIU will conduct a survey to establish baseline data across educator groups.	BCIU will increase educator access to relevant strategies, tools, and local mental health resources by 10% as reported through survey data.	BCIU will increase educator access to relevant strategies, tools, and local mental health resources by 25% as reported through survey data.
Essential Practices 3: Provide Student-Centered Support Systems	To elevate Early Childhood students' Social Emotional Learning, the BCIU will initiate staff development by having 85% of Early Childhood instructional staff trained in (1) Trauma-Informed Practices and (2) Positive Behavior Intervention Supports (PBIS).	Trauma-Informed/PBIS	The BCIU will develop workshops and provide professional development in (1) Trauma-Informed Practices and (2) Positive Behavior Intervention Supports to early childhood supervisory staff and specialists.	The BCIU will provide professional development in (1) Trauma-Informed Practices and (2) Positive Behavior Intervention Supports to 65% of Early Childhood instructional staff.	To elevate Early Childhood students' Social Emotional Learning, the BCIU will initiate staff development by having 85% of Early Childhood instructional staff trained in (1) Trauma-Informed Practices and (2) Positive Behavior Intervention Supports (PBIS).

**Priority:** Establish a system within the Intermediate Unit that prioritizes the recruitment and selection of highly qualified personnel, provides meaningful, supportive orientation/induction activities, and tailors professional development to individuals' unique skill sets and needs.

<b>Outcome Category</b>	<b>Measurable Goal Statement</b>	<b>Measurable Goal Nickname</b>	<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
Essential Practices 4: Implement Data-Driven Human Capital Strategies	The BCIU will reduce the time to fill vacant positions for instructional programs by 10%.	Employee Recruitment	The BCIU will reduce the time to fill vacant positions for instructional programs by 2%.	The BCIU will reduce the time to fill vacant positions for instructional programs by 6%.	The BCIU will reduce the time to fill vacant positions for instructional programs by 10%.
Essential Practices 4: Implement Data-Driven Human Capital Strategies	The BCIU will increase the retention of educators and instructional support staff across programs by 10%.	Employee Retention	The BCIU will increase the retention of educators and instructional support staff across programs by 2%.	The BCIU will increase the retention of educators and instructional support staff across programs by 6%.	The BCIU will increase the retention of educators and instructional support staff across programs by 10%.

## Action Plan

### Action Plan for: Program Evaluation & Action Planning

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> <li>New Program Development</li> </ul>		Program Proposals, Action Plans, and New Program Implementation Evidence			Monthly team check-ins to review data and progress towards action steps. Review of written products, guides, training documents to accompany program implementation. Observations of program implementation.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Identify core teams for early childhood, alternative education, and special education programs.	07/01/2021	11/30/2022	Director/Assistant Director Early Childhood & Student Services	Staff interest survey, supervisor input	No	No
Identify high-priority programs/practices in each area to further evaluate for enhancement or new program development.	11/30/2021	01/31/2022	Director/Assistant Director Early Childhood & Student Services	Program data, staff input, school district input	No	No
Provide professional development to the core team regarding program evaluation methods.	01/31/2022	03/01/2022	Director/Assistant Director Early Childhood & Student Services	Training Materials / Resources, Support from the Office of Professional Development and Curriculum	Yes	No
Conduct targeted evaluation of programs/curricula as identified.	01/31/2022	04/01/2022	Assistant Director/Program Administrator Early Childhood & Student Services	Program data, staff input, school district input	No	No
Develop recommendations for programs/curriculum enhancement.	04/01/2022	06/01/2022	Assistant Director/Program Administrator Early Childhood & Student Services	None	No	No
Research programs/curricular options based on recommendations from	06/01/2022	08/01/2022	Assistant Director/Core Team Early Childhood & Student Services	Program visits, program materials, cost estimates, budget review	No	No

program evaluation						
Develop an action plan for program/curriculum enhancement areas.	08/01/2022	09/30/2022	Assistant Director/Core Team Early Childhood & Student Services	Action Planning Template Research	No	No
Implement action plans for program/curriculum enhancement areas.	01/01/2023	06/01/2024	Program Administrator/Core Team Early Childhood & Student Services	As noted in an action plan	No	No
Monitor program to assess the quality of services and implementation.	01/01/2023	06/01/2024	Assistant Director Early Childhood & Student Services	Progress Monitoring Tools, Program Evaluation Framework	No	No

## Action Plan for: Resource Mapping

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> <li>Access to Mental Health Resources</li> </ul>		Berks County Mental Health Resource Guide / Website			Monthly check-ins on team progress toward completed tool /guide Review of survey results/school district feedback	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Identify community partners and core team members.	07/01/2021	09/30/2021	Director/Assistant Director Early Childhood & Student Services	Community Partner Contact Information, Collaboration with MH/DD Program	No	No
Develop a survey to establish the baseline for progress monitoring.	07/01/2021	01/31/2022	Director/Assistant Director Early Childhood & Student Services	Survey samples, Google Forms	No	No
Conduct needs assessment of mental health resources within Berks County.	07/01/2021	11/01/2021	Director/Assistant Director Early Childhood & Student Services	Input from Core Team Members, SHAPE System, Needs Assessment, Resources, Community Partners/Agencies	No	No
Identify resources available within local school districts, IU programs, and the community.	11/01/2021	03/21/2022	Director/Assistant Director Early Childhood & Student Services	Input from Core Team Members, SHAPE System, Needs Assessment, Resources, Community Partners/Agencies	No	No
Identify gaps in resources and strategies to address needs.	03/31/2022	06/30/2024	Director/Assistant Director Early Childhood & Student Services	Input from Core Team Members, SHAPE System, Needs Assessment, Resources, Community Partners/Agencies	No	No
Develop a Resource Map of County resources for students in Pre-K through 12+.	11/01/2021	05/31/2022	Director/Assistant Director Early Childhood & Student Services	SHAPE System Resources for Resource Mapping Web Design Tools	No	No
Share and communicate Resource Map of County resources for students in Pre-K through 12+.	06/01/2022	09/30/2022	Director/Assistant Director Early Childhood & Student Services	Access to job-alike groups and program staff	No	Yes
Develop a plan and cycle for regular review, revision, and communication to educators.	07/01/2022	06/30/2024	Director/Assistant Director Early Childhood & Student Services	Input from Core Team Members, SHAPE System, Needs Assessment, Resources, Community Partners/Agencies	No	No

Review, revise, and communicate updates.	07/01/2022	06/30/2024	Director/Assistant Director Early Childhood & Student Services	Input from Core Team Members, SHAPE System, Needs Assessment, Resources, Community Partners/Agencies	No	No
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**Action Plan for: Professional Learning (Trauma-Informed/PBIS)**

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> <li>Trauma-Informed/PBIS</li> </ul>		Training materials, coaching strategies, and program implementation data.			Annual needs assessment, training evaluations, end-of-year performance data, student behavioral data, and observations will be reviewed quarterly by the core team.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Establish a core team to develop PBIS/Trauma-Informed Practices Tier I framework for early childhood .	12/01/2021	01/01/2022	Assistant Director Early Childhood & Student Services	Staff interest survey, supervisor input	No	No
Develop needs assessment specific to trauma and PBIS concepts to inform professional development targets.	01/01/2022	01/30/2022	Assistant Director Early Childhood & Student Services	Student assessment data, performance data, staff evaluation data, staff survey	No	No
Conduct needs assessment specific to PBIS/Trauma.	01/30/2022	03/15/2022	Assistant Director Early Childhood & Student Services	Student assessment data, performance data, staff evaluation data, staff survey	No	No
Analyze data from needs assessment to identify topic areas for key concepts.	03/15/2022	04/15/2022	Assistant Director Early Childhood & Student Services	Planning time	No	No
Identify resources available and aligned to areas of need.	04/15/2022	06/30/2022	Assistant Director Early Childhood & Student Services	Community resources. Evidence-based practices	No	No
Develop a multi-phase approach to professional development and training.	04/15/2022	07/30/2022	Assistant Director Early Childhood & Student Services	Planning time	No	No
Identify resources for tiered training options based on varied needs or levels of responsibility.	07/01/2022	09/30/2022	Assistant Director Early Childhood & Student Services	Community resources, Evidence-based practices	No	No
Implement professional	08/01/2022	06/30/2024	Assistant Director Early	Training materials, web-platforms,	Yes	No

development plan/training series for Trauma-Informed Practices/PBIS			Childhood & Student Services	professional development time		
Monitor quality and impact of professional development activities.	08/01/2022	06/30/2024	Assistant Director Early Childhood & Student Services	Program evaluation tools, quarterly check-in meetings	No	No
Utilize peer coaching as identified by the core team (see Peer Coaching Plan).	07/01/2023	06/30/2024	Assistant Director Early Childhood & Student Services	Peer coaching action plan and resources Time in schedules for peer coaching	No	No

## Action Plan for: Peer Coaching

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> <li>Employee Retention</li> <li>Trauma-Informed/PBIS</li> </ul>		Established peer coaching program, professional development framework and guidelines, improved peer connections			Monthly check-ins for program development, review of feedback and assessment data on a quarterly basis; Assessment tools to be determined in planning stages	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Establish a core team to develop a Peer Coaching Model for Early Childhood (EC) programs to support the retention of educators.	10/31/2021	11/15/2021	Assistant Director Early Childhood & Student Services	Supervisor Committee Preference Response; Identification of staff to be included by supervisors	No	No
Develop a multi-phased approach for implementation with EC instructional staff.	12/01/2021	06/30/2022	Assistant Director Early Childhood & Student Services	List of teachers providing direct instruction by program; program calendars; peer coaching frameworks; available tools for observation; substitute structure by program; Center Facilities Directory; Communication Plan	No	No
Develop an assessment for program monitoring.	12/01/2021	06/30/2022	Assistant Director Early Childhood & Student Services	Available assessment tools	No	No
Develop and provide professional development to Early Childhood instructional staff on the Peer Coaching Model.	07/05/2022	06/30/2023	Assistant Director Early Childhood & Student Services	Program calendars; professional development delivery platform; developed Implementation plan	Yes	No
Implement a peer coaching model across all three Early Childhood programs across a three-year period.	07/01/2023	06/30/2024	Assistant Director Early Childhood & Student Services	Program calendars; professional development delivery platform; developed Implementation plan	No	No
Monitor quality, impact, and implementation of program	07/01/2023	06/30/2024	Assistant Director Early Childhood & Student Services	Assessment tools/program evaluation framework	No	No

## Action Plan for: Employee Recruitment Strategies

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> <li>Employee Recruitment</li> </ul>		Talent acquisition plans for educators and instructional support staff			Monthly check-in meetings to assess progress of plan and evaluate position vacancies and time to fill rate.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Conduct an analysis of current metrics for positions including applicant pool, offer acceptance rate, wage schedules, and time to fill.	07/01/2021	12/31/2021	Director/Assistant Director Human Resources	Frontline Recruit and Hire, Master Staff Listing	No	No
Identify and implement strategies for recruitment through online and social media opportunities.	07/01/2021	12/31/2021	Director/Assistant Director Human Resources	Facebook, LinkedIn, Twitter	No	No
Evaluate hiring process timeline to determine areas of delay within the onboarding process.	01/01/2022	06/30/2022	Director/Assistant Director Human Resources	None	No	No
Develop and implement a plan to utilize additional features in Frontline Recruit and Hire and/or other platforms to expedite the onboarding process.	01/01/2022	06/30/2022	Director/Assistant Director Human Resources	Frontline Recruit and Hire	No	No
Develop partnerships with college/university training programs and community partners to establish a pipeline for the applicant pool.	07/01/2022	06/30/2023	Director/Assistant Director Human Resources	Colleges, universities, and community partners	No	No
Engage employees in marketing and sharing work responsibilities at BCIU to recruit for instructional positions.	07/01/2023	06/30/2024	Director/Assistant Director Human Resources	Creative Team and employees	No	No
Regularly monitor the impact of activities and the impact on metrics.	07/01/2021	06/30/2024	Director/Assistant Director Human Resources	None	No	No

## Action Plan for: Mentoring/Employee Support Programs

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> <li>Employee Retention</li> </ul>		Professional development/induction plans, feedback forms, needs assessments, and support plans			Monthly check-in meetings to assess progress of plan and evaluate strategies	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Implement Educator Induction Program for Professional Employees	07/01/2021	06/30/2024	Director Early Childhood & Student Services	Educator Induction Plan, Google Classroom	Yes	Yes
Provide professional development to identified mentors.	01/03/2022	01/30/2023	Director Early Childhood & Student Services	Educator Induction Plan, mentoring resources/guide, support from the Office of Professional Development and Curriculum	Yes	No
Evaluate the Educator Induction Program and make revisions as appropriate.	05/01/2022	08/31/2022	Director Early Childhood & Student Services	Employee feedback	No	No
Create an onboarding program for instructional support positions to orient them to the organization and provide support.	07/01/2022	06/30/2023	Program Administrators Offices of Early Childhood & Student Services and Professional Development and Curriculum	Employee input, evidence practices, paraeducator competencies	No	No
Conduct 'stay' interviews for employees to get feedback and input.	07/01/2022	06/30/2023	Director/Assistant Director Human Resources	Society for Human Resource Management (SHRM)	No	No
Identify and communicate professional development opportunities for educators serving in unique or specialized roles.	07/01/2021	06/30/2022	Lead Staff/Coaches/Program Administrators	Professional associations' listings and memberships	No	Yes
Identify and communicate personal development opportunities for educators in areas of stress management, organization, and teaming.	07/01/2021	06/30/2024	Director/Assistant Director Human Resources	Quest EAP Services, Pennsylvania Department of Education (PDE) resources for staff wellness	No	Yes
Conduct annual needs	07/01/2021	06/30/2024	Director/Assistant Director Early	Program data, staff input, observation data,	No	No

assessment and evaluation of professional learning for each program.			Childhood and Student Services	employee performance data		
Implement peer coaching in early childhood programs (see additional action plan).	07/01/2021	06/30/2024	Assistant Director Early Childhood and Student Services	See additional action plan	No	No

## Professional Development Action Steps

<b>Evidence-based Strategy</b>	<b>Action Steps</b>
Program Evaluation & Action Planning	<ul style="list-style-type: none"><li>• Provide professional development to the core team regarding program evaluation methods.</li></ul>
Professional Learning (Trauma-Informed/PBIS)	<ul style="list-style-type: none"><li>• Implement professional development plan/training series for Trauma-Informed Practices/PBIS</li></ul>
Peer Coaching	<ul style="list-style-type: none"><li>• Develop and provide professional development to Early Childhood instructional staff on the Peer Coaching Model.</li></ul>
Mentoring/Employee Support Programs	<ul style="list-style-type: none"><li>• Implement Educator Induction Program for Professional Employees</li><li>• Provide professional development to identified mentors.</li></ul>

## Professional Development Activities

Program Evaluation						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Provide professional development to the core team regarding program evaluation methods.</li> </ul>	Early Childhood and Student Services Supervisors	Program Evaluation Process (Define, Plan, Implement, Interpret, Inform and Refine) data sources, analysis, and interpretation root cause analysis	Supervisors will engage in program evaluation for identified program/priority areas; implementation of new program development action plans as outlined in the BCIU Comprehensive Plan	Director, Early Childhood & Student Services	01/31/2022	06/30/2024
Learning Formats						
Type of Activities	Frequency	Danielson Framework Component Met in this Plan			This Step Meets the Requirements of State Required Trainings	
Professional Learning Community (PLC)	Bi-Weekly/Monthly					
Workshop(s)	1-2 sessions, introductory session/ one time kick-off					

**Trauma Informed Practice/Positive Behavior Intervention & Supports**

<b>Action Step</b>	<b>Audience</b>	<b>Topics to be Included</b>	<b>Evidence of Learning</b>	<b>Lead Person/Position</b>	<b>Anticipated Timeline Start Date</b>	<b>Anticipated Timeline Completion Date</b>
<ul style="list-style-type: none"> <li>Implement professional development plan/training series for Trauma-Informed Practices/PBIS</li> </ul>	Early Childhood Instructional Staff	Tier One Strategies for PBIS and Integration of Trauma-Informed Practices, MTSS Frameworks, Preventative Strategies, Behavior-Trauma Connection	Instructional staff will be able to articulate key ideas and integrate strategies into classroom practices	Assistant Director Early Childhood & Student Services	07/01/2021	06/30/2024

**Learning Formats**

<b>Type of Activities</b>	<b>Frequency</b>	<b>Danielson Framework Component Met in this Plan</b>	<b>This Step Meets the Requirements of State Required Trainings</b>
Workshop(s)	Three sessions total, schedule to be determined by the program		Trauma Informed Training (Act 18)

Peer Coaching						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Develop and provide professional development to Early Childhood instructional staff on the Peer Coaching Model.</li> </ul>	Early Childhood Instructional Staff	Peer coaching Introduction, Peer coaching process, Benefits of Peer Coaching, Expectations for participation	Early childhood instructional staff will participate in peer coaching, implement strategies shared in coaching sessions, and provide feedback on the impact.	Assistant Director Early Childhood and Student Services	07/05/2022	06/30/2023
Learning Formats						
Type of Activities	Frequency		Danielson Framework Component Met in this Plan		This Step Meets the Requirements of State Required Trainings	
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Schedule to be determined as outlined in action plan one time quarterly				Teaching Diverse Learners in an Inclusive Setting	
Workshop(s)	One time annually					

Mentoring						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Provide professional development to identified mentors.</li> </ul>	Identified mentors, Supervisory staff	Purpose of mentoring, Communication strategies, Tips for mentoring relationships, Organization of process, Introduction to Educator Induction Program for Professional Employees	Participation in mentoring activities through an Educator Induction Program, employee feedback regarding participation, and experiences.	Director Early Childhood and Student Services	07/01/2022	06/30/2024
Learning Formats						
Type of Activities	Frequency		Danielson Framework Component Met in this Plan		This Step Meets the Requirements of State Required Trainings	
Seminar(s)	Three times annually for mentors					

## Communications Action Steps

<b>Evidence-based Strategy</b>	<b>Action Steps</b>
Resource Mapping	<ul style="list-style-type: none"><li>• Share and communicate Resource Map of County resources for students in Pre-K through 12+.</li></ul>
Mentoring/Employee Support Programs	<ul style="list-style-type: none"><li>• Implement Educator Induction Program for Professional Employees</li><li>• Identify and communicate professional development opportunities for educators serving in unique or specialized roles.</li><li>• Identify and communicate personal development opportunities for educators in areas of stress management, organization, and teaming.</li></ul>

## Communications Activities

Resource Mapping					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Share and communicate Resource Map of County resources for students in Pre-K through 12+.</li> </ul>	School district administrators, educators, community partners, and BCIU educators	Overview and guidance of Resource Map tool and how to utilize to support student mental/behavioral health	Director Early Childhood and Student Services	06/01/2022	09/30/2022
Communications					
Type of Communication			Frequency		
Presentation			One time per county job alike group		
Newsletter			BCIU Newslink		
Email			Quarterly to job alike groups		

Professional Development Opportunities

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Implement Educator Induction Program for Professional Employees</li> <li>Identify and communicate professional development opportunities for educators serving in unique or specialized roles.</li> <li>Identify and communicate personal development opportunities for educators in areas of stress management, organization, and teaming.</li> </ul>	BCIU Educators / Instructional Staff	Professional development opportunities, upcoming conferences and workshops, resources and materials for professional growth	Director Early Childhood and Student Services	07/01/2021	06/30/2024

**Communications**

Type of Communication	Frequency
Email	Monthly
Posting on district website	As opportunities are identified

## **BERKS COUNTY IU 14**

PO Box 16050

Induction Plan (Chapter 49) | 2021 - 2024

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### **INDUCTION PLAN (CHAPTER 49)**

Chapter 4 establishes that each school entity shall submit to the Department for approval an induction plan every 6 years as required under Chapter 49, Section 16(a). A school entity shall make its induction plan available for public inspection and comment for a minimum of 28 days prior to approval of the plan by the school entity's governing board and submission of the plan to the Department.

Chapter 49.16, Approval of Induction Plans, establishes the following requirements of IU Induction Plans:

- Each school entity shall submit to the Department for approval a plan for the induction experience for first-year teachers (including teachers in prekindergarten programs, when offered), long-term substitutes who are hired for a position for 45 days or more and educational specialists.
- The induction plan shall be prepared by teacher or educational specialist representatives, or both, chosen by teachers and educational specialists and administrative representatives chosen by the administrative personnel of the school entity. Newly employed professional personnel with prior school teaching experience may be required by the school entity to participate in an induction program.
- The induction plan shall reflect a mentor relationship between the first-year teacher, long-term substitute or educational specialist, teacher educator and the induction team.
- Criteria for approval of the induction plans will be established by the Secretary in consultation with the Board and must include induction activities that focus on teaching diverse learners in inclusive settings.

## PROFILE AND PLAN ESSENTIALS

Berks County Intermediate Unit #14

114000000

1111 Commons Boulevard PO Box 16050, Reading, PA 19612-6050

Dr. Michelle Reichard-Huff

micrei@berksiu.org

610-987-8446 Ext.

Dr. Jill M. Hackman

jilhac@berksiu.org

## INDUCTION PLAN COMMITTEE PARTICIPANTS

The Induction Plan Committee is responsible for the development and operation of the IU's Educator Induction Program.

In accordance with 22 PA Code Chapter 49.16 the induction committee must include teacher or educational specialist representatives, or both, selected by teachers, educational specialists, and administrative representatives from within the IU.

## STEERING COMMITTEE

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Name	Title	Committee Role	Chosen/Appointed by
Dr. Michelle Reichard-Huff	Director	Administrator	Administration Personnel
Dan Richards	Director	Administrator	Administration Personnel

<b>Name</b>	<b>Title</b>	<b>Committee Role</b>	<b>Chosen/Appointed by</b>
Dr. Christi Weitzel	Assistant Director	Administrator	Administration Personnel
Sara George	Assistant Director	Administrator	Administration Personnel
Dr. Christina Foehl	Assistant Director	Administrator	Administration Personnel
Brian Hocking	Program Administrator	Administrator	Administration Personnel
Sherry Milchick	Program Administrator	Administrator	Administration Personnel
Laura Youse	Early Childhood Education Supervisor	Administrator	Administration Personnel
Jennifer Chupak	Early Intervention Assistant Program Administrator	Administrator	Administration Personnel
Megan Lieb	Teacher for the Hearing Impaired	Teacher	Teacher
Teresa Beilhart	Head Start Teacher	Teacher	Teacher
Taylor Hartline	Head Start Teacher	Teacher	Teacher
Katie Kehm	Assistant Program Administrator	Administrator	Administration Personnel
Ann Marie Hople	Alternative Education Teacher	Teacher	Teacher
Candace Hall	Program Administrator	Administrator	Administration Personnel
Amy Slovick	Speech Therapist	Education Specialist	Education Specialist

<b>Name</b>	<b>Title</b>	<b>Committee Role</b>	<b>Chosen/Appointed by</b>
Jari-Lin Jones	Head Start Teacher	Teacher	Teacher
Kristin Evans	Physical Therapist	Education Specialist	Education Specialist
Amy Bortz	Occupational Therapist	Education Specialist	Education Specialist
Elizabeth Good	Service Consultant	Education Specialist	Education Specialist
Edward G Yeager	School Counselor	Education Specialist	Education Specialist
Jennifer Schuster	Nonpublic Reading Specialist	Education Specialist	Education Specialist

## EDUCATOR INDUCTION PLAN (EIP) (22 PA CODE, 49.16)

By checking each of the following boxes, the IU is assuring that it complies with and has instituted each of the following Chapter 49 Induction Plan requirements.

Plan requirements	Yes/No
Are all first-year teachers (including teachers in prekindergarten programs, when offered), long-term substitutes who are hired for a position for 45 days or more and educational specialists identified and provided an induction experience? (22 Pa Code, 49.16 )	Yes
Is the induction plan prepared by teacher or educational specialist representatives, or both, chosen by teachers and educational specialists and administrative representatives chosen by the administrative personnel of the school entity? (22 Pa Code, 49.16 )	Yes
Has the plan been made available for public inspection and comment for a minimum of 28 days prior to approval of the plan by the school entity's governing board and submission of the plan to the Department? (22 Pa Code, 49.16 )	Yes
Does the induction plan reflect a mentor relationship between the first-year teacher, long-term substitute or educational specialist, teacher educator and the induction team? (22 Pa Code, 49.16 )	Yes
Does the induction plan include training on the teacher observation and evaluation model inclusive of the consistent use of quality teacher-specific data and building-level data within student performance measures? (24 P.S. § 11-1138.8 (c)(3) and 22 Pa Code, 49.16 )	Yes
Does the induction plan:	Yes
a. Assess the needs of inductees?	
b. Describe how the program will be structured?	Yes
c. Describe what content will be included, along with the delivery format and timeframe?	Yes



## MENTORS

Which of the following characteristics does the Intermediate Unit (IU) use to select mentors?

Characteristics used by IU	Yes/No
Pool of possible mentors is comprised of teachers with outstanding work performance.	Yes
Potential mentors have similar certifications and teaching assignments.	Yes
Potential mentors must model continuous learning and reflection.	Yes
Potential mentors must have knowledge of IU policies, procedures, and resources.	Yes
Potential mentors must have demonstrated ability to work effectively with students and other adults.	Yes
Potential mentors must be willing to accept additional responsibility.	Yes
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).	Yes
Mentors and inductees must have compatible schedules so that they can meet regularly.	Yes
Other, please specify below	No

## OTHER

**PLEASE EXPLAIN THE IU'S PROCESS FOR ENSURING THEIR MENTORS HAVE THE ABOVE SELECTED**

## **CHARACTERISTICS.**

Chapter 49 requires that there be a mentor relationship between the inductee and the induction team. The induction council should determine the criteria for selection of mentors. Recommended criteria are (a) similar certification and assignment; (b) outstanding work performance; (c) models continuous learning and reflection; (d) knowledge of program/school policies, procedures and resources; (e) ability to work with students and other adults; (f) willingness to accept additional responsibilities; (g) mentor training or previous experience; and (h) compatible schedules so the mentor and inductee can meet regularly. Properly selected and trained mentors are critical to success of the induction program. Therefore, mentors should have the opportunity to meet with other mentors to discuss mentoring issues and receive training in the following: (a) the purpose of the induction program and the role of the mentor; (b) communication skills; (c) listening skills; (d) coaching and conferencing skills; (e) effective teaching/specialist skills; (f) problem solving; and (g) knowledge of adult learning and development. Each program will determine a meeting time for mentors based on their calendar and the individuals assigned to induction activities. Mentor responsibilities are listed in Appendix B of the BCIU Educator Induction manual. The responsibilities include the provision of instructional support in areas such as classroom management, standards-based instructional planning and implementation, standards-aligned teaching strategies, differentiated instruction and supports for struggling students, and observations and conferencing with the beginning teacher. Mentors are also responsible for providing professional support such as introductions to other faculty and administration, personal encouragement within the context of confidential leadership, and referrals to other key people and resources within or outside of the organization. Being a mentor is an honor, opportunity for teacher/specialist leadership, and an opportunity for mentors to refine their skills and professional growth. However, it is also a demanding responsibility and rewards may include release time, stipends, and/or extra compensation.

## NEEDS ASSESSMENT

Which of the following characteristics does the Intermediate Unit (IU) use to select mentors?

Characteristics used by IU	Yes/No
Observations of inductee instructional practice by a coach or mentor to identify needs.	Yes
Multiple observations of inductee instructional practice by building supervisor to identify needs.	Yes
Regular scheduled meetings with mentors or coaches to reflect upon instructional practice to identify needs.	Yes
Standardized student assessment data	Yes
Classroom assessment data (Formative & Summative)	Yes
Inductee survey (local, intermediate units and national level)	Yes
Review of inductee lesson plans	Yes
Review of written reports summarizing instructional activity	Yes
Submission of Inductee Portfolio	Yes
Knowledge of successful research-based instructional models	Yes
Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).	Yes
Other, please specify below	No

## **OTHER**

### **BASED ON THE TOOLS AND METHODS SELECTED ABOVE, DESCRIBE THE IU'S INDUCTION PROGRAM, INCLUDING THE FOLLOWING DETAILS:**

- **PROGRAM STRUCTURE**
- **CONTENT INCLUDED**
- **MEETING FREQUENCY**
- **DELIVERY FORMAT**

Program Structure: All first-year teachers, long-term substitutes and educational specialists that have been hired by the Berks County Intermediate Unit (BCIU) will be enrolled in the Induction process. Mentors are selected based on a criterion to meet with the inductee at least monthly to review the BCIU goals of the induction plan along with program content. Inductees are required to complete a needs assessment and are required to meet regularly with mentor and/or supervisor for support through the first year in their new position. There are various evaluations and monitoring pieces that are kept along with the monthly discussion log from meetings. At the completion of the first-year, feedback is provided to both administrator and inductee and if any additional support is needed, it will be provided leading into the second year. Content Included: The BCIU Educator Induction plan includes orientation to the community, district/school policies, procedures and resources, the curriculum, and the induction program. In addition, key topics outlined in the manual consist of goals of the program; the Framework for Teaching; the Educator Effectiveness Process; the program calendar; BCIU employee policies/handbook; courses of study and curriculum; emergency procedures/Standard Response Protocol (SRP); attendance and absence procedures; daily schedule/student roster; parent/student program handbook; supplies, student assessment (e.g. grading, gradebooks, IEP); Act 48 requirements; instructional levels (I/II); program specific items (e.g. policies, procedures, etc.); professional responsibilities, including reflection and professional growth; teacher/specialist development; Standards Aligned System (SAS); classroom management; effective instructional delivery to meet the needs of gifted, regular and special need learners; engaging all students in active learning; working with students, parents, and the community; personal skills, such as time management, communication skills and interpersonal skills; and other job responsibilities as required by program supervisor. Meeting Frequency: The induction program is scheduled to be completed over the course of one year. Additional time may be

necessary and can be arranged after the first year is completed. There are monthly mentor and inductee meetings as well as additional activities to assist the new teacher in preparing for a career in education through the Berks County Intermediate Unit. Delivery Format: The delivery of the induction program is through various platforms from in-person meetings, to virtual meetings, along with supplemental trainings and professional development opportunities. The documentation and paperwork will be completed through a Google Classroom platform to ensure consistency across programs so that all first-year educators, long-term substitutes and educational specialists receive the same information.

## EDUCATOR INDUCTION PLAN TOPIC AREAS

Ensure that professional development activities contain content that develops teacher competency, increases student learning, and aligns with at least one component contained in the Danielson Framework for Teaching.

## CODE OF PROFESSIONAL PRACTICE AND CONDUCT FOR EDUCATORS

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Selected Danielson Framework(s)	Timeline
4f: Showing Professionalism	Year 1 Summer, Year 1 Fall, Year 1 Winter, Year 1 Spring

## ASSESSMENTS AND PROGRESS MONITORING

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Selected Danielson Framework(s)	Timeline
1c: Setting Instructional Outcomes 3d: Using Assessment in Instruction 4b: Maintaining Accurate Records 1f: Designing Student Assessments 3b: Using Questioning and Discussion Techniques	Year 1 Winter, Year 1 Fall, Year 1 Spring, Year 1 Summer

## INSTRUCTIONAL PRACTICES

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**Selected Danielson Framework(s)****Timeline**

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3c: Engaging Students in Learning 3b: Using Questioning and Discussion Techniques 3d: Using Assessment in Instruction 3a: Communicating with Students 3e: Demonstrating Flexibility and Responsiveness	Year 1 Spring, Year 1 Winter, Year 1 Summer, Year 1 Fall
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## **SAFE AND SUPPORTIVE SCHOOLS**

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**Selected Danielson Framework(s)****Timeline**

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2c: Managing Classroom Procedures 1b: Demonstrating Knowledge of Students 2b: Establishing a Culture for Learning 3a: Communicating with Students 2a: Creating and Environment of Respect and Rapport 2e: Organizing Physical Space 2d: Managing Student Behavior	Year 1 Spring, Year 1 Winter, Year 1 Fall, Year 1 Summer
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## STANDARDS/CURRICULUM

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Selected Danielson Framework(s)	Timeline
1d: Demonstrating Knowledge of Resources 1c: Setting Instructional Outcomes 1b: Demonstrating Knowledge of Students 1f: Designing Student Assessments 1a: Demonstrating Knowledge of Content and Pedagogy 1e: Designing Coherent Instruction	Year 1 Summer, Year 1 Spring, Year 1 Winter, Year 1 Fall

## TECHNOLOGY INSTRUCTION

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Selected Danielson Framework(s)	Timeline
1d: Demonstrating Knowledge of Resources 4c: Communicating with Families 4b: Maintaining Accurate Records 3e: Demonstrating Flexibility and	Year 1 Fall, Year 1 Spring, Year 1 Summer, Year 1 Winter

**Selected Danielson Framework(s)**

**Timeline**

Responsiveness

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## **PROGRESS REPORTS AND PARENT-TEACHER CONFERENCING**

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**Selected Danielson Framework(s)**

**Timeline**

1f: Designing Student Assessments  
4b: Maintaining Accurate Records  
1c: Setting Instructional Outcomes  
4c: Communicating with Families  
3d: Using Assessment in Instruction

Year 1 Summer, Year 1 Winter, Year 1 Spring, Year 1 Fall

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## **ACCOMMODATIONS AND ADAPTATIONS FOR DIVERSE LEARNERS**

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**Selected Danielson Framework(s)**

**Timeline**

2e: Organizing Physical Space  
2d: Managing Student Behavior  
2c: Managing Classroom Procedures  
4a: Reflecting on Teaching  
1b: Demonstrating Knowledge of Students

Year 1 Summer, Year 1 Spring, Year 1 Winter, Year 1 Fall

**Selected Danielson Framework(s)**

**Timeline**

3e: Demonstrating Flexibility and Responsiveness

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**DATA INFORMED DECISION MAKING**

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**Selected Danielson Framework(s)**

**Timeline**

1e: Designing Coherent Instruction  
4b: Maintaining Accurate Records  
1c: Setting Instructional Outcomes  
3d: Using Assessment in Instruction  
1b: Demonstrating Knowledge of Students  
3b: Using Questioning and Discussion Techniques  
4e: Growing and Developing Professionally  
1f: Designing Student Assessments  
4a: Reflecting on Teaching

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**MATERIALS AND RESOURCES FOR INSTRUCTION**

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**Selected Danielson Framework(s)****Timeline**

1d: Demonstrating Knowledge of Resources

Year 1 Summer, Year 1 Spring, Year 1 Fall, Year 1 Winter

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## **CLASSROOM AND STUDENT MANAGEMENT**

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**Selected Danielson Framework(s)****Timeline**

2d: Managing Student Behavior  
2a: Creating and Environment of Respect and Rapport  
2e: Organizing Physical Space  
2b: Establishing a Culture for Learning  
2c: Managing Classroom Procedures

Year 1 Summer, Year 1 Fall, Year 1 Winter, Year 1 Spring

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## **PARENTAL AND/OR COMMUNITY INVOLVEMENT**

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**Selected Danielson Framework(s)****Timeline**

4f: Showing Professionalism  
4e: Growing and Developing Professionally

Year 1 Summer, Year 1 Winter, Year 1 Spring, Year 1 Fall

**Selected Danielson Framework(s)**

**Timeline**

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4c: Communicating with Families

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## **EVALUATION AND MONITORING**

Describe the procedures employed to monitor and evaluate the Educator Induction Program. As part of this process IUs should systematically collect data on the educator induction program design, implementation, and outcomes. This data may include:

- a. Survey of participants – new teachers, mentors, principals, and other members of the Educator Induction Program to determine levels of satisfaction and to understand the strengths and weakness of the program
- b. Analysis of activities and resources used in the program
- c. Aligned program evaluation instruments that provide quantitative and qualitative data (e.g., survey/questionnaires, individual and group interviews, and observation tools) to determine the impact of participating teachers and their students

## **EVALUATION AND MONITORING**

The evaluation and monitoring of the Educator Induction plan includes the Initial needs assessment, a month-by-month review of topics/summary sheet, and end of induction program feedback forms. The induction program should be evaluated at least annually and revised as needed. The evaluation should include input from all the participants related to the achievement of the program goals, objective, and competencies. Each mentor, administrator, and inductee complete documentation throughout the induction year. Throughout the year regular meetings are conducted to monitor and evaluate the induction process for each inductee. At the end of the induction year, the mentor and the inductee complete an evaluation about the process. Evaluation results are reviewed by administrators to provide ongoing monitoring and improvement of the process. Successful completion of the induction program is verified by the BCIU's Executive Director on the application for Level II certification (TIMS or the 338P form). BCIU will maintain accurate records of completion of the program and give a copy of the letter, form or certificate of completion to inductee

## DOCUMENTATION OF PARTICIPATION AND COMPLETION

Identify the methods used to record inductee participation and program completion.

Participation	Completion
Mentor documents his/her inductee's involvement in the program.	Yes
A designated administrator receives, evaluates, and archives all mentor records.	Yes
IU maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.	Yes
Completion is verified by the Chief Administrator on the Application for Level 2 Certification.	Yes
Confirm that all first-year teachers are required to participate in the induction program.	Yes

**IF "NO" IS SELECTED, PLEASE EXPLAIN WHAT INDIVIDUALS WERE NOT INCLUDED IN THE INDUCTION PROGRAM AND WHY.**

## EDUCATOR INDUCTION PLAN STATEMENT OF ASSURANCE

We affirm that this Educator Induction Plan has been developed in accordance with the laws, regulations and guidelines for the development, implementation and evaluation of the Induction Plan as designated in Chapter 4 of the Pennsylvania Department of Education School Code.

We affirm that this Educator Induction Plan focuses on the learning needs of each professional staff member to ensure high quality instruction for all students.

Educator Induction Plan Coordinator

Date

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I affirm that this Induction Plan provides staff learning that improves the learning of all students as outlined in the [National Staff Development Council's Standards for Staff Learning](#).

Executive Director

Date

## **BERKS COUNTY IU 14**

PO Box 16050

Professional Development Plan (Act 48) | 2021 - 2024

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### **ACT 48**

Chapter 4 establishes that each school entity shall submit to the Secretary for approval a professional education plan every 3 years as required under Chapter 49, Section 17(a). A school entity shall make its professional education plan available for public inspection and comment for a minimum of 28 days prior to approval of the plan by the school entity's governing board and submission of the plan to the Secretary.

Chapter 49.17, Continuing professional education, establishes that every school entity shall develop a continuing education plan that addresses the following requirements:

- a. Includes options for professional development including, but not limited to, activities such as: (i) graduate level coursework; (ii) obtaining a professionally related master's degree; (iii) department-approved in-service courses; (iv) curriculum development work; and (v) attendance at professional conferences.
- b. Defines terms used including, but not limited to, the following: (i) Professionally related graduate level coursework. (ii) Professionally related master's degree. (iii) Curriculum development work. (iv) Professional conferences.
- c. Developed as specified in section 1205.1 of the act in which the plan describes the persons who developed the plan and how the persons were selected.
- d. Submitted to the Secretary shall be approved by both the professional education committee and the board of the school entity.
- e. Includes a section which describes how the professional education needs of the school entity, including those of diverse learners, and its professional employees are to be met through implementation of the plan. The plan must describe how professional development activities will improve language and literacy acquisition for all students and contribute to closing achievement gaps among students.
- f. Includes a description of how the school entity will offer all professional employees opportunities to participate in continuing education focused on teaching diverse learners in inclusive settings.

g. A school district that contracts with a community provider to operate a prekindergarten program shall address in the school district's professional education plan how the school district will offer professional education opportunities to teachers in the community provider's prekindergarten program.

IU provided professional education meets the education needs of that school entity and its professional employees, so that they may meet the specific needs of students. Professional education for all levels of an IU should be based on sound research and promising practices that promotes educators' skills over the long term.

Exemplary professional education for staff:

- 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.
- 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.

## PROFILE AND PLAN ESSENTIALS

Berks County Intermediate Unit #14

114000000

1111 Commons Boulevard PO Box 16050, Reading, PA 19612-6050

Dr. Michelle Reichard-Huff

micrei@berksiu.org

610-987-8446

Dr. Jill M. Hackman

jilhac@berksiu.org

## STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Dan Richards	Director	Dan Richards	Administration Personnel
Dr. Michelle Reichard-Huff	Director	Dr. Michelle Reichard-Huff	Administration Personnel
Dr. Christina Foehl	Assistant Director	Dr. Christina Foehl	Administration Personnel
Sara George	Assistant Director	Sara George	Administration Personnel

<b>Name</b>	<b>Title</b>	<b>Committee Role</b>	<b>Appointed By</b>
Dr. Christi Weitzel	Assistant Director	Dr. Christi Weitzel	Administration Personnel
Shana Medina	Parent	Shana Medina	School Board of Directors
Cynthia Quirindongo	Parent	Cynthia Quirindongo	School Board of Directors
Dr. Rudy Ruth	Vice President of Community Engagement, Executive Director - Holleran Center for Community & Global Engagement	Dr. Rudy Ruth	School Board of Directors
Connie Skipper	Business Owner / Chamber Rep	Connie Skipper	School Board of Directors
Brian Hocking	Program Administrator	Brian Hocking	Administration Personnel
Sherry Milchick	Program Administrator	Sherry Milchick	Administration Personnel
Laura Youse	Early Childhood Education Supervisor	Laura Youse	Administration Personnel
Jennifer Chupak	Early Intervention Assistant Program Administrator	Jennifer Chupak	Administration Personnel
Katie Kehm	Assistant Program Administrator	Katie Kehm	Administration

Name	Title	Committee Role	Appointed By
			Personnel
Candace Hall	Program Administrator	Candace Hall	Administration Personnel
Taylor Hartline	Head Start Teacher	Taylor Hartline	Teacher
Ann Marie Hopler	Alternative Education Teacher	Ann Marie Hopler	Teacher
Megan Lieb	Teacher for the Hearing Impaired	Megan Lieb	Teacher
Teresa Beilhart	Head Start Teacher	Teresa Beilhart	Teacher
Jari-Lin Jones	Head Start Teacher	Jari-Lin Jones	Teacher
Amy Slovick	Speech Therapist	Amy Slovick	Education Specialist
Kristin Evans	Physical Therapist	Kristin Evans	Education Specialist
Amy Bortz	Occupational Therapist	Amy Bortz	Education Specialist
Edward G Yeager	School Counselor	Edward G Yeager	Education Specialist
Jennifer	Nonpublic Reading Specialist	Jennifer	Education

Name	Title	Committee Role	Appointed By
Schuster		Schuster	Specialist
Elizabeth Good	Service Consultant	Elizabeth Good	Education Specialist

**DESCRIBE HOW MANY TIMES THE COMMITTEE MEETS IN A GIVEN YEAR, ANY SUBCOMMITTEES THAT ARE FORMED AND ANY OTHER RELEVANT INFORMATION REGARDING THE FUNCTION OF THE COMMITTEE.**

1. Committee will meet annually in-person or virtually. 2. Committee will review data as available and as it pertains to IU staff professional development. 3. Committee will be solicited for feedback annually at a minimum as to needs and quality of professional development provided.

## PROFESSIONAL EDUCATION PLAN (PEP) (22 PA CODE, 49.17)

Professional Education Plan Guidelines	Yes/No
Are the professional development activities aligned with the current and applicable Pennsylvania Core Standards or Pennsylvania Academic Standards? ( <a href="#">22 Pa Code, Chapter 4</a> )	Yes
Are the effectiveness of offerings evaluated through multiple measures of student achievement within the context of educator effectiveness to determine impact on student learning, educator effectiveness, and/or school performance? (Act 82 of 2012) aka ( <a href="#">22 Pa Code, 19</a> )	Yes
Does the professional education plan contain a committee consisting of teacher representatives divided equally among elementary, middle and high school teachers chosen by the teachers, educational specialist representatives chosen by educational specialists and administrative representatives chosen by the administrative personnel? ( <a href="#">Act 48, Section 1205.1</a> )	Yes
Does the committee include parents of children attending a school in the district, local business representatives and other individuals representing the community appointed by the board of directors? ( <a href="#">Act 48, Section 1205.1</a> )	Yes
Was the professional education plan approved by the professional education committee and the board of the school entity? ( <a href="#">22 pa Code, 49.16</a> )	Yes
Does the professional development plan align with educator needs? (Act 48, Section 2)	Yes
Do the implementation steps cover at least a three-year implementation horizon?	Yes

## **ACTION PLANS STEPS FROM COMPREHENSIVE PLAN**

## PROGRAM EVALUATION

Action Step	Audience	Topics to be Included	Evidence of Learning
Provide professional development to the core team regarding program evaluation methods.	Early Childhood and Student Services Supervisors	Program Evaluation Process (Define, Plan, Implement, Interpret, Inform and Refine) data sources, analysis, and interpretation root cause analysis	Supervisors will engage in program evaluation for identified program/priority areas; implementation of new program development action plans as outlined in the BCIU Comprehensive Plan
Lead Person/Position		Anticipated Timeline	
Director, Early Childhood & Student Services		01/31/2022 - 06/30/2024	

## LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Professional Learning Community (PLC)	Bi-Weekly/Monthly		
Workshop(s)	1-2 sessions, introductory session/ one time kick-off		

## TRAUMA INFORMED PRACTICE/POSITIVE BEHAVIOR INTERVENTION & SUPPORTS

Action Step	Audience	Topics to be Included	Evidence of Learning
Implement professional development plan/training series for Trauma-Informed Practices/PBIS	Early Childhood Instructional Staff	Tier One Strategies for PBIS and Integration of Trauma-Informed Practices, MTSS Frameworks, Preventative Strategies, Behavior-Trauma Connection	Instructional staff will be able to articulate key ideas and integrate strategies into classroom practices
Lead Person/Position			Anticipated Timeline
Assistant Director Early Childhood & Student Services			07/01/2021 - 06/30/2024

## LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Three sessions total, schedule to be determined by the program		Trauma Informed Training (Act 18)

## PEER COACHING

Action Step	Audience	Topics to be Included	Evidence of Learning
Develop and provide professional development to Early Childhood instructional staff on the Peer Coaching Model.	Early Childhood Instructional Staff	Peer coaching Introduction, Peer coaching process, Benefits of Peer Coaching, Expectations for participation	Early childhood instructional staff will participate in peer coaching, implement strategies shared in coaching sessions, and provide feedback on the impact.
Lead Person/Position			Anticipated Timeline
Assistant Director Early Childhood and Student Services			07/05/2022 - 06/30/2023

## LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Schedule to be determined as outlined in action plan one time quarterly		Teaching Diverse Learners in an Inclusive Setting
Workshop(s)	One time annually		

## MENTORING

Action Step	Audience	Topics to be Included	Evidence of Learning
Provide professional development to identified mentors.	Identified mentors, Supervisory staff	Purpose of mentoring, Communication strategies, Tips for mentoring relationships, Organization of process, Introduction to Educator Induction Program for Professional Employees	Participation in mentoring activities through an Educator Induction Program, employee feedback regarding participation, and experiences.
Lead Person/Position		Anticipated Timeline	
Director Early Childhood and Student Services		07/01/2022 - 06/30/2024	

## LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Seminar(s)	Three times annually for mentors		

## OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

### SAFETY CARE (DEESCALATION AND PHYSICAL INTERVENTION)

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Audience	Topics to be Included	Evidence of Learning
Educators & Instructional Staff as designated by IU Programs	Behavioral Strategies, Differential Reinforcement, Verbal Deescalation, Physical Safety & Intervention)	Student IEP development, use of skills in crisis response
Lead Person/Position	Anticipated Timeline	
Program Administrator, OPDC	07/01/2022 - 06/30/2025	

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### LEARNING FORMAT

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Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	One time annually		School Safety including Trauma-informed Education Awareness (Act 44)

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### YOUTH SUICIDE PREVENTION / CHILD EXPLOITATION

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Audience	Topics to be Included	Evidence of Learning
Educators & Instructional Staff working with Students grades 6-12	This course covers the scope of the problem of youth suicide, common risk factors related to youth suicide, successful strategies for youth suicide prevention, the immediate steps a staff member should take if they encounter a student who is threatening suicide, and best practices for intervention after a suicide ("postvention").	Identification and referral of students to mental health systems

Lead Person/Position	Anticipated Timeline
Assistant Director, ECSS	07/01/2022 - 06/30/2025

## LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Other	1 hour annually	3a: Communicating with Students 1b: Demonstrating Knowledge of Students 4c: Communicating with Families 2d: Managing Student Behavior	School Safety including Trauma-informed Education Awareness (Act 44)

## BULLYING PREVENTION

Audience	Topics to be Included	Evidence of Learning
Alternative Education Program Staff	Safe2Say, Strategies to effectively respond to, intervene in and report incidents of bullying.	Implementation of strategies within program setting
Lead Person/Position	Anticipated Timeline	
Assistant Director, ECSS	07/01/2022 - 06/30/2025	

## LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Other	One time annually	3a: Communicating with Students 4c: Communicating with Families 2a: Creating and Environment of Respect and Rapport 2c: Managing Classroom Procedures	School Safety including Trauma-informed Education Awareness (Act 44)

## CHILD ABUSE RECOGNITION AND REPORTING

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<b>Audience</b>	<b>Topics to be Included</b>	<b>Evidence of Learning</b>
All BCIU Staff Members	Child Abuse Identification, Intervention, and Mandatory Reporting	Observation in Practice, Referral as appropriate

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<b>Lead Person/Position</b>	<b>Anticipated Timeline</b>
Director, Human Resources	07/01/2022 - 06/30/2025

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## LEARNING FORMAT

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<b>Type of Activities</b>	<b>Frequency</b>	<b>Danielson Framework Component Met in this Plan</b>	<b>This Step Meets the Requirements of State Required Trainings</b>
Other	3 hours every 5 years, policy review annually	4f: Showing Professionalism  2a: Creating and Environment of Respect and Rapport	

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## SCHOOL SAFETY AND SECURITY

Audience	Topics to be Included	Evidence of Learning
All BCIU Employees	Standard Response Protocol, Emergency Preparedness, Safety Drills	Adherence to prevention, intervention, post-vention
Lead Person/Position		Anticipated Timeline
Program Administrator, Safety & Security		07/01/2022 - 06/30/2025

## LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Course(s)	One time annually (one-hour per year)	2c: Managing Classroom Procedures  2e: Organizing Physical Space	School Safety including Trauma-informed Education Awareness (Act 44)

## TRAUMA INFORMED APPROACHES

Audience	Topics to be Included	Evidence of Learning
Educators and Instructional Staff	An Overview of Trauma-Informed Care, Basic Skills of Trauma Informed Care	Identification of Trauma, Referral, Self-Care Plans
Lead Person/Position		Anticipated Timeline
Director, ECSS		07/01/2022 - 06/30/2025

## LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	One time for total of one hour	2a: Creating and Environment of Respect and Rapport  2b: Establishing a Culture for Learning  2d: Managing Student Behavior  1b: Demonstrating Knowledge of Students	Trauma Informed Training (Act 18)

## **EVALUATION AND REVIEW**

### **DESCRIBE IN THE BOX BELOW THE PROCEDURES FOR EVALUATING AND REVIEWING THE PROFESSIONAL EDUCATION PLAN.**

Following each professional learning opportunity, participants will complete an evaluation asking what new content and processes they have learned. Participants will be asked to report on how they will implement the new knowledge and skills into their practice. Adjustments will be made to professional learning opportunities based upon the feedback provided by participants. New opportunities will be developed to reflect the BCIU organization mission and values and needs of our constituent school districts.

## **PROFESSIONAL EDUCATION PLAN ASSURANCES**

We affirm that this Professional Education Plan focuses on the learning needs of each staff member to ensure all staff members meet or exceed high academic standards in each of the core subject areas.

Professional Education Committee Chairperson:

Date

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I affirm that this Professional Education Plan provides staff learning that improves the learning of all students as outlined in the National Staff Development Council's Standards for Staff Learning.

Executive Director:

Date