

# **Bucks County Intermediate Unit #22**

## **Comprehensive Plan**



# **Bucks County Intermediate Unit**

July 1, 2019 – June 30, 2022

Dr. Mark Hoffman, Executive Director

## Intermediate Unit Profile

### Demographics

705 North Shady Retreat Road

Doylestown, PA 18901

(215) 348-2940

Executive Director: Dr. Mark Hoffman

### Planning Process

#### **Bucks County Intermediate Unit Comprehensive Plan 2019- 2022**

In order to be successful and thrive as an educational service agency, the Bucks County Intermediate Unit (Bucks IU) needs to be positioned to respond to the needs of its school districts and clients in a timely, effective manner. Organizationally, the Bucks IU must have systems in place to be attentive to the educational issues of importance to its clients and be prepared to take action and employ its resources accordingly. To systematically address this need, the Bucks IU has been involved in Strategic Planning and Comprehensive Planning since 1990.

Comprehensive Planning at the Bucks County Intermediate Unit is a continuous process used to ensure that all students are achieving at high levels. We can create better environments so that more students are successful. Continuous Comprehensive Planning is essential to providing increased student performance and quality results. Innovative, exemplary, and research-based programs, coupled with staff development, focused and aligned resources, and public participation in planning, are critical factors that demonstrate continuous growth.

The Bucks IU involved many stakeholders in this process. In addition, to the PDE required stakeholders, the Bucks IU utilized its internal and external advisory council members, various Bucks IU staff through visioning workshops and many education foundation and committee members in this process to develop its three-year plan. Implementation will commence from July 1, 2019 until June 30, 2022.

## Mission Statement

### Bucks County Intermediate Unit Mission Statement

**As educational innovators, we ensure optimal growth of all learners by collaborating with our school districts and community to initiate, design, and deliver exemplary leadership, teaching and learning.**

## Vision Statement

- 1. Clear and Shared Focus** - Everybody knows where they are going and why. The vision is shared—everybody is involved and all understand their role in achieving the vision. The vision is developed from common beliefs and values, creating a consistent focus.
- 2. High Standards and Expectations** - Teachers and staff believe that all students can learn and that they can teach all students. There is recognition of barriers for some students to overcome, but the barriers are not insurmountable. Students become engaged in an ambitious and rigorous course of study.
- 3. Effective Leadership** - Effective leadership is required to implement change processes within the BCIU. This leadership takes many forms. Administrators often play this role, but so do teachers and other staff, including those in the BCIU community. Effective leaders advocate, nurture, and sustain a culture and instructional program conducive to student learning and staff professional growth.
- 4. High Levels of Collaboration and Communication** - There is constant collaboration and communication between and among teachers of all programs and grades. Everybody is involved and connected, including parents and members of the community, to solve problems and create solutions.
- 5. Curriculum, Instruction and Assessment Aligned with Standards** - Curriculum is aligned with local, state and national standards. Research-based materials and teaching and learning strategies are implemented. There is a clear understanding of the assessment system, what is measured in various assessments and how it is measured.
- 6. Frequent Monitoring of Teaching and Learning** - Teaching and Learning are continually adjusted based on frequent monitoring of student progress and needs. A variety of

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assessment procedures are used. The results of the assessment are used to improve student performances and also to improve the instructional program.

**7. Focused Professional Development** - Professional development for all educators is aligned with the BCIU's common focus, objectives, and high expectations. It is ongoing and based on high need areas.

**8. Supportive Learning Environment** - The BCIU has a safe, civil, healthy and intellectually stimulating learning environment. Students feel respected and connected with the staff and are engaged in learning. Instruction is personalized and small learning environments increase student contact with teachers.

**9. High Levels of Community and Parent Involvement** - There is a sense that all educational stakeholders have a responsibility to educate students, not just the teachers and staff in the BCIU. Parents, as well as businesses, social service agencies, and community all play a vital role in this effort.

## Shared Values

### Our Shared Values and Beliefs

We believe that all people have a right to a high-quality public education.

We believe that all people can learn, and the limits of individual learning are unknown.

We believe that all life has dignity and is interdependent.

We believe that all people have the fundamental right to be different.

We believe that all work has dignity.

We believe that all people are responsible to and for each other.

We believe that the principles of democracy are embodied in the Constitution and the Bill of Rights.

We believe that society has an obligation to provide for the welfare of children.

We believe that each individual possesses absolute intrinsic worth.

We believe that risk-taking increases the potential for growth and excellence.

We believe that communication is essential to mutual understanding.

### Educational Community

The Bucks County Intermediate Unit is one of 29 Intermediate Units formed by the Pennsylvania State Legislature in 1971 to provide support to local school districts. Created to replace the County Office of Superintendent, intermediate units provide special services as needed by the educational community in their service area. Through cooperation and collaboration among schools and community agencies, intermediate units work to provide innovative, responsive and cost-effective programs that save taxpayers millions of dollars annually. Pennsylvania's intermediate units provide direct and indirect classroom support to more than two million students and nearly 147,000 school professional staff in Pennsylvania.

While there are 29 intermediate units in the Commonwealth of Pennsylvania, no two intermediate units are alike. Each is uniquely shaped by the region it serves and the needs of its member school districts. Each IU performs a number of roles. Intermediate unit employees are simultaneously vendors, service providers, grant writers, financial and management specialists, researchers, advisors, advocates and facilitators.

Today, the Bucks County Intermediate Unit provides a vast array of effective and efficient services that meet the educational and social service needs of Bucks County's 200-plus schools, including the 13 public school districts, nonpublic schools, three career-technical schools and the Pennsylvania Department of Education. Bucks County Intermediate Unit services are provided through many divisions including but not limited to: Programs and Services; Educational Services; Operations and Human Resources; Business and Financial Services; Special Education; Strategic Services, Communications, Education Foundation; Technology and Information Services, Early Childhood Services, Head Start and Nonpublic School Services.

Funding sources include state subsidy, government and foundation grants, contributions from districts and fees for service. The Executive Director leads its administrative staff. The Executive Director provides leadership and direction with cabinet members representing each of the divisions and program areas. The Bucks County Intermediate Unit is governed by a 13-member board of directors composed of representatives from each of the 13 component school districts in Bucks County.

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### Planning Committee

Name	Role
Alison Bilohlavek	Administrator: Professional Education
Nicole Borland	Administrator: Professional Education
Erin Carson	Administrator: Professional Education
Lisa DeLaurentis	Administrator: Professional Education
Pam Dinan	Administrator: Professional Education
Tina Dolan	Administrator: Professional Education
Barry Frank	Administrator: Professional Education
Dr. Edwina Frasca-Stuart	Administrator: Professional Education
Dr. Lenny Greaney	Administrator: Professional Education
Paula Harland	Administrator: Professional Education
Susan Hawke	Administrator: Professional Education
Dr. Jennifer Hertwig	Administrator: Professional Education
Dr. Mark Hoffman	Administrator: Professional Education
Peggy Hoffman	Administrator: Professional Education
Dr. Rachel Holler	Administrator: Professional Education
Kasey Kollar	Administrator: Professional Education
Dan Lezoche	Administrator: Professional Education
Dr. Deborah Lock	Administrator: Professional Education
Deborah Mack	Administrator: Professional Education
Rebecca Malamis	Administrator: Professional Education
Joshua Miller	Administrator: Professional Education
Roseanna Mitsch	Administrator: Professional Education
JoAnn Perotti	Facilitator and Administrator: Professional Education
Karen Sandone	Administrator: Professional Education
Marguerite Vasconcellos	Administrator: Professional Education
John D'Angelo	Board Member: Professional Education
Ronald Jackson	Board Member: Professional Education
Shannon Kroemmelbein	Building Principal: Professional Education
Joseph Brophy	Business Representative: Professional Education
Kevin Bush	Business Representative: Professional Education
John Costello	Business Representative: Professional Education
Andrew Hall	Business Representative: Professional Education
Allen Childs	Business Representative: Professional Education
Marissa Christie	Business Representative: Professional Education
Jamie Haddon	Business Representative: Professional Education
Gail Lineberg	Community Representative: Professional Education
Sarah Benner	Ed Specialist - Other: Professional Education

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<b>Name</b>	<b>Role</b>
Sarah Betesh	Ed Specialist - Other: Professional Education
Katheryn Bryner	Ed Specialist - Other: Professional Education
Angela Cassel	Ed Specialist - Other: Professional Education
Megan Cunnane	Ed Specialist - Other: Professional Education
Joanna Davis	Ed Specialist - Other: Professional Education
Melissa Domin	Ed Specialist - Other: Professional Education
Gabriel Fannelli	Ed Specialist - Other: Professional Education
Mary Jane Laquer	Ed Specialist - Other: Professional Education
Alexis McCullough	Ed Specialist - Other: Professional Education
Gina Meissler	Ed Specialist - Other: Professional Education
Lisa Politi	Ed Specialist - Other: Professional Education
Cynthia Szapacs	Ed Specialist - Other: Professional Education
Kelly Ware-McGoven	Ed Specialist - Other: Professional Education
Dawn Yeselavage	Ed Specialist - Other: Professional Education
Jennifer Young	Ed Specialist - Other: Professional Education
Brian Young	Ed Specialist - Other: Professional Education
Karen Zucaro	Ed Specialist - Other: Professional Education
Sue Glenn	Ed Specialist - School Nurse: Professional Education
Caroline Tisot	Ed Specialist - School Psychologist: Professional Education
Dawn Hoopes	Ed Specialist - Social Restoration: Professional Education
Caryn Kadel	Ed Specialist - Social Restoration: Professional Education
Marci Plassa	Ed Specialist - Social Restoration: Professional Education
Katie Lang	Elementary School Teacher - Special Education: Professional Education
Stephanie McManus	Elementary School Teacher - Special Education: Professional Education
Shelby Rothman	Elementary School Teacher - Special Education: Professional Education
Sonia Antunes	High School Teacher - Special Education: Professional Education
Gwyn Bernstein	High School Teacher - Special Education: Professional Education
Kelly Chalifoux	High School Teacher - Special Education: Professional Education
Brian Connolly	High School Teacher - Special Education: Professional Education
Sara Grable	High School Teacher - Special Education: Professional Education
Luke Helm	High School Teacher - Special Education: Professional Education
Sarah McKenzie	High School Teacher - Special Education: Professional Education
Doreen McNamara	High School Teacher - Special Education: Professional Education
Bridget McNeela	High School Teacher - Special Education: Professional Education
Bill Peters	High School Teacher - Special Education: Professional Education
Jenna Rueter	High School Teacher - Special Education: Professional Education

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Name	Role
Julie Seitter	High School Teacher - Special Education: Professional Education
Beth Bittenmaster	Intermediate Unit Staff Member: Professional Education
Nancy Bracken	Intermediate Unit Staff Member: Professional Education
Lorriane Brown	Intermediate Unit Staff Member: Professional Education
Rachel Burkett	Intermediate Unit Staff Member: Professional Education
Allison Carroll	Intermediate Unit Staff Member: Professional Education
Kathi Dempsey	Intermediate Unit Staff Member: Professional Education
Robyn Gross	Intermediate Unit Staff Member: Professional Education
Trish Heberlig	Intermediate Unit Staff Member: Professional Education
Skylar Jacobs	Intermediate Unit Staff Member: Professional Education
Rachel Konecny	Intermediate Unit Staff Member: Professional Education
Mary Lowe	Intermediate Unit Staff Member: Professional Education
Taylor Lucas	Intermediate Unit Staff Member: Professional Education
Georgianna Ramella	Intermediate Unit Staff Member: Professional Education
Julie Rossi	Intermediate Unit Staff Member: Professional Education
Alice Schaible	Intermediate Unit Staff Member: Professional Education
Deborah Schardinger	Intermediate Unit Staff Member: Professional Education
Susan Schechter	Intermediate Unit Staff Member: Professional Education
Diane Sheehan	Intermediate Unit Staff Member: Professional Education
Robert Thornburg	Intermediate Unit Staff Member
Paula Watts	Intermediate Unit Staff Member: Professional Education
Shannon Hamilton	Middle School Teacher - Special Education: Professional Education
Dan Hughes	Middle School Teacher - Special Education: Professional Education
Robert Lusch	Middle School Teacher - Special Education: Professional Education
Steve Grumann	Parent: Professional Education
Lori Moore	Parent: Professional Education

## Core Foundations

### Materials and Resources

*Description of Materials and Resources*

#### Elementary Education-Primary Level

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

Provide explanation for processes used to ensure Accomplishment.

Over the past few years, the Bucks IU has worked hard to identify and define how we can improve the instructional core within our classrooms. Specifically, we targeted literacy instruction for our unique and complex learners, due to the effect literacy has on a child's success in life. The Bucks IU has developed and implemented its own English Language Arts (ELA) curriculum framework for learners birth to 21 years of age that aligns to PA core standards and allows for differentiation and accommodations. The ELA framework is available for all teachers and administrators to access.

After defining the skills and concepts that the Bucks IU desires all of our learners to acquire and/or be exposed to at various age levels, we sought to find evidence based curriculum materials that supported our ELA framework and that allowed all of our unique learners to be exposed to a variety of grade level complex text, while still providing opportunities for teachers to meet students at their instructional level. After an extensive exploration of high-quality kindergarten to sixth grade curriculum materials, the Bucks IU adopted their first core literacy program in June 2017. This core literacy program has been implemented into all Bucks IU classrooms for the 2017-2018 school year. All students are now being exposed to complex text at their grade level using traditional and media-rich experiences. The Bucks IU realizes that no one program will meet the needs of all students, so we continue to draw from our vast

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array of supplemental resources to ensure students' success. We will also begin looking at our assessment tools to determine their effectiveness at measuring the literacy skills we have defined in our ELA curriculum framework.

Upon completion of our K-6 core curriculum adoption, it was determined by the curriculum team that the Bucks IU needed to move forward in improving our literacy instruction in our early childhood programs (Early Intervention, Head Start, and Pre-K Counts). An early childhood curriculum team has been formed to look at current Bucks IU early childhood practices and see where changes need to be made to the birth to 5-year-old curriculum materials. The team is in the middle of exploring various evidence-based curriculum materials that support our ELA framework and that allow all our unique learners to have the chance to be exposed to a variety of age appropriate text.

Bucks IU curriculum committees are working diligently to continue to provide high quality, standards aligned curriculums. During the 2017-2018 school year, the math committee began developing the Bucks IU's Birth to 21-year-old Mathematical Curriculum Framework. Within the school year, the math committee took the Pennsylvania Mathematical Framework K - 5 and created a Bucks IU overlay to the framework. The overlay provides strategies, tools, and concepts that support creating larger access to core instruction for the complex learners within our classrooms. The committee determined they will use the PA Math Framework as is for grades 6 to secondary.

Our social studies and science committees are collaborating with our partnering school districts to ensure our classroom teachers have district curriculum frameworks and district curriculum materials, so they can properly support students in the least restrictive environment.

During the 2017-2018 school year, the Curriculum Council also worked diligently to identify a curriculum based assessment that would provide our instructional teams strong information about the complex learners within our classrooms. The assessment would need to be accessible to our students, must identify students that need more academic support, must be able to monitor progress frequently and efficiently, and must provide information that drives instructional change. After looking at many curriculum-based assessment tools, the Curriculum Council determined DIBELS Next, DIBELS Math, and DIBELS CARI will be our

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new curriculum-based assessment tools. All teachers K to transition will be trained on how to use these assessments.

It has always been the Bucks IU's top priority to provide quality education to the students in our classrooms and provide an educational framework that promotes a collaborative relationship with our partner school districts. Our goal and obligation remain to educate children in the least restrictive environment; as such, we will continue to utilize district curriculum as appropriate for individual students.

### Elementary Education-Intermediate Level

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

Provide explanation for processes used to ensure Accomplishment.

Over the past few years, the Bucks IU has worked hard to identify and define how we can improve the instructional core within our classrooms. Specifically, we targeted literacy instruction for our unique and complex learners, due to the affect literacy has on a child's success in life. The Bucks IU has developed and implemented its own English Language Arts (ELA) curriculum framework for learners' birth to 21 years of age that aligns to PA core standards and allows for differentiation and accommodations. The ELA framework is available for all teachers and administrators to access.

After defining the skills and concepts that the Bucks IU desires all our learners to acquire and/or be exposed to at various age levels, we sought to find evidence based curriculum materials that supported our ELA framework and that allowed all our unique learners to be exposed to a variety of grade level complex text, while still providing opportunities for teachers to meet students at their instructional level. After an extensive exploration of high-quality kindergarten to sixth grade curriculum materials, the Bucks IU adopted their first core literacy program in June 2017. This core literacy program has been implemented into all Bucks IU

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classrooms for the 2017-2018 school year. All students are now being exposed to complex text at their grade level using traditional and media-rich experiences. The Bucks IU realizes that no one program will meet the needs of all students, so we continue to draw from our vast array of supplemental resources to ensure students' success. We will also begin looking at our assessment tools and determine their effectiveness at measuring the literacy skills we have defined in our ELA curriculum framework.

Bucks IU curriculum committees are working diligently to continue to provide high quality, standards aligned curriculum. During the 2017-2018 school year, the math committee will begin creating the Bucks IU's Birth to 21-year-old Mathematical Curriculum Framework. Our social studies and science committees are collaborating with our partnering school districts to ensure our classroom teachers have district curriculum frameworks and district curriculum materials, so they can properly support students in the least restrictive environment.

It has always been the Bucks IU's top priority to provide quality education to the students in our classrooms, and provide an educational framework that promotes a collaborative relationship with our partner school districts. Our goal and obligation remain to educate children in the least restrictive environment; as such, we will continue to utilize district curriculum as appropriate for individual students.

### Middle Level

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

Provide explanation for processes used to ensure Accomplishment.

Over the past few years, the Bucks IU has worked hard to identify and define how we can improve the instructional core within our classrooms. Specifically, we targeted literacy instruction for our unique and complex learners, due to the affect literacy has on a child's success in life. The Bucks IU has developed and implemented its own English Language Arts

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(ELA) curriculum framework for learners' birth to 21 years of age that aligns to PA core standards and allows for differentiation and accommodations. The ELA framework is available for all teachers and administrators to access.

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Upon completion of our K-6 core curriculum adoption, it was determined by the curriculum team that the Bucks IU needed to move forward in improving our literacy instruction in our middle and high school classrooms. The curriculum council began exploring evidence-based instructional practices and curriculum materials that aligned with our ELA curriculum framework. They also took into consideration the content and social environment students would need to navigate upon graduation. The Bucks IU currently has five classrooms piloting curriculum materials for middle and high school classrooms. These materials provide exposure to grade level complex text, deliver digital content and instruction at students' precise instructional level (phonemic awareness and phonics), and use evidence-based instructional practices. At the end of the 2017-2018 school year, the ELA curriculum team will look at the data collected throughout the pilot period to determine the curriculum materials that will provide our students with the most effective results.

Bucks IU curriculum committees are working diligently to continue to provide high quality, standards aligned curriculum. During the 2017-2018 school year, the math committee will

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begin creating the Bucks IU's Birth to 21-year-old Mathematical Curriculum Framework. Our social studies and science committees are collaborating with our partnering school districts to ensure our classroom teachers have district curriculum frameworks and district curriculum materials, so they can properly support students in the least restrictive environment.

It has always been the Bucks IU's top priority to provide quality education to the students in our classrooms, and provide an educational framework that promotes a collaborative relationship with our partner school districts. Our goal and obligation remain to educate children in the least restrictive environment; as such, we will continue to utilize district curriculum as appropriate for individual students.

### High School Level

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

Provide explanation for processes used to ensure Accomplishment.

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kindergarten to sixth grade curriculum materials, the Bucks IU adopted their first core literacy program in June 2017. This core literacy program has been implemented into all Bucks IU classrooms for the 2017-2018 school year. All students are now being exposed to complex text at their grade level using traditional and media-rich experiences. The Bucks IU realizes that no one program will meet the needs of all students, so we continue to draw from our vast array of supplemental resources to ensure students' success. We will also begin looking at our assessment tools and determine their effectiveness at measuring the literacy skills we have defined in our ELA curriculum framework.

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It has always been the Bucks IU's top priority to provide quality education to the students in our classrooms, and provide an educational framework that promotes a collaborative relationship with our partner school districts. Our goal and obligation remain to educate children in the

least restrictive environment; as such, we will continue to utilize district curriculum as appropriate for individual students.

### Professional Education

#### Training/Personnel Development Council

- Parents
- Regular Education
- Related Service Personnel
- Community Agency Personnel
- Special Education
- Administrators
- Paraprofessionals

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

#### The Training/Personnel Development Council

The Training/Personnel Development Council meets at least four times a year to discuss current issues and challenges in Professional Education. The council has an emphasis on being data driven and prides itself to involve all the stakeholders embedded at all levels in the Bucks County Intermediate Unit (Bucks IU).

Family engagement and parent participation is an essential element to Head Start and Early Head Start programming. Opportunities for parent and family engagement were provided throughout the year. Volunteer opportunities in the classroom allowed parents and families to actively engage in the services provided to children. Training and support was provided so that parent volunteers could assist with a variety of needs in the classroom. Bucks IU continued the implementation of procedures to utilize program funds to pay for the clearances required for parents to volunteer in the classroom setting. Monthly Center Committee meetings provided parents and families with opportunities to engage in decision-making by meeting and discussing their center's needs with other families. Based on parent and family interests, speakers and trainings were provided by both Bucks IU Head Start/Early Head Start

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representatives and representatives from various community organizations. Leadership opportunities were also provided through participation on the program's Policy Council. The Policy Council is composed of parent representatives elected through the Center Committees. Parents that participate on the Policy Council may serve as officers for the Policy Council. Officer positions include Chairperson, Co-chairperson, and Secretary.

Two (2) home visits and two (2) conferences were provided for parents receiving services in the Head Start Program. Home visits and conferences allowed for the teaching staff and family engagement staff to strengthen their relationships with families and plan for the individual needs of the children and families. Two (2) tools, the Family Needs Assessment and the Family Partnership Agreement, were used to help identify family goals throughout the program year. Family Support Providers and teaching staff worked directly with the families to support the identified goals.

School readiness and transition to kindergarten supports are also components of family engagement and parent involvement. Kindergarten registration information was provided to families at all center locations. Support and partnerships with local school districts allowed for informational meetings at Head Start centers with school district representatives to support families through the transition process. School readiness and transition resources and information were provided to help strengthen the bridge between children, their families, and their local school district as they transition into school age programs.

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### Characteristics

Intermediate Unit's Professional Education Characteristics	EEP	EEI	ML	HS
Enhances the educator's content knowledge in the area of the educator's certification or assignment.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for struggling students.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for gifted students.	X	X	X	X
Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision making.	X	X	X	X
Empowers educators to work effectively with parents and community partners.	X	X	X	X
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other, as well as to Pennsylvania's academic standards.	X	X	X	X
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for gifted students are aligned to each other, as well as to Pennsylvania's academic standards.	X	X	X	X
Provides leaders with the ability to access and use appropriate data to inform decision making.	X	X	X	X
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.	X	X	X	X
Instructs the leader in managing resources for effective results.	X	X	X	X

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

Professional Learning is data driven, continuous and embedded at all levels in the Bucks County Intermediate Unit (Bucks IU). There are a variety of sources for professional learning such as consultants, workshops, and local and national conferences.

The Bucks County Intermediate Unit (Bucks IU) is not only a leader in professional education for the Bucks IU staff, but is a leader in offering and facilitating professional education to

school districts in Bucks County and neighboring counties and states. Our staff attend the latest workshops on curriculum, instruction and assessment to ensure the growth of our professional staff in the area of professional development.

### Strategies Ensuring Fidelity

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

Professional Learning is data driven, continuous and embedded at all levels in the Bucks County Intermediate Unit (Bucks IU). There are a variety of sources for professional learning such as consultants, workshops, and local and national conferences.

## **Induction Program**

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.
- Inductees will assign challenging work to diverse student populations.
- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.
- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.
- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.
- Inductees will effectively navigate the Standards Aligned System website.
- Inductees will know and apply LEA endorsed classroom management strategies.
- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.
- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.

For new teacher induction, the Bucks County Intermediate Unit (Bucks IU) has a robust program that exceeds the state mandate. The program provides a comprehensive review of Bucks IU policies and procedures, as well as the Bucks IU vision, mission and curriculum. The Induction program is facilitated by Bucks IU administration in conjunction with professional staff and mentor teachers. The Bucks IU Induction program is a two-year, job-embedded program which provides professional development and opportunities to engage personally with other faculty and cohort members in order to develop a professional learning community. During Year 1 of the Induction program, participants will have opportunities to observe the classrooms of more experienced teacher for the purpose of experiencing various teaching styles, implementations of curriculum, organizational approaches and classroom Management. Inductees will also begin to create a portfolio, focusing on 8 components in Charlotte Danielson's Framework for Teaching. The following list outlines the two-year Bucks IU Induction program trainings:

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Year One: Teachers and related staff attend five days of targeted trainings in the month of August in their year of hire. Trainings include:

- Bucks County IU Orientation and Comprehensive Plan
- Bucks County IU Website/MyLearningPlan
- Bucks County IU Operations Update
- Mandatory Reporting
- Maximizing Student Access
- Executive Functioning
- Social Skills
- Essential Elements of Instruction/Universal Design for Learning
- Indicator 13
- IEP Writer/Pelican
- The Role of Supervisor
- Educator Effectiveness
- Communication
- Teacher/Student Organization, Setting up the Classroom, Lesson Planning
- Procedures, IEPs/ERs, Chapter 14
- Progress Monitoring
- Special Education Timelines
- Multiple Staff Working Relationships
- Classroom Behavior, Individual Behavior Plans, Classroom Environment
- SIS
- PBIS
- Developmentally Appropriate Practice (DAP)

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- LETRS

Teachers/Related Staff attend five (5) follow-up trainings throughout their first year of the Bucks IU Induction Program. Trainings include:

- History and Purpose of the Bucks County IU
- Danielson's Framework for Teaching/Teacher Effectiveness
- Technology/Assistive Technology
- Tuning Protocol/Managing Your Classroom Staff
- Formative Assessment Strategies

Year Two: Teachers and staff in Year Two of the Bucks IU Induction program will attend three (3) follow-up meetings for the primary purpose of working on a culminating project and receiving feedback from the Induction cohort. The Bucks IU Induction project should answer a question that the inductee would like to know more about, conduct research about current practices or provide information on practice or a strategy used in the classroom or during a related service. Projects should relate to student achievement. Induction participants will complete an executive summary and create a PowerPoint, Prezi, etc. for the purpose of summarizing project and presenting to an audience of colleagues, mentors and supervisors. Participants in year two of the Bucks County IU Induction program will continue to work on their portfolios, reflecting on work and receiving feedback on work examples.

### Needs of Inductees

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Student PSSA data.
- Standardized student assessment data other than the PSSA.
- Classroom assessment data (Formative & Summative).

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- Inductee survey (local, intermediate units and national level).
- Review of inductee lesson plans.
- Review of written reports summarizing instructional activity.
- Submission of inductee portfolio.
- Knowledge of successful research-based instructional models.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

There is a year-long mentor program for all new teachers provided by the Bucks County Intermediate Unit (Bucks IU) and observations and sessions for coaching opportunities are conducted by the teacher support specialist in order to support practice improvement. A series of after school workshops are scheduled and facilitated by the teacher support specialist to address needs of the induction cohort, with direct training and collaboration among attendees. Teachers new to the Bucks IU are involved in a bi-annual observation and evaluation cycle, occurring in January and May each year for two years. Program coordinators and program consultants are also assigned to each Bucks IU program and are available to frequently consult with those in the induction program.

Inductees receive training on formative and summative assessment during follow-up trainings and during in-class coaching sessions and observations. Formative and summative assessment strategies are shared within the cohort and discussed informally and formally using structured techniques such as the Tuning Protocol and the Consultancy Protocol. Opportunities for feedback from cohort members, supervisors, mentors and teacher support specialist will be available throughout the Induction program to review lesson plans and provided direction on essential elements of instruction based on the components defined by Madeline Hunter, including: Objectives, Anticipatory Set, Standards, Teacher Presentation, Guided Practice, Independent Practice, Closure. Attention will be given to Universal Design for Learning to help guide the development of flexible learning environments to help accommodate differences among learners within classrooms.

Induction participants use Canvas, an online learning management system, to facilitate communication and sharing; participants respond monthly to assignments on instructional

strategies, essential elements of instruction, use of technology and assistive technology, relationship building with parents/guardians and classroom staff and lesson reflections. Assignments will be completed independently and/or through mentor collaboration and submitted electronically. All assignments are reviewed and discussed with teacher support specialist. A portfolio will also be submitted at the end of the Inductee second year of programming. Portfolio format may be traditional or digital and include artifacts that reflect an understanding of the four domains of Charlotte Danielson's Framework of Teaching, with emphasis on eight particular components. The portfolio should show a reflection of the inductee's work, goals, and serve as part of the process for self-evaluation.

Evaluations will be provided and submitted by each induction member at the completion of each formal training opportunity and at the completion of the Induction program. Inductees will be asked to evaluate the program process and content using a survey using Formstack and posted on Canvas. Inductees will be asked to provide feedback on current Induction program and additional program needs.

### Mentor Characteristics

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must model continuous learning and reflection.
- Potential mentors must have knowledge of LEA policies, procedures and resources.
- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must be willing to accept additional responsibility.
- Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching and conferencing skills, problem-solving skills and knowledge of adult learning and development).
- Mentors and inductees must have compatible schedules so that they can meet regularly.

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Mentor teachers and related staff are assigned to induction participants for one full year, regardless of start time during the year. Mentors have a history of a consistent rating of proficient or distinguished on teacher evaluations and would be considered models of successful teaching practice. Mentors are paired with inductees within the same school, whenever possible. Mentors should be paired with inductees that share a common classroom environment or work assignment and have similar learners. Supervisors will assign mentors to inductees at the start of the inductee's employment at the Bucks IU.

Prior to assignment to an inductee, mentors will be provided information regarding monthly meetings with inductees, documentation to be completed in Canvas and information on attendance at meetings held outside school hours. Mentors will be invited to attend a meeting in August and September to meet their inductee, review mentorship responsibilities, enroll in Canvas and discuss ways in which to support their mentees. Mentors will also be invited to future meetings as needed to discuss concerns, meet with their inductee or review responsibilities.

Mentors will be asked to meet in person with their inductee at least one time per month and be available using other forms of communication such as email or phone, as needed. Meetings with inductees are encouraged to be frequent, can be short in duration and should be targeted (focused on a specific skill or issue). Using targeted assignments, mentors will work with inductees on lesson plans, learn ways to build relationships with family members and classroom staff, increase use of technology in the classroom and reflect on instructional practice. Mentors will assist inductees in completion of Canvas assignments during in person meetings. Mentors will also use Canvas to document meetings and discussions with their inductees. Guiding questions to be answered include:

- Date/Time/Duration of each meeting
- As a result of the meeting, what will mentee implement within his/her practice?
- Topics of discussion for the next in-person meeting between mentor and inductee.
- Goals that need to be accomplished prior to the next meeting.

Effective teachers with some common characteristics should be recruited. Characteristics may include:

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- Trained as a mentor or history or providing leadership in their educational role.
- A history of making student gains as a result of their practice.
- Proven ability to include principals of UDL and an awareness of student diversity, accommodations and adaptations.
- A clear knowledge of the professional resources within their school and the Bucks IU.
- The ability to remain confidential during the mentor-inductee professional relationship.
- A willingness to invest time and support and provide a high level of participation during the duration of the mentorship.

Teachers may mentor more than one inductee per school year, depending upon the willingness of the mentor and their ability to provide time and support to more than one participant. Inductees will be given an opportunity to visit his/her mentor in practice in the mentor's classroom or with a student in order to observe the mentor's practice with regard to teaching style, classroom management, classroom environment, lesson planning, positive behavior strategies, etc.

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### Induction Program Timeline

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

The Bucks County Intermediate Unit (Bucks IU) prides itself on providing quality, comprehensive, on-going support and professional learning for teachers new to the Bucks IU. A strong start to the inductee's employment begins in August of each year during a period of time when Inductees are required to attend a five-day training event to introduce and review topics related to professional conduct and ethics, assessments, best practice, Universal Design for Learning (UDL), curriculum, progress monitoring, standards and instruction. During this time, Inductees are also paired with mentors who can assist in launching a successful year in helping inductees learn where to locate needed materials, are familiar with routines and protocols and understand the expectations of curriculum.

During the first of two years in the Bucks IU Induction program, inductees attend at least 5 formal training of at least 3 hours each in length. Trainings typically are held in September, October, November, January and March and cover topics including educator effectiveness, formative assessment, using technology in the classroom for the purpose of instruction and communication, student engagement and lesson review. Inductees are also informed about the importance of establishing a Personal Learning Network (PLN) or Professional Learning Community (PLC) and are provided opportunities throughout the Induction program to use and grown their PLN/PLC in order to share ideas and engage in professional growth. Throughout the school year, trainings are facilitated as needed in areas such delivering curriculum and creating lessons that incorporate principals of UDL, data collecting and creating meaningful

Individualized Education Plan (IEP) goals, continued reinforcement of ethical and professional conduct, utilizing appropriate assessments and finding materials and resources that are suitable for instruction. Trainings are provided by educational consultants, educational coordinators, mentors, curriculum coordinator and teacher support specialist in small group, larger-scale trainings or one to one.

During the second year in the Bucks IU Induction program, inductees continue to receive professional development and training, with opportunities to meet with their induction cohort in the months of September, November, January and May. During second year meetings, inductees may work collaboratively on a topic related to promoting student and educator growth. Inductees may request additional support on topics of their choosing during formal meeting sessions or during classroom visits through modeling and discussion.

### Monitoring and Evaluating the Induction Program

The Bucks County Intermediate Unit (Bucks IU), Administrative and Professional Staff, plan, implement and monitor the Induction program throughout the year. The participants in the Induction program complete pre and post evaluations during the induction program, at the end of the induction program and at the end of the school year. The data provided in these surveys are used to evaluate and inform future Induction programs. Evaluations are given after Induction Week events in August of each year and after each follow-up training over the two years of Induction. Questions that may be asked throughout Induction for a new teacher may include:

- Were you introduced to your mentor, supervisor and teaching team?
- Have you discussed/had explained to you the requirements of the Bucks IU Induction program?
- Has the Induction helped you understand your role, responsibilities, and performance standards for your position?
- What topic(s) do you feel should be added to the Induction program that you feel would assist you in your position?
- Were you satisfied with the welcome that you received during your time at the Bucks IU?

- Do you feel confident in knowing who to go to for questions or concerns?

The mentorship program utilized during Induction is also monitored and evaluated in order to gain insight to the needs and strengths of the Induction mentorship program. The teacher support specialist will facilitate the relationship between the mentor and new teacher and monitor to determine that meetings between the two are occurring and are productive. The teacher support specialist will communicate with both parties to help determine that the professional relationship is helpful to the new teacher and will discuss with the supervisor if the partnership is best fit.

### Recording Process

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

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

### Safe and Supportive Schools

#### Assisting Struggling Schools

The Bucks IU is committed to the continued growth and achievement of our students. This is addressed with a rich induction and mentor program for new staff. In addition, the Bucks IU has established a Curriculum Council to regularly review curriculum, evidence-based teaching strategies, and assessment processes. The Bucks IU also sent a team to be trained in Instructional Rounds. This improvement process focused on student learning has been active in the Bucks IU for the past two years and has positively impacted professional development for staff and the growth of the students we serve.

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### Programs, Strategies and Actions

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

The Bucks IU operates a center-based program for students with special needs. This program has school-wide positive behavioral programs in place. The program does have a good relationship with local law enforcement and utilizes their supports and services when necessary. In addition, local law enforcement visits the building on a weekly basis to connect with students and to maintain an active presence in our program. This level of law enforcement coupled with an extensive school-wide positive behavioral program has been successful. Additionally, the Bucks IU has counseling staff and social workers onsite who deliver evidence-based curriculums that address many of the barriers our students and their families face (for instance, mindfulness groups, social skills, grief/loss groups, anger management, etc.). Individual support is provided as is indicated to students requiring additional assistance.

*Screening, Evaluating and Programming for Gifted Students*

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

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The Bucks IU's Special Education Division sends the Annual Public Notice for Child Find every August. It is published in both The Intelligencer and the Bucks County Courier Times. A copy of the child fine notice that is published in the two newspapers is then notarized and sent to each school district.

The official title of the annual notice is: Annual Public Notice of Special Education Services and Programs, Services for Gifted Students, and Services for Protected Handicapped Students

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

As an Intermediate Unit, and not a school district, we do not offer gifted services for students, however, we support our 13- member school districts in their child fine efforts for services for gifted students. The Bucks IU's Special Education Division sends the Annual Public Notice for Child Find every August. It is published in both The Intelligencer and the Bucks County Courier Times. A copy of the child fine notice that is published in the two newspapers is then notarized and sent to each school district.

The official title of the annual notice is: *Annual Public Notice of Special Education Services and Programs, Services for Gifted Students, and Services for Protected Handicapped Students*

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

This question does not apply to the Bucks County Intermediate Unit.

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

This question does not apply to the Bucks County Intermediate Unit.

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### Developmental Services

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

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

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

The Bucks IU provides a comprehensive array of diagnostic, intervention and referral services for students enrolled in our programs. A diverse team of professionals work collaboratively to ensure all student needs are met.

## **Consultation and Coordination Services**

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

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The Bucks IU works closely with the referring school districts, IEP teams, and social workers to support all necessary consultation and coordination services. If a student is in need of an alternative education placement, we communicate with the home school district who has the responsibility to coordinate and provide those services. Our teachers are case managers for the IEPs of the students on their caseloads and our interagency coordinator provides resources to the schools and teams.

### Communication of Educational Opportunities

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

### Communication of Student Health Needs

Communication of Student Health Needs	EEP	EEI	ML	HS
Individual Meetings	X	X	X	X
Individual Screening Results	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Website				
Meetings with Community, Families and Board of Directors	X	X	X	X
Newsletters				
School Calendar	X	X	X	X
Student Handbook	X	X	X	X
Connect-Ed Calls in Critical Situations	X	X	X	X

## **Frequency of Communication**

### **Elementary Education - Primary Level**

- Quarterly

### **Elementary Education - Intermediate Level**

- Quarterly

### **Middle Level**

- Quarterly

### **High School Level**

- Quarterly

## **Collaboration for Interventions**

The Bucks IU holds regular SAP and child study team meetings to support students who need intervention. This team is composed of teachers, guidance counselors, principals and other staff as necessary. Students are referred to these teams by any staff member and the objective is to provide support and intervention on behalf of the student's academic progress as well as the to ensure the well-being of the whole child. The classroom teams include teachers, social workers, paraeducators, and related services staff. The classroom teams meet on a weekly basis to team to plan for individual needs of the students and to assess available data. Additional supports and resources are available to the team members and provide support and information as needed. Additional supports may come from special teachers, intervention team, school and clinical psychologists, administration, educational coaches - curriculum, special education, transition, and behavioral.

The students each have an IEP, the data regarding student behavioral, academic, and goal progress is collected and analyzed regularly with IEP revisions, and meetings being held as warranted. There are daily school staff meetings to address any scheduling, substitute or building needs. The school also holds monthly professional development sessions with the classroom teams.

## **Community Coordination**

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

### **1. Childcare:**

The Bucks County Intermediate Unit does not provide childcare.

### **2. After school programs:**

The Bucks County Intermediate Unit does not provide After school programs.

### **3. Youth workforce development programs:**

The Bucks IU executive director is a member of the Workforce Development Board and several members participate in a subcommittee of this group that looks at how to improve community relationships and employment opportunities for those at risk of unemployment or under-employment.

The Bucks IU works collaboratively with the Workforce Development Board and currently have partnered with them to begin our first Registered Behavior Technician apprenticeship, to offer paid stipends to students engaged in work based learning experiences, to bring employment and post-secondary training and resources to incarcerated students, and to have teachers/ job coaches enter the workplace to learn the skills needed for students to be successful in certain careers.

In addition, the Bucks IU is an OVR Pre-Employment Transition Services provider.

We provide group lessons related to independent living, employment, and post-secondary training and education to students across several districts in Bucks County. We also provide job shadowing and work-based learning experiences for students with disabilities.

### **4. Tutoring:**

The Bucks County Intermediate Unit does not provide tutoring

## Needs Assessment

### Intermediate Unit Accomplishments

#### **Accomplishment #1:**

The Bucks County Intermediate Unit (Bucks IU) provides a vast array of effective and efficient services that meet the educational and social service needs of Bucks County's 200-plus schools, including the 13 public school districts, nonpublic schools, three career-technical schools and the Pennsylvania Department of Education.

#### **Accomplishment #2:**

The Bucks County Intermediate Unit Administrative and Professional Staff serve in various leadership roles not only in Bucks County but throughout the Commonwealth of Pennsylvania. These leadership roles encompass serving various boards and councils.

#### **Accomplishment #3:**

The Bucks IU Business and Finance Division has received many awards from the Government Finance Officers Association for the Distinguished Budget Award, consistently for over 45 years.

#### **Accomplishment #4:**

In 2016-2017, the Bucks IU launched an internal Instructional Rounds network that continues to meet and conduct site visits throughout our IU program sites. In 2017-2018, the Bucks IU led the implementation of Instructional Rounds in one school district and one Career and Technical School. The work will continue and expand in 2018-2019 to include a facilitator work group meeting to support other districts in their implementation efforts.

#### **Accomplishment #5:**

Bucks IU has expanded our work in the area of Science, Technology, Engineering, Art and Mathematics (STEAM) and has supported professional learning on a variety of topics including Engineering is Elementary, the Carnegie STEM Excellence Pathways Tool, and computer science fundamentals through code.org. A new STEAM Saturday's program was launched in

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March 2018 with plans to continue the model in the 2018-2019 school year. Additionally, the Bucks IU is a partner within the PA SEED Ecosystem, composed of the Bucks, Chester, Delaware, and Montgomery County Intermediate Units. The work of our own STEAM Leadership Council also helps inform the work of the PA SEED Ecosystem as it continues to define its role within the southeast PA region.

### **Accomplishment #6:**

The Bucks IU builds leadership capacity in Bucks County through the Leadership Development Fellowship program. Two cohorts of aspiring Bucks County leaders have participated in this program, preparing forty-three administrators for leadership roles in Bucks County. Through the support and active engagement of the Bucks County Superintendents, this program gives aspiring leaders an opportunity to learn about topics such as instructional leadership and data and evidence through the lens of leaders who are working in Bucks County.

### **Accomplishment #7:**

In the wake of our nation's current opioid epidemic, the Prevention Program coordinator facilitated a professional learning session on the new Opioid prevention curriculum, Operation Prevention, to Health & Physical Education professionals from throughout Bucks County schools (including public, private and parochial). Operation Prevention is a comprehensive K-12 opioid prevention curriculum created by the Drug Enforcement Administration (DEA) and Discovery Education. The curriculum has extensive resources for students, teachers and parents.

### **Accomplishment #8:**

Text Dependent Analysis. This is a term that gets the attention of all English Language Arts and Content Area teachers in grades four through eight since the text dependent analysis (TDA) prompt is the major writing assessment of the updated PSSA. With this in mind, the Pennsylvania Department of Education has made it a priority to provide professional development for teachers in how to integrate TDA instruction into existing English Language Arts programs through a Two-Year TDA Project, starting in 2017-2018, in which the Bucks IU has participated. An outgrowth of these state-sponsored trainings was the development of a Bucks IU Reading English Language Arts (RELA) Advisory Council-sponsored TDA Workshop

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in February of 2018. The workshop filled up so quickly that a second day was scheduled to accommodate the overflow. In total, 162 teachers in Grades 4-8 participated in the training. The RELA Advisory Council is now working on a 4-Part Fall TDA Series for its member districts designed to provide explicit instruction in all facets of TDA instruction.

### **Accomplishment #9:**

In the 2017-2018 school year, the Bucks IU Tender Bridges Advisory Council (TBAC) and its work in both Pre-K to Kindergarten transition and in providing professional development for early childhood educators has been recognized by the Pennsylvania Department of Education as a Program of Note in the “Foundations for Success: From High Quality Pre-Kindergarten to Grade Three - A Tool Kit for Early Childhood Educators” which can be found on the PDE SAS website. The work of the TBAC was a foundational resource for the development of the PDE Pre-K to School Age Tool Kit.

## Intermediate Unit Action Plan

### Goal #1: Domain 1 - Strategic/Cultural Leadership

#### Indicators of Effectiveness:

Type: Annual

Data Source: Develops and Implements Bucks IU Vision, Mission, and Strategic Goals.

Leads Change Efforts for Continuous Improvement

Specific Targets: The Bucks IU will author and submit its three-year comprehensive plan, as required by the Pennsylvania Department of Education, to outline organization vision and goal-setting priorities. The Bucks IU will continue to identify new ways to improve current business operating procedures and related processes, with an effort to increase efficiencies, reduce costs, and expand service offerings to schools and districts.

#### Strategies:

*Develops and Implements Bucks IU Vision, Mission, and Strategic Goals*

- **Description:** The Bucks IU will author and submit its three-year comprehensive plan, as required by the Pennsylvania Department of Education, to outline organization vision and goal-setting priorities.
- **SAS Alignment:** Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources, Safe and Supportive Schools

*Leads Change Efforts for Continuous Improvement*

- **Description:** The Bucks IU will continue to identify new ways to improve current business operating procedures and related processes, with an effort to increase efficiencies, reduce costs, and expand service offerings to schools and districts.
- **SAS Alignment:** Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources, Safe and Supportive Schools

#### Implementation Steps:

*Develops and Implements Bucks IU Vision, Mission, and Strategic Goals*

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- **Description:** The Bucks IU will author and submit its three-year comprehensive plan, as required by the Pennsylvania Department of Education, to outline organization vision and goal-setting priorities. This plan will reflect the collective input of internal and external stakeholders specific to Bucks IU short and long-term goals.
- **Start Date:** 9/4/2017      **End Date:** 6/30/2022
- **Program Area(s):** Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology
- **Supported Strategies:**
  - Develops and Implements Bucks IU Vision, Mission, and Strategic Goals

### *Leads Change Efforts for Continuous Improvement:*

- **Description:** The Bucks IU will continue to identify new ways to improve current business operating procedures and related processes, with an effort to increase efficiencies, reduce costs, and expand service offerings to schools and districts. Example areas of focus for 2018-2019 include the identification of a new Human Resource information management system. The process to review and selects a new system will require significant stakeholder input, as it will directly manage highly confidential and highly variable data specific to the Bucks IU's 1,200+ employees and 800+ contractors across all program areas. This system will also integrate Human Resource and Payroll-specific functions into one unified database. Other examples for 2018-2019 include exploring new models for delivering student-facing services online and in-person that maintain quality while reducing costs to districts.
- **Start Date:** 9/10/2018      **End Date:** 6/30/2022
- **Program Area(s):** Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology
- **Supported Strategies:**
  - Leads Change Efforts for Continuous Improvement

## Goal #2: Domain 2 - Systems Leadership

### Indicators of Effectiveness:

Type: Annual

Data Source: The Bucks IU will launch a new organizational website. Seeks and Develops New Opportunities.

## Bucks County Intermediate Unit

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Specific Targets: The new website will also serve as the launching point for improved Bucks IU digital marketing efforts to attract more attention to our services and professional programs. Build new, collaborative programs and to work together in support of our respective stakeholders.

### Strategies:

#### *Communicates Effectively and Strategically*

- **Description:** The Bucks IU will launch a new organizational website. The new Bucks IU website will be designed to more actively attract new customers and partners to our various services. The new website will also serve as the launching point for improved Bucks IU digital marketing efforts to attract more attention to our services and professional programs.
- **SAS Alignment:** Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources, Safe and Supportive Schools

#### *Imagines, Seeks and Develops New Opportunities with Vendors, Consultants, Specialists, Districts, Agencies, and Other Intermediate Units*

- **Description:** The Bucks IU executive director will co-lead a statewide initiative among all intermediate units to revise existing IU-to-IU business protocols and practices. This work will shape the ways in which IUs throughout the Commonwealth work with one another to build new, collaborative programs and to work together in support of our respective stakeholders.
- **SAS Alignment:** Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources, Safe and Supportive Schools

### Implementation Steps:

#### *New Organizational Website*

- **Description:** The Bucks IU will launch a new organizational website. This new web presence will represent the collective work of dozens of team members focused on offering our existing stakeholders with improved access to important information. The new Bucks IU website will be designed to more actively attract new customers and partners to our various services. The website will be updated to leverage modern web tools and design standards expected by web users in 2018 (including responsive mobile design, suggested service offerings based on user choices, and better text to image ratios). The new website will also serve as the launching point for improved Bucks IU digital marketing efforts to attract more attention to our services and professional programs.

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- **Start Date:** 8/22/2018      **End Date:** 6/30/2022
- **Program Area(s):** Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology
- **Supported Strategies:**
- Communicates Effectively and Strategically

*Imagines, Seeks and Develops New Opportunities with Vendors, Consultants, Specialists, Districts, Agencies, and Other Intermediate Units*

- **Description:** The Bucks IU executive director and his administrative team will co-lead a statewide initiative among all intermediate units to revise existing IU-to-IU business protocols and practices. This work will shape the ways in which IUs throughout the Commonwealth work with one another to build new, collaborative programs and to work together in support of our respective stakeholders.
- **Start Date:** 9/10/2018      **End Date:** 6/30/2022
- **Program Area(s):** Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology
- **Supported Strategies:**
- Imagines, Seeks and Develops New Opportunities with Vendors, Consultants, Specialists, Districts, Agencies, and Other Intermediate Units

## Goal #3: Domain 3 - Operations and Fiscal Resources Leadership

### Indicators of Effectiveness:

Type: Annual

Data Source: Maintains Sound Fiscal and Human Resources Operations, Insisting on Competent and Efficient Performance.

Specific Targets: Explore available options in the health care marketplace to ensure that any potential for future financial savings can be accounted for, all while ensuring the continuation of high-quality coverage for our team members.

### Strategies:

*Maintains Sound Fiscal and Human Resources Operations, Insisting on Competent and Efficient Performance*

- **Description:** The Bucks IU has worked diligently to control the costs of health care. Through the Bucks Montgomery County Health Care Consortium, the organization has realized millions of dollars in savings. This year, the Bucks IU will explore available options in the health care marketplace to ensure that any potential for future financial savings can be accounted for, all while ensuring the continuation of high-quality coverage for our team members.
- **SAS Alignment:** Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources, Safe and Supportive Schools

*Develops, Interprets, Implements, and Executes Federal and State Laws and Regulations, Appropriate Board Policies, and Administrative Guidelines or Directives*

- **Description:** The Bucks IU will systematically review its organizational Board policies to ensure both compliance and accuracy of intention. The IU will review each of the recommended PSBA model policies and revise them to more appropriately reflect the needs of an Intermediate Unit (and more specifically of the Bucks IU). Once reviewed and approved by the Bucks IU Board, these policies will reside on the easy-to-search web-based Bucks IU Board Docs portal.
- **SAS Alignment:** Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources, Safe and Supportive Schools

### Implementation Steps:

*Maintains Sound Fiscal and Human Resources Operations*

- **Description:** The Bucks IU has worked diligently to control the costs of health care. Through the Bucks Montgomery County Health Care Consortium, the organization has realized millions of dollars in savings. This year, the Bucks IU will explore available options in the health care marketplace to ensure that any potential for future financial savings can be accounted for, all while ensuring the continuation of high-quality coverage for our team members.
- **Start Date:** 9/10/2018      **End Date:** 6/30/2022
- **Program Area(s):** Professional Education, Teacher Induction, Special Education, Student Services, Educational Technology
- **Supported Strategies:**

## Bucks County Intermediate Unit

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- Maintains Sound Fiscal and Human Resources Operations, Insisting on Competent and Efficient Performance

*Federal and State Laws and Regulations, Appropriate Board Policies, and Administrative Guidelines or Directives*

- **Description:** Develops, Interprets, Implements, and Executes Federal and State Laws and Regulations, Appropriate Board Policies, and Administrative Guidelines or Directives. The Bucks IU will systematically review its organizational Board policies to ensure both compliance and accuracy of intention. The IU will review each of the recommended PSBA model policies and revise them to more appropriately reflect the needs of an Intermediate Unit (and more specifically of the Bucks IU). Once reviewed and approved by the Bucks IU Board, these policies will reside on the easy-to-search web-based Bucks IU Board Docs portal.
- **Start Date:** 9/10/2018      **End Date:** 6/30/2022
- **Program Area(s):** Professional Education, Teacher Induction, Special Education, Student Services, Educational Technology
- **Supported Strategies:**
  - Develops, Interprets, Implements, and Executes Federal and State Laws and Regulations, Appropriate Board Policies, and Administrative Guidelines or Directives

## Goal #4: Domain 4 - Leadership for Learning

### Indicators of Effectiveness:

Type: Annual

Data Source: Implements and Supports High Quality Instruction and Models and Leads a Client-Centered Approach to Bucks IU Services.

Specific Targets: The Bucks IU will continue to expand its presence in early learning for children between birth and the age of five (5). The Bucks IU team members responsible for coordinating our 40+ countywide advisory councils will participate in a series of professional development opportunities and trainings specific to effective facilitation.

### Strategies:

*Implements and Supports High Quality Instruction*

## Bucks County Intermediate Unit

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- **Description:** This school year, the Bucks IU will continue to expand its presence in early learning for children between birth and the age of five (5). Complementing our existing Preschool Early Intervention, Pre-K Counts, and Head Start/Early Head Start Programs, these new opportunities to serve children throughout Bucks County will represent new growth and opportunities for the Bucks IU. Specifically, the expansion of these programs reflects new opportunities for partnerships with districts throughout the county in school district buildings and at new Bucks IU early learning centers in mid and upper county. Additional work to evaluate and reposition our school-age autistic support and transition special education programs will occur as well, in order to ensure that our program standards remain high-quality, cost-effective options for school districts seeking specialized supports and placements for students.
- **SAS Alignment:** Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources, Safe and Supportive Schools

### *Models and Leads a Client-Centered Approach to Bucks IU Services*

- **Description:** The Bucks IU team members responsible for coordinating our 40+ countywide advisory councils will participate in a series of professional development opportunities and trainings specific to effective facilitation.
- **SAS Alignment:** Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources, Safe and Supportive Schools

### **Implementation Steps:**

Expand presence in early learning for children between birth and the age of five (5).

- **Description:** This school year, the Bucks IU will continue to expand its presence in early learning for children between birth and the age of five (5). Complementing our existing Preschool Early Intervention, Pre-K Counts, and Head Start/Early Head Start Programs, these new opportunities to serve children throughout Bucks County will represent new growth and opportunities for the Bucks IU. Specifically, the expansion of these programs reflects new opportunities for partnerships with districts throughout the county in school district buildings and at new Bucks IU early learning centers in mid and upper county. Additional work to evaluate and reposition our school-age autistic support and transition special education programs will occur as well, in order to ensure that our program standards remain high-quality, cost-effective options for school districts seeking specialized supports and placements for students.
- **Start Date:** 9/10/2018      **End Date:** 6/30/2022
- **Program Area(s):** Professional Education, Teacher Induction, Special Education, Student Services, Educational Technology
- **Supported Strategies:**

## Bucks County Intermediate Unit

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- Implements and Supports High Quality Instruction

### *Language and Literacy Acquisition*

- **Description:** On the Bucks IU Inservice day, part of the day will be structured around Language and Literacy Acquisition. It will include reflections and data analysis. Bucks IU professional development will meet with IU IEP team member stakeholder groups to gather information about the needs for professional development related to literacy. Bucks IU Special Education Administrative team, including supervisors, will meet with IEP team member stakeholder group to identify professional development needs related to literacy.
- **Start Date:** 9/10/2018      **End Date:** 6/30/2022
- **Program Area(s):** Professional Education, Teacher Induction, Special Education, Student Services, Educational Technology
- **Supported Strategies:**
- Implements and Supports High Quality Instruction

### *Teaching Diverse Learners in an Inclusive Setting*

- **Description:** Teaching Diverse Learners in an Inclusive Setting- Professional Development to Address Needs of Underperforming and Special Education Students. Special Ed Supervisors will work to operationalize the method for capturing the work Bucks IU staff does to align Teaching Diverse Learners in an Inclusive Setting and utilizing Professional Development to address the needs of underperforming and special education students within the Bucks IU special education programs. This may include, and not be limited to, collaborating with Human Resources to codify the goal form for use in Talent Ed, supervisors working with staff to create meaningful goals, documenting evidence to support goal achievement, reflections on relationship between individual professional and goal achievement, job alike meetings, staff meetings, etc.
- **Start Date:** 9/10/2018      **End Date:** 6/30/2022
- **Program Area(s):** Professional Education, Teacher Induction, Special Education, Student Services, Educational Technology
- **Supported Strategies:**
- Implements and Supports High Quality Instruction

### *Models and Leads a Client-Centered Approach to Bucks IU Services, Responding to School District and Client Needs*

## Bucks County Intermediate Unit

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- **Description:** The Bucks IU team members responsible for coordinating our 40+ countywide advisory councils will participate in a series of professional development opportunities and trainings specific to effective facilitation. These advisory councils include key stakeholders from all thirteen Bucks County school districts and our county's career and technical centers with an opportunity to meet regularly. Stakeholders also include representatives from our county's nonpublic, private, charter, and parochial schools. These advisory councils provide local school and district leaders with an opportunity to discuss common issues and concerns. They also provide the Bucks IU with opportunities to learn more about and to develop solutions to meet current and emerging needs. This training will enhance the Bucks IU's ability to successfully respond to district needs.
- **Start Date:** 9/10/2018      **End Date:** 6/30/2022
- **Program Area(s):** Professional Education, Teacher Induction, Special Education, Student Services, Educational Technology
- **Supported Strategies:**
  - Models and Leads a Client-Centered Approach to Bucks IU Services

### Goal #5: Domain 5: Countywide Leadership

#### Indicators of Effectiveness:

Type: Annual

Data Source: Builds positive relationships between the thirteen county school districts and the Intermediate Unit.

Specific Targets: The Bucks IU is a team working together to provide service, to share ideas, to collaborate and to innovate, all for the sake of being the best for the students and families of Bucks County

#### Strategies:

*Build positive relationships between the thirteen county school districts and the Intermediate Unit*

- **Description:** Builds positive relationships between the thirteen county school districts and the Intermediate Unit so that there is a common belief that we are a team working together to provide service, to share ideas, to collaborate and to innovate, all for the sake of being the best for the students and families of Bucks County.

## Bucks County Intermediate Unit

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- **SAS Alignment:** Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources, Safe and Supportive Schools

*Advocate in the Political Environment for Issues Beneficial to the Students/Schools in Bucks County*

- **Description:** The Bucks IU will launch and support a new countywide legislative advocacy council focused on public education.
- **SAS Alignment:** Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources, Safe and Supportive Schools

### Implementation Steps:

*Build positive relationships between the thirteen county school districts and the Intermediate Unit*

- **Description:** Builds positive relationships between the thirteen county school districts and the Intermediate Unit so that there is a common belief that we are a team working together to provide service, to share ideas, to collaborate and to innovate, all for the sake of being the best for the students and families of Bucks County.
- The Bucks IU will launch a website and related marketing campaign to celebrate the amazing work taking place in Bucks County schools. This website will be developed collaboratively by representatives from all thirteen districts, the three career and technical centers, and the Bucks IU. The site will showcase news stories, highlights, and important information from our local districts on a single website. This work serves to address the changing nature of local news coverage that has resulted in decreased focus on school district successes.
- **Start Date:** 8/6/2018      **End Date:** 6/30/2022
- **Program Area(s):** Professional Education, Teacher Induction, Special Education, Student Services, Educational Technology
- **Supported Strategies:**
  - Build positive relationships between the thirteen county school districts and the Intermediate Unit

*Advocate in the Political Environment for Issues Beneficial to the Students/Schools in Bucks County*

- **Description:** The Bucks IU will launch and support a new countywide legislative advocacy council focused on public education. This new committee (known as the

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Advocacy Committee for Education, or ACE) will meet quarterly and include Bucks IU Board members, district-appointed Board members, superintendents, and selected administrators. The work of ACE will be designed by the committee members to support the larger advocacy efforts of our individual districts and include professional development, guest speakers, resource development, and countywide collaboration.

- **Start Date:** 9/10/2018      **End Date:** 6/30/2022
- **Program Area(s):** Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology
- **Supported Strategies:**
- Advocate in the Political Environment for Issues Beneficial to the Students/Schools in Bucks County

**Appendix:**

**Professional Development Implementation Step Details**

<b>LEA Goals Addressed:</b>		<b>Goal Domain 4: Leadership for Learning</b>	<b>Strategy #1: Implements and Supports High Quality Instruction</b>
<b>Start</b>	<b>End</b>	<b>Title</b>	<b>Description</b>
9/10/2018	6/30/2022	Language and Literacy Acquisition	<p>On the Bucks IU Inservice day, part of the day will be structured around Language and Literacy Acquisition. It will include reflections and data analysis.</p> <p>Bucks IU professional development will meet with IU IEP team member stakeholder groups to gather information about the needs for professional development related to literacy.</p> <p>Bucks IU Special Education Administrative team, including supervisors, will meet with IEP team member stakeholder group to identify professional development needs related to literacy.</p>

<b>Person Responsible</b>	<b>SH</b>	<b>S</b>	<b>EP</b>	<b>Provider</b>	<b>Type</b>	<b>App.</b>
Bucks IU Leadership Team (Cabinet Members)	3.0	1	50	Bucks IU	IU	Yes

<b>Knowledge</b>	Professional development addressing “literacy” for Bucks IU program teams	
<b>Supportive Research</b>	Professional Development will be completed and reflections and data analysis regarding effectiveness will be completed.	
<b>Designed to Accomplish</b>	For classroom teachers, school counselors and education specialists:	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>

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<b>Designed to Accomplish</b>	For school and district administrators, and other educators seeking leadership roles:	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.  Provides leaders with the ability to access and use appropriate data to inform decision-making.  Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.  Instructs the leader in managing resources for effective results.	
<b>Training Format</b>	Series of Workshops - School Whole Group Presentation		
<b>Participant Roles</b>	For Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Paraprofessional Classified Personnel New Staff Other educational specialists	<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers  Analysis of student work, with administrator and/or peers	<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.  Classroom student assessment data

**Bucks County Intermediate Unit**

<b>LEA Goals Addressed:</b>		<b>Goal Domain 4: Leadership for Learning</b>	<b>Strategy #1: Implements and Supports High Quality Instruction</b>
<b>Start</b>	<b>End</b>	<b>Title</b>	<b>Description</b>
9/10/2018	6/30/2022	Teaching Diverse Learners in an Inclusive Setting	Teaching Diverse Learners in an Inclusive Setting- Professional Development to Address Needs of Underperforming and Special Education Students. Special Ed Supervisors will work to operationalize the method for capturing the work Bucks IU staff does to align Teaching Diverse Learners in an Inclusive Setting and utilizing Professional Development to address the needs of underperforming and special education students within the Bucks IU special education programs. This may include, and not be limited to, collaborating with Human Resources to codify the goal form for use in Talent Ed, supervisors working with staff to create meaningful goals, documenting evidence to support goal achievement, reflections on relationship between individual professional and goal achievement, job alike meetings, staff meetings, etc.

<b>Person Responsible</b>	<b>SH</b>	<b>S</b>	<b>EP</b>	<b>Provider</b>	<b>Type</b>	<b>App.</b>
Bucks IU Leadership Team (Cabinet Members)	3.0	1	50	Bucks IU	IU	Yes

<b>Knowledge</b>	Special Ed Supervisors will work to operationalize the method for capturing the work Bucks IU staff does to align Teaching Diverse Learners in an Inclusive Setting and utilizing Professional Development to address the needs of underperforming and special education students within the Bucks IU special education programs.
<b>Supportive Research</b>	Special Ed Supervisors will work to operationalize the method for capturing the work Bucks IU staff does to align Teaching Diverse Learners in an Inclusive Setting and utilizing Professional Development to address the needs of underperforming and special education students within the Bucks IU special education programs. This may include, and not be limited to, collaborating with Human Resources to codify the goal form for use in Talent Ed, supervisors working with staff to create meaningful goals, documenting evidence to support goal achievement, reflections on relationship between individual professional and goal achievement, job alike meetings, staff meetings, etc.

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<b>Designed to Accomplish</b>	For classroom teachers, school counselors and education specialists:	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>	
<b>Designed to Accomplish</b>	For school and district administrators, and other educators seeking leadership roles:	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>	
<b>Training Format</b>	LEA Whole Group Presentation - Department Focused Presentation		
<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir Paraprofessional Classified Personnel New Staff Other educational specialists Related Service Personnel	<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)

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<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers  Creating lessons to meet varied student learning styles	<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.  Classroom student assessment data
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## Intermediate Unit Level Affirmations

We affirm that this Intermediate Unit Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 14, 16 and 49. We also affirm that the contents are true and correct and that the plan was placed for public inspection in the Intermediate Unit offices and in the nearest public library until the next regularly scheduled meeting of the board or for a minimum of 28 days whichever comes first.

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

*No signature has been provided*

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*Board President*

*No signature has been provided*

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*Executive Director*