

CHESTER COUNTY IU 24

455 Boot Rd

IU Comprehensive Plan | 2022 - 2025

Steering Committee

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Danielle Hawkins	Administrator	CCIU	danielleh@cciu.org

Intermediate Unit Profile

The Chester County Intermediate Unit (CCIU) is one of 29 regional educational service agencies established by the Pennsylvania State Department of Education in 1970. The Chester County Intermediate Unit administers instructional, enrichment and administrative programs and services to the 12 Chester County public school districts and also to over 45 private and parochial schools in the county. The CCIU also provides programming in other areas of the state, reaching from Philadelphia to Pittsburgh.

The CCIU is governed by a Board of Directors that is comprised of one school board director from each of the 12 Chester County public school districts.

The Chester County Intermediate Unit oversees more than 100 programs that directly and indirectly benefit nearly 100,000 public and non-public school students. These programs include instructional, remedial, and enrichment services for regular, occupational and special education staff and students, via traditional brick and mortar classrooms as well as online and virtual environments. Other IU services support school district leaders and school directors.

Mission and Vision

Mission

The Chester County Intermediate Unit is a dynamic educational service agency providing quality, innovative and cost-effective programs and services to enhance the lives of students, educators and members of our communities.

Vision

Educational leadership for a better Chester County and beyond.

Educational Value Statements

Students

Customer Service We do everything with the goal of exceeding our customers' expectations. Partnership We work collaboratively with our partners. Leadership We accept a leadership role in serving the needs of our communities. Innovation We promote change to meet evolving needs and foster innovation. Advocacy We serve as a liaison for our member districts at the county, state and national levels. Professional Commitment We maintain the highest standards of conduct. Organizational Culture We provide an environment that fosters teamwork, creativity, professional growth, high morale, opportunity, and pride in all we do.

Staff (Formally Educators)

Customer Service We do everything with the goal of exceeding our customers' expectations. Partnership We work collaboratively with our partners. Leadership We accept a leadership role in serving the needs of our communities. Innovation We promote change to meet evolving needs and foster innovation. Advocacy We serve as a liaison for our member districts at the county, state and national levels. Professional Commitment We maintain the highest standards of conduct. Organizational Culture We provide an environment that fosters teamwork, creativity, professional growth, high morale, opportunity, and pride in all we do.

Administration

Customer Service We do everything with the goal of exceeding our customers' expectations. Partnership We work collaboratively with our partners. Leadership We accept a leadership role in serving the needs of our communities. Innovation We promote change to meet evolving needs and foster innovation. Advocacy We serve as a liaison for our member districts at the county, state and national levels. Professional Commitment We maintain the highest standards of conduct. Organizational Culture We provide an environment that fosters teamwork, creativity, professional growth, high morale, opportunity, and pride in all we do.

LEA Leaders

Customer Service We do everything with the goal of exceeding our customers' expectations. Partnership We work collaboratively with our partners. Leadership We accept a leadership role in serving the needs of our communities. Innovation We promote change to meet evolving needs and foster innovation. Advocacy We serve as a liaison for our member districts at the county, state and national levels. Professional Commitment We maintain the highest standards of conduct. Organizational Culture We provide an environment that fosters teamwork, creativity, professional growth, high morale, opportunity, and pride in all we do.

Parents

Customer Service We do everything with the goal of exceeding our customers' expectations. Partnership We work collaboratively with our partners. Leadership We accept a leadership role in serving the needs of our communities. Innovation We promote change to meet evolving needs and foster innovation. Advocacy We serve as a liaison for our member districts at the county, state and national levels. Professional Commitment We maintain the highest standards of conduct. Organizational Culture We provide an environment that fosters teamwork, creativity, professional growth, high morale, opportunity, and pride in all we do.

Community

Customer Service We do everything with the goal of exceeding our customers' expectations. Partnership We work collaboratively with our partners. Leadership We accept a leadership role in serving the needs of our communities. Innovation We promote change to meet evolving needs and foster innovation. Advocacy We serve as a liaison for our member districts at the county, state and national levels. Professional Commitment We maintain the highest standards of conduct. Organizational Culture We provide an environment that fosters teamwork, creativity, professional growth, high morale, opportunity, and pride in all we do.

Other (Optional)

Summary Of Strengths and Challenges

Strengths

Strength	Consideration In Plan
Recruit and retain fully credentialed, experienced, and high-quality employees	Yes
Foster a vision and culture of high expectations for success for all stakeholders	Yes
Partner with local businesses, employers, community organizations, and other agencies to meet the needs of the Intermediate Unit	No
Support the development, professional learning, and advancement of employees in alignment with the intermediate unit's mission, vision, and values	Yes
Coordinate fiscal resources from local, state, and federal programs to achieve the IU's goals and priorities	Yes
Instructional Services	Yes
Direct Services to School Students	Yes
K-12	No
LEA Services	No
Special Ed Plan - Strong and responsive to the needs of the communities being served	No
Health & Safety and Safety and Security - Very complex and detailed to protect the health, safety and security of staff and those served by CCIU	No
Technology - Very complex and meets the needs of the organization and those served by CCIU	No
Staff expertise	No
Capacity of CCIU	No
Professional learning opportunities for individuals supporting SSoS.	No

Challenges

Challenge	Consideration In Plan
Facilitate effective, standards-aligned curriculum and assessment	Yes
Equity Services	Yes
ESL	Yes
Direct services to adults	No
Professional Development - response to changing needs	Yes
Health and Safety - could be better understood by public	No
Safety and Security - could be better understood by staff	No
LEAs we support as an IU are struggling with student attendance issues and staffing issues.	No
Time	No

Most Notable Observations/Patterns

Analyzing Strengths and Challenges

Strengths

Strength	Discussion Points
Recruit and retain fully credentialed, experienced, and high-quality employees	Our high-quality employees will help the organization grow.
Foster a vision and culture of high expectations for success for all stakeholders	The vision and culture of high expectations is rooted in a deep belief in customer service.
Support the development, professional learning, and advancement of employees in alignment with the intermediate unit's mission, vision, and values	Professional development is aligned with our mission, vision and beliefs
Coordinate fiscal resources from local, state, and federal programs to achieve the IU's goals and priorities	Our fiscal resources are allocated to support programs that are needed by our customers.
Instructional Services	High quality delivery
Direct Services to School Students	High quality delivery

Challenges

Challenge	Discussion Points	Priority For Planning	Priority Statement
Facilitate effective, standards-aligned curriculum and assessment	The CCIU has many programs and the curriculum in each of those programs is very specialized and individualized. The organization will review curriculum across programs to maintain effective, standards-aligned curriculum and assessment.	Yes	To better serve our students, educators, and the community, the CCIU will review and connect curriculum and assessment to the standards.
Equity Services		No	
ESL		No	

Professional Development - response to changing needs	Improved and targeted professional development will increase instructional practices.	Yes	To better serve our students, educators, and the community, the CCIU will conduct a review of the professional development offered to its employees and create a professional development strategy for all employees that is aligned with the CCIU Strategic Plan.
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Goal Setting

Priority: To better serve our students, educators, and the community, the CCIU will review and connect curriculum and assessment to the standards.

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	Revise the curriculum by conducting a gap analysis between the curriculum (including assessments) used in every content area and grade level and IU program with the PA Academic Standards/Early Childhood Standards/Industry Standards and addressing the identified gaps.	Curriculum Revision	Gather and review curriculum and assessments from across all CCIU programs, content areas, and grade levels.	Continue to gather curriculum and assessments and begin gap analysis	Revise the curriculum by conducting a gap analysis between the curriculum (including assessments) used in every content area and grade level and IU program with the PA Academic Standards/Early Childhood Standards/Industry Standards and addressing the identified gaps.

Priority: To better serve our students, educators, and the community, the CCIU will conduct a review of the professional development offered to its employees and create a professional development strategy for all employees that is aligned with the CCIU Strategic Plan.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Professional learning	To grow internal capacity and skills, and provide potential future revenue opportunities, the CCIU will offer employees a variety of professional development opportunities tied to Organizational Goals 1 & 4 that help employees connect the work they do to the overall educational mission of the CCIU.	Professional learning	Defining professional development tiers and pathways. Collect survey data around the infrastructure developed.	Begin to build professional development offerings. Pilot initial offerings and collect data/feedback on user experience.	To grow internal capacity and skills, and provide potential future revenue opportunities, the CCIU will offer employees a variety of professional development opportunities tied to Organizational Goals 1 & 4 that help employees connect the work they do to the overall educational mission of the CCIU.

Action Plan

Action Plan for: EBI Tool 6: Comparing and Selecting Evidence-Based Strategies, Interventions, and Activities						
Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> Curriculum Revision 		The curriculum and assessment materials will be revised.			The revision addresses the gaps of each program's needs.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Establish a point of contact for each program to share information with broader team (there are about 800 programs, but contacts can serve multiple programs)	07/01/2022	06/30/2023	TBD by administrator or department head	Access to program administrators contact and have administrator or department head identify a representative from each program to share information.	No	No
Create a database to house curriculum and assessment information collected from programs	07/01/2022	06/30/2023	Curriculum Administrators	Identify and create a shared database	No	Yes
Create a review tool that will analyze the essential components of curriculum and assessments from each program against the related standards to identify gaps	07/03/2023	06/28/2024	Curriculum Administrators	Related standards, the information from the database and the tool to analyze the essential components.	Yes	Yes
Revise curriculum and assessment to eliminate identified gaps	07/01/2024	06/30/2025	curriculum administrators	Programs will analyze curricular and assessment materials – a comprehensive analysis of curriculum and assessments, access to the standards, time and personnel time to review.	Yes	Yes

Action Plan for: Collect and Analyze Data

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> Curriculum Revision Professional learning 		1. Professional development tiers and pathways are defined. Data collection tools are developed. 2. Data is compiled and analyzed. Professional development offerings are created based upon data analysis and recommendations. 3. Initial offerings are piloted and data/feedback on user experience is collected.			Are #1, 2 and 3, et - yes or no.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Review existing data for professional learning across CCIU. Create a survey for data collection on professional learning - Survey data (Quantitative) Develop focus group questions - (Focus Groups on growth opportunities and movement in CCIU professionally) Data collected should establish baseline (Higher Education, Certifications and Endorsements), TAC, Frontline Professional Growth (Formerly My Learning Plan), divisions across CCIU and affiliated schools.	07/01/2022	06/30/2023	Assistant Director HR/Employee Development	Time, data collection software, internet	No	Yes
Distribute surveys and conduct focus groups. Review data for emerging themes. Make recommendations based on the data.	07/03/2023	06/28/2024	Assistant Director HR/Employee Development	Time, Data collection software, internet, course development software, people to conduct and participate in focus groups	No	Yes
Pilot and implement recommendations	07/01/2024	06/30/2025	Assistant Director HR/Employee Development	Time, Data collection software, internet, course development software, people to conduct and participate in pilot offerings	Yes	Yes

Professional Development Action Steps

Evidence-based Strategy	Action Steps
EBI Tool 6: Comparing and Selecting Evidence-Based Strategies, Interventions, and Activities	<ul style="list-style-type: none">• Create a review tool that will analyze the essential components of curriculum and assessments from each program against the related standards to identify gaps• Revise curriculum and assessment to eliminate identified gaps
Collect and Analyze Data	<ul style="list-style-type: none">• Pilot and implement recommendations

Professional Development Activities

Curriculum review and analysis and standards						
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"> • Create a review tool that will analyze the essential components of curriculum and assessments from each program against the related standards to identify gaps • Revise curriculum and assessment to eliminate identified gaps 	Staff on the curriculum committee	How to review and analyze and revise curriculum and assessments against the PA Standards.	Staff demonstrate an understanding of curriculum and assessment aligned with the PA Standards through creation of a review tool that will analyze the essential components of curriculum and assessments from each program against the related PA Standards. Staff revise curriculum and assessment to eliminate identified gaps.	Curriculum administrators and Assistant Director Human Resources for Employee Development	12/01/2022	06/30/2025
Learning Formats						
Type of Activities	Frequency		Danielson Framework Component Met in this Plan		This Step Meets the Requirements of State Required Trainings	
Workshop(s)	Ongoing, beginning December 2022					

Professional Development Opportunities

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"> Pilot and implement recommendations 	Staff who are responsible for designing and implementing relevant professional development.	How to design and implement relevant learning experiences for diverse adult learners.	New professional development opportunities meet the needs of diverse adult learners within the CCIU.	Assistant Director of Human Resources for Employee Development	12/01/2022	06/30/2025

Learning Formats

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	ongoing beginning December 2022		

Communications Action Steps

Evidence-based Strategy	Action Steps
EBI Tool 6: Comparing and Selecting Evidence-Based Strategies, Interventions, and Activities	<ul style="list-style-type: none"> • Create a database to house curriculum and assessment information collected from programs • Create a review tool that will analyze the essential components of curriculum and assessments from each program against the related standards to identify gaps • Revise curriculum and assessment to eliminate identified gaps
Collect and Analyze Data	<ul style="list-style-type: none"> • Review existing data for professional learning across CCIU. Create a survey for data collection on professional learning - Survey data (Quantitative) Develop focus group questions - (Focus Groups on growth opportunities and movement in CCIU professionally) Data collected should establish baseline (Higher Education, Certifications and Endorsements), TAC, Frontline Professional Growth (Formerly My Learning Plan), divisions across CCIU and affiliated schools. • Distribute surveys and conduct focus groups. Review data for emerging themes. Make recommendations based on the data. • Pilot and implement recommendations

Communications Activities

inform and recruit					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Establish a point of contact for each program to share information with broader team (there are about 800 programs, but contacts can serve multiple programs) Create a database to house curriculum and assessment information collected from programs Create a review tool that will analyze the essential components of curriculum and assessments from each program against the related standards to identify gaps Revise curriculum and assessment to eliminate identified gaps Review existing data for professional learning across CCIU. Create a survey for data collection on professional learning - Survey data (Quantitative) Develop focus group questions - (Focus Groups on growth opportunities and movement in CCIU professionally) Data collected should establish baseline (Higher Education, Certifications and Endorsements), TAC, Frontline Professional Growth (Formerly My Learning Plan), divisions across CCIU and affiliated schools. Distribute surveys and conduct focus groups. Review data for emerging themes. Make recommendations based on the data. Pilot and implement recommendations 	All CCIU staff	information about the steps to be taken and recruiting of staff to participate in the work, as well as progress on the work	Curriculum administrators and Assistant Director of Human Resources for Employee Development	10/03/2022	06/30/2025
Communications					
Type of Communication			Frequency		
Email			ongoing at appropriate points in the work		
Posting on district website			ongoing at appropriate points in the work		
Presentation			ongoing at appropriate points in the work		

CHESTER COUNTY IU 24

455 Boot Rd

Professional Development Plan (Act 48) | 2022 - 2025

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

Chester County IU 24

124000000

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Dr. George Fiore

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STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Charlie Haydt	Teacher - high	High School Teacher	Teacher
Mary Clay	community member	Community Member	School Board of Directors
Maureen Keegan	other	Other	School Board of Directors
Tamara Hoffritz	Ed specialist	Education Specialist	Education Specialist
Alan Forssmark	local business member	Local Business Representative	School Board of Directors
Joe Bonnette	Teacher - middle	Middle School Teacher	Teacher

Name	Title	Committee Role	Appointed By
Nadira Presley	parent	Parent of Child Attending	School Board of Directors
Ann Appoloni	administrator	administrator	Administration Personnel
Kristin Gallahan	administrator	administrator	Administration Personnel
Sarah Moreland	Teacher - elem	Elementary School Teacher	Teacher
Mary Curley	administrator	administrator	Administration Personnel
Danielle Schoeninger	administrator	administrator	Administration Personnel
Samuel Ewing	administrator	administrator	Administration Personnel
Danielle Hawkins	administrator	administrator	Administration Personnel

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.

The CCIU Professional Development Committee meets annually to conduct a review and revision of the Professional Development Plan. The review process involves four steps: Step 1: Data Collection and Analysis The committee reviews data regarding student achievement and participants' perceptions of the effectiveness of professional development activities for teaching and learning. Step 2: Program Review and Evaluation Professional development programs are evaluated based on the goals, activities, and delivery system, and attainment of competencies. Data collected in step 1 serves as the foundation for the evaluation. The Professional Development Committee reviews the findings to determine recommendations. Step 3: Recommendations for Program Revision Suggestions for revision are derived from the data

analysis and evaluation of professional development content and practices as they relate to the desired outcomes prescribed in the Professional Development Plan. Step 4: Approval Revisions recommended by the Professional Development Committee are presented to the Executive Director and approved by the Board of Directors. Final revisions are submitted to the Pennsylvania Department of Education.

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? (22 Pa Code, Chapter 4)	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 (22 Pa Code, 19)	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? (Act 48, Section 1205.1)	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? (Act 48, Section 1205.1)	Yes
Was the professional education plan approved by the professional education committee and the board of the school entity? (22 pa Code, 49.16)	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

CURRICULUM REVIEW AND ANALYSIS AND STANDARDS

Action Step	Audience	Topics to be Included	Evidence of Learning
<p>Create a review tool that will analyze the essential components of curriculum and assessments from each program against the related standards to identify gaps</p> <p>Revise curriculum and assessment to eliminate identified gaps</p>	<p>Staff on the curriculum committee</p>	<p>How to review and analyze and revise curriculum and assessments against the PA Standards.</p>	<p>Staff demonstrate an understanding of curriculum and assessment aligned with the PA Standards through creation of a review tool that will analyze the essential components of curriculum and assessments from each program against the related PA Standards.</p> <p>Staff revise curriculum and assessment to eliminate identified gaps.</p>
Lead Person/Position			Anticipated Timeline
Curriculum administrators and Assistant Director Human Resources for Employee Development			12/01/2022 - 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
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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)	Ongoing, beginning December 2022		

PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Action Step	Audience	Topics to be Included	Evidence of Learning
Pilot and implement recommendations	Staff who are responsible for designing and implementing relevant professional development.	How to design and implement relevant learning experiences for diverse adult learners.	New professional development opportunities meet the needs of diverse adult learners within the CCIU.
Lead Person/Position			Anticipated Timeline
Assistant Director of Human Resources for Employee Development			12/01/2022 - 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)	ongoing beginning December 2022		

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

ACT 126 MANDATED REPORTER TRAINING

Audience	Topics to be Included	Evidence of Learning
All employees with direct contact with children	Child abuse and reporting processes and requirements	Discussion questions answered correctly

Lead Person/Position	Anticipated Timeline
Asst. Director of HR	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)	ongoing- every 5 years for applicable employees		

SUICIDE AWARENESS TRAINING

Audience	Topics to be Included	Evidence of Learning
Educators in school buildings serving grades 6 - 12	Suicide awareness and prevention	Participants are able to recognize warning signs and help to prevent suicide
Lead Person/Position		Anticipated Timeline
Supervisor of Training and Consultation		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
Inservice day	4 hours every 5 years - ongoing		School Safety including Trauma-informed Education Awareness (Act 44)

TRAUMA INFORMED CARE - TRAINING & AWARENESS

Audience	Topics to be Included	Evidence of Learning
school board members & professionals	Trauma informed care	participants are aware of and can respond in trauma informed situations

Lead Person/Position	Anticipated Timeline
Supervisor of Training and Consultation	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
Seminar(s)	1 hour		Trauma Informed Training (Act 18)

LANGUAGE AND LITERACY ACQUISITION FOR ALL STUDENTS

Audience	Topics to be Included	Evidence of Learning
Supervisors, professionals and para-educators	Emerging abilities to comprehend and use language. Progression of language acquisition for English Language Learners. Development of literacy acquisition in all students.	Observed use of skills in the classroom.
Lead Person/Position		Anticipated Timeline
Instructional Administrators		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)	ongoing - annually		Language and Literacy Acquisition for All Students

OFFER ALL PROFESSIONAL EMPLOYEES OPPORTUNITIES TO PARTICIPATE IN CONTINUING EDUCATION FOCUSED ON TEACHING DIVERSE LEARNERS IN INCLUSIVE SETTINGS

Audience	Topics to be Included	Evidence of Learning
All instructional employees	UDL; equity in the classroom; cultural competence	Observation of teaching practices in classrooms

Lead Person/Position	Anticipated Timeline
Instructional Administrators	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)	ongoing annually		Teaching Diverse Learners in an Inclusive Setting

SCHOOL SAFETY INCLUDING TRAUMA-INFORMED EDUCATION AWARENESS

Audience	Topics to be Included	Evidence of Learning
Education staff	6 topics related to school safety	participants are able to respond in safety situations

Lead Person/Position	Anticipated Timeline
Supervisor of Training & Consultation	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
Seminar(s)	3 hours every 5 years		School Safety including Trauma-informed Education Awareness (Act 44)

ANNUAL FISCAL (APSEM, CONTINGENCY, ACT 16, SIGNIFICANT DISPROPORTIONALITY, IDEA-B) TRAINING

Audience	Topics to be Included	Evidence of Learning
Instructional Administrators	Topics related to equitable funding	supervisors display mastery of topics
Lead Person/Position		Anticipated Timeline
Division Directors - Student Services		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)	ongoing as needed, especially with new supervisors		Annual Fiscal (APSEM, Contingency, Act 16, Significant Disproportionality, IDEA-B) Training

INDICATOR 13 EFFECTIVE PRACTICES IN TRANSITION TRAINING

Audience	Topics to be Included	Evidence of Learning
Secondary professionals	transition, IEP development, post secondary goals	IEPs reflect effective and compliant secondary transition plans
Lead Person/Position		Anticipated Timeline
Special Education Supervisors		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)	in accordance with state mandates, ongoing		Indicator 13 Effective Practices in Transition Training

SPECIAL EDUCATION STATE PLAN TRAINING

Audience	Topics to be Included	Evidence of Learning
Directors of Student Services, professional staff	State offered trainings, turnaround trainings for professional staff	Special Ed plan is completed and implemented with fidelity
Lead Person/Position	Anticipated Timeline	
Directors of Student Services	06/30/2022 - 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)	ongoing as required		

PASA ADMINISTRATION TRAINING

Audience	Topics to be Included	Evidence of Learning
Special education teachers, para-educators and supervisors	How to administer the PASA, and adhere to the state testing requirements	complete PASA training assessment
Lead Person/Position	Anticipated Timeline	
PASA Assessment Coordinator	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)	annually		PASA Administration Training

INDICATOR 14 PENNSYLVANIA POST SCHOOL OUTCOMES TRAINING

Audience	Topics to be Included	Evidence of Learning
Secondary educators	transition, IEP development, post secondary goals, survey results	survey results show students with IEPs are using their transition plans
Lead Person/Position		Anticipated Timeline
Directors of 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
Course(s)	ongoing as required		Indicator 14 Pennsylvania Post School Outcomes Training

EVALUATION AND REVIEW

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

Data Collection and Analysis The committee reviews data regarding student outcomes and participants' perceptions of the effectiveness of professional development activities for teaching and learning and the use of new knowledge and skills. Program Review and Evaluation Professional development programs are evaluated based on the goals, activities, and delivery system, and attainment of competencies. Data collected serves as the foundation for the evaluation. The Professional Development Committee reviews the findings to determine recommendations. Recommendations for Program Revision Suggestions for revision are derived from the data analysis and evaluation of professional development content and practices as they relate to the desired outcomes prescribed in the Professional Development Plan. Approval Revisions recommended by the Professional Development Committee are presented to the Executive Director and approved by the Board of Directors. Final revisions are submitted to the Pennsylvania Department of Education.

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

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

CHESTER COUNTY IU 24

455 Boot Rd

Induction Plan (Chapter 49) | 2022 - 2025

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

Chester County IU 24

124000000

455 Boot Road , Downingtown, PA 19335

Danielle Hawkins

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Dr. George Fiore

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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

Name	Title	Committee Role	Chosen/Appointed by
Shanan Myers	Professional mentor	Teacher	Teacher
Charlie Haydt	Instructional coach	Teacher	Teacher

Name	Title	Committee Role	Chosen/Appointed by
Mary Clay	Retired teacher	Other	Teacher
Maureen Keegan	Training and Consultation specialist	Education Specialist	Education Specialist
Tamara Hoffritz	Training and Consultation specialist	Education Specialist	Education Specialist
Sarah Moreland	Teacher elementary	Teacher	Teacher
Siobhan Leavy	Director of Student Services	Administrator	Administration Personnel
Danielle Schoeninger	Retired Director of Human Resources	Other	Administration Personnel
Meghan Paglia	Professional Mentor	Education Specialist	Education Specialist
Danielle Hawkins	Assistant Director Human Resources	Administrator	Administration Personnel

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.

The mentor is the core of the induction support team and provides an exemplary role model for newly hired professionals. The mentor promotes a productive and positive self-concept by providing supportive, non-evaluative assistance. The mentor guides newly hired professionals through successful completion of induction program criteria required by the Chester County Intermediate Unit. The mentorship is a full time “teacher-on-assignment” position. Mentors have a variety of experience, including but not limited to special education, online education, career and technical education, and educational specialists. The mentor serves a multi-year term, and then returns to his or her prior position within the Intermediate Unit. This full-time position is especially beneficial within an intermediate unit whose professional employees are located countywide and fulfill highly specialized and diverse roles. The mentor’s work calendar and daily schedule are flexible, allowing him or her to effectively accommodate the needs of inductees. Mentors typically carry a caseload of 25-30 inductees. They share a common office space in order to provide maximum opportunity for collaboration, professional development, and reflection. They are directly supervised by the Assistant Director of Human Resources, who monitors and evaluates their performance. Professionals apply for the mentor positions and are selected through paper screening as well as structured interviews. Criteria for selection of mentors include:

- Master’s degree
- Minimum of five years as a professional employee of the Chester County Intermediate Unit with a consistently outstanding work performance
- Excellent communication and problem-solving skills
- Experience with collegial coaching and/or professional development presentations
- Active participation in continuing professional education
- Knowledge of IU policies, procedures, and resources
- Knowledge of adult learning and development
- Model of professionalism

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**

The CCIU Induction Program involves 2 years of mentoring and development for educators new to the profession or new to the organization. The first year provides the participants with knowledge and skills related to the domains and components of the Danielson Framework. Mentors provide direct instruction on the framework. They observe the new educator to collect data on areas of competence and areas for further development. In collaboration with the mentor and supervisor, the Year I Inductee reviews the observation data and identifies up to 4 specific components as areas of concentration. During this initial year, the inductee collects artifacts and constructs an e-portfolio of work that demonstrates improvement in the selected areas of the Danielson Framework. Mentors provide support and assistance, and work with the Inductee and supervisor to explore additional resources. In addition, the Year I Inductees attend Professional Development activities to improve their knowledge and skills in special education, individual education plans, classroom management, working with classroom staff, PDE initiatives, integrating technology and STEM in the classroom, SAS, lesson design, instruction, assessment and progress monitoring, building equitable and inclusive classrooms, and the Professional Code of Conduct. During the second year of the program, Inductees meet in an "open spaces" style format, and share research and experiences related to self-selected areas of focus. Inductees create a focus plan based upon an area of the Danielson Framework. The "open space" is a learning centered approach to professional development in which a team of educators study their practice as a means to improve it. They read related literature, develop an action plan, collect data and share it with their colleagues. Members of the cohort meet at least 5 times, either in person or via web conferencing to share about their topic. Mentors continue to provide regular support and resources. Workshops include Cultural Competence, technology and communication. Additional training and development is provided based on the interests and needs of Year II Inductees. In addition, all Inductees are invited to attend optional

Professional Development sessions on topics such as Executive Function, Habits of Mind, professional self-care, and other current topics. The work of the Year I and II Inductees is celebrated at the conclusion of each year. Portfolios and Open spaces projects are presented by the Inductees to their peers and supervisors.

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

Selected Danielson Framework(s)	Timeline
4f: Showing Professionalism	Year 1 Fall

ASSESSMENTS AND PROGRESS MONITORING

Selected Danielson Framework(s)	Timeline
1f: Designing Student Assessments 3d: Using Assessment in Instruction 4a: Reflecting on Teaching 1c: Setting Instructional Outcomes	Year 1 Fall, Year 1 Winter, Year 1 Spring

INSTRUCTIONAL PRACTICES

Selected Danielson Framework(s)

Timeline

2a: Creating an Environment of Respect and Rapport

Year 1 Fall, Year 2 Winter, Year 1 Spring, Year 2 Fall, Year 1 Winter, Year 2 Spring

1a: Demonstrating Knowledge of Content and Pedagogy

2b: Establishing a Culture for Learning

3c: Engaging Students in Learning

SAFE AND SUPPORTIVE SCHOOLS

Selected Danielson Framework(s)

Timeline

4c: Communicating with Families

Year 2 Fall, Year 1 Fall, Year 2 Winter, Year 1 Spring, Year 1 Winter, Year 2 Spring

2a: Creating an Environment of Respect and Rapport

STANDARDS/CURRICULUM

Selected Danielson Framework(s)

Timeline

1a: Demonstrating Knowledge of Content and Pedagogy

Year 1 Winter, Year 2 Spring, Year 1 Spring, Year 1 Fall, Year 2 Winter, Year 2 Fall

Selected Danielson Framework(s)

Timeline

1c: Setting Instructional Outcomes

TECHNOLOGY INSTRUCTION

Selected Danielson Framework(s)

Timeline

3c: Engaging Students in Learning
1d: Demonstrating Knowledge of
Resources

Year 2 Fall, Year 1 Winter, Year 2 Spring, Year 1 Fall, Year 2 Winter, Year 1 Spring

PROGRESS REPORTS AND PARENT-TEACHER CONFERENCING

Selected Danielson Framework(s)

Timeline

4b: Maintaining Accurate Records
4c: Communicating with Families

Year 1 Winter, Year 1 Spring, Year 1 Fall

ACCOMMODATIONS AND ADAPTATIONS FOR DIVERSE LEARNERS

Selected Danielson Framework(s)

Timeline

1b: Demonstrating Knowledge of Students

Year 1 Fall, Year 2 Winter, Year 1 Winter, Year 2 Spring, Year 1 Spring, Year 2 Fall

DATA INFORMED DECISION MAKING

Selected Danielson Framework(s)

Timeline

3d: Using Assessment in Instruction
4a: Reflecting on Teaching

Year 1 Fall, Year 2 Winter, Year 1 Winter, Year 2 Spring, Year 2 Fall, Year 1 Spring

MATERIALS AND RESOURCES FOR INSTRUCTION

Selected Danielson Framework(s)

Timeline

1d: Demonstrating Knowledge of Resources

Year 1 Fall, Year 1 Spring, Year 1 Winter

CLASSROOM AND STUDENT MANAGEMENT

Selected Danielson Framework(s)**Timeline**

2d: Managing Student Behavior
3a: Communicating with Students
2c: Managing Classroom Procedures

Year 1 Fall, Year 1 Spring, Year 1 Winter

PARENTAL AND/OR COMMUNITY INVOLVEMENT

Selected Danielson Framework(s)**Timeline**

4c: Communicating with Families
4d: Participating in a Professional
Community

Year 1 Fall, Year 1 Winter

OTHER

Selected Danielson Framework(s)**Timeline**

2e: Organizing Physical Space
4d: Participating in a Professional
Community

Year 1 Winter, Year 1 Spring, Year 1 Fall

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

Identify the procedures for monitoring and evaluating the Induction program. The monitoring of the Professional Induction Program is the responsibility of the supervisor of the induction program. Having full-time mentor positions that directly report to the Supervisor of the program enables effective and efficient monitoring of program delivery in terms of quality and consistency. Regularly scheduled meetings between the supervisor of the program and mentors address inductees' progress, needs for individual and/or group professional development in specific content areas, and ongoing program assessment. Feedback forms are given to all participants at the end of each induction professional development session. Mentors review the feedback and information is then used for future trainings/meeting topics. Access is shared with induction team and used as record keeping. The evaluation of the Professional Induction Program occurs annually and includes input from all inductees, mentors, principals and supervisors. That input relates to the achievement of the program goals, objectives, and competencies as well as individual levels of satisfaction. Program modifications based on this feedback are presented to supervisors and administrators.

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

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

CHESTER COUNTY IU 24

455 Boot Rd

Gifted Education Plan Assurances (Chapter 16) | 2022 - 2025

CHAPTER 16

Chapter 16 of the PA Code specifies how Pennsylvania will meet its obligations to suspected and identified gifted students who require gifted education to reach their potential. Gifted students are to be provided with quality gifted education services and programs. Requirements for Gifted Education Plans can be found in the Pennsylvania Code (22 Pa Code §16.32).

In accordance with 22 Pa. Code § 4.13(e) (relating to strategic plans) and 22 Pa. Code § 16.4, each school district shall develop and implement a gifted education plan every 6 years.

- a. The plan shall include the process for identifying children who are gifted and in need of specially designed instruction, as well as the gifted special education programs offered.
- b. The school districts shall make its gifted education plan available for public inspection and comment for a minimum of 28 days prior to approval of the plan by the school district's board of directors.
- c. Each school district shall provide, as the Department may require, reports of students, personnel and program elements, including the costs of the elements, which are relevant to the delivery of gifted education. (22 Pa. Code § 16.4)

1. Describe your IU's public notice procedures conducted annually to inform the public of the gifted education services AND programs offered (newspaper, student handbooks, IU website, etc.).

Newspaper, website

2. Describe your IU's process for locating students who are thought to be gifted and may need specially designed instruction.

When students begin programming with CCIU they are already identified, and any changes are identified through the triennial re-evaluation process.

3. Describe your IU's process for locating students who are thought to be gifted and may need specially designed instruction.

When students begin programming with CCIU they are already identified, and any changes are identified through the triennial re-evaluation process.

4. Describe the gifted programs* that are offered to provide opportunities for acceleration, enrichment, or both. *The word "programs" refers to the CONTINUUM OF SERVICES, not one particular option.

Program created in response to student needs, based upon the students placed with us by a district

Executive Director

Date