BERKS COUNTY INTERMEDIATE UNIT 14

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Berks County Intermediate Unit
an educational service agency

Comprehensive Plan | 2024-2027

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Board Approved -

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Intermediate Unit Profile

The Berks County Intermediate Unit (BCIU) is a regional education service agency dedicated to serving schools, children, and families in Berks County, Pennsylvania. The BCIU offers educators, parents, children, and the community at large a wide array of programs and services including, but not limited to, special education, student support, curriculum, instruction, assessment, professional staff development, business and information management, instructional media, early childhood education, pupil transportation (age 3 to age 21), public relations, and technology. The BCIU is a statewide leader in many of the programs and services it provides and partners with the Pennsylvania Department of Education (PDE) and the Office of Child Development and Early Learning (OCDEL) to support high-quality educational programs.

Currently, the BCIU provides direct services to more than 30,000 children and their families through early childhood, special education, alternative education, and student services and enrichment programs. The BCIU employs approximately 1,200 highly qualified staff and has an operating budget of over $200 million. The BCIU is governed by an 18-member board of directors composed of representatives from each of the 18 public school districts within Berks County.

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

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

The Office of Business Services includes the departments of Financial Accounting Services, Management Services, and Purchasing and Warehouse Services. The Office of Business Services directs the financial operation of the BCIU and provides business administration consulting services to school districts and non-profit organizations. In addition, the Office of Business Services provides accounting, budgeting, auditing, payroll, and other support services to all BCIU departments.

The Office of Operations provides maintenance, operations, safety and security, and other support services to all Berks County Intermediate Unit programs, as well as offering services to internal and external clients and partners. In addition, this office coordinates transportation for several school districts within the county. The key office responsibilities include Safety and Security, Operations and Maintenance, and Transportation Services.

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

The Office of Information Technology includes the departments of Network and Computing Services, Digital Media Center Services, Print Services, and Software Services. The Office of Information Technology supports the core technology and operational requirements of the Berks County Intermediate Unit's 90+ programs. The office's primary mission is to ensure that staff members and programs have access to the information technology and associated resources required to perform their broader BCIU functions in the service of their clients. In addition to the services provided to BCIU staff and programs, the office also

serves the broader community of technology users at BCIU member school districts by providing application support for a variety of systems and services that run the daily operations of these organizations. Services in these areas span the spectrum from infrastructure support of the county's regional broadband networks to applications development of property tax billing and tracking systems.

The Office of Human Resources provides the Intermediate Unit's 1,200+ full-time, part-time, and substitute personnel with a variety of services pertinent to their employment, including recruitment, new hire orientation, teacher certification, and benefits administration. Benefits administration services include health care, retirement, unemployment compensation, workers' compensation, COBRA, and Family and Medical Leave. Additionally, the office provides attendance tracking, compensation determination, policy development and administration, administration of collective bargaining and other employment agreements, compliance with labor and employment laws, reference checks, job postings, and employee training.

The Office of Professional Learning directs and coordinates all professional development activities for early childhood and school-age personnel. The predominant focus of this office is on curriculum, instruction, assessment, and data. Office priorities include providing services for sustained professional learning, career readiness, IDEA services, English language development, academic standards, Berks Science Technology Engineering Mathematics (STEM) Connection, networking groups, instructional technology, Federal Programs, continuous school improvement, nonpublic schools support, and regional and statewide partnerships. The Office of Professional Learning also oversees the Statewide Systems of Support initiatives as provided by the Pennsylvania Department of Education (PDE) on an annual basis. Finally, this office oversees direct and consultative services in non-public schools through Act 89 and alternatives to traditional K-12, in-person instruction through Berks Online Learning.

School District and Community Partnerships

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

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

To assist the BCIU in matching available resources to current community needs, the BCIU has built a strong community connection to many service organizations across the county including the United Way of Berks County, Wyomissing Foundation, Reading Public Library System, Berks County Public Libraries, Service Access & Management. Inc. (SAM), Berks Career and Technology Center, Reading Muhlenberg Career and Technology Center, Foster Grandparents, Kutztown

University, Alvernia University, Albright College, Reading Area Community College, Penn State Berks, Berks Deaf & Hard of Hearing Services, Berks Business Education Coalition (BBEC), Greater Reading Chamber Alliance (GRCA), Berks County Workforce Development Board, Centro Hispano, Helping Harvest, Berks County Mental Health/Developmental Disabilities (MH/DD) Program, Parent to Parent of PA, Office of Children and Youth Services, the Office of Vocational Rehabilitation (OVR) and the Berks County Community Foundation.

Berks County Demographics and Educational Programs

Berks County is located in southeastern Pennsylvania, the heart of the Delaware Valley region. The County covers a total area of 864 square miles and has an estimated population of 429,342 persons. It is bordered on the east by Lehigh County, to the west by Lebanon and Lancaster Counties, to the north by Schuylkill County, and the south by Chester and Montgomery Counties. Berks County is located approximately halfway between the City of Philadelphia and the state's capital of Harrisburg. Berks County is predominantly an urban area but includes rural and suburban areas. The City of Reading has different socioeconomic and demographic characteristics of its population compared to other areas in Berks County.

Race and Ethnicity
The race and ethnicity of Berks County residents varies by area. The 2021 U.S. Census Bureau Quick Finds Table revealed that most Berks County residents, as of 2019 data, identify themselves as White (86.9% of the total population), with 22.5% identifying as Hispanic or Latino origin, compared to 81.6% identifying as White in the state of Pennsylvania and 7.8% as Hispanic or Latino. The city of Reading has a much higher population of residents of Hispanic or Latino origin (67%) compared to White (21.3%) or Black/African American (12.8%). In 2021, Berks County was more diverse than it was in 2010. In 2021, the white (non-Hispanic) group made up 68.7% of the population compared with 76.8% in 2010. Between 2010 and 2021, the share of the population that is Hispanic/Latino grew the most, increasing 7.4 percentage points to 23.9%. The white (non-Hispanic) population had the largest decrease dropping 8.1 percentage points to 68.7%.

Poverty
Of the population for whom poverty status is determined in Berks County, 12.9% of residents live below the poverty line, a number that is higher than the national average of 11.5% (U.S. Census, 2021). The U.S. Census Bureau uses a set of income thresholds that vary by family size and composition to determine who classifies as impoverished. Families whose total income falls below the threshold are considered to be living in poverty. The number of people living in poverty in Berks County shows a decrease from 2017-2020, including the number of children in poverty under the age of 18. However, an increase was reported in 2021 indicating 18.1% of children are living in poverty. From 2014 to 2021, the indicator declined 3.3%. Data from the U.S. Census Bureau's Small Area Income and Poverty Estimates (SAIPE) show that poverty levels have increased slightly since 2020.

There are 18 public school districts located within Berks County. Based on the U.S. Census Bureau's Small Area Income and Poverty Estimates, there is a mix of poverty throughout the County. The relevant age ratio was used to determine the proportion of children ages 5-17 with families living in poverty, compared to the total number of children ages 5-17 in each school district. Using this formula, the Reading School District emerges as a primary concern, with the largest relevant ages 5-17 ratio (34.7). Other school districts with areas of higher families in poverty include Antietam (14.8), Muhlenberg (14.8), Wyomissing Area (11.2), Hamburg Area (11.2), Kutztown Area (10.9), Tulpehocken Area (10.8), Twin Valley (10.5), Conrad Weiser Area (10.0), Governor Mifflin (9.9), and Brandywine Heights Area (9.5).

Employment and Educational Attainment

According to the U.S. Census Bureau (2021), the median household income in Berks County was $68,693; the City of Reading has a median household income of $38,738. The median household income in the City of Reading is only 56% of what the median household income is in Berks County. *(Note: Census data is tagged to a residential address; not a work address.)* The unemployment rate for Berks County in January 2023 was 4.4%, which was slightly higher than the state rate of 4.3%, but the City of Reading had an even lower unemployment rate of 4.1%. Lack of education is often a barrier that prevents an individual from obtaining employment. Those individuals who have less than a high school education have over triple the unemployment rate compared to those who have a bachelor's degree or higher.

The economy of Berks County, PA employs approximately 206,000 people. The most common industries in Berks County, PA, by number of employees, are Manufacturing (37,919 people), Health Care & Social Assistance (30,289 people), and Retail Trade (24,656 people). Compared to other counties, Berks County, PA has an unusually high number of Utilities (2.1 times higher than expected), Manufacturing (1.64 times), and Agriculture, Forestry, Fishing & Hunting (1.46 times) industries. The top ten employers in Berks County in quarter two of 2021 were East Penn Manufacturing Company; Reading Hospital; County of Berks; Wal-Mart Associates Inc.; Reading School District; Carpenter Technology Corporation; Amazon.com Services Inc.; Penske Truck Leasing Co., L.P.; State Government; and Penn State Health Saint Joseph Medical Center.

Approximately 72% of residents (age 25 or older) in the City of Reading have a high school diploma, compared to 88% in Berks County, 91% in Pennsylvania, and 89% in the United States. Only 11.8% of city residents (age 25 or older) have a bachelor's degree, less than the county rate of 26%, and the state rate of 33%, and below the national rate of 34% (American Community Survey, 2022). In 2022, approximately 90% of the 2022 high school cohort in Berks County graduated on time, compared to the state average of 87%. This graduation rate is an increase of 4% since 2018. Some of the lowest 2022 graduation rates were in districts with high rates of students who were eligible for free or reduced-price lunch, a measure of students' socioeconomic status. These included Reading, with a graduation rate of 72% (an increase since 2018), and Antietam, 82%. The highest graduation rates were in districts where between a quarter and one-third of students were eligible for free or reduced-price lunch. These included Exeter Township (97%), Wyomissing Area (96%), Schuylkill Valley (96%), and Oley Valley (96%).

The BCIU supports employment, the workforce pipeline, and educational attainment through the Career Ready Berks initiative. Career Ready Berks represents the collaboration between the BCIU, the 18 school districts, 2 CTCs, our Berks County post-secondary institutions, Greater Reading Chamber Alliance, Berks County Workforce Development Board, Berks Business Education Coalition, employers, and various community stakeholders. This group came together around a common vision to expand every student's engagement in and preparation for future career success. Efforts involve professional development for educators and a platform to provide equitable access to and information about career readiness experiences for the more than 70,000 students in Berks County. There are over 200 area businesses on the platform, offering over 300 career readiness experiences for students in grades K-12. The goal is to develop graduates prepared for their future and provide a qualified future workforce to the business and industries in Berks County.

English Language Learners

The majority of households in Berks County speak English at home (80.8%). The percentage of residents who speak Spanish at home is 15.6% (U.S. Census Bureau, American Community Survey). Estimates from the U.S. Census Bureau (2017-2021) suggest 19% of Berks County residents live in households where a language other than English is spoken at home, while 53% of residents in the City of Reading live in households where a language other than English is spoken at home.

In 2022, four percent of students in Berks County were designated as English language learners, which is a decrease since 2019. Among local school districts, Reading had by far the highest proportion of English language learners at 27%, followed by Muhlenberg and Antietam which had approximately 8% of learners designated as English language learners. English language learners comprised less than 1% of students in four districts: Boyertown Area, Conrad Weiser Area, Daniel Boone Area, and Oley Valley. The BCIU supports English language learners through the provision of direct services utilizing an English as a Second Language Specialist, as well as professional development and networking opportunities for district and internal staff. In addition, the BCIU employs Spanish-language interpreters to support communication with students and families.

Special Education
In Berks County, more than 14,000 students receive special education services from their local school districts. Data from the 2020-2021 December 1 Child Count indicate the following percentage of students receiving special education by disability category: intellectual disabilities (5.7%), hearing impairment including deafness (0.5%), speech or language impairment (10.9%), visual impairment including blindness (0.3%), emotional disturbance (8%), orthopedic impairment (0.2%), other health impairment (21%), specific learning disability (39.9%), multiple disabilities (.8%), and autism (12.5%). From 2008 to 2019, Berks County has seen significant increases in identification of students with intellectual disabilities (24% increase), autism (133% increase), and other health impairments (152% increase). Overall, approximately 22% of students within Berks County schools are eligible for special education services. Across districts, the proportion of students receiving special education ranges from 15% to 24% of the total school district census.

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

Preschool Early Intervention in Pennsylvania is a public special education service, provided to children, ages three years to age-eligible for Kindergarten, who are experiencing a delay in development or identified with a disability. Once determined eligible, the student receives educational services as established in their Individualized Education Plan (IEP) at no cost, through federal and state funds. The BCIU Early Intervention Program currently serves a diverse population of 2,500 students across Berks County from many different cultures, ethnicities, and demographic regions. A continuum of services to students within the Early Intervention Program is provided by over 130 service providers committed to excellence in education. Services are provided by specialized education teachers, speech therapists, occupational therapists, physical therapists, and school psychologists within a variety of settings as identified in the student's IEP. The BCIU Early Intervention Program operates 20 specialized classrooms for students with disabilities, as well as nine total specialized groups that focus on specific skills needed to actively engage in an early childhood setting with typically developing and same-aged peers. Some groups are offered more than once to address growing needs within the county. Additionally, the Early Intervention program provides direct support, consultation, and coaching to over 240 early childhood programs within the county. A foundational component of the program includes collaboration among parents, caregivers, service providers, and others significantly involved with the child to facilitate quality special education and support student success.

Early Childhood Education
In October 2022, 6,280 preschool-age students, ages 3-4, were considered eligible for publicly-funded, high-quality pre-Kindergarten programs, with approximately 2,135 students receiving services through such programs. This consisted of 20.3% of preschool-age children, ages 3-4, within Berks County, with 66% of eligible students remaining unserved. The BCIU operates early childhood education programs, including Head Start and Pre-K Counts.

The Berks County Head Start program is a federal and state-funded preschool program providing education and comprehensive services to children ages three years to age eligible for Kindergarten, at no cost to families. The program targets enrollment of identified at-risk students based on a rating scale, including household income levels below 100% of the federal poverty rate. The program serves 685 children, located across 14 sites within Berks County. Head Start services include school readiness development, parent engagement, social services, health/nutrition services, mental and behavioral health supports, and supports for children with disabilities. The BCIU works in partnership with two community child care providers and the Pennsylvania Office of Child Development and Early Learning (OCDEL) to provide Early Head Start programming to 32 infant and toddler children. Comprehensive services are encompassed in the program to include health and nutrition, mental health, family engagement, and disability services; mirroring the Preschool Head Start program.

Pre-K Counts is a state-funded program providing preschool educational programming to students ages three years to age-eligible for Kindergarten, at no cost to families. The program targets enrollment for students considered at-risk based primarily on household income levels (below 300% of the federal poverty rate). The program educates 378 students throughout the County in classrooms within local school districts, BCIU locations, and four partner sites.

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

Alternative Education
The BCIU provides educational services in alternative education settings, which include the Berks County Jail System, Tower Behavioral Health In-Patient Hospital, and Alternative Education for Disruptive Youth (AEDY) program, The Learning Academy at Thomas Ford. Educational services within the Berks County Jail System include a high school diploma and credit recovery program as well as a GED program for adults. The BCIU also provides educational curriculum, tutoring, and special education supports within the Tower Behavioral Health facility for adolescents and young adults receiving inpatient behavioral and mental health treatment. The Learning Academy at Thomas Ford is the Alternative Education for Disruptive Youth PDE-approved provider for the Reading School District. The Learning Academy serves students in grades 6 through 12 who have been placed in programming for one of several discipline referral reasons when behaviors are persistent, and all interventions attempted in the district have been exhausted. The program allows for a maximum of 145 students divided among 8 teams. The students are placed for 45 days to work on their individualized behavioral goals. While at the Learning Academy students are engaged in their core academic classes as well as a daily counseling class. Students may join the Knight Academy which is a positive behavior incentive program that recognizes those achieving students both academically and behaviorally.

Education for Children and Youth Experiencing Homelessness (ECYEH)
Between 2013 and 2022, there was a 115% increase in children and youth experiencing homelessness in Berks County, compared to a 63% increase statewide. In the 2021-2022 school year, 2,488 children and youth within the county were identified as experiencing homelessness. Students experiencing homelessness may undergo a variety of nighttime statuses, including being doubled up or sharing the housing of others, sleeping in a hotel/motel, residing in a shelter, and/or being unsheltered. Homelessness impacts students and families in all 18 school districts, with the following numbers of students identified per school district in 2021-2022:

- Antietam (23)
- Boyertown Area (64)
- Brandywine Heights Area (28)

- Conrad Weiser Area (18)
- Daniel Boone Area (52)
- Exeter Township (93)
- Fleetwood Area (35)
- Governor Mifflin (102)
- Hamburg Area (20)
- Kutztown Area (23)
- Muhlenberg (63)
- Oley Valley (15)
- Reading (887)
- Schuylkill Valley (15)
- Tulpehocken Area (23)
- Twin Valley (55)
- Wilson (77)
- Wyomissing Area (21)

Approximately 11% of the homeless children and youth population in Berks County in 2021-2022 were unaccompanied youth. These are children who are not in the physical custody of a parent or guardian and lack a fixed, regular, or adequate nighttime residence. Unaccompanied youth face many challenges such as a lack of safe and stable housing, food insecurities, little to no adult involvement, barriers to a stable education, inability to financially care for themselves, and unmet medical and mental health needs.

The BCIU provides support to Berks County schools and local education agencies across Region 2 through the statewide ECYEH program administered by PDE. The program works with school districts and community agencies to break down educational barriers for children and youth experiencing homelessness. In addition, the program team provides guidance and training to school districts on identifying and serving displaced students, advocates for displaced children and families, and provides resources and referrals to community agencies.

Education Leading to Employment and Career Training (ELECT) / Pregnant & Parenting Teens (PPT)
Education Leading to Employment and Career Training (ELECT) is a collaborative initiative created through a unique partnership between the Pennsylvania Department of Education (PDE) and the Department of Human Services (DHS) to assist eligible Pennsylvania pregnant and parenting adolescents to remain in school, earn a high school diploma or High School Equivalency (HSE), and make the transition to employment and higher education. All participants receive ongoing services that encourage responsible decision-making, personal empowerment, and resiliency, and include comprehensive education for effective parenting and healthy life management. The program also seeks to address the relatively high incidence of teen pregnancy in Berks County through primary and secondary pregnancy prevention efforts. With nearly 420,000 people living in the Berks County area (https://www.census.gov), 5.3% of live births in Berks County were teens, which is a steady decrease since 2016. This number represents nineteen out of every thousand or 225 potential enrollees in Berks County

schools. The BCIU's ELECT program serves eligible students in 18 public school districts and in all alternative, charter, and cyber schools in the Berks County area and estimates to serve 140 students within the 2023-2024 fiscal year.

Nonpublic Services

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

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

Access to Technology

From 2017-2021, the percentage of households with a computer in Berks County was 90.3%, which is a slight increase from the 2015-2019 data period. The percentage of households with a computer in the City of Reading was slightly lower than that of Berks County equaling 86.3%. In terms of connectivity and access to broadband internet, 85.1% of households in Berks County had access to a broadband internet subscription in the 2017-2021 timeframe, while only 77.8% of households within the City of Reading had the same access to the internet. In Pennsylvania, approximately 86% of households had access to broadband internet. A review of data from the Purdue Center for Regional Development, specifically focused on the Digital Distress metric, indicates that northwestern Berks County through the central Reading area has the most concentrated areas of high and medium digital distress. High digital distress indicates that internet adoption is low in these areas. In the more rural areas, this is potentially due to access to adequate infrastructure preventing subscription, whereas in more densely populated areas, this is more likely to be a factor of increased reliance on mobile devices as a primary source of internet, socioeconomic factors preventing the ability to purchase personal devices, and/or low digital literacy. Other areas of high digital distress in Berks County include Baumstown, Douglassville, Blandon, and Boyertown.

The Berks County Intermediate Unit (BCIU) has been involved in the Berks County Broadband Study since the workgroup's inception. It is operating as a partner agency to overcome the digital equity gap. The BCIU is leading the way in standing up the Digital Navigator program, hiring appropriately qualified staff, training Digital Navigator staff, coordinating and managing the Digital Navigator pilot program, and forging community partnership relationships. Using the data identified and collected through the Berks County Broadband Study, the BCIU is working with the Digital Navigator to target two pilot locations, forging relationships within the community, creating opportunities for students such as work-study opportunities, apprenticeship opportunities, community project opportunities, and the instillation of volunteerism. The two areas targeted are the Hamburg and Tulpehocken regions, located in the northwestern area of Berks County. The school districts know and understand their communities better than anyone and will be well-suited to assist in identifying the most digitally vulnerable.

The role of a digital navigator is important to broadband initiatives in Berks County because the County faces several challenges related to broadband access and adoption. According to a study by the Berks County Broadband Workgroup, about 16% of households in Berks County lack access to broadband internet, which is

higher than the statewide average of 11%. Moreover, many residents with access to broadband face affordability issues, with nearly 30% of households with internet access reporting needing help understanding how to utilize and afford the service.

Digital navigators play a crucial role in addressing these challenges by helping individuals and families navigate the complex landscape of broadband services and resources. They assist residents in identifying affordable broadband plans and devices and provide training on digital literacy and cybersecurity. Digital navigators also work with community organizations and local governments to develop and implement broadband initiatives that are tailored to the unique needs of Berks County residents.

In addition to helping individuals, the digital navigator supports local businesses and organizations in utilizing digital technologies to expand their reach and improve their operations. This is especially important in Berks County, where many small businesses and nonprofit organizations struggle to adapt to the digital age.

Overall, the role of a digital navigator is important to Berks County's broadband initiatives because it helps ensure that all residents have access to the opportunities and benefits that come with broadband access, including improved education, healthcare, and economic opportunities.

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

Summary
The BCIU strives to provide high-quality programs and services to students, families, local school districts, and the community. The organization recognizes meaningful connections and strategic partnerships as essential elements to support the healthy development and educational growth of students from birth to post-secondary life. The BCIU continues to respond to the needs of the educational community as it relates to students' social-emotional well-being and mental health; support the growth and well-being of educators across administrative, professional, and support positions; and fosters a culture of belonging in educational settings and the community. The BCIU remains committed to working collaboratively with districts and partners to re-envision and expand programs to meet the evolving needs of the local community in academics, social-emotional learning, and specialized supports.

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

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

Educational Value Statements

Students

The mission of the Berks County Intermediate Unit (BCIU) is to provide high-quality resources, innovative services and programs, and responsible leadership to enrich the educational and social services needs of our children, families, schools, and greater community. The BCIU provides services and enrichment opportunities to the students of Berks County, helping to ensure that the more than 70,000 students served in Pre-K-12 settings reach their full potential.

The BCIU is dedicated to fostering inclusive, collaborative environments to meet the needs of students across a variety of educational settings. The BCIU provides educational and student services to support children and youth considered 'at-risk' through programs such as Alternative Education, Pregnant and Parenting Teen and Fatherhood programs, Educational Stability for Foster Care Youth, and Education for Children and Youth Experiencing Homelessness. In addition, the BCIU strives to provide high-quality, individualized special education and related services to students ages 3 to 21 to meet their unique learning needs, ensure a free appropriate public education, and ensure meaningful progress in the least restrictive environment.

The BCIU offers high-quality early childhood education programs and comprehensive services to students throughout Berks County. Program offerings include Early Head Start Comprehensive Services, federal and state Head Start services, and Pennsylvania Pre-K Counts. These services are designed to support students and families and enhance school readiness. The BCIU also provides Early Intervention services to meet the needs of preschool-age students with disabilities and/or developmental delays. In addition, the BCIU facilitates enrichment activities for Berks County students which include but are not limited to, Career Readiness Activities, Academic Challenge, Music in the Schools, and STEM Competitions.

Staff (Formally Educators)

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

Administration

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

introduces supervisors to leadership concepts and resources to support supervisors' modeling of a culture in which employees feel engaged and inspired to perform. These core concepts are reviewed at quarterly BCIU Supervisors' meetings as well as individual office and program meetings.

Local Education Agency (LEA) Leaders

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

Parents

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

Community

The Berks County Intermediate Unit is interconnected with the community. It is the BCIU's mission to serve side by side with non-profit organizations and educational entities as they provide Berks County's families and young people with programs and services vital to creating a thriving community in which to work, play, and learn. To assist the BCIU in matching available resources to current community needs, the BCIU has built a strong community connection to many service organizations across the county including United Way of Berks County, Wyomissing Foundation, Reading Public Library System, Berks County Public Libraries, Berks Community Action Program, Junior Achievement of Southeastern PA, Berks Deaf & Hard of Hearing Services, Berks Business Education Coalition (BBEC), Greater Reading Chamber Alliance (GRCA), Berks County Workforce Development Board, Centro Hispano, Berks County Mental Health/Developmental Disabilities (MH/DD) Program, Berks County Community Foundation, and more. In the area of curriculum, the BCIU partners with community representatives and agencies in the Career Ready Berks and Standards Aligned System (SAS) Career Pathways initiatives. The BCIU is committed to maintaining mutually beneficial partnerships with colleges and career readiness programs, such as the Berks Career and Technology Center, Reading-Muhlenberg Career and Technology Center, Kutztown University, Alvernia University, Albright College, Reading Area Community College, Penn State Berks, and Wilkes University. In the area of early learning, the BCIU partners with the Pennsylvania Key, the Early Learning Resource Center, Service Access and Management, Inc., and Berks Early Care and Education Council to support children and families in need of high-quality learning opportunities and services. The BCIU welcomes participation in community initiatives and partnerships and ensures active engagement in areas of suicide prevention, drug and alcohol prevention, mental health services, and homeless coalitions, among others, to address barriers to learning and contribute to the overall wellness of the local community.

Summary Of Strengths and Challenges

Strengths

Strength	Consideration In Plan
BCIU has established and maintained a focused system for continuous improvement to ensure organizational coherence.	No
BCIU has established partnerships with local businesses, employers, community organizations, and other agencies to meet the needs of the Intermediate Unit.	Yes
BCIU leaders and employees foster a vision and culture of high expectations for success for all stakeholders.	No
BCIU engages in meaningful two-way communication with stakeholders to establish and sustain shared responsibility for learning across the Intermediate Unit.	No
BCIU plans and projects are flexible and responsive to needs of students and families who may face barriers or challenges with educational stability or access.	Yes
BCIU plans and projects consider the strengths, needs, and practices of the 18 school districts within Berks County.	Yes
BCIU plans and projects emphasize the importance of physical as well as social-emotional and mental health and safety.	Yes
8 out of the 9 ATSI (Additional Targeted Support and Improvement) schools look to the IU for guidance and support as they continuously work to improve. ATSI network meeting topics are determined by the needs expressed by school leaders.	No
STEM professional learning alongside STEELS implementation has expanded as well as IU capacity to assist districts with curriculum and implementation of STEELS. (Science, Technology & Engineering, and Environmental Literacy & Sustainability Standards).	No
All LEAs were engaged in a Data Quality Network.	No
Use of diagnostic assessment and specifically CDT (Classroom Diagnostic Tools) use is increasing post-pandemic as compared to last year. Classroom Diagnostic Tools usage is increasing post-pandemic with districts requesting high-level training in data analysis and instructional use.	No
BCIU has improved access to technology and the use of educational technology tools/resources across educational programs.	Yes
BCIU has established data systems to monitor individual student progress for early childhood education, alternative education, and special education programs.	No

BCIU employs highly qualified, certified educators, and related service providers to meet the needs of students with low-incidence disabilities, English language learners, and students considered "at-risk" for school failure.	Yes
BCIU coordinates fiscal resources from local, state, and federal programs to achieve the IU's goals and priorities.	Yes
BCIU plans and projects provide for and/or enhance offerings within the county for a continuum of educational programs and supports.	Yes
BCIU plans include strategic partnerships and collaboration with community agencies and businesses.	No

Challenges

Challenge	Consideration In Plan
Additional collaboration and support across networks and within programs to better support student and staff mental health and emotional well-being are needed.	Yes
Continued efforts on recruitment and retention of highly qualified, skilled personnel to work with students with disabilities, 'at-risk' learners, and within diverse settings are needed.	Yes
2021-22 Math and English Language Arts (ELA) proficiency for students with disabilities remains very low in ATSI (Additional Targeted Support and Improvement) schools.	No
Only one school had sufficient gains to be exited from the ATSI (Additional Targeted Support and Improvement) designation.	No
Additional focus on program evaluation and effectiveness would be beneficial for long-term planning, program improvement, and new program development.	No
Staff turnover and vacancies in instructional programs impact the consistency of service delivery, student outcomes, and program evaluation data.	Yes
The large geographic area poses challenges with meeting diverse student needs in all school district areas as well as impacts on-site supervision/connections across colleagues and programs.	No
Additional supports and services needed for students with complex behavioral and mental health needs in Pre-K to 12 settings.	Yes
Recruitment and retention of fully credentialed, experienced, and high-quality employees remains a challenge.	Yes
Enhanced support for educators and administrators in implementing effective standards-aligned curriculum, assessment, evidence-based practice, and program evaluation is needed.	No

The coordination and monitoring of supports aligned with ever-evolving learners' and families' needs is complex and requires focused attention.	Yes
Supports for the development, professional learning, and advancement of employees are inconsistent across programs and positions.	Yes
An increased systemic focus and attention to family supports and engagement initiatives would enhance outcomes for students across educational programs.	Yes

Most Notable Observations/Patterns

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

Analyzing Strengths and Challenges

Strengths

Strength	Discussion Points
BCIU has established partnerships with local businesses, employers, community organizations, and other agencies to meet the needs of the Intermediate Unit.	Partnerships with County agencies such as Tower Behavioral Health, Mental Health/Developmental Disabilities (MH/DD) Program, Holcomb Behavioral Health, Caron Foundation, and Council on Chemical Abuse (COCA) are influential in building supports for students experiencing mental or behavioral health challenges. Partnerships in the business community can assist and support the richer development of Transition to Adult Living Programs. Partnerships with higher institutions of education can support recruitment and continued professional development for employees.
BCIU plans and projects are flexible and responsive to needs of students and families who may face barriers or challenges with educational stability or access.	The BCIU serves as the Region 2 coordinator for the Education of Children and Youth Experiencing Homelessness and Educational Stability of Foster Care Youth, thus supporting districts and internal programs who serve students who may face obstacles to educational stability. In addition, the BCIU has expanded offerings for social work services and networking opportunities for educators and school social workers to enhance collaboration efforts. BCIU is currently working with the United Way and local agencies to increase advocacy and awareness of educational instability in early childhood programs.
BCIU plans and projects consider the strengths, needs, and practices of the 18 school districts within Berks County.	The BCIU has increased collaborative workgroups and networking opportunities to coordinate services, share ideas, and align practices. Early childhood programs continue to partner with school districts to offer educational programs on site and work with districts to facilitate smooth transitions to kindergarten programs. School-age programs continue to assess and respond to service needs through expanding offerings or establishing partnerships to build capacity in Berks County to meet the diverse needs of students.
BCIU plans and projects emphasize the importance of physical as well as social-emotional and mental health and safety	The BCIU has revised the Emergency Operations Plan, developed a Crisis Communication Plan, and enhanced training opportunities aligned to Act 55 regulations. Regular safety and security meetings are held to ensure on-going discussion and emergency preparedness. BCIU has increased professional learning opportunities for trauma-informed approaches, mental health crisis intervention, and suicide prevention.
BCIU has improved access to technology and the use of educational technology tools/resources across educational programs.	The BCIU has been instrumental in supporting broadband access and support through implementation of digital navigators. Overall, the role of a digital navigator is important to Berks County's broadband initiatives because it helps ensure that all residents have access to the opportunities and benefits that come with broadband access, including improved education, healthcare, and economic opportunities.

BCIU employs highly qualified, certified educators, and related service providers to meet the needs of students with low-incidence disabilities, English language learners, and students considered "at-risk" for school failure.	The BCIU currently employs individuals with diverse educational interests and backgrounds which can be of support in recruitment efforts and mentoring programs. The BCIU has expanded its reach in offering internships across the organization.
BCIU coordinates fiscal resources from local, state, and federal programs to achieve the IU's goals and priorities.	The BCIU has 82 operating budgets across the organization, which provide for a variety of services and supports to the community. The BCIU holds the county-wide grant for federal Head Start programs, a state grant for Head Start and Pre-K Counts programs and is the provider for preschool Early Intervention in the county. The BCIU supports students and school districts through federal grant programs.
BCIU plans and projects provide for and/or enhance offerings within the county for a continuum of educational programs and supports.	The current context has provided flexibility in instructional design, professional development, and community outreach. Over the course of the last three years, programs have reviewed program design and implementation and made revisions to effectively utilize resources to better meet the needs of students and families. Internal programs have enhanced collaboration and support efforts to serve students and families. Reflection on lessons can enhance program improvements.

Challenges

Challenge	Discussion Points	Priority For Planning	Priority Statement
Additional collaboration and support across networks and within programs to better support student and staff mental health and emotional well-being are needed.	Emphasis on ensuring calendars are consistent across programs and service providers to guarantee collaboration time for all professional and support staff. Mental Health education and wellness activities are prioritized for students.	No	
Continued efforts on recruitment and retention of highly qualified, skilled personnel to work with students with disabilities, 'at-risk'	The large geographic area poses challenges with meeting diverse student needs in all school district areas as well as impacts on-site supervision/support for staff. The BCIU has taken steps to revise wage schedules and benefits considerations; however, remains impacted by the national educator shortage in key positions. The primary areas of	Yes	Establish a system within the Intermediate Unit that prioritizes the recruitment and selection of highly qualified personnel, provides meaningful, supportive orientation/induction activities, and tailors professional development to individuals' unique skill sets and needs.

learners, and within diverse settings are needed.	concern include paraeducators, early childhood educators, and speech and language therapists. The BCIU student population requires highly skilled professionals and specialists. The BCIU continues to revise and enhance induction, mentoring, and professional supports for educators and support staff. Position vacancies result in changes in assignment and lack of consistency for students; substitute shortages/lack of qualified substitutes; and increased caseloads/workloads. Student needs have intensified post-pandemic and would benefit from reduced classroom ratios to support student/staff needs as well as behavioral/mental health. Additional collaboration is also needed with temporary contracted staff members to provide high-quality services and consistency in program implementation.		
Staff turnover and vacancies in instructional programs impact the consistency of service delivery, student outcomes, and program evaluation data.	Day-to-day substitute needs are high due to vacancies and result in reassignment of staff on a daily or long-term basis to classrooms to cover needs. Position vacancies impact the ability to serve students with consistency.	No	
Additional supports and services needed for students with complex behavioral and mental health needs in Pre-K to 12 settings	The BCIU has made progress in identifying and introducing trauma-informed approaches and behavioral principles across programs. Programs would benefit from additional professional learning opportunities, enhanced Tier 2 and Tier 3 supports, and coaching/consultation in mental and behavioral health strategies. Additional collaboration and support across networks surrounding student and staff mental health and emotional well-being is needed at all levels. Position vacancies impact ability to serve students with consistency. The large geographic area poses challenges with meeting diverse student needs in all school district areas as well as impacts on-site supervision/support for challenging behavior. Employee and supervisor turnover results in relearning systems and rebuilding behavior supports. Position vacancies and regulations/practices within community organizations impact student access to	Yes	Enhance behavioral and mental health supports for children and youth through professional learning opportunities and on-site supports for educators in Pre-K to 12+ settings.

	services outside the BCIU. Staffing shortages within community service agencies also impact student support and school resources. Increased need for family supports and engagement have been identified post-pandemic.		
Recruitment and retention of fully credentialed, experienced, and high-quality employees	The large geographic area poses challenges with meeting diverse student needs in all school district areas as well as impacts on-site supervision/support for staff; current wage schedules; the impact of COVID-19 pandemic on employee wellness; student population requires highly-skilled professionals; induction, mentoring, and professional supports need to be enhanced; position vacancies result in changes in assignment and lack of consistency for students; substitute shortages; increased caseloads/workloads; time for recruitment is significant.	No	
Coordination and monitoring of supports aligned with ever-evolving learners' and families' needs.	Educators have observed changes and increases in needs communicated by families and community partners; additional support networks and engagement opportunities are needed; yet challenging to support with current caseloads and program schedules; community agency staffing shortages may have an impact of family needs for support in educational settings as wait lists for services and supports are long.	No	
Support the development, professional learning, and advancement of employees	The professional development steering committee identified needs for differentiation of professional learning offerings and choices for staff; increased support and offerings in early childhood education, family engagement, and parent communication. Educators are seeking additional opportunities to collaborate with internal staff to brainstorm and solve issues. Additional coaching opportunities for in the moment support are needed.	No	
An increased systemic focus and attention to family supports and engagement initiatives would	Educators have observed changes and increases in needs communicated by families and community partners; additional support networks and engagement opportunities are needed; yet challenging to support with current	Yes	Develop a framework for multi-tiered systems of support for families to increase family participation in offerings of parent education,

enhance outcomes for students across educational programs.	caseloads and program schedules; community agency staffing shortages may have an impact of family needs for support in educational settings as wait lists for services and supports are long.		networking, and other opportunities for meaningful educational engagement.

Goal Setting

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

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Essential Practices 4: Implement Data-Driven Human Capital Strategies	The BCIU will increase the participation of paraeducators and instructional support staff in appropriate professional learning opportunities (e.g. onboarding programs, credentialing, and/or advanced credentialing) by 25% over three years.	Professional Growth (Instructional Support Staff)	The BCIU will collect baseline data to determine levels of paraeducator and instructional support staff engagement in professional growth opportunities.	The BCIU will increase the participation of paraeducators and instructional support staff in appropriate professional learning opportunities by 10%.	The BCIU will increase the participation of paraeducators and instructional support staff in appropriate professional learning opportunities (e.g. onboarding programs, credentialing, and/or advanced credentialing) by 25% over three years.
Essential Practices 4: Implement Data-Driven Human Capital Strategies	The BCIU will reduce the vacancy rate of educators and instructional support staff across programs by 15%.	Employee Recruitment and Retention	The BCIU will review vacancy data to determine a baseline for progress monitoring and decrease the vacancy rate of educators and support staff across programs by 5%.	The BCIU will reduce the vacancy rate of educators and instructional support staff across programs by 10%.	The BCIU will reduce the vacancy rate of educators and instructional support staff across programs by 15%.

Priority: Enhance behavioral and mental health supports for children and youth through professional learning opportunities and on-site supports for educators in Pre-K to 12+ settings.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Essential Practices 3: Provide Student-Centered Support Systems	The BCIU will increase educator access to relevant strategies, tools, and coaching and consultation support specific to mental and behavioral health (Tier 1, 2 & 3) by 25% as reported through survey data.	Mental / Behavioral Health Support and Resources	The BCIU will conduct a survey to establish baseline data across educator groups.	The BCIU will increase educator access to relevant strategies, tools, and coaching and consultation support specific to mental and behavioral health (Tier 1, 2 & 3) by 10% as reported through survey data.	The BCIU will increase educator access to relevant strategies, tools, and coaching and consultation support specific to mental and behavioral health (Tier 1, 2 & 3) by 25% as reported through survey data.

Priority: Develop a framework for multi-tiered systems of support for families to increase family participation in offerings of parent education, networking, and other opportunities for meaningful educational engagement.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Parent and family engagement	Increase opportunities for family engagement in parent education, networking, and program activities by 15% from baseline across early childhood and special education programs.	Parent/Family Engagement	Establish baseline regarding opportunities for family engagement across programs and increase opportunities by 5%.	Increase opportunities for family engagement in parent education, networking, and program activities by 10% from baseline across early childhood and special education programs.	Increase opportunities for family engagement in parent education, networking, and program activities by 15% from baseline across early childhood and special education programs.

Action Plan

Action Plan for: Mentoring / Employee Support Programs		

Measurable Goals	Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
• Parent/Family Engagement • Employee Recruitment and Retention	Professional development and education induction plans, emerging leadership program, professional learning network meetings and connections, feedback forms, needs assessments, and support plans.	The ECSS and Human Resources Directors will establish and hold monthly check-in meetings to assess progress of plan and evaluation strategies

Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Implement Educator Induction Program for Professional Employees, including professional development to identified mentors.	07/01/2024	06/20/2027	Director, Early Childhood & Student Services	Educator Induction Plan, Support from Office of Professional Learning, and various media tools for video and program resources	No	No
Evaluate Educator Induction Program and make revisions as appropriate.	07/01/2026	01/01/2027	Director, Early Childhood & Student Services	Employee feedback, Support from Office of Professional Learning	No	No
Implement onboarding program for instructional support positions.	07/01/2024	06/30/2027	Assistant Director, Early Childhood & Student Services	Training packets, program data, mentors, onboarding plan, support from the Office of Professional Learning	Yes	No
Evaluate effectiveness of induction and onboarding program through stay interview process; revise as appropriate.	07/01/2025	01/01/2026	Director & Assistant Director, Early Childhood & Student Services	Employee feedback, training resources, program data	No	No
Identify and communicate professional development opportunities for educators serving in unique or specialized roles.	07/01/2024	06/30/2027	Director, Assistant Directors & Program Administrators, Early Childhood & Student Services	Input from service providers, state and association resources, IU collaboration	No	Yes
Identify and communicate personal development opportunities for educators in areas: (1) Stress management; (2) Organizational Systems; (3) Mentoring Skills, (4)	07/01/2024	06/30/2024	Directors, Professional Learning & Human Resources	Quest EAP services, PDE resources for staff wellness, FLEX learning courses	No	Yes

Communication, and (5) Conflict Resolution.						
Establish and implement a framework for consultation and coaching support for curriculum and behavioral program implementation in early childhood programs.	07/01/2024	06/30/2027	Assistant Directors, Early Childhood & Student Services	Refer to Mental/Behavioral Health Plan for additional information.	No	No
Establish and develop professional learning networks for individuals in unique or specialized roles.	07/01/2024	06/30/2025	Assistant Directors & Program Administrators, Early Childhood & Student Services	Professional associations' listings and memberships, PaTTAN resources, local connections	No	No
Conduct annual needs assessment and evaluation of professional learning for individuals in unique or specialized roles.	07/01/2024	06/30/2027	Assistant Directors & Program Administrators, Early Childhood & Student Services	Program data, staff input, observation data, employee performance data	No	No
Launch an emerging leadership program open to all staff; evaluate and revise as appropriate.	07/01/2024	06/30/2027	Program Administrator, Executive Office & Director / Program Administrator, Professional Learning	Mentors, Training Materials & Evaluation Process	Yes	No
Establish and support career pathways for instructional support staff and educators (e.g. Guest Teacher program, classroom monitor credential, advanced credentialing, RBT programs for paraeducators, partnerships with colleges/universities).	07/01/2024	06/30/2027	Directors of Human Resources, Professional Learning, and Early Childhood & Student Services	Relationships with local universities and colleges, support from PDE and PaTTAN, TaC support for paraeducator pathways, funding for tuition reimbursement	No	No

Action Plan for: Employee Recruitment

Measurable Goals	Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
• Employee Recruitment and Retention	Talent acquisition plan, internship guide and placement options, educational pathways program, enhanced marketing plan	The ECSS and Human Resources Directors will establish and hold monthly check-in meetings to assess progress of plan and evaluate position vacancies and time to fill rate. Quarterly meetings to review outcomes of internships and educational pathways programs.

Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Conduct an analysis of current metrics for positions including applicant pool, offer acceptance rate, wage schedules, and time to fill; regularly monitor the impact of activities and the impact on metrics.	07/01/2024	06/30/2027	Director & Assistant Director, Human Resources	Frontline Recruit and Hire, Master Staff Listing	No	No
Employ strategies for recruitment through online and social media opportunities.	07/01/2024	06/30/2027	Director & Assistant Director, Human Resources	Support from Creative Team, Facebook, LinkedIn, Twitter, Instagram, TikTok, Other platforms	No	No
Evaluate hiring process timeline to determine areas of delay within the onboarding process.	07/01/2024	01/01/2025	Director & Assistant Director, Human Resources	None	No	No
Enhance utilization of additional features in Frontline Recruit and Hire and/or other platforms to expedite the onboarding process.	07/01/2024	06/30/2025	Director & Assistant Director, Human Resources	Frontline Recruit and Hire	No	No
Strengthen partnerships with college/university training programs and community partners to establish a pipeline for the applicant pool.	07/01/2024	06/30/2027	Director & Assistant Director, Human Resources	Colleges, universities, and community partners	No	No

Engage employees in marketing and sharing work responsibilities at BCIU to recruit for instructional positions.	07/01/2024	06/30/2027	Director & Assistant Director, Human Resources	Creative Team and employees	No	No
Develop and promote educational pathways as a tool for recruitment.	07/01/2024	06/30/2027	Director & Assistant Director, Human Resources	Creative Team and employees	No	No
Expand internship opportunities for positions across the organization.	07/01/2024	06/30/2027	Director & Assistant Director, Human Resources	Partnerships across offices and with local universities, colleges, and educational entities	No	No

Action Plan for: Multi-tiered Systems of Support (Mental/Behavioral Health)

Measurable Goals		Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
• Mental / Behavioral Health Support and Resources		Training materials, coaching strategies, program implementation data, framework and guidelines for tiered systems of support; expanded menu of services and partnerships	The ECSS Leadership Team will conduct monthly check-ins for development, review feedback and assessment; assessment tools to be determined in planning.

Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Establish a core team across early childhood programs to develop a framework for Tier 1, 2, and 3 mental and behavioral health supports grounded in trauma-informed approaches and positive behavior support practices.	07/01/2024	10/01/2024	Assistant Director, Early Childhood Services	Staff interest survey, supervisor input	No	No
Develop and implement a multi-tiered framework for trauma-informed, positive behavioral supports that outlines key components and practices, professional learning needs, and tiered levels for educator support.	10/02/2024	06/30/2027	Assistant Director and core team within the office of Early Childhood and Student Services	Training materials, program evaluations, program policies and practices, program data, staff input, and survey data Relevant resources in MTSS, trauma-informed practices, and early childhood SEL/PBIS	Yes	No
Review and refine current Tier 1 structure and practices of the multi-tiered framework. Develop an implementation plan, which includes training for new employees, on-going monitoring, and systems for on-site consultation and coaching to enhance fidelity in practice.	10/02/2024	02/28/2025	Assistant Director, and core team within the office of Early Childhood and Student Services	Training materials, program evaluations, program policies and practices, program data, staff input, and survey data Relevant resources in MTSS, trauma-informed practices, and early childhood SEL/PBIS	No	No
Research and develop a Tier 2 framework to support mental and behavioral health needs of students within early childhood programs.	03/01/2025	06/30/2025	Assistant Director, and core team within the office of Early Childhood and Student Services	Training materials, program evaluations, program policies and practices, program data, staff input, and survey data Relevant resources in MTSS, trauma-informed practices, and early childhood SEL/PBIS	No	No

Action Step	Start Date	End Date	Responsible Party	Resources Needed		
Implement Tier 2 mental and behavioral health strategies across early childhood programs.	08/01/2025	01/31/2026	Assistant Director, and core team within the office of Early Childhood and Student Services	Tier 2 structure, training materials, fidelity checklists, observation walkthroughs and feedback cycle	Yes	No
Identify internal and external Tier 3 supports and interventions to support students facing mental and behavioral health needs.	03/01/2025	06/30/2025	Assistant Director, and core team within the office of Early Childhood and Student Services	Training materials, program evaluations, program policies and practices, program data, staff input, and survey data Relevant resources in MTSS, trauma-informed practices, and early childhood SEL/PBIS Community partners and providers	No	No
Establish and implement Tier 3 behavioral supports across early childhood programs.	08/01/2025	01/31/2026	Assistant Director, and core team within the office of Early Childhood and Student Services	Training materials, program evaluations, program policies and practices, program data, staff input, and survey data Relevant resources in MTSS, trauma-informed practices, and early childhood SEL/PBIS	Yes	No
Identify / create tools for monitoring effectiveness of program supports to educators and students (e.g. walkthroughs, survey data, etc).	10/02/2024	01/31/2025	Assistant Director, and core team within the office of Early Childhood and Student Services	Training materials, program evaluations, program policies and practices, program data, staff input, and survey data Relevant resources in MTSS, trauma-informed practices, and early childhood SEL/PBIS	No	No
Implement revised or enhanced elements of Tier 1 framework across early childhood programs.	03/01/2025	06/30/2025	Assistant Director, and core team within the office of Early Childhood and Student Services	Tier 1 structure, training materials, fidelity checklists, observation walkthroughs and feedback cycle	Yes	No
Identify community resources, supports, and educational materials for families to support behavioral and mental health needs of young learners and maintain a current list of resources for staff to reference.	10/02/2024	06/30/2027	Assistant Director, and core team within the office of Early Childhood and Student Services	Community resources, state support, and input from various staff members	No	Yes
Assess needs of Berks County School Districts and educational entities in areas of mental/behavioral health and develop plan for expanded service options (e.g. training/professional development, direct services, and/or partnerships).	07/01/2024	01/01/2025	Assistant Director, Student Services & K-12 Education, School Social Worker, School Psychologists, and School Counselors	Core team to further action plan steps and sequence, tools for needs assessment, action planning tools, funding/resources, community partnerships	No	No

Maintain and promote Berks County Mental Health Resource Website for the local community and school districts.	07/01/2024	06/30/2027	Assistant Director, Student Services & K-12 Education, School Social Worker, School Counselor, and Website Development Team	Core team, social worker, website development team, and community partnerships	No	Yes
Implement and evaluate reach and effectiveness of mental and behavioral health supports and services to K-12 entities and community partners; revise plans and services as appropriate.	01/01/2025	06/30/2027	Assistant Director, Student Services & K-12 Education	Needs assessment, action plan, data, and menu of services; marketing plan	No	No

Action Plan for: Multi-Tiered Supports for Families						

Measurable Goals	Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
• Parent/Family Engagement	Family engagement tiered structure of support, engagement strategies, and implementation plans/data.	The ECSS Director, Assistant Directors, and Program Administrators will be responsible for the following: annual needs assessment, staff and family input/evaluations, metrics of opportunities and attendance, impact stories

Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Establish a core team to develop framework for family support and engagement across programs.	07/01/2024	08/31/2024	Assistant Directors, Early Childhood and Student Services	Staff interest survey, supervisor input, support from Office of Professional Learning or The Pennsylvania Key.	No	No
Develop needs assessment to inform needs of families, appropriate platforms, and supports.	09/01/2024	02/01/2025	Assistant Directors & Program Administrators, Early Childhood and Student Services	Student assessment data, staff input, family input, surveys	No	No
Conduct needs assessment specific to family engagement.	02/01/2025	04/30/2025	Assistant Directors, Early Childhood and Student Services	Student assessment data, staff input, family input, surveys	No	No
Analyze data from needs assessment to identify key areas and concepts for plan development.	05/01/2025	07/01/2025	Assistant Directors, Early Childhood and Student Services	Planning time	No	No
Identify resources available and aligned to areas of need.	07/01/2024	06/30/2027	Assistant Directors & BCIU Social Worker, Early Childhood and Student Services	Community resources, current practices, evidence based practices.	No	No
Develop a multi-phase approach to parent supports, engagement opportunities, and increased connection.	07/01/2025	01/01/2026	Assistant Directors, Early Childhood and Student Services	Planning time, needs assessment results, resource listing, program teams	No	No

Identify and share resources for tiered support based on varied needs or levels of service.	07/01/2025	06/30/2027	Assistant Directors, Early Childhood and Student Services	Community resources, evidence based practices	No	Yes
Develop program specific plans for family support and engagement and implement accordingly.	07/01/2025	06/30/2027	Assistant Directors, Early Childhood and Student Services	Program teams, planning time, and implementation plans	No	Yes
Monitor quality, ongoing or changing needs, and impact of programs. Determine tools for measurement.	07/01/2025	06/30/2027	Assistant Directors, Early Childhood and Student Services	Program teams, planning time, and implementation plans	No	No

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Multi-tiered Systems of Support (Mental/Behavioral Health)	• Develop and implement a multi-tiered framework for trauma-informed, positive behavioral supports that outlines key components and practices, professional learning needs, and tiered levels for educator support. • Implement Tier 2 mental and behavioral health strategies across early childhood programs. • Establish and implement Tier 3 behavioral supports across early childhood programs. • Implement revised or enhanced elements of Tier 1 framework across early childhood programs.
Mentoring / Employee Support Programs	• Implement onboarding program for instructional support positions. • Launch an emerging leadership program open to all staff; evaluate and revise as appropriate.

Professional Development Activities

Trauma Informed-Practices / Positive Behavior Intervention & Supports						
Action Step	**Audience**	**Topics to be Included**	**Evidence of Learning**	**Lead Person/Position**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
• Develop and implement a multi-tiered framework for trauma-informed, positive behavioral supports that outlines key components and practices, professional learning needs, and tiered levels for educator support. • Implement Tier 2 mental and behavioral health strategies across early childhood programs. • Establish and implement Tier 3 behavioral supports across early childhood programs. • Implement revised or enhanced elements of Tier 1 framework across early childhood programs.	BCIU Early Childhood Educators and Instructional Support Staff	Multi-tiered framework for trauma-informed, positive behavioral supports, Tier 1, 2, & 3 Strategies, Programs, and Supports, Behavior-Trauma Connection, Applied Behavioral Analysis Principles and Practices, Preventative Strategies, Community Resources	Instructional staff will be able to identify strategies at each level of support, access identified resources, and implement strategies in classrooms and with students requiring differentiated behavior supports.	Program Administrators & Assistant Director, Early Childhood Programs	10/02/2024	06/30/2027

Learning Formats			
Type of Activities	**Frequency**	**Observation and Practice Framework Met in this Plan**	**This Step Meets the Requirements of State Required Trainings**
Workshop(s)	A minimum of one time annually, to be determined by core team and implementation plan	• 2d: Managing Student Behavior • 1b: Demonstrating Knowledge of Students • 2c: Managing Classroom Procedures • 3a: Communicating with Students • 3c: Engaging Students in Learning	At Least 1-hour of Trauma-informed Care Training for All Staff

		• 4a: Reflecting on Teaching • 3d: Using Assessment in Instruction	
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	As determined per program implementation plan	• 2d: Managing Student Behavior • 2c: Managing Classroom Procedures • 2b: Establishing a Culture for Learning • 2a: Creating an Environment of Respect and Rapport	Teaching Diverse Learners in Inclusive Settings
Professional Learning Community (PLC)	As determined per program implementation plan (monthly or quarterly meetings)	• 2a: Creating an Environment of Respect and Rapport • 2b: Establishing a Culture for Learning • 2c: Managing Classroom Procedures • 2d: Managing Student Behavior • 4c: Communicating with Families • 3e: Demonstrating Flexibility and Responsiveness • 3c: Engaging Students in Learning	Teaching Diverse Learners in Inclusive Settings

Educator Induction & Onboarding Programs

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• Implement Educator Induction Program for Professional Employees, including professional development to identified mentors. • Implement onboarding program for instructional support positions.	Professional Educators / Therapists, Instructional Support Staff (Paraeducators, Interpreters, etc)	Please see BCIU Educator Induction Plan for topics and requirements. Topics for Instructional Support Staff include program orientation, health and safety practices, early childhood instructional practices, classroom management and behavioral support strategies, special education basics, and student observation/assessment.	Professional educators, therapists, and related service staff will demonstrate proficiency and/or growth as assessed by the Danielson Framework for Teaching / Practice. Professional educators will demonstrate an understanding and application of skills across the following domains: (1) Planning and Preparation, (2) Classroom Environment, (3) Instruction, and (4) Professional Responsibilities. Instructional Support staff will demonstrate proficiency as outline by program expectations and the paraeducator evaluation tool for classroom and student support.	Director & Assistant Directors, Early Childhood & Student Services	07/01/2024	06/30/2027

Learning Formats

Type of Activities	Frequency	Observation and Practice Framework Met in this Plan	This Step Meets the Requirements of State Required Trainings
Other	As determined by Educator Induction and Paraeducator Onboarding Plans; to be individualized based on program and employee experience / needs assessment; ongoing.	• 1b: Demonstrating Knowledge of Students • 1a: Demonstrating Knowledge of Content and Pedagogy • 1c: Setting Instructional Outcomes • 1d: Demonstrating Knowledge of Resources • 1e: Designing Coherent Instruction • 2a: Creating an Environment of Respect and Rapport • 2b: Establishing a Culture for Learning	Professional Ethics

		2c: Managing Classroom Procedures 2d: Managing Student Behavior 2e: Organizing Physical Space 3a: Communicating with Students 3b: Using Questioning and Discussion Techniques 3c: Engaging Students in Learning 3d: Using Assessment in Instruction 3e: Demonstrating Flexibility and Responsiveness 4a: Reflecting on Teaching 4b: Maintaining Accurate Records 4c: Communicating with Families 4d: Participating in a Professional Community 4e: Growing and Developing Professionally 4f: Showing Professionalism	
Course(s)	As determined by Educator Induction and Paraeducator Onboarding Plans; to be individualized based on program and employee experience / needs assessment; ongoing	1b: Demonstrating Knowledge of Students 4d: Participating in a Professional Community 4c: Communicating with Families 3a: Communicating with Students 2a: Creating an Environment of Respect and Rapport 2b: Establishing a Culture for Learning	Common Ground: Culturally Relevant Sustaining Education

Emerging Leadership Program

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• Launch an emerging leadership program open to all staff; evaluate and revise as appropriate.	BCIU Employees (voluntary program, open to all employees)	Topics to include self-awareness, communication, and leadership traits.	Participants will identify leadership strengths and areas for growth, apply effective communication techniques, and engage in self-reflection discussions with identified mentors.	Program Administrators, Professional Learning & Executive Office	01/22/2024	06/30/2025

Learning Formats

Type of Activities	Frequency	Observation and Practice Framework Met in this Plan	This Step Meets the Requirements of State Required Trainings
Professional Learning Community (PLC)	Three virtual sessions and additional mentorship touchpoints	• 2a: Creating an Environment of Respect and Rapport • 2b: Establishing a Culture for Learning • 4a: Reflecting on Teaching • 3e: Demonstrating Flexibility and Responsiveness • 4e: Growing and Developing Professionally • 4f: Showing Professionalism	

Communications Action Steps

Evidence-based Strategy	Action Steps
Multi-tiered Systems of Support (Mental/Behavioral Health)	• Identify community resources, supports, and educational materials for families to support behavioral and mental health needs of young learners and maintain a current list of resources for staff to reference. • Maintain and promote Berks County Mental Health Resource Website for the local community and school districts.
Mentoring / Employee Support Programs	• Identify and communicate professional development opportunities for educators serving in unique or specialized roles. • Identify and communicate personal development opportunities for educators in areas: (1) Stress management; (2) Organizational Systems; (3) Mentoring Skills, (4) Communication, and (5) Conflict Resolution.
Multi-Tiered Supports for Families	• Identify and share resources for tiered support based on varied needs or levels of service. • Develop program specific plans for family support and engagement and implement accordingly.

Communications Activities

Multi-tiered Systems of Support (Mental/Behavioral Health)					
Action Step	**Audience**	**Topics to be Included**	**Type of Communication**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
• Identify community resources, supports, and educational materials for families to support behavioral and mental health needs of young learners and maintain a current list of resources for staff to reference. • Maintain and promote Berks County Mental Health Resource Website for the local community and school districts	Berks County Educators (School and Program Administrators, Educators, Community Partners, and BCIU Educators)	Overview and guidance of Berks County Mental Health Resource Site and Early Childhood Mental Health/Family Support Resources.	Assistant Directors & Program Administrators, Early Childhood & Student Services	07/01/2022	06/30/2027

Communications	
Type of Communication	**Frequency**
Email	Annual reminder or resources
Presentation	One time per job alike group (internal and external)
Other	Ongoing marketing through business cards, QR codes, and informational brochures

Professional Development Opportunities

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• Identify and communicate professional development opportunities for educators serving in unique or specialized roles. • Identify and communicate personal development opportunities for educators in areas: (1) Stress management; (2) Organizational Systems; (3) Mentoring Skills, (4) Communication, and (5) Conflict Resolution.	BCIU Educators / Instructional Staff	Professional development opportunities, upcoming conferences and workshops, resources and materials for professional growth, book study opportunities	Director, Assistant Director, and Program Administrators, Early Childhood & Student Services	07/01/2024	06/30/2027

Communications

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

Educator Induction Plan

Chapter 49 | 2024-2027

Posted for Public Review – February 12, 2024

Board Approved -

Profile

Intermediate Unit Name		AUN
Berks County Intermediate Unit #14		114000000
Address 1		
1111 Commons Boulevard		
Address 2		
PO Box 16050		
City	**State**	**Zip Code**
Reading	PA	19612-6050
Executive Director Name		
Dr. Jill M. Hackman		
Executive Director Email		
jilhac@berksiu.org		
Educator Induction Plan Coordinator Name		
Dr. Michelle Reichard-Huff		
Educator Induction Plan Coordinator Name Email		
micrei@berksiu.org		
Educator Induction Plan Coordinator Phone Number		**Extension**
610-987-8446		

Steering Committee

1Name	Title	Committee Role	Chosen/Appointed By
Dr. Michelle Reichard-Huff	Director, Early Childhood & Student Services	Administrator	Administration Personnel
Dr. Dan Richards	Director, Professional Learning	Administrator	Administration Personnel
Dr. Sara George	Assistant Director, K-12 Education & Student Services	Administrator	Administration Personnel
Dr. Christi Weitzel	Assistant Director, Early Childhood	Administrator	Administration Personnel
Elizabeth Angstadt	Program Administrator, Early Intervention	Administrator	Administration Personnel
Brian Hocking	Program Administrator, School Age Special Education	Administrator	Administration Personnel
Mandy Gerhard	Program Administrator, Pre-K Counts & Head Start	Administrator	Administration Personnel
Jessica Head	Program Administrator, Special Education & Student Services	Administrator	Administration Personnel
Dr. Christina Foehl	Assistant Director, Professional Learning	Administrator	Administration Personnel
Dr. Danielle Smyre	School Psychologist	Education Specialist	Education Specialist
Edward Yeager	School Counselor	Education Specialist	Education Specialist
Jessica Mountz	Specialized Preschool Teacher	Teacher	Teacher
Dr. Sandy Shurina	Teacher of the Hearing Impaired	Teacher	Teacher
Molly Lenko	Speech Language Pathologist	Teacher	Administration Personnel
Amy Bortz	Occupational Therapist	Other	Administration Personnel
Tiffany Smith	Special Education Teacher	Teacher	Teacher
Katelyn Cutts	Specialized Preschool Teacher	Teacher	Teacher
Ashley Berkel	Teacher	Teacher	Administration Personnel
Lauren DeGezelle	Teacher	Teacher	Administration Personnel

Educator Induction Plan

Will all first-year teachers (including teachers in prekindergarten programs, when offered), long-term substitutes who are hired for a position for 45 days or more and educational specialists be identified and provided a 2-year induction experience beginning in the 2024-25 SY? (22 Pa Code, 49.16)	Yes
Is the induction plan prepared by teacher or educational specialist representatives, or both, chosen by teachers and educational specialists and administrative representatives chosen by the administrative personnel of the school entity? (22 Pa Code, 49.16)	Yes
Has the plan been made available for public inspection and comment for a minimum of 28 days prior to approval of the plan by the school entity's governing board and submission of the plan to the Department? (22 Pa Code, 49.16)	Yes
Does the induction plan reflect a mentor relationship between the first-year teacher, long-term substitute or educational specialist, teacher educator and the induction team for the duration of the induction program? (22 Pa Code, 49.16)	Yes
Does the induction plan include training on the teacher observation and evaluation model inclusive of the consistent use of quality teacher-specific data and building-level data within student performance measures? (24 P.S. § 11-1138.8 (c)(3) and 22 Pa Code, 49.16)	Yes
Does the induction plan: a. Assess the needs of inductees?	Yes
b. Describe how the program will be structured?	Yes
c. Describe what content will be included, along with the delivery format and timeframe?	Yes
d. Include a two-year induction program effective the 2024-2025 school year?	Yes

Mentors

Pool of possible mentors is comprised of teachers with outstanding work performance.	Yes
Potential mentors have similar certifications and teaching assignments.	Yes
Potential mentors must model continuous learning and reflection.	Yes
Potential mentors must have knowledge of LEA policies, procedures, and resources.	Yes
Potential mentors must have demonstrated ability to work effectively with students and other adults.	Yes
Potential mentors must be willing to accept additional responsibility.	Yes
Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching, and conferencing skills, problem-solving skills and knowledge of adult learning and development).	Yes
Mentors and inductees must have compatible schedules so that they can meet regularly.	Yes
Other, please specify below	No
Other	

Please explain the LEA's process for ensuring their mentors have the above selected characteristics.
Chapter 49 requires that there be a mentor relationship between the inductee and the induction team.

Mentors are selected by the program administration based on the following recommended criteria: (a) similar certification and assignment; (b) outstanding work performance; (c) model of continuous learning and reflection; (d) knowledge of program/school policies, procedures and resources; (e) ability to work with students and other adults; (f) willingness to accept additional responsibilities; (g) mentor training or previous experience; and (h) compatible schedules so the mentor and inductee can meet regularly.

Properly selected and trained mentors are critical to success of the induction program. Therefore, mentors should have the opportunity to meet with other mentors to discuss mentoring issues and receive training in the following: (a) the purpose of the induction program and the role of the mentor; (b) communication skills; (c) listening skills; (d) coaching and conferencing skills; (e) effective teaching/specialist skills; (f) problem solving; and (g) knowledge of adult learning and development.

Each program will determine a meeting time for mentors based on their calendar and the individuals assigned to induction activities. Mentor responsibilities are listed in Appendices A and C of the BCIU Educator Induction manual. The responsibilities include the provision of instructional support in areas such as classroom management, standards-based instructional planning and implementation, standards-aligned teaching strategies, differentiated instruction and supports for struggling students, and observations and conferencing with the beginning teacher. Mentors are also responsible for providing professional support such as introductions to other faculty and administration, personal encouragement within the context of confidential leadership, and referrals to other key people and resources within or outside of the organization.

Being a mentor is an honor. It is an opportunity for teacher/specialist leadership, and an opportunity for mentors to refine their skills and professional growth. However, it is also a demanding responsibility and rewards may include release time, stipends, and/or extra compensation.

Needs Assessment

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

Based on the tools and methods selected above, describe the LEA's Induction Program, including the following details:

• **Program Structure**
• **Content Included**
• **Meeting Frequency**
• **Delivery Format**

Program Structure

The BCIU Educator Induction Plan outlines a two-year framework and structure for new all first-year teachers, long-term substitutes, and educational specialists who have been hired by the Berks County Intermediate Unit (BCIU). In addition, program administrators may opt to enroll related service providers such as occupational therapists, physical therapists, board certified behavior analysts, and other professional staff into the induction program upon hire. Program Administrators will review the BCIU Educator Induction Program annually and plan as appropriate for new employees, recruitment and training of mentors, and professional growth opportunities for staff involved in the program. Mentors are selected based on the established criteria including the availability and flexibility to meet with the inductee at least monthly to address program content and meet goals and objectives of the BCIU Educator Induction Plan. Within the first month of employment, inductees are required to complete a needs assessment and meet with their mentor and/or supervisor to establish an individualized professional growth and induction plan. This should include required trainings as well as an outline of topics to be reviewed and discussed at monthly meetings. While a framework is provided, the induction plan is designed to be fluid and based on individual needs and feedback throughout the first two years of employment. At the end of the first year, a formal meeting will be held that includes the mentor, the inductee, and the supervisor to allow for reflection and input into a professional growth plan for the second year. In year two, it is expected that the mentor and inductee will meet, at minimum, one time quarterly to address professional growth goals. At the completion of the program, feedback is provided by all parties to make any recommendations and adjustments as well as support future professional growth. The plan requires submission on monthly logs, documentation of required training activities, and an evaluation of the program by participating parties.

Content Included

The following topics are to be included in the individualized professional growth and Educator Induction Plan:

- Code of Professional Practice and Conduct for Educators
- Assessments and Progress Monitoring
- Instructional Practices
- Safe and Supportive Schools
- Standards/Curriculum (Standards Aligned System)
- Technology Instruction
- Progress Reports and Parent-Teacher Conferencing
- Accommodations and Adaptations for Diverse Learners
- Data-informed Decision Making
- Materials and Resources for Instruction
- Classroom and student management
- Parental and/or community involvement
- Professional Ethics Program Framework Guidelines
- Culturally Relevant and Sustaining Education Program Framework Guidelines
- Educator Effectiveness

In addition, the content encompasses orientation activities specific to the BCIU and program requirements:

- Orientation to the community
- District/school policies and procedures and resources
- Professional responsibilities, including reflection and professional growth
- Personal skills, such as time management, communication skills and interpersonal skills
- Other job responsibilities as required by the program supervisor

Meeting Frequency

The induction program is scheduled to be completed over the course of two years. In year one, the mentor and inductee are expected to meet monthly to review and discuss topics as well as engage in professional reflection and planning activities. In year two, the participants will meet one time quarterly, at minimum. Additional activities such as training and/or observations are also embedded into individual plans to assist the new educator in preparing for a career in education at the Berks County Intermediate Unit.

Delivery Format

The delivery of the induction program is through various platforms from in-person meetings to virtual meetings, along with supplemental trainings and professional development opportunities. The documentation and paperwork will be completed through a shared virtual platform (e.g. Google, Microsoft) to ensure consistency across programs so that all educators and specialists participating in the induction program receive the same information in a timely fashion.

Educator Induction Plan Topic Areas

Code of Professional Practice and Code of Conduct for Educators

Selected Observation and Practice Framework(s):

4f: Showing Professionalism

4e: Growing and Developing Professionally

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 1 Summer

Year 2 Fall

Year 2 Winter

Year 2 Spring

Year 2 Summer

Assessments and Progress Monitoring

Selected Observation and Practice Framework(s):

3d: Using Assessment in Instruction

1e: Designing Coherent Instruction

1f: Designing Student Assessments

4a: Reflecting on Teaching

1c: Setting Instructional Outcomes

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 1 Summer

Year 2 Fall

Year 2 Winter

Year 2 Spring

Year 2 Summer

Instructional Practices

Selected Observation and Practice Framework(s):

1e: Designing Coherent Instruction

1a: Demonstrating Knowledge of Content and Pedagogy

4a: Reflecting on Teaching

3c: Engaging Students in Learning

3b: Using Questioning and Discussion Techniques

2c: Managing Classroom Procedures

1c: Setting Instructional Outcomes

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 1 Summer

Year 2 Fall

Year 2 Winter

Year 2 Spring

Year 2 Summer

Safe and Supportive Schools

Selected Observation and Practice Framework(s):

2b: Establishing a Culture for Learning

2a: Creating an Environment of Respect and Rapport

2c: Managing Classroom Procedures

4c: Communicating with Families

2e: Organizing Physical Space

2d: Managing Student Behavior

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

Standards and Curriculum

Selected Observation and Practice Framework(s):

1a: Demonstrating Knowledge of Content and Pedagogy

1c: Setting Instructional Outcomes

3d: Using Assessment in Instruction

1f: Designing Student Assessments

3b: Using Questioning and Discussion Techniques

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 1 Summer

Year 2 Fall

Year 2 Winter

Year 2 Spring

Year 2 Summer

Technology Instruction

Selected Observation and Practice Framework(s):

4c: Communicating with Families

4b: Maintaining Accurate Records

1e: Designing Coherent Instruction

3d: Using Assessment in Instruction

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 1 Summer

Year 2 Fall

Year 2 Winter

Year 2 Spring

Year 2 Summer

Progress Reports and Parent-Teacher Conferencing

Selected Observation and Practice Framework(s):

1c: Setting Instructional Outcomes

3a: Communicating with Students

1f: Designing Student Assessments

4c: Communicating with Families

3b: Using Questioning and Discussion Techniques

4b: Maintaining Accurate Records

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 1 Summer

Year 2 Fall

Year 2 Winter

Year 2 Spring

Accommodations and Adaptations for Diverse Learners

Selected Observation and Practice Framework(s):

1b: Demonstrating Knowledge of Students

3c: Engaging Students in Learning

1c: Setting Instructional Outcomes

2d: Managing Student Behavior

1d: Demonstrating Knowledge of Resources

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 1 Summer

Year 2 Fall

Year 2 Winter

Year 2 Spring

Year 2 Summer

Data Informed Decision Making

Selected Observation and Practice Framework(s):

1f: Designing Student Assessments

1c: Setting Instructional Outcomes

4b: Maintaining Accurate Records

3d: Using Assessment in Instruction

3c: Engaging Students in Learning

3e: Demonstrating Flexibility and Responsiveness

2d: Managing Student Behavior

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 1 Summer

Year 2 Fall

Year 2 Winter

Year 2 Spring

Year 2 Summer

Materials and Resources for Instruction

Selected Observation and Practice Framework(s):

4d: Participating in a Professional Community

4e: Growing and Developing Professionally

3b: Using Questioning and Discussion Techniques

3c: Engaging Students in Learning

1d: Demonstrating Knowledge of Resources

1c: Setting Instructional Outcomes

4a: Reflecting on Teaching

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring
Year 1 Summer
Year 2 Fall
Year 2 Winter
Year 2 Spring
Year 2 Summer

Classroom and Student Management
Selected Observation and Practice Framework(s):
2a: Creating an Environment of Respect and Rapport
3a: Communicating with Students
2d: Managing Student Behavior
4c: Communicating with Families
2e: Organizing Physical Space
2b: Establishing a Culture for Learning

Timeline
Year 1 Fall
Year 1 Winter
Year 1 Spring
Year 1 Summer
Year 2 Fall
Year 2 Winter
Year 2 Spring
Year 2 Summer

Parental and/or Community Involvement
Selected Observation and Practice Framework(s):
4d: Participating in a Professional Community
4f: Showing Professionalism
4c: Communicating with Families

Timeline
Year 1 Fall

Year 1 Winter
Year 1 Spring
Year 1 Summer
Year 2 Fall
Year 2 Winter
Year 2 Spring
Year 2 Summer

Professional Ethics Program Framework Guidelines

Selected Observation and Practice Framework(s):

4f: Showing Professionalism

Timeline

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

Culturally Relevant and Sustaining Education Program Framework Guidelines

Selected Observation and Practice Framework(s):

3a: Communicating with Students
4d: Participating in a Professional Community
4c: Communicating with Families
2a: Creating an Environment of Respect and Rapport
4f: Showing Professionalism
1b: Demonstrating Knowledge of Students
3c: Engaging Students in Learning

Timeline

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

Educator Effectiveness

Selected Observation and Practice Framework(s):
4a: Reflecting on Teaching

Timeline
Year 1 Fall
Year 1 Winter
Year 1 Spring
Year 1 Summer
Year 2 Fall
Year 2 Winter
Year 2 Spring
Year 2 Summer

Evaluation and Monitoring

Evaluation and Monitoring

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

Induction Plan

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

Confirm that all first-year teachers are required to participate in the induction program.

Yes

If "No" is selected, please explain what individuals were not included in the Induction Program and why.

ACT 48

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

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

a. Includes options for professional development including, but not limited to, activities such as: (i) graduate level coursework; (ii) obtaining a professionally related master's degree; (iii) department-approved in-service courses; (iv) curriculum development work; and (v) attendance at professional conferences.

b. Defines terms used including, but not limited to, the following: (i) Professionally related graduate level coursework. (ii) Professionally related master's degree. (iii) Curriculum development work. (iv) Professional conferences.

c. Developed as specified in section 1205.1 of the act in which the plan describes the persons who developed the plan and how the persons were selected.

d. Submitted to the Secretary shall be approved by both the professional education committee and the board of the school entity.

e. Includes a section which describes how the professional education needs of the school entity, including those of diverse learners, and its professional employees are to be met through implementation of the plan. The plan must describe how professional development activities will improve language and literacy acquisition for all students and contribute to closing achievement gaps among students.

f. Includes a description of how the school entity will offer all professional employees opportunities to participate in continuing education focused on teaching diverse learners in inclusive settings.

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

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

Exemplary professional education for staff:

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

PROFILE AND PLAN ESSENTIALS

Berks County Intermediate Unit #14

114000000

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

Dr. Michelle Reichard-Huff

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610-987-8446 X n/a

Dr. Jill M. Hackman

jilhac@berksiu.org

STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Dr. Michelle Reichard-Huff	Director, Early Childhood & Student Services	Administrator	Administration Personnel
Dr. Christi Weitzel	Assistant Director, Early Childhood Services	Administrator	Administration Personnel
Dr. Sara George	Assistant Director, Student Services & K-12 Education	Administrator	Administration Personnel
Dr. Dan Richards	Director, Professional Learning	Administrator	Administration Personnel

Name	Title	Committee Role	Appointed By
Dr. Christina Foehl	Assistant Director, Professional Learning	Administrator	Administration Personnel
Bob Stauffer	Parent	Parent of Child Attending	School Board of Directors
Christopher Hoster	Parent	Parent of Child Attending	School Board of Directors
Barbara Starkey	Regional Director, Early Learning Resource Center	Community Member	School Board of Directors
Elizabeth Setley	Director of Interpreting Services, Keystone Deaf and Hard of Hearing Services	Local Business Representative	School Board of Directors
Heather Rodriguez	Counselor, Office of Vocational Rehabilitation	Local Business Representative	School Board of Directors
Elizabeth Angstadt	Program Administrator, Early Intervention	Administrator	Administration Personnel
Mandy Gerhard	Program Administrator, Head Start & Pre-K Counts	Administrator	Administration Personnel
Brian Hocking	Program Administrator, Special Education	Administrator	Administration Personnel
Mary Franciscus	Director, Human Resources	Administrator	Administration

Name	Title	Committee Role	Appointed By
			Personnel
Alexis Luckhart	Assistant Director, Human Resources	Administrator	Administration Personnel
Scott Major	Director, Information Technology	Administrator	Administration Personnel
Jessica Head	Program Administrator, Special Education & Student Services	Administrator	Administration Personnel
Dr. Sandy Shurina	Teacher of the Hearing Impaired	K-12 Teacher	Teacher
Edward Yeager	School Counselor	Education Specialist	Education Specialist
Jessica Mountz	Specialized Preschool Teacher	Other	Teacher
Dr. Danielle Smyre	School Psychologist	Education Specialist	Education Specialist
Molly Lenko	Speech Therapist	Other	Teacher
Amy Bortz	Occupational Therapist	Other	Administration Personnel
Tiffany Smith	Special Education Itinerant	K-12 Teacher	Teacher
Katelyn Cutts	Specialized Preschool Teacher	Other	Teacher
Deborah Schneck	Paraeducator, Head Start	Other	Administration

Name	Title	Committee Role	Appointed By
			Personnel
Lauren DeGezelle	Teacher, Head Start	Other	Administration Personnel
Amy Fenstermaker	Paraeducator, Pre-K Counts	Other	Administration Personnel
Ashley Berkel	Teacher, Pre-K Counts	Other	Administration Personnel

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

1. Administration personnel will meet annually in-person or virtually to review the IU plan and develop program-specific plans. 2. Administration personnel will review data as available and as it pertains to IU staff professional development. 3. Subcommittees will be determined annually through programs and program-specific professional development plans. 4. Feedback will be solicited as per the schedules of the Right to Education Local Task Force, Head Start Policy Council, Berks Early Childhood Education Committee and at a minimum as to needs and quality of professional development provided. 5. Designated administration personnel will review feedback and input with Directors and Assistant Directors as appropriate to inform changes or updates to the plan.

ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

TRAUMA INFORMED-PRACTICES / POSITIVE BEHAVIOR INTERVENTION & SUPPORTS

Action Step	Audience	Topics to be Included	Evidence of Learning
Develop and implement a multi-tiered framework for trauma-informed, positive behavioral supports that outlines key components and practices, professional learning needs, and tiered levels for educator support. Implement revised or enhanced elements of Tier 1 framework across early childhood programs. Implement Tier 2 mental and behavioral health strategies across early childhood programs. Establish and implement Tier 3 behavioral supports across early childhood programs.	BCIU Early Childhood Educators and Instructional Support Staff	Multi-tiered framework for trauma-informed, positive behavioral supports, Tier 1, 2, & 3 Strategies, Programs, and Supports, Behavior-Trauma Connection, Applied Behavioral Analysis Principles and Practices, Preventative Strategies, Community Resources	Instructional staff will be able to identify strategies at each level of support, access identified resources, and implement strategies in classrooms and with students requiring differentiated behavior supports.

Lead Person/Position

Anticipated Timeline

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	A minimum of one time annually, to be determined by core team and implementation plan	3c: Engaging Students in Learning 4a: Reflecting on Teaching 2d: Managing Student Behavior 3d: Using Assessment in Instruction 1b: Demonstrating Knowledge of Students 2c: Managing Classroom Procedures 3a: Communicating with Students	At Least 1-hour of Trauma-informed Care Training for All Staff

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	As determined per program implementation plan	2c: Managing Classroom Procedures 2d: Managing Student Behavior 2a: Creating an Environment of Respect and Rapport 2b: Establishing a Culture for Learning	Teaching Diverse Learners in Inclusive Settings
Professional Learning Community (PLC)	As determined per program implementation plan (monthly or quarterly meetings)	3e: Demonstrating Flexibility and Responsiveness 2b: Establishing a Culture for Learning 2a: Creating an Environment of Respect and Rapport 3c: Engaging Students in Learning	Teaching Diverse Learners in Inclusive Settings

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		2c: Managing Classroom Procedures	
		4c: Communicating with Families	
		2d: Managing Student Behavior	

EDUCATOR INDUCTION & ONBOARDING PROGRAMS

Action Step	Audience	Topics to be Included	Evidence of Learning
Implement Educator Induction Program for Professional Employees, including professional development to identified	Professional Educators / Therapists, Instructional Support Staff (Paraeducators, Interpreters, etc)	Please see BCIU Educator Induction Plan for topics and requirements. Topics for Instructional Support Staff include program orientation, health and safety practices, early childhood instructional practices, classroom management and behavioral support strategies, special education basics, and student observation/assessment.	Professional educators, therapists, and related service staff will demonstrate proficiency and/or growth as assessed by the Danielson Framework for Teaching / Practice. Professional educators will demonstrate an understanding and application of skills across the following domains: (1) Planning and Preparation, (2) Classroom Environment, (3) Instruction, and (4) Professional Responsibilities. Instructional Support staff will demonstrate proficiency as outline by program expectations and the paraeducator evaluation tool for classroom and student support.

Action Step	Audience	Topics to be Included	Evidence of Learning
mentors.

Implement onboarding program for instructional support positions. | | | |

Lead Person/Position	Anticipated Timeline
Director & Assistant Directors, Early Childhood & Student Services	07/01/2024 - 06/30/2027

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Other	As determined by Educator Induction and Paraeducator Onboarding Plans; to be individualized based on program and employee experience / needs assessment; ongoing.	1d: Demonstrating Knowledge of Resources

2e: Organizing Physical Space | Professional Ethics |

Type of Activities	Frequency		Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
			4a: Reflecting on Teaching	
			1b: Demonstrating Knowledge of Students	
			2b: Establishing a Culture for Learning	
			3c: Engaging Students in Learning	
			4d: Participating in a Professional Community	
			1a: Demonstrating Knowledge of Content and Pedagogy	
			2c: Managing Classroom Procedures	
			3d: Using Assessment in Instruction	
			4e: Growing and	

Type of Activities	Frequency		Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
			Developing Professionally	
			1c: Setting Instructional Outcomes	
			2d: Managing Student Behavior	
			3e: Demonstrating Flexibility and Responsiveness	
			4f: Showing Professionalism	
			2a: Creating an Environment of Respect and Rapport	
			3b: Using Questioning and Discussion Techniques	
			4c: Communicating with Families	
			1e: Designing	

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		Coherent Instruction 3a: Communicating with Students 4b: Maintaining Accurate Records	
Course(s)	As determined by Educator Induction and Paraeducator Onboarding Plans; to be individualized based on program and employee experience / needs assessment; ongoing	3a: Communicating with Students 2a: Creating an Environment of Respect and Rapport 4c: Communicating with Families 4d: Participating in a Professional Community 2b: Establishing a Culture for Learning 1b: Demonstrating Knowledge of	Common Ground: Culturally Relevant Sustaining Education

Type of Activities	Frequency		Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
			Students	

EMERGING LEADERSHIP PROGRAM

Action Step	Audience	Topics to be Included	Evidence of Learning
Launch an emerging leadership program open to all staff; evaluate and revise as appropriate.	BCIU Employees (voluntary program, open to all employees)	Topics to include self-awareness, communication, and leadership traits.	Participants will identify leadership strengths and areas for growth, apply effective communication techniques, and engage in self-reflection discussions with identified mentors.

Lead Person/Position	Anticipated Timeline
Program Administrators, Professional Learning & Executive Office	01/22/2024 - 06/30/2025

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Professional Learning	Three virtual sessions and additional	4f: Showing Professionalism	

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Community (PLC)	mentorship touchpoints	4a: Reflecting on Teaching 3e: Demonstrating Flexibility and Responsiveness 2b: Establishing a Culture for Learning 2a: Creating an Environment of Respect and Rapport 4e: Growing and Developing Professionally	

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

SAFETY CARE (DEESCALATION AND PHYSICAL INTERVENTION)

Audience	Topics to be Included	Evidence of Learning
Educators & Instructional Staff as designated by IU Programs	Behavioral Strategies, Differential Reinforcement, Verbal Deescalation, Physical Safety and Intervention	Student IEP development, use of skills in crisis response, certification as per test and check outs through role plays

Lead Person/Position	Anticipated Timeline
Program Administrator, Office of Professional Learning & Program Administrators, Early Childhood & Student Services	07/01/2024 - 06/30/2027

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	One time annually	2d: Managing Student Behavior	

YOUTH SUICIDE PREVENTION / CHILD EXPLOITATION

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

Lead Person/Position	Anticipated Timeline
Assistant Director, Student Services & K-12 Education	07/01/2024 - 06/30/2027

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Course(s)	1 hour annually or 4 hours per five year cycle per program decision	4c: Communicating with Families 1b: Demonstrating Knowledge of Students 3a: Communicating with Students 2d: Managing Student Behavior	

Type of Activities	Frequency		Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings

BULLYING PREVENTION

Audience	Topics to be Included	Evidence of Learning
Alternative Education Program Staff	Safe2Say, Strategies to effectively respond to, intervene in and report incidents of bullying	Implementation of strategies within program setting

Lead Person/Position	Anticipated Timeline
Program Administrator, Special Education and Student Services	07/01/2024 - 06/30/2027

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Other	One time annually	4c: Communicating with Families 2c: Managing Classroom Procedures 3a: Communicating with Students 2a: Creating an Environment of Respect and Rapport 2b: Establishing a Culture for Learning	

SCHOOL SAFETY AND SECURITY

Audience	Topics to be Included	Evidence of Learning
All BCIU Employees	Emergency training drills, Situational Awareness, Trauma-Informed Approaches, Behavioral Health Awareness, Suicide and Bullying Awareness, and Substance Use Awareness	Adherence to prevention, intervention, and postvention procedures

Lead Person/Position	Anticipated Timeline
Program Administrator, Safety & Security	07/01/2024 - 06/30/2027

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Course(s)	3 hours per year annually to include one hour per year of in-person emergency drill training and two-hours per year of other safety/security related topics (virtual or in-person)	2c: Managing Classroom Procedures 2d: Managing Student Behavior 2e: Organizing	

Type of Activities	Frequency		Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
			Physical Space	

CHILD ABUSE RECOGNITION AND REPORTING

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

Lead Person/Position	Anticipated Timeline
Director, Human Resources	07/01/2024 - 06/30/2027

LEARNING FORMAT

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

TRAUMA INFORMED APPROACHES

Audience	Topics to be Included	Evidence of Learning
All BCIU Staff	An Overview of Trauma Informed Approaches, Basic Skills of Trauma Informed Care	Identification of Trauma, Referral, Self-Care Plans

Lead Person/Position	Anticipated Timeline
Director, Human Resources	07/01/2024 - 06/30/2027

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Course(s)	One time for total of one hour	2a: Creating an Environment of Respect and Rapport 1b: Demonstrating Knowledge of Students 2d: Managing Student Behavior 2b: Establishing a Culture for Learning	At Least 1-hour of Trauma-informed Care Training for All Staff

STRUCTURED LITERACY

Audience	Topics to be Included	Evidence of Learning
Individuals who hold instructional certificates in early childhood education, elementary-middle level, PK-12 Special Education, English as a Second Language, and Reading Specialist. Additionally may be offered to paraeducators and other certified professionals or support staff.	Structured literacy competencies to include the following: Essential Principles and Practices, Phonological and Phonemic Awareness, Phonics and Word Recognition, Fluency, Vocabulary, Listening and Reading Comprehension, and Written Expression	Implementation of structured literacy instruction as appropriate to program design and student needs

Lead Person/Position	Anticipated Timeline
Program Administrator, Professional Learning	07/01/2024 - 06/30/2027

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Course(s)	A minimum of one time per three year cycle as determined by programs	1a: Demonstrating Knowledge of Content and Pedagogy 1d: Demonstrating Knowledge of Resources 1c: Setting Instructional Outcomes 1e: Designing Coherent Instruction	Structured Literacy

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		1f: Designing Student Assessments	

PROFESSIONAL ETHICS

Audience	Topics to be Included	Evidence of Learning
All Educators (Certificated Professional Employees / Temporary Professional Employees)	Professional ethics is defined as "the standards of behavior, values, and principles that inform and guide professional decision-making" (22 Pa. Code § 49.1). Training will familiarize educators with the Competencies for Professional Ethics (PE) and the Model Code of Ethics for Educators (MCEE). Educators will apply the PE competencies and MCEE to various scenarios in order to develop an understanding of professional ethics' role in daily decision-making.	Demonstration of professionalism and ethics in interaction, daily work, and course scenarios.

Lead Person/Position	Anticipated Timeline
Assistant Director, Office of Professional Learning	07/01/2024 - 06/30/2027

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Course(s)	One time per three year cycle as determined by each program.	4f: Showing Professionalism	Professional Ethics

CULTURALLY RELEVANT AND SUSTAINING EDUCATION

Audience	Topics to be Included	Evidence of Learning
All Educators	Topics include reflecting on our cultural lenses, bias in the educational system, how to bring culturally relevant and real-world learning experiences to our students.	Demonstration of principles in observation and portfolio.

Lead Person/Position	Anticipated Timeline
Program Administrator, Professional Learning	07/01/2024 - 06/30/2027

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Course(s)	One time per three year cycle as determined by each program	4f: Showing Professionalism 2b: Establishing a Culture for Learning 4e: Growing and Developing Professionally 3a: Communicating with Students 2a: Creating an Environment of Respect and Rapport	Common Ground: Culturally Relevant Sustaining Education

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		4c: Communicating with Families	
		1b: Demonstrating Knowledge of Students	

LANGUAGE AND LITERACY DEVELOPMENT FOR ALL STUDENTS

Audience	Topics to be Included	Evidence of Learning
All Educators and selected Instructional Support Staff	Introduction to screening, identification, and placement of ELs; responsibilities as a classroom teacher, basic language acquisition, effective classroom strategies for language development, and culturally responsive teaching strategies; supporting students' language development through accommodations, scaffolding, and best practices for ALL learners through practical classroom applications.	Observation and Practice, Application of Knowledge in Instructional Planning

Lead Person/Position	Anticipated Timeline
Program Administrators, Early Childhood & Student Services	07/01/2024 - 06/30/2027

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Course(s)	One course per three year cycle as determined by each program.	1a: Demonstrating Knowledge of Content and Pedagogy 3a: Communicating with Students 1f: Designing Student Assessments 4a: Reflecting on Teaching 1b: Demonstrating Knowledge of Students 3b: Using Questioning and Discussion Techniques 1e: Designing Coherent Instruction 3e: Demonstrating Flexibility and Responsiveness 1c: Setting Instructional Outcomes 3c: Engaging Students in Learning 1d: Demonstrating Knowledge of Resources 3d: Using Assessment in Instruction	Language and Literacy Acquisition for All Students

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Book study	Provided as an alternative to course, one time per three year cycle	1b: Demonstrating Knowledge of Students 4a: Reflecting on Teaching 1a: Demonstrating Knowledge of Content and Pedagogy 3e: Demonstrating Flexibility and Responsiveness 1c: Setting Instructional Outcomes 4d: Participating in a Professional Community 1d: Demonstrating Knowledge of Resources 3d: Using Assessment in Instruction 1e: Designing Coherent Instruction 3a: Communicating with Students 3c: Engaging Students in Learning	Teaching Diverse Learners in Inclusive Settings

PROFESSIONAL DEVELOPMENT PLAN ASSURANCES

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

Professional Education Plan Guidelines	Yes/No
Are the following professional development activities included in the Act 48 Professional Development Plan?	
Language and Literacy Acquisition for All Students	Yes
Teaching Diverse Learners in Inclusive Settings	Yes
At least 1-hour of trauma-informed care training for all staff	Yes
Professional Ethics Program Framework Guidelines	Yes
Culturally Relevant and Sustaining Education Program Framework Guidelines	Yes
Structured Literacy Program Framework Guidelines	Yes
When is the first year the IU will offer Structured Literacy Training to the staff?	2024-2025
Who will receive the Structured Literacy Training in addition to the five required certifications (early childhood, elementary-middle level, special education, ESL, and reading specialist)? The Structured Literacy Training will also be offered to paraeducators, educational interpreters, and certified staff who support literacy and/or language acquisition (e.g. Speech Therapists, High School Teachers in Alternative Settings).	
Is the IU using or planning to implement Structured Literacy (Select One)? Hybrid, Structured Literacy components integrated into reading program.	

EVALUATION AND REVIEW

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

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

PROFESSIONAL EDUCATION PLAN ASSURANCES

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

Professional Education Committee Chairperson: Date

- -

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

Executive Director: Date