



**D**rive

**C**reate

**I**nspire

**U**nderstand



*Empowering Partnerships For Education*

# **2023-2024**

## **Guide to Services**



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## Mission Statement

The mission of the Delaware County Intermediate Unit, a regional educational service agency, is to provide leadership in the development and delivery of quality, cost-effective programs and services to school communities.

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## Beliefs

- We believe in our commitment to provide diverse and flexible educational programs and services within a safe environment by fostering the development of learning communities of integrity and excellence.
- We pledge to promote forward thinking, creativity, partnerships, and to encourage positive change.
- We will seek to maintain our entrepreneurial spirit while developing meaningful goals that indicate the success of our mission.

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## Vision

DCIU empowers partnerships that **Drive**, **Create**, **Inspire** and **Understand** excellence in education.

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## About Delaware County Intermediate Unit

The Delaware County Intermediate Unit (DCIU) is one of 29 regional educational service agencies created by the Pennsylvania General Assembly in 1971. The Delaware County Intermediate Unit administers instructional, curriculum, enrichment and a variety of programs and services to 15 public school districts and 50 private and parochial schools in the county.

The DCIU is divided into three divisions: Fiscal and Operations, Student Services, and Teaching and Learning. These divisions oversee programs that directly and indirectly benefit thousands of students and staff in Delaware County and the region. Services include programs for students with disabilities, remedial, and enrichment supports. Other DCIU services support school district personnel and school board members. The diversity of DCIU programs enables staff to interact with school district personnel and all DCIU stakeholders.

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# Delaware County Intermediate Unit Board of Directors

The DCIU is governed by a board of directors composed of one school director from each of Delaware County’s 15 school districts. They are elected to the DCIU Board of Directors by the 135 school directors in the county. DCIU Board of Directors meet the first and second Wednesday of each month, except July. The first Wednesday of the month is the regular Board meeting in which executive session begins at 6:00 p.m., followed by the regular business session, which begins at approximately 6:45 p.m. Board committee meetings are the second Wednesday of the month and begin at 6:00 p.m..

<b>Tracy A. Karwoski</b> , President .....	Garnet Valley School District
<b>Edward Harris</b> , Vice President.....	Interboro School District
<b>Joyce Mundy, Ed.D.</b> , Secretary .....	Non-Voting Member
<b>Edward Norris</b> , Treasurer .....	Non-Voting Member
<b>Fred Green</b> .....	Chester Upland School District
<b>Edward J. Cardow</b> .....	Chichester School District
<b>Kristin Larsen, Ed.D.</b> , .....	School District of Haverford Township
<b>Barbara Harvey</b> .....	Marple Newtown School District
<b>Dawn Jones</b> .....	Penn-Delco School District
<b>Bradley Moore, Esq</b> .....	Radnor Township School District
<b>Christine McMenamin</b> .....	Ridley School District
<b>Hillary Fletcher</b> .....	Rose Tree Media School District
<b>Sheree Monroe</b> .....	Southeast Delco School District
<b>Margaret Rovinski</b> .....	Springfield School District
<b>Rachel Mitchell</b> .....	Upper Darby School District
<b>Lawrence Kutys</b> .....	Wallingford-Swarthmore School District
<b>Joana M. Hopkins</b> .....	William Penn School District

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## Executive Council ■ 610-938-9000

<b>Maria Edelberg, Ed.D.</b> ■ ext. 2056.....	Executive Director
<b>Edward Norris, PCSBA</b> , ■ ext. 2020.....	Chief Financial and Operations Officer
<b>John Reid, M.Ed.</b> ■ ext. 2284.....	Assistant to the Executive Director for Student Services
<b>Joyce Mundy, Ed.D.</b> ■ ext. 2026.....	Assistant to the Executive Director for Teaching and Learning
<b>Khalid Ayyubov, M.Ed. M.S.</b> , ■ ext. 2110 .....	Chief Information and Technology Officer
<b>Stephen Butz, Ed.D.</b> ■ ext. 3556.....	Director, Career and Technical Education Delaware County Technical Schools (DCTS)
<b>Frank Salerno, M.ED.</b> ■ ext. 2027 .....	Director, Human Resources

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## JOB-ALIKE ADVISORY COUNCILS

DCIU hosts a wide variety of advisory councils made up of representatives from IU leadership, partner school districts in Delaware County, businesses and community organizations. The goal of these councils is to share current information and best practices, resources, experiences, and knowledge in support of advancing the educational opportunities provided to the students of Delaware County. Meetings allow for open discussions and cultivate collaboration for efficiency of operations and ongoing development of programs and services that benefit schools, administrators, and students across the county.

The advisory council members, who may be administrators, teachers, counselors, or other personnel, are assigned from their district to the group most closely aligned with their job responsibility and or area of interest or expertise. These councils are a service to Delaware County schools, designed to facilitate networking and collaboration among talented teams of professionals. The Advisory Councils are part of DCIU's core services at no charge.

The current advisory councils include the following areas of interest.

### Academics

#### Curriculum Directors

**Sara Christianson**, Assistant Director for Teaching and Learning

#### Federal Programs

**Jill Vizza**, Supervisor of Act 89 and Government Programs

#### Principals/Assistant Principals

**Sara Christianson**, Assistant Director for Teaching and Learning

#### Special Education and Pupil Services

**John Reid, M.Ed.**, Assistant to the Executive Director for Student Services

#### Special Education Teacher Professional Learners

**Nikki Borradaile**, Supervisor of Teaching and Learning

#### Speech-Language Pathologists

**Kimberly Cott**, Supervisor of Speech and Language and Occupational Therapy (OT)/Physical Therapy (PT)



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## Administrative and Business Management

### Assistant Business Managers/ Business Office Support Staff Meetings

**Brian Keiser**, Assistant Chief Financial and Operations Officer

### Business Managers Meetings

**Edward Norris, PCSBA**, Chief Financial and Operations Officer

### Chief School Administrators

**Maria Edelberg, Ed.D.**, Executive Director

### Communications Professionals

**Adriene Irving**, Director, Legislative and Communications Services

### Facilities/Operations Directors

**Jason Glass**, Supervisor of Operations and Facilities

### Healthcare

**Edward Norris, PCSBA**, Chief Financial and Operations Officer

### Human Resources Directors

**Frank Salerno, M.Ed.**, Director of Human Resources

### Joint Purchasing

**Edward Norris, PCSBA**, Chief Financial and Operations Officer

**Jason Glass**, Supervisor of Operations and Facilities

**Carol Grzybacz**, Joint Purchasing Specialist

### Technology Coordinators

**Khalid Ayyubov, M.Ed., M.S.**, Director, Information Technology

### Transportation Directors

**Jason Glass**, Supervisor of Operations and Facilities

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## Specialty Areas

### Legislative Council

**Adriene Irving**, Director of Legislative and Communications Services

### Local Interagency Coordinating Council (LICC)

**Natalie Hess**, Assistant Director of Student Services

### School Safety and Security

**Matthew Roberto**, Safety and Security Coordinator

# ADMINISTRATIVE & SUPPORT SERVICES

## Office of the Executive Director

**Maria Edelberg, Ed.D.**, Executive Director

[medelberg@dciu.org](mailto:medelberg@dciu.org) ■ 610-938-9000 ext. 2056

The Executive Director is responsible for policy and program development, administration of the program of services, and appointment of professional and non-professional staff. Chief Executive Officer of the DCIU Board of Directors.

**Edward Norris, PCSBA**, Chief Financial and Operations Officer

[enorris@dciu.org](mailto:enorris@dciu.org) ■ 610-938-9000 ext. 2020

The Chief Financial and Operations Officer provides for the overall financial management services for DCIU and DCTS, overseeing the Business Office, Information Technology, and Facilities Operations. Also provides financial management services for the Delaware County Vo-Tech School Authority and the Delaware County Public Schools Healthcare Trust.

**John Reid, M.Ed.**, Assistant to the Executive Director for Student Services

[jreid@dciu.org](mailto:jreid@dciu.org) ■ 610-938-9000, ext. 2284

Responsible for the operation, leadership, coordination, and program development for Student Services including Early Childhood Education, Special Education, coordination efforts with Delaware County school districts, private and charter schools, advocacy groups, Local Task Force and PDE. Further, this position is responsible for entrepreneurial endeavors to grow student services.

**Joyce Mundy, Ed.D.**, Assistant to the Executive Director for

Teaching and Learning

[jmundy@dciu.org](mailto:jmundy@dciu.org) ■ 610-938-9000, ext. 2026

Accountable for the strategic visioning and administration of the Teaching and Learning Division. Provides leadership, supervision and direction for the programs within the Division as well as additional organizational and/or program-specific activities. Leads planning, implementing, and administering a comprehensive program of supports and technical assistance to assure the optimum delivery of educational services to member districts and other educational entities.

## Executive Search Services

**Maria Edelberg, Ed.D.**, Executive Director

**Frank Salerno, M.Ed.**, Director of Human Resources

[fsalerno@dciu.org](mailto:fsalerno@dciu.org) ■ 610-938-9000 ext. 2027

Executive Search Services for member districts to facilitate the search process and procure successful leaders on behalf of the Board, students, and community.



## Business Operations

**Edward Norris, PCSBA**, Chief Financial and Operations Officer  
[enorris@dciu.org](mailto:enorris@dciu.org) ■ 610-938-9000 ext. 2020

### Business Office Support Services

The Business Office provides support to districts to provide continuity of operations during periods of staff transition:

- Business Administrator level support provides for review of Business Office processes/systems, oversight of staff and contractors and support with upcoming key projects and initiatives.
- Business Office Specialist level support provides for payroll processing, oversight and coordination, as well as for recording of financial transactions, bank reconciliations and other specialized functions.
- Business Office Support Staff level support for accounts payable, accounts receivable, procurement and other daily transaction processes.

### Delaware County Public Schools Healthcare Trust

The Trust is an IRS tax-exempt organization providing self-funded health and related benefits for participating school districts, community college and intermediate units. The Trust was formed July 1, 2013 and currently has fifteen (15) participating members with each participating entity appointing two Trust Board members, representing management and labor. The members meet monthly, generally on the third Tuesday. The Trust provides cost savings through focusing on health management, streamlining plan offerings and setting annual rates.

### Delaware County Vocational-Technical School Authority (DCVTSA)

The Authority was incorporated in 1966 under the Pennsylvania Municipal Authorities Act of 1945. All 15 DCIU member districts are members. The purpose of the DCVTSA is to construct, equip, and maintain the three area vocational-technical schools (CTE), together with appurtenant facilities, for the use by the Delaware County Technical School Board and the member districts. The board consist of seven members who meet throughout the year.

## Facilities

**Jason Glass**, Supervisor of Operations and Facilities  
[jglass@dciu.org](mailto:jglass@dciu.org) ■ 610-938-9000 ext. 2016

Responsible for the maintenance and custodial services of all Delaware County Intermediate Unit facilities. Manages warehousing and distribution of common use materials and supplies within the IU. Serves as Environmental Coordinator, transportation liaison for district, and as the Intermediate Unit's Section 504 and Americans with Disabilities Act Coordinator. Administers Delaware County Joint Purchasing Board. Also responsible for the overall operation of the school lunch program.

## Transportation Services

DCIU has contracted with FirstAlt to provide alternative transportation services as requested by member districts. FirstAlt provides services such as wheelchair accessible rides, specialized student equipment for infant/toddler, monitors and hard to service trips. Member districts may utilize these services by working the Facilities and Operations Department.

## Bus Driver Training

Training of new bus drivers and recertification of current drivers through DCIU Operational Services. Supports monthly meetings of Delaware County School District transportation directors and the annual bus-driver rodeo competition.

## Conference Center and Facilities Rental

Room and facilities rental for school districts, government agencies, and other organizations to conduct seminars and workshops and hold events. The DCIU provides fully operational meeting rooms that can accommodate a wide range of business and educational events.

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## Human Resources

**Frank Salerno, M.Ed.**, Director, Human Resources

[fsalerno@dciu.org](mailto:fsalerno@dciu.org) ■ 610-938-9000 ext. 2027

Responsible for developing, implementing, and coordinating IU policies and programs covering the following areas: strategic staffing, recruitment and selection, compensation, health and welfare, training and development, employee services, wellness, employee assistance and employee relations, labor relations, and Title IX.

## Human Resources Office Support Services

The Human Resources Office supports districts by providing continuity of operations during periods of staff transition and ongoing support with HR business operations by identifying inefficiencies, thinking strategically, and creating processes for complex systems. The DCIU HR team is equipped to train HR personnel to fully utilize systems for administrative efficiencies including:

- Human Resources Administrator level support provides for review of Business Office processes/systems, oversight of staff and contractors and support with upcoming key projects and initiatives.
- Human Resources Specialist level support provides for facilitation of all aspects of the strategic staffing functions, including: planning, sourcing, recruiting, selecting, acquiring, deploying, and retaining talent for all programs. Ensure that personnel functions conform to all applicable federal, state, and local regulatory requirements.
- Human Resources Support Staff level support for processing a wide variety of documents and materials (e.g. time sheets, work orders, requisitions, travel reimbursements, budget transfers, etc.) for the purpose of disseminating information in compliance with administrative guidelines and/or regulatory requirements. Prepare a wide variety of reports, contracts, documents, and correspondence of a confidential and non-

confidential nature for the purpose of documenting activities, providing written reference, and/or conveying information needed to maintain the functioning of the department.

### Guest-Teacher Program

A service DCIU offers to local school districts to assist with increasing the districts' daily substitute pools. The program provides expedited evidence-based teacher preparation training to bachelor degreed individuals with limited or no teaching experience, to equip them with the knowledge, skills, and abilities necessary to serve as substitute teachers. Upon completion of the program and receipt of a Type 6 Emergency certification from PDE, a participant is eligible to serve as a substitute teacher with any district participating in the DCIU Guest Teacher Consortium. The program is offered approximately three times per year.

### Job Fair

The DCIU hosts an annual job fair for local school districts to assist with sourcing and recruiting a qualified and diversified pool of prospective job seekers to fill districts' support, professional, and administrative vacancies.

## Information Technology

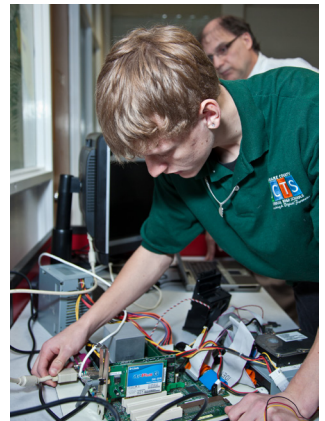
**Khalid Ayyubov, M.Ed. M.S.,** Chief Information and Technology Officer  
[kayyubov@dciu.org](mailto:kayyubov@dciu.org) ■ 610-938-9000 ext. 2110

Responsible for providing vision and leadership in developing and implementing the IU-wide information technology (IT) program and to public and nonpublic schools to increase effectiveness and reduce cost for the ultimate benefit of all educational programs. Additional responsibilities include leading the IU and districts in planning and implementing enterprise information systems to support distributed and centralized operations and achieve more effective and cost-beneficial enterprise-wide IT operations. The functions include enterprise solution services, DBA services, systems administration services, network services, user services, software development, and implementation, voice and data communications, vendor relationships, and information security. The Chief Information and Technology Officer partners with faculty, staff, and administrators to ensure the continuous delivery of effective IT services by monitoring IT system performance to ensure the continuous functioning of mission-critical operations.

### Professional IT Consulting Services

This program provides professional Information Technology consulting services in the areas of:

- Network engineering and design
- Systems administration
- Service desk operations and management
- Cybersecurity
- PIMS



## Child Accounting/PIMS Services

Enrollment information for each school district and DCIU for subsidy, billing and state reports. Child Accounting prepares and submits all child accounting reports to PDE. In addition, the following PIMS services are offered:

- In-depth training of PIMS, including:
  - Data management and submission
  - Navigating the PIMS website
  - Use of sandbox
  - Error resolution
  - Data verification
  - ACS submissions

Fully customizable PIMS contracting services (temporary or permanent), including:

- Assisting with PIMS collections
- Assistance with data uploads
- Assistance with collection error resolutions
- Assistance with source systems updates

## Cybersecurity Services

### ***DCIU Managed Security Services***

Advanced cybersecurity services with consortium pricing at negotiated costs.

- CrowdStrike Complete reselling service
- Managed Security Service, CrowdStrike Falcon powered:
  - 24x7 monitoring
  - SMS alerting
  - Cyber issue remediation
  - Monthly reporting
  - CrowdStrike Falcon Complete
  - Cybersecurity Audit Services
  - Cybersecurity consulting services

Cybersecurity services that are coming soon include:

- Internal and External Network Penetration
- IT Security Assessments
- Checkpoint products reselling service

## DCIU Technology Service Center

A fully equipped facility that provides hardware repair services internally to the DCIU as well as external stakeholders such as school districts and other Delaware County public entities. While the prices vary depending on the entity's needs, they are the best in the market. Interested entities can receive the following services at a very competitive cost:

- Chromebook Repairs
- Computer Repairs
- White-Glove Service

- Student devices refresh that includes sanitizing, graffiti and sticker removal, software updating, charging, etc.
- Data cabling services
- Smartboard and Projector installation and support

All services include complimentary device(s) pickup and drop-off.

## Private Cloud Hosting Service: Servers and Disaster Recovery

DCIU provides private cloud server hosting services that include:

- VMWare environment
- Ability to scale
- Redundancy
- Connectivity via Regional Wide Area Network

## Data Backup Service:

DCIU provides state-of-the-art data backup services powered by Datto. The features include:

- Automatic on-site backup
- Automatic cloud backup
- Different levels of data restoration, from file to server
- Immediate business continuity feature

## Internet Bandwidth Service

DCIU serves as an Internet Service Provider to all school districts and selected Government entities in Delaware County. Annual participating cost for Member School Districts is determined annually.

## Regional Wide Area Network Support and Consultation

This service includes the following

- Managing the daily operation and maintenance of the county's high-speed communication network
- Monitoring network traffic and resolving any network communication, congestion, or failure problems
- Metropolitan area network consultation, security audits, and design services are also available as marketplace services
- Management of third-party fiber network maintenance
- Free data center rack space for member districts
- Periodic edge hardware purchases and upgrades

## Technician Services

DCIU will provide a certified and experienced technician to help districts support their IT Departments. If a district has a significant project or needs someone to fill in when its technician is on leave, this program is available to fill the need. A contract is required.

## Legislative and Communications Services

**Adriene Irving**, Director, Legislative and Communications Services  
[airving@dciu.org](mailto:airving@dciu.org) ■ 610-938-9000 ext. 2061

Coordinates internal and external communications through the production of publications, special events, forums and councils, as well as oversees media and government relations services. Provides legislative and information services for districts and timely legislative updates to the DCIU Board, school boards and superintendents. Provides graphic design and print services as well as teaching aids and resources for classroom teachers. Provides communication supports to districts upon request.

### Communications and Special Events

DCIU conducts, sponsors and coordinates programs and projects that enrich and enhance teaching and learning in both DCIU, district schools, and the community. For a negotiated fee, this department is also available to assist Delaware County school districts in developing and implementing plans, projects, and programs that enhance internal and external communications. Current annual services, events, and coordinated and assisted activities include:

- District Communication Professionals Meeting
- Delco Hi-Q for grades 9-12
- Community and educational events including Hero Bowl, Delco Hi-Q, Veterans Day Parade and Essay Contest for grades 6-8, DCIU Education Directory

### Government Relations and Legislative Services

Apprising school directors, school district administrative personnel, and the DCIU Board of Directors of current state and federal legislative and regulatory activity. Area legislators and PDE are also informed of the impact of proposed legislation on local school districts and the DCIU.

### Graphic Design and Print Services

Graphic design, high-speed black and white and color copying, NCR forms, return address envelopes, collating, binding, stapling, punching, and folding.



## EDUCATIONAL SERVICES

### Student Services

**John Reid, M.Ed.**, Assistant to Executive Director for Student Services  
[jreid@dciu.org](mailto:jreid@dciu.org) ■ 610-938-9000, ext. 2284

Responsible for the operation, coordination, and program development for Student Services including Special Education, coordination efforts with Delaware County school districts, private and charter schools, advocacy groups, Local Task Force and PDE.

### ACCESS

Administers collection of Medicaid reimbursement for health-related services provided to school-age and Early Intervention students that are required as part of the Individual Education Program (IEP). DCIU offers in-service training for staff on the required forms and process. Additionally, DCIU can process and oversee district reimbursement.

### Audiology

Audiological evaluations are provided for babies and preschool children referred through Early Intervention and for school-age children through the referral process. Once a child has a confirmed hearing loss, the audiologist will provide opportunities for a child and his/her family to learn and practice techniques in the audiological booth to obtain accurate hearing testing results. Functional listening assessments are done and are critical in understanding how a student performs given various listening conditions. It also offers information that is useful for the Teachers of the Deaf in developing goals on IEPs and making accommodations in the classrooms. The Audiologist provides workshops and is available for consultation with families, teachers, administrators, and school nurses. It is possible to simulate a child's hearing loss to better help parents and educators understand the diagnosis and impact of speech/language acquisition. The audiologists can also train school nurses to correctly perform general hearing screenings. The Department maintains a loaner bank of amplification equipment for member districts that is accessible to all hearing impaired students in the county for whom this technology is recommended in the IEP or Chapter 15 Plan.

Another service provided is Central Auditory Processing evaluations. Districts refer students where there is concern about processing information particularly as it relates to academic performance.

The testing protocol is that a child should not be tested before 7 years of age and that a psychoeducational evaluation needs to be completed prior to testing to rule out/identify any comorbid conditions. Once testing is completed, recommendations are provided.



## Corrections Education

Required educational services for inmates in the Lima Detention Center Program and the George Hill Correctional Facility. The programs instruct school-age students who are residents in these facilities. Students who have not earned a secondary school diploma or GED, and are 21 years of age or younger, may attend the instructional program provided. Both small-group and individual instruction are provided, covering a full range of academic and life-skills curricula. The host district is reimbursed by the student's home district.

## Family Center

Based on the philosophy that the most effective way to ensure the healthy growth and development of children is to support their families and the communities in which they live. Family Centers across the state have been agents for community planning and service delivery according to the interests, needs, and priorities of the communities they serve. The Delaware County Family Center is a safe, warm, and respectful environment, where the strengths of individuals and families are recognized and built upon in the delivery of services. For over 20 years, the Family Center has been the heart of a neighborhood-centered strategy to provide comprehensive, prevention-focused services that include parenting education, in-home parent support using the National Parents-As-Teachers model, Toddlers' Play Group, Moms' Groups, life-skills workshops, and more. All county residents are eligible for services at its Darby, PA, location and in other community-based venues.

## Project ELECT

### Education Leading to Employment and Career Training

A 12-month program that provides comprehensive support services to school-age pregnant and parenting students throughout Delaware County. All participants are provided case management, individual and group counseling, academic support, parenting education, child-development instruction, health and nutritional instruction, health and nutritional instruction, home visits, information on second pregnancy prevention, domestic-violence education, support to access childcare and transportation, mentoring, and transition assistance as it relates to employment, vocational education, and college entry. Delaware County school districts and charter schools can refer students.

## Hearing Support

Evaluations, instruction, and support services are offered for children with hearing loss from the age of identification through age 21. The hearing program utilizes a listening and spoken language approach to educate students with their hearing peers in the public schools. Teachers of the Deaf assess, monitor, and maintain assistive-technology devices to ensure that students can fully participate in an inclusive setting. The key components of the Program include:

- Services range from itinerant to full-time classes based on student needs
- The development of auditory skills to fully access academic curriculum
- Appropriate technology, including hearing aids, remote microphone technology in addition to FM equipment, and cochlear implants

- Career exploration and transition services including collaboration with the Office of Vocational Rehabilitation
- Social skills groups to minimize social isolation, expand pragmatic language in social situations, and develop communication abilities to navigate various life circumstances
- C-print captioning at the high school level
- Auditory Verbal Therapy
- Speech Therapy
- Hearing support for students with multiple disabilities in various settings

DCIU Hearing Department is nationally recognized for quality instruction and innovative approaches.

### **Diagnostic Language Program**

Evaluation and diagnostic teaching is done to determine whether elementary-age children have significant speech and language needs impacting language acquisition and learning. Children are referred by their home school districts to be evaluated in a classroom setting to examine how language impacts the demands of the general education curriculum. Extensive testing is completed to analyze language constructs and understanding as well as skills to make progress in the mainstream, particularly in literacy areas. A comprehensive multidisciplinary evaluation report is prepared that includes norm-referenced data, curriculum-based data, and qualitative information necessary to obtain a complete picture of the child's learning style, strengths and needs.

### **Language Support Programming**

Elementary classes are designed to address student language/literacy needs in the areas of speech or language acquisition, comprehension, and expression which have impacted their progress within the general education curricula. Co-taught by certified special educators and speech/language therapists, the program focuses upon academic, social and emotional adjustment, with an emphasis on inclusive practices. Students are guided in developing language/literacy skills to facilitate transition to their home schools.

### **Occupational and Physical Therapy Services**

Services which enable children to access their educational environment by providing occupational therapy to improve the quality of movement and posture, fine motor functioning, visual motor functioning, and independence in the activities of daily living. Occupational therapists recommend, construct, and teach students and their teachers to use and maintain adaptive equipment. The goal is to make therapy more meaningful by assisting students to apply skills in their daily living situations. Therapists meet with family members to discuss issues and develop at-home programs. Physical therapy focuses on improving the quality of movement and posture, gross motor functioning, balance, strength, coordination, functional posture, appropriate positioning, and mobility. Physical therapists recommend, construct, and teach students and

staff how to use and maintain adaptive equipment such as wheelchairs, prone boards, and other devices used for positioning and mobility. Therapy becomes more functional when a student is able to generalize new skills and apply them in a variety of everyday settings. DCIU telepractice services for Occupational and Physical Therapy are consistent with adherence to state and federal laws related to licensure, certification and student privacy. Telepractice services may be offered as one mode of service delivery in an effective educational program in consideration of the student's culture, educational needs, and any other characteristics that may influence the appropriateness of telepractice services.

### Speech and Language Support

Consultative and direct services provided to students ages 3-21 in Delaware County Intermediate Unit programs and in county school districts as well as early intervention. Diagnostic evaluations identify specific student needs, and ongoing therapies are provided by certified speech and language pathologists (SLPs). A variety of service delivery models is employed to address students' unique needs. SLPs collaborate with teachers across content areas to help students access the general education curriculum and deliver specially-designed instruction related to speech and language skills.

### Vision Support, Orientation and Mobility

Providing itinerant vision support in areas of low vision, Braille, visual efficiency, orientation and mobility, and travel training. Assessment is available for functional vision, travel skills, Braille skills, and assistive technology. Consultation is offered to parents, school staff, paraprofessionals, and eye-care specialists. Accommodations are recommended regarding the student's classroom environment and reading and writing medium (large print or Braille). Orientation and mobility training instruction enables students who are visually impaired to travel safely, efficiently, and with maximum independence in home, school, and community settings. Low vision clinics are offered several times a year.

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## Diagnostic Services: Emotional Support

Students who are referred to the DCIU for emotional supports will start services in a diagnostic placement. The diagnostic placement can include evaluations and supports in district or at a center-based program. Program psychologists, social workers, and therapeutic staff will evaluate to identify both academic and mental health needs for the student. Diagnostic placements can be either 30, 60, or 90 days depending on the needed level of support and needs of the district. The diagnostic placement will result in a complete psychoeducational evaluation, including initial evaluations, with a comprehensive mental health treatment plan that may include services in and outside of the DCIU program (i.e. medication management, family services, etc.) The intent of the diagnostic placement is to provide a small teacher to student ratio that will allow for intensive, individual focus with trauma informed care at the elementary, middle, and high school level at both the Aston and TCA location

## Emotional Support

### Community School – Elementary and Middle Level

#### ***Delaware County Education Center, Aston Campus***

A full-time special education program with on-site mental-health services for elementary- and middle-school students (K-8) with emotional and behavioral disorders. Individualized programs emphasize academic skill development in language arts, math, social studies, and science, as well as art, music and physical education. Individual counseling and small-group instruction in social skills and problem solving teach children to deal constructively with interpersonal challenges.

### The County Alternative High School – Secondary Level

Provides a full-time special-education, emotional-support program for secondary students with on-site mental-health services. Individualized academic programs emphasize skill development in language arts, math, social studies, and science. Students receive a high-school academic program, a part-time career and technical education program, and a structured positive behavior management system. The County Alternative High School also hosts two specialty classrooms:

- Self-contained ES class for students with higher risk behaviors, and who are returning to a school-based setting from a disciplinary institution or hospitalization. The academic program is a blend of direct instruction and online interactive learning that allows every student to be challenged and excel at their own level and pace. Individual and group counseling is provided with a strengths-based, skill-building focus in a safe space for students to address risky behaviors, build on protective and resiliency skills, and improve relationships in a format that interests and engages. This program serves students in grades 9 through age 21 with a maximum of 12 students in the class.
- Students with emotional disturbance and high level of academic need, including students with an intellectual disability. This program serves students in grades 9 through 12 up to age 21.

### Delaware County Academy – Secondary Level

A specialized education day program at the DCTS Aston Campus that offers academic instruction, along with a therapeutic component, for secondary-level students who need a more personal setting to meet requirements for graduation. Through a partnership with Crozer, students receive counseling and psychiatric services, psycho-educational assessments, and re-evaluations as necessary. Students enrolled in Delaware County Academy generally exhibit internalizing behaviors. They must be able to maintain safe school behavior and may require additional support to meet their academic goals.

### Forward Bound – Secondary Level

An intensive, secondary, emotional-support class developed to meet the needs of a distinct population of students diagnosed with a serious mental illness who have been unsuccessful in previous school placements due to a history of mental health treatment resulting in repeated interruptions in their educations.

The program provides psychiatric services, medication management, and student and parent education to cope with a chronic illness. In addition, Forward Bound uses school-based mental-health counseling along with intense case management to connect the student and family with community resources and outside providers. Forward Bound provides a supporting and structured environment that maximizes a student's ability to successfully access a rigorous high-school curriculum.

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## Extended School Year (ESY)

### ESY School Age Programming

ESY services occur outside the standard school day and are part of a student's IEP. Summer sessions are offered for students referred by their school districts. Virtual lessons are provided. Certified staff provide instruction and related services.

### ESY Transition Programing

#### *SAILS/Community Living and Learning Program*

Opportunities for students who require support in developing daily living skills and accessing community-based activities. The location of the program is an apartment in one of the communities in the county.

### Summer Literacy Camp

Intensive instruction in reading, spelling, and writing, for students entering grades three through seven. Designed for students with severe reading problems who are of average cognitive potential and who exhibit appropriate behaviors. Depending on student needs as identified in his/her IEP, Literacy Camp can be utilized as an Extended School Year (ESY) program).

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## Intensive Learning Support

The DCIU Intensive Learning Support (ILS) program provides services to students in grades sixth to eighth grade at the Springton Lake Middle School in the Rose Tree Media School District and students in ninth grade through graduation at the Penncrest High School in the Rose Tree Media School District. The program provides a range of services and supports including related services and behavioral support, social work, and psychological services. Intensive and specialized reading, mathematics, and writing instruction is provided through the (ILS Program. Students in the ILS Program have access to a full-time special education teacher while maintaining the ability to participate with their nondisabled peers as determined appropriate by the IEP team.

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## Literacy

### Literacy Coaching

Consultation services with teachers and principals regarding assessments, analysis of assessments, as well as specific methods to teach aspects of literacy. The literacy coaches demonstrate lessons and provide in-service training to teachers in public schools, charter schools, and IU sites using research-based programs and methods for all aspects of literacy.

## Literacy/Remedial Reading

Remedial-reading services for special-education students in public schools and students in DCIU center-based programs who require individualized program and/or instruction. The emphasis upon literacy skills is reflected in development of phonemic/phonological awareness, linguistic competency, vocabulary and comprehension. Consultation services or literacy supports for regular education students are available upon request.

## Wilson Reading

Individual direct Wilson reading instruction by DCIU reading staff to children in Delaware County school districts. Small group instruction can be discussed as an additional option.

## Low Incidence Programming

### Autistic Support (AS)

Educational program serving students ages 5 through 21 diagnosed primarily with autism in a center-based environment. Research-based strategies employed include applied behavior analysis, data-based decision making, and positive behavior supports. Secondary students participate in academic, vocational, transition, health, as well as the program's school store, 85 North Café. The store provides work experience for high school students in a supported environment.

The AS Program provides students with standards-aligned, evidence-based curricula which meet the needs of diverse learners. The curriculum contains differentiated materials to provide a means of access to standards-based instruction for all students with complex needs. Given appropriate materials and adapted methods for instruction, all students participate in rigorous, daily classroom instruction. Through supported levels of instruction, students receive extensive and pervasive support in which increasing participation and independence is the main objective. As students continue to make progress, they may require symbol support and other direct instruction for learning and comprehension. The goal is to provide an age-respectful, engaging learning environment for all students.

### Intensive Life Skills Support

Addresses the needs of students with mild to moderate cognitive delays and significant behavioral needs. The program provides individual and small-group instruction along with intensive behavioral support. Staffing includes a special-education teacher, crisis-support assistant, behavior specialist, and related service personnel as required. Academic instruction, pre-vocational workshop skills, and job training are offered based on individual skills and needs. There is a primary focus on shaping socially acceptable behavior. When necessary, functional behavioral assessments are conducted, and individual behavior plans are developed that target specific goals for each student.



## Life Skills Support

This program serves students with mild to moderate intellectual disabilities, learning challenges, and emotional/behavioral disorders in a highly structured, staff-intensive environment. For students from 5 to 21 years of age, academic, life and pre-vocational skills are taught in an integrated program offering a full range of related services according to each student's IEP and the DCIU standards-based curriculum. All students receive instruction in art, physical education, and music. Emphasis is placed on developing functional skills ranging from self-help to higher-level reading and math.

## Multiple Disabilities Support

For students who are diagnosed with multiple disabilities and have significant cognitive impairments. The program focuses on functional skills and behaviors critical for activities of daily living, along with an emphasis upon literacy development. Students are guided in learning pre-vocational, leisure, and personal maintenance skills according to individual IEPs. The alternative curriculum is supplemented by related services of speech, occupational, physical, hearing, and vision therapies, as well as specialized nursing, assistive technology, and social work.

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## Mental Health Professionals

### *School Psychologist, School Guidance Counselor, and Licensed Social Worker Professional Learning Community*

Experiencing economic loss, illness, and cultural tensions, mental health professionals need to be prepared to handle a variety of issues. Intended for staff to collectively prepare, organize, and understand their “new” needs. This PLC will meet 4 times per year and each meeting will be approximately 3 hours. Topics will be relevant to the scope and practice for mental health professionals for the upcoming school year.

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## Mobile Support and Program Development Team

**Mobile Support Team (MST):** This multidisciplinary team addresses district requests through a creative and innovative model of sending trained professionals on site to assist staff with individual, classroom or school-based needs. MST members collaborate with educational teams on a one-time or ongoing basis. MST can support a student who is transitioning back to his/her district from a more restrictive setting by providing specialized, student specific, training to members of the student's educational team.

**Program Development Team:** A multidisciplinary team providing services and support to school districts interested in developing, expanding, or modifying special-education programs in the district. DCIU supports the district through program design to implementation and assessment. The team can assist districts with the following:

- Developing program design
- Identifying and organizing planning team
- Identifying and describing building and classroom space

- Identifying instructional and therapeutic program components
- Implementing supports
- Conducting specialized evaluations
- Providing behavioral support
- Conducting truancy intervention
- Brain Steps
- Travel Training
- Threat Assessments
- Suicide Assessments and other Consultative Services as requested

### BrainSTEPS Brain Injury School Re-Entry Consultation

The BrainSTEPS Program was created to build a bridge connecting the medical, rehabilitation, education sectors and families following student (K-12) acquired brain injury (ABI). ABIs can cause cognitive, physical, socio-emotional, and behavioral impairments that impact classroom performance and learning. In 2007, the Pennsylvania Department of Health established the program to address this issue. BrainSTEPS consulting teams support school teams in the development and implementation of educational plans following student ABI. The original BrainSTEPS model in PA is currently funded by the PA Department of Health and the PA Department of Education, Bureau of Special Education, and is implemented by the Brain Injury Association of Pennsylvania. In 2017, BrainSTEPS was recognized by the Centers for Disease Control (CDC) as a national model for educational consultation supporting students and school teams in the development and implementation of educational supports and services following an acquired brain injury.

For information about the BrainSTEPS Program, contact [brainsteps@dciu.org](mailto:brainsteps@dciu.org) or Ryan Wilson at [rwilson@dciu.org](mailto:rwilson@dciu.org)

## Nonpublic

### ACT 89

Auxiliary support to nonpublic schools based on the provisions of Pennsylvania Act 89. DCIU may offer speech and language at the elementary level, remedial reading and math, and psychological services as well as guidance and counseling and diagnostic evaluation services. Types of services delivered to nonpublic schools are based on student enrollments and determined in consultation between DCIU and administrators in nonpublic schools.

### Equitable Participation (EP)

Equitable Participation Consultation – Children who are identified as having a disability and in need of specially designed instruction may be referred for an EP Consult. At that time, a highly qualified teacher may observe students, collaborate with classroom teachers and administrators and make alternative strategies available to enhance the learning environment.



## Title I: Improving America's Schools

Title I math and reading services are available for nonpublic-school students at the request of a student's home district. Eligibility is based on family income and the student's achievement level.

## Title II: Professional Development Services

Title II Professional Development services are available for nonpublic-school staff. Contacts are developed with each school district for DCIU to oversee Title II services provided by DCIU and other entities.

## OPTIONS Transition Services

### Secondary Transition: Organized Procedures Towards Integrated Outcomes in Natural Settings (OPTIONS)

Transition resources and programs for students with disabilities ages 16 through 21. The focus is on developing the necessary skills to assist students in transitioning from school to adult life. A continuum of community experiences enables students to develop the habits, attitudes, and skills for employment and community access.

### Advanced College Transition Program

#### *Campuses of Villanova University and Delaware County Community College*

A transition program on a college campus to support students who are academically prepared to seek a degree or certification from a post-secondary institution but may require support to handle the social and emotional demands of a college environment. Provides support for students age 17 to 21 and offers services beyond the scope of typical student supports. :

- Academic Coaching
- Social Thinking and Interaction Enrichment
- Self-Advocacy and Self-determination Coaching
- Campus-Life Integration

### The Community Living and Learning Classroom

Hands-on, practical training in the community. Participants prepare for independent living by improving their social skills and problem solving/decision making techniques. They receive training in an array of independent living skills, such as, self-advocacy skills, relationship building, budgeting and banking, cooking, cleaning, and simple maintenance all occurring in the community and an apartment setting.

### Employability

For students 16 years of age and older, a continuum of community-based training experiences designed to prepare them for long-term employment. Students focus on problem solving, following directions, and independent work over increasing periods of time at a variety of local businesses. They receive varied experiences in multiple community businesses which enable them to make informed choices regarding their future.

## Enhanced Employment – Students

Providing identified students with part-time jobs to expand and refine their employability skills. When employed, a job coach works with each student at the place of employment until the student is working to the employer's specifications. Afterwards, the coach visits periodically to assure continued success. The coach is available to work weekends and holidays when needed. Partnerships are built with employers throughout Delaware County focusing on establishing mutually beneficial relationships in which jobs are tailored to the employer's needs and the student's strengths.

## Extra Thorough Cleaners (ETC)

A special project of OPTIONS including supervised and structured job training for students to develop skills to enhance long-term employability prospects.

## Job Coaching, OVR and OIDD – Adults

Assessment, job-development, and coaching for clients who are no longer covered under the umbrella of special-education services. Since 1995, DCIU has provided extended, supported employment services to the Office of Intellectual and Developmental Disabilities. Because Office of Vocational Rehabilitation (OVR) services are time-limited, customers who require less than 20% job-coaching support and are eligible are referred to OIDD or other agencies for follow-along services. DCIU also provides meaningful-day services for adult clients referred from Office of Intellectual and Developmental Disabilities.

## Office of Vocational Rehabilitation/Pre-Employment Transition Services (OVR/PETS)

OVR/PETS is a new program from the Office of Vocational Rehabilitation through WIOA (Work Force Innovation and Opportunity Act) and PETS (Pre-Employment Transition Services). Provided services include:

- Workplace readiness training
- Job shadowing
- Work-based learning experiences

## OPTIONS Travel Instruction Training

One-on-one travel instruction in the community that addresses each students' individual travel needs. Teaching students safe travel strategies is always the most important goal. Internal and external travel assessments reveal student's strength and needs as a traveler. Travel instruction begins with what identified needs then progress through a series of lessons to increase skills which allow him/her to become a safer and more independent traveler. Para transit recommendations are also made if appropriate.

## Students Acquiring Independent Living Skills (SAILS)

To increase the independent living and social interactions of young adults age 17 or older with a variety of disabilities, including autism, who need intensive support to participate in community-based instruction. Emphasis is on the acquisition and application of functional, age-appropriate skills. Students receive intensive training in daily-living skills and community access to develop and/or enhance present skills all in a community apartment setting.

## Vocational and Situational Assessment

Various vocational, situational, and community-based assessments are used with students 15 years of age or older to assist students in developing an individual transition plan that merges each student's interests and abilities to marketable work skills and desired post-secondary outcomes.

## Personal Care Assistant (PCA)

PCA support is provided to a student who is unable, because of his/her disability, to manage daily activities without assistance. Support generally follows a prompting hierarchy: gestural, verbal (e.g., clues, hints, commands, questions, rule statements), visual (e.g., pictures, objects), model (full, partial—can be verbal or motoric), and/or physical (full, partial). PCAs often provide support in the areas of self-help skills, activities of daily living, and behavior. The need for a PCA shall be documented in the IEP, and ongoing data is collected to support this level of support. The IEP must include services provided and their frequency and duration. The level of PCA services must be determined at least annually at the student's IEP meeting.

## Pupil Services

### DCIU Crisis and Response Team

Assistance in providing crisis-intervention services as well as trainings for postvention activities. Services include administrative support and guidance, trauma and grief education, individual and/or group crisis intervention, management of media, identification of at-risk students, support of existing school crisis teams, and tailored or individual support as requested. The team is comprised of professionals including psychologists, school counselors and administrators. Team members have participated in PrePARE training and bring a variety of experiences in crisis response. Available to assist students, staff, administration, and the community in gaining an understanding of grief, coming to terms with loss, and the grieving process, while improving school climate.

For this service please contact Ryan Wilson at [rwilson@dciu.org](mailto:rwilson@dciu.org)

### Guidance and Counseling

Provides certified school guidance counselors to work with children, parents, and school personnel in nonpublic schools as part of Pennsylvania Act 89. At the elementary level, counselors provide individual and group counseling as well as services to parents and staff. At the secondary level, counselors provide assistance with college and career decision making as well as serving on Student Assistance Program teams and providing individual counseling. Counselors are available upon request to assist in communities in crisis.

*Act 89 services are PDE funded.*



## EARLY CHILDHOOD EDUCATION

### Early Head Start and Head Start

**Jennie Prochorenko-Stadelberger**, Assistant Director of Student Services  
[jstadelberger@dciu.org](mailto:jstadelberger@dciu.org) ■ 610-938-9000 ext. 2208

Early Head Start/Head Start provides a comprehensive child-development program serving preschool age children (ages 3, 4, or 5) that meet family income eligibility requirements. The goal is to increase school readiness and social competence of young children in low-income families. EHS/HS provide a range of services including early-childhood education, health, nutrition, family services, transition, parent engagement, services to English language learners, mental health supports, and language and cognitive development.

The Head Start program is funded to serve over 900 children in five different locations in Chester City, Chester Township, Folcroft, Sharon Hill, and Aston. The site in Aston houses a full complement of early-childhood services including Head Start/Early Intervention inclusion classes, Early Intervention specialized classes, and Pre-K Counts. Classes are held from 8:30 a.m. to 2:30 p.m.

Funding is provided by Administration for Children and Families, Pennsylvania Department of Education, and Office of Child Development and Early Learning (OCDEL) for the Head Start Supplemental Assistance Program and the Pre-K Counts Program.

Early Head Start serves pregnant women and families of infants and toddlers in both Home Based and Center Based settings in Delaware County.

### Early Head Start Child Care Partnership Program

DCIU currently partners with three early learning programs: Apple Pie Christian Academy, Smart From the Start, and The Children's Garden to target services for low income families with children between the ages of 6 weeks and 36 months of age. Interested families should contact DCIU for more information regarding registration and enrollment requirements by calling Justine Pascal, Assistant Director, 610-938-9000 ext. 2206.

### PA Pre-K Counts

Pennsylvania Pre-K Counts is a State funded preschool program for 3 to 5 year-old children that prepares students for kindergarten. Pre-K Counts classrooms have certified teachers, utilize a research based curriculum, and consistently monitor student progress in order to improve child outcomes; programing is developmentally appropriate and supports social-emotional development to promote success in the first years of school. Currently 108 children are served in DCIU Pre-K Counts Classrooms; in addition partnership classrooms exist with Delco Early Learning Center; which serves 67 children and Rocky Run YMCA which currently serves 20 children.



## Early Childhood Education

**Natalie Hess**, Assistant Director of Student Services

[nhess@dciu.org](mailto:nhess@dciu.org) ■ 610-938-9000 ext. 2285

Responsible for the operation, coordination and program development of Early Childhood Education for children from birth to age of beginner.

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## Early Intervention

Preschool Special Education and related services are provided to meet the needs of children ages 3 to 5 who have an identified disability or a 25 percent or greater delay in at least one area of development. Children are enrolled through transition from previous service programs or after being identified as eligible for services following an evaluation requested by their parents. Services are provided through DCIU programs, contract providers, or private schools. Early Intervention services may include special education, speech and language, occupational, physical, vision, and hearing therapies.

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## Hearing Support

### Birth to Three Program for Children with Hearing Loss

The infant-toddler program is a family-centered approach. Services are offered for a deaf or hard-of-hearing child and provided in his/her natural environment. The emphasis is to help the family determine the communication option that best suits them. This decision is based on the degree of hearing loss and amplification and technology choices, such as a cochlear implant. Sign language is offered to those who choose that communication mode. If the oral option is chosen, focus is on baby/toddler developing a listening attitude by providing aggressive audiological management, favorable listening environment, dependency on amplification, and integrating listening into daily activities. The program offers auditory-verbal therapy, cochlear implant habilitation, multidisciplinary/developmental evaluations, audiological management, parent coaching/education and support groups, interagency collaboration with audiological centers and service providers as well as a range of service options.

### Early Intervention Preschool Program for Children with Hearing Loss

This educationally based program provides a continuum of services depending upon need. Teachers of the Deaf offer an array of services including consultation with preschools, direct auditory verbal therapy, speech therapy, ongoing diagnostic teaching, educational audiology, parent education and a specialized preschool classroom using listening and spoken language. A common theme starting from a very young age is to promote the development of self-advocacy skills with all students with hearing loss.

## CAREER AND TECHNICAL EDUCATION (CTE)

**Stephen Butz, Ed.D.**, Director of CTE,  
Delaware County Technical High Schools (DCTS)  
[sbutz@dcIU.org](mailto:sbutz@dcIU.org) ■ 610-459-3050 ext. 3556

Responsible for the Career Technical Education programs, including secondary CTE programs of study, Carl D. Perkins grant, Licensed Practical Nursing (LPN) and related adult education programs.

### Delaware County Technical High Schools

The DCTS provides quality career technical education programs and services that prepares students for success in the workplace, postsecondary education, and the community. Following is a brief description of the numerous opportunities a student may actively engage in as they develop their future workplace skill while enrolled in a DCTS program of study:

**Articulations and Dual Enrollments** – Students attending DCTS can earn college credit while in high school as part of their program of study. DCTS has agreements with numerous post-secondary institutions that will give credit for technical courses, if a student meets all other college entrance requirements.

**Career and Guidance Services** – DCTS students are assisted in developing career objectives, long-range plans, and preparation.

**Career and Technical Student Organizations** – DCTS students have the opportunity to gain additional leadership skills through participation in Career and Technical Student Organizations (CTSO): Skills USA, Family, Careers, Community Leaders of America (FCCLA), Health Occupation Students of America (HOSA), and National Technical Honor Society (NTHS).

**Industry Certifications** – DCTS students have many opportunities to earn industry certifications before they graduate from high school. A few examples are Nurse Aide, A+, Network, MOS, MCSE I, CPR, HazMat Awareness, OSHA.

**School-to-Career Programs** – DCTS, in cooperation with Business Education Partners, has established school-to-career opportunities through Co-Operative Education to provide students hands-on experience in a specific career.

**Skills Start** – DCTS offers three Skills Start programs in Building Trades, Culinary Arts, and Logistics and Inventory Management. Students who attend a DCTS Skills Start program complete the same PDE approved Program of Study task list and curriculum as students in all other DCTS programs. Skills Start programs provide a smaller class size, paraprofessional support, and curriculum presented at a slower pace. Students have the opportunity for more repetition and practice of theory and skills in their program of study.

**Student Support Services** – DCTS students are provided with career and technical evaluation, situational assessments, instructional counseling and placement assistance to ensure student success.

## DCTS Programs of Study

Each program of study is an extension of the sending high school program's elective credits. The programs of study are scheduled on a half-day basis, AM and PM sessions. Students must select one of the below listed programs of study as they enroll in DCTS and to participate in the previously described opportunities:

### Aston Technical School

100 Crozerville Road, Aston, PA 19014 ■ 610-459-3050 ext. 3504

- Advertising Design and Commercial Art
- Biomedical Technology and Laboratory Sciences
- Carpentry
- Computer IT Programming and Software Development
- Computer Networking and Digital Forensics
- Cosmetology
- Culinary Arts
- Dental Occupations
- Early Childhood Education
- Engineering and Robotics Technology
- Exercise Therapy and Sports Sciences
- Electrical Construction Technology
- Heating, Ventilation, and Air Conditioning (HVAC) and Plumbing
- Medical Careers
- Welding
- Cooperative Education (Co-Op)

### Folcroft Technical School

701 Henderson Boulevard, Folcroft, PA 19032 ■ 610-583-7620 ext. 3469

- Automotive Technology
- Building Trades
- Collision Repair Technology
- Cosmetology
- Culinary Arts
- Emergency and Protective Services
- Health Sciences
- Logistics and Inventory Management
- Medical Careers
- Cooperative Education (Co-Op)



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## Advisory Councils

### Local Advisory Committee

This committee provides overall direction for the career and technical program. It advises on the whole range of activities and issues involving CTE (Career and Technical Education), and on appropriate program offerings and support services, as well as provides assistance and support.

### Professional Advisory Committee

The Professional Advisory Committee is comprised of representative District Superintendents who advise Delaware County Technical Schools administration on educational programs and policies.

### Perkins Participatory Committee

The Participatory Planning Committee is comprised of specified members as defined in the Carl D. Perkins Vocational and Technical Education Act of 1998. It is a requirement for local planning and certain competitive funding areas authorized in the Perkins legislation.

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## Adult Education

Technical Education provides opportunities for interested adults to continue their career plans in DCTS.

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## Practical Nursing Program

The Practical Nursing Program is accredited by the National League for Nursing Accrediting Commission and approved by the Pennsylvania State Board of Nursing. This program is located at the Delaware County Intermediate Unit Marple Education Campus and includes 1500 hours of instruction for students who have graduated from high school or completed their GED and meet the minimum standard for admission on the pre-admission test. This program has an excellent reputation throughout the county and consistently boasts 95% job placement for graduates seeking employment. Criminal, child abuse and FBI clearances are required for enrollment.

Visit the LPN website for more at [www.dciu.org/lpn](http://www.dciu.org/lpn).



# TEACHING AND LEARNING

**Joyce Mundy, Ed.D.**, Assistant to the Executive Director for Teaching and Learning  
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**Sara Christianson**, Assistant Director for Teaching and Learning  
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**Nikki Borradaile**, Supervisor of Teaching and Learning  
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**Mark Avitable**, Supervisor of Teaching and Learning  
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**Daryl Hawkins, Ed.D.**, Coordinator of Equity and Diversity  
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**Jade Hayes**, Coordinator of Innovation and STEM  
[jhayes@dciu.org](mailto:jhayes@dciu.org) ■ 610-938-9000 ext. 2273

**Rebecca Smith**, Coordinator of Teaching and Learning  
[rsmith@dciu.org](mailto:rsmith@dciu.org) ■ 610-938-9000 ext. 2092

The Teaching and Learning Department provides professional development services to support organizational growth in key areas that foster student success. Our team supports curriculum, instruction and assessment, comprehensive school improvement, STEM, MTSS, and data-driven decision making. Trainers can support districts in school climate, equity and inclusive practices, programs for culturally and linguistically diverse students, gifted education, special education, and restorative practices. Teaching and Learning also provides continuing professional education programs and graduate credits for licensed educators and paraprofessionals. .

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## Leadership and Learning: Products and Services

### School Leadership Team Supports and Services

DCIU offers training for school and district level leadership teams. Our team can support leadership retreats and ongoing development sessions to support your goals. Topics can include systems leadership, organizational climate, and effective team practices to support success and change.

### Strategic Planning and School Improvement

Delaware County Intermediate Unit provides technical assistance to schools for the development and monitoring of comprehensive planning through the Future Ready Comprehensive Planning Portal. Supports can include facilitation and evaluation of the Comprehensive Planning processes required by the Pennsylvania Department of Education. DCIU provides technical assistance for CSI, and A-TSI designated schools.

*CSI & A-TSI support are covered through PDE funding.*

## Audits and Program Reviews

Audit and/or program review services are offered to schools or school districts to provide an in-depth examination of their systems, curriculum, or programs to identify exemplary practices and formulate recommendations for areas of potential improvement. These services are customized to the needs of each school or district and can be formal or informal in nature. Program review services can cover a wide range of topics, including but not limited to curriculum and instruction in any subject area, multi-tiered systems of support, STEM and instructional technology, special education, gifted education, school climate, and equity. The service delivery of the program review is designed to be collaborative and include the input of school administrators, teachers, students, and other school community members. The generated report is comprehensive and provides detailed feedback, including identified strengths, needs, and recommendations that can be used to inform decision-making and planning.

## Educator Induction, Mentoring, and Supervision Models

DCIU offers support to district leaders in developing and delivering induction and mentoring for new teachers, paraprofessionals, and administrators. This is done in partnership with in-district offerings but can include DCIU modules for required trainings including safe schools, equity, school climate and bullying, trauma informed care, teacher supervision and evaluation, and other PDE mandates. Additionally, Teaching and Learning helps teams to leverage supervision and evaluation models to maximize professional growth and effectiveness. Our team can train mentors and offers support for instructional coaches through a county-wide professional learning community. Services can be personalized to districts' needs and include consultation, employee coaching, and/or professional development. Consider sending your cohorts of new teachers to receive training at DCIU programs or establish a schedule for DCIU to co-facilitate induction and mentoring in your district.

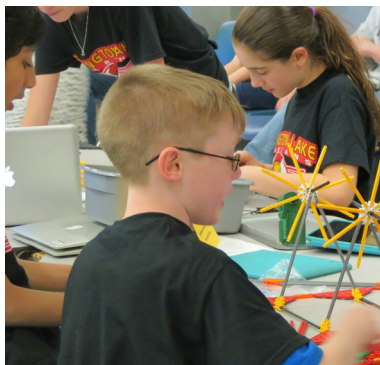
## Educational Technology Services

### ***STEM and Instructional Technology Support***

Coaching and training are available to support personalized and blended learning models. Initiatives include Start SOLE, Engineering is Elementary (EiE), Meaningful Watershed Educational Experiences (MWEE), Picture Perfect STEM, and virtual learning offerings through our Delco Virtual Academy.

### ***Carnegie Stem Pathways and SCRIPT Training***

The Carnegie STEM Excellence Pathway (CSP) is a strategic planning process to improve STEM education at your school or district. CSP is built on the belief that school systems, individual schools, departments, and individual teachers can improve STEM education practices through a positive, collaborative approach.



The SCRIPT (Strategic CSforALL Resource and Implementation Tool) is a framework to guide teams of district administrators, school leaders, and educators through a series of collaborative visioning, self-assessment, and goal-setting exercises to create or expand upon a computer science education implementation plan for their students (CSforALL).

### **Google Professional Services**

Google Tools are an increasingly popular way to help create student-centric learning experiences, reduce reliance on paper products, and engage 21st century learners. Our trainers are experienced Google users, Google Certified Educators, and Google Certified Trainers and are enthusiastic about helping your district provide teacher support and training for this versatile set of tools. Services include professional development and support for the following:

- Google Tools (Docs, Slides, Sheets, Forms, Classroom, etc.)
- Google CS First (a free easy-to-use introductory computer science curriculum)
- Google Applied Digital Skills
- Google Certified Educator Bootcamps (3 days; includes certification exam)

### **Microsoft Teams**

DCIU offers a range of services to provide Microsoft Teams training with a focus on using the platform in educational organizations. Trainers are experienced Microsoft Teams users and certified Microsoft Innovative Educators. Teams trainers can support training sessions for users of all experience levels. Training covers a range of expertise levels, from basic features to advanced functionalities. Training sessions include hands-on experience, demonstrations, and discussions to help participants develop proficiency and confidence using Microsoft Teams.

### **Consortium Pricing for Teaching and Learning Resources**

Our Teaching and Learning webpage is updated throughout the year with new opportunities for consortium pricing. Current agreements are in place for the following resources:

- Brain Pop
- Canvas (Instructure, Inc.)
- Discovery Education
- Edmentum (Study Island, Plato coursepacks)
- Frontline (My Learning Plan and OASYS)
- LinkIt
- Newsela!
- Odysseyware
- Schoology
- TeachTown

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## **Transformative Learning Models**

### **Delco Coalition for Agency and Student Voice**

The Delco Coalition for Student Voice and Agency provides an opportunity for students to meet in the Student Forum or Future Educators groups. Meetings

are held monthly from October to March. Students also participate in the Symposium in April 2024. Districts can send up to 5 students to each student group below. The Student Summer Institute is a culminating activity in August of 2024 for each group. In addition, there is a DEIB (Diversity, Equity, Inclusion, and Belonging) Educator Community of Practice group that meets monthly for dialogue and professional learning around critical issues in the DEIB space.

### **Student Forum and Future Educators Events**

**(2023-24 is Year 2 for students who participated in 2022-23)**

Breakfast is provided with an opportunity to network across student groups from 8-8:30, and the work sessions run from 8:30-10:30 for each group during the monthly sessions.

#### **Student Forum**

The group met in 2022-23 to devise a playbook for educators that reflects the topics critical to making their schools more inclusive and welcoming. In the 2023-24 school year, students will leverage the playbook and plan for the student symposium strands through action research and community partnerships.

#### **Future Educators Academy**

This group met in 2022-23 to explore pathways for becoming an educator. Students met with administrators and educators in the county as well as University partners. In the 2023-24 school year, University partners will continue to engage students in activities to prepare them for possible career choices in the field. There will be community partners to speak to students about critical issues in education as well.

#### **Student Symposium for Student Forum and Future Educators: April 12, 2024**

Both student groups will offer a county-wide symposium for educators, community members, agencies, and parents to attend sessions on topics that students have selected to improve inclusivity and opportunity in their schools. Through the experiences provided in Student Forum and Future Educators, students participate in action research with DCIU staff and community mentors. The meetings will inform the professional development strands that are offered by students, educators, community partners, and agencies at the county-wide symposium. Our last event in May 2022 provided over 200 attendees with meaningful dialogue and learning on topics led by over 50 students and their mentor teams. Complementary admission for participating students and 2 administrators per group for the April 2024 event.

#### **Summer Institute: August 5-8, 2024**

The institute is held from 9am-3pm daily and includes lunch, guest speakers, and opportunities to meet mentors and administrators in the field of advocacy and education. It is an opportunity for deeper exploration into topics that both Student Forum and Future Educators have identified as important to the students' continued reflection and growth.

#### **DEIB (Dignity, Equity, Inclusion and Belonging) Community of Practice**

This group of educators and administrators meets throughout the year for professional development and dialogue on providing students and educators

with safe and equitable educational communities. Topics for 2023-24 will focus on current problems of practice that impact our schools and districts and allow for collaboration, networking, and shared resources for the group. Each district can send up to 5 participants per session, and attendees can earn (40) hours of Act 45 or Act 48 credit.

### Curriculum Development

DCIU provides curriculum development services to assist LEAs in reviewing, revising, writing rigorous, standards-based curricula for core subject areas. Teaching and Learning Specialists can facilitate district teams to write curricula, serving as trainers and reviewers or can serve as curriculum writers, collaborating with teachers to ensure the curriculum meets the needs of teachers and students.

DCIU's Curriculum development framework is informed by Rigorous Curriculum and Understanding by Design. Curricular units include differentiation considerations for all students, key language, cultural considerations, and scaffolds for English learners.

The curriculum development process incorporates consultation with district administration, professional development for teachers, coaching for implementation.

### Coaching

DCIU's Teaching and Learning Specialists and Professional Development Specialists provide coaching to support teacher growth in a variety of areas— instructional coaching, classroom management, climate and relationship building, standards-based lesson planning, formative assessment, progress monitoring, questioning and rigor, and lesson planning.

DCIU's Coaching Framework is informed by the research of Jim Knight and Elena Aguilar. It is student-centered, non-evaluative, and collaborative. Coaching cycles consist of an initial discussion and goal setting meeting (40 minutes) followed by 6 cycles (90-minutes each) of observation and debrief designed to change practice

### Restorative Practices Implementation

Restorative Practices Implementation services provide a comprehensive and structured approach to implementing restorative practices in schools and districts. Services include three years of implementation support, beginning with strategic planning and training for leadership teams in the first year. Training involves a two-day IIRP Restorative Practices training for leadership teams, along with coaching for strategic planning around implementation. In the second year, the focus shifts to training and coaching for a school staff team of "early adopters"; with a two-day Restorative Practices training and ongoing coaching provided to support classroom practice. In the third year, full school training is provided with the two-day Restorative Practices training and ongoing coaching for school staff. Throughout the



implementation process, there is an overall focus on data, social emotional learning, and cultural competence through a lens of Restorative Practices. Implementation deliverables and related learning are supported through four Act 45 courses for the leadership team and three Act 48 courses for school staff. The goal is to intentionally create and sustain a culture of respect, responsibility, and relationship-building, which supports positive academic and social outcomes for all students.

### Assistive Technology Support and Services

Assistive technology (AT) materials are tools, devices, or equipment that help individuals with disabilities perform tasks that may be difficult or impossible without assistance. While many AT services are available at no cost through the Assistive Technology Lending Library, our AT consultants can work with district leaders and educators to create customized assistive technology materials to increase access and to meet individual specific needs of students identified through the technical assistance process.

Examples of assistive technology materials that the DCIU may create include:

- Low-Tech/No-Tech Communication Systems
- Low-Tech Tools for Writing
- Low-Tech Tools for Literacy
- Low-Tech Tools for Daily Living
- Laser Etched Tactile Maps
- 3D Printed Tactile Maps
- Laser Etched Tactile Materials
- 3D Printed Braille Materials

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## Professional Development Services

### Professional Learning Communities

Delaware County Intermediate Unit holds annual study councils centered round teaching and learning priorities. Teams meet regularly throughout the year, forming a professional learning community across the county. By convening educator teams with Delaware County Intermediate Unit subject matter experts, we deepen our understanding of critical issues and strengthen capacity.

Current PLCs are in place for: world language, literacy, civics, school climate, instructional coaches, math, science, computer science, library media specialists, and health and physical education, autistic support, life skills and multiple disabilities; POWER AAC, speech and language pathologists, secondary transition, AAC and literacy.

### Customized Professional Development

On-site training opportunities can be combined with job-embedded coaching and support from our Professional Development Specialists. All training is centered around the most current research-based practices. This list is representative but our Teaching and Learning landing page has a full listing of training opportunities. When working in specific districts or schools, plans can be personalized and flexible.

The topics below reflect broad categories in current trends and practices that we offer.

- Multi-tiered systems of support for academics and behavior including data analysis for district, school, and grade level teams. This includes supporting teams in gifted education, special education, inclusive practices, and differentiation.
- School climate initiatives include PBIS, Restorative Practices, DEI (Diversity, Equity, and Inclusion), engagement practices, growth mindset and mind-fulness, mental health and wellbeing, and social and emotional learning.
- Curriculum, Instruction, and Assessment support.
- STEM topics including Carnegie STEM Pathways, Start SOLE, virtual and blended learning, code.org, engineering and instructional technology practices.
- Teacher Coaching/Classroom Management

## Training and Consultation

The TaC staff at DCIU provide school district personnel continually updated training and technical assistance that supports Pennsylvania Department of Education (PDE) initiatives. Current areas for support may include:

- Assistive Technology
- Autism
- Early-Childhood Education
- Inclusive Practices/Least-Restrictive Environment (LRE)
- Multi-Tiered Systems of Support (Academic and Behavior)
- Positive Behavior Support
- Progress Monitoring/Data Collection
- Secondary Transition
- Special Education
- Special-Education Law

The primary goal of these services is to provide school districts with initial training and some on-site technical assistance to support the implementation of programs and services to meet identified district and school needs.

## Safety Care

Safety-Care provides a broad set of methods and techniques for reducing the likelihood of behavioral crisis and improving staff safety. Staff will learn, practice, and demonstrate competency in differential reinforcement and basic preventative safety. They will learn how to safely cope with serious behavioral incidents that include: basic physical skills, releases, leadership during a behavioral crisis, and procedures for safe holding. Trainees who successfully pass the course will receive a Safety-Care™ training certificate. Recertification is required annually through a recertification course.



DCIU offers both the initial 2-day training as well as the annual recertification training for Delaware County public school staff. Training is offered both on-site at DCIU on scheduled dates throughout the year or can be provided for specific districts upon request.

## English Language Development Services

### ***ELD Program Development***

The education of students whose dominant language is not English and/ or who are multilingual learners (ML) is the responsibility of every school district/ charter school in the Commonwealth (Title 22, Chapter 4, Section 4.26). To comply with this requirement, Local Education Agencies (LEAs) must have a Board-approved language instruction educational program (LIEP) for multilingual learners designed to provide a planned program of English language development instruction and appropriately accommodated content area instruction to facilitate the acquisition of English language proficiency and attainment of academic grade-level standards. DCIU supports districts with program development, implementation, and evaluation to meet the needs of their students. Services are customized to meet the needs of each LEA.

### ***Instruction and Administration***

DCIU can provide both direct and supplemental ELD instruction to meet the short-term, long-term, or temporary needs of schools. DCIU's certified ESL Program Specialists can deliver systematic, planned instruction in listening, speaking, reading and writing in English using our standards-aligned, language-focused curriculum or the school's curriculum. Our teachers can implement the state-required identification, reclassification, and progress monitoring processes and administer the annual English language proficiency assessment.

DCIU can also provide program administration and oversight for district language instruction educational programs for English learners, to support LEAs. DCIU can develop evidence-based teaching schedules, design, train, and oversee implementation of systems for identification, assessment, progress monitoring, professional learning, and data maintenance and reporting.

### ***ELD Related Services***

***Language Instruction Educational Program (LIEP) Development and Evaluation***—DCIU's consultation and support services provide districts with a customized, in-depth examination of their Language Instruction Educational Program (LIEP) in order to build on strengths and identify areas for improvement. Program reviews examine policies and procedures for compliance and effectiveness.

***ELD Curriculum Review and Alignment***—DCIU's consultation and support services provide districts with a customized, in-depth examination of their English Language Development curriculum. Curriculum reviews focus on alignment to academic standards, English language forms and functions, and literacy.

**Educator Evaluation and Supervision Systems**—The ELD Program offers consultation and training for administrators and teachers to understand, implement, and evaluate the effectiveness of instruction for English learners within the PA Educator Effectiveness model. Workshops, consultation, and coaching services are available.

**Parent and Community Trainings**—Workshops and consultation are available to assist districts in effective outreach to families of culturally and linguistically diverse students.

**ELD Professional Development**—DCIU supports LEAs with the delivery of effective programs and ongoing improvement for multilingual learners by offering a variety of professional learning opportunities for administrators, ELD teachers, and classroom and subject area teachers. Both countywide and customizable options are available for individual schools and districts.

Topics may include, but are not limited to, the following:

- Second Language Acquisition
- Identification of ELs
- Scaffolding
- Instruction for ELs in the Content Areas
- Differentiated Instruction and Assessment for ELs
- Culturally Competence and Culturally Responsive Instruction
- Standards-Based Instruction for ELs
- Strategies to Support Newcomers

### **Title III Consortium**

The DCIU serves as the Title III Consortium Lead for schools that receive federal Title III funds. As Consortium fiscal lead and partner, DCIU coordinates the Title III plan activities, ensuring that funds are spent to carry out goals in the application and benefit all consortium members. DCIU also supports nonpublic entities, after consultation by the LEA, through the provision of identification, assessment, and supplemental services for English learners. Finally, DCIU carries out and maintains records for all fiscal transactions. DCIU fulfills data gathering, maintenance, and documentation submission to support Title III monitoring purposes. Activities include supplemental materials and instruction, parent and community outreach, and effective professional development. Quarterly meetings are held to support collaboration and transparency.

### **Nonpublic School Professional Development Services**

Nonpublic schools are eligible to receive professional development services to improve teacher and principal quality. Title II-A funds can be used to support a variety of professional development needs, including but not limited to the following: MTSS, literacy and math best practices, STEM integration and best practices, supporting struggling students, behavior intervention and support, assessment, and social and emotional wellness. In addition to professional development trainings, our team can provide coaching and consultation to support teacher and administrator growth..

## Interagency Coordination

DCIU facilitates the collaboration of child service staff from educational, clinical, protective, and corrective services to address concerns and coordinate services for difficult to serve students not benefiting from the educational experience.

## Local Right to Education Taskforce

### **(Delaware County Parent Advisory Council)**

The council is for parents of children with special needs, community agency representatives, and school districts. The goal of the Delaware County Parent Advisory Council is to improve, strengthen, expand, monitor programs and services for school-age children with special needs. Meetings and professional development opportunities for parents, agencies, and community members are held throughout the year. The council also annually hosts the “Making a Difference” awards which honors students and staff who have demonstrated exemplary performance in including students with special needs.

## Parent and Community Trainings

Monthly workshops during the school year on a variety of topics relevant to parents of pre-school and school-age children.

## County-Wide Special Events

Programs that enrich and enhance teaching and learning throughout the county. These include educational forums, consortium events, national expert speakers, and agency partnerships.

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## Continuing Professional Education (CPE)

Delaware County Intermediate Unit provides undergraduate and graduate-level courses for Continuing Professional Education (CPE) credit, both face-to-face and online. The DCIU Continuing Professional Education Council reviews and recommends course proposals to the PA Department of Education for accreditation. CPE course credits may be applied toward the requirements of Act 48 or for credits toward Instructional II certification.

## Act 45/PIL Courses

DCIU offers approved Act 45 courses on topics including Leading with a Growth Mindset, Problem Based Assessments, Evaluating Blended Learning, Effective School System Leadership, STEM Leadership, and School Improvement Planning.

## Act48/Graduate Courses

Through university partnerships, we offer graduate courses leading to master's degrees and/or advanced certifications. Courses are delivered at DCIU's Education Service Center in Morton or in blended/online formats. .

## ESL Program Specialist Certification Program

The goal of the DCIU ESL Program Specialist Certification Program is to develop educators that can successfully demonstrate the candidate competencies outlined in the PA Department of Education's five key domains (Language;

Culture; Observing, Planning, Implementing and Managing Instruction; Assessment; and Professionalism). This certification program consists of five online courses (13 credits) and a final fieldwork experience (90 Act 48 hours). Coursework is primarily online, with some in-person or video conference meetings with instructors.

### Paraeducator Training

DCIU supports paraprofessionals in expanding their knowledge and skills on a variety of initiatives within special education. Training is offered monthly at DCIU to help ensure paraprofessionals meet the required 20 hours of training each year to remain highly qualified to continue in their role. In addition to monthly workshops offered at DCIU, our team can offer specified training to districts upon request.

## Lending Libraries

### Assistive Technology Lending Library

The DCIU Assistive Technology Lending Library provides LEAs with devices for trial purposes to determine the assistive technology needs of students with disabilities in the school environment only. School teams are encouraged to monitor use and collect data to determine the efficacy of the assistive technology. Assistive technology is available in the areas of augmentative and alternative communication, computer access, iPads/iPods and accessories, low tech tools, resources for the blind and visually impaired, switches and switch enabled devices.

### STEM Lending Library

DCIU offers project-based learning resources through the STEM Lending Library, allowing students to experiment with cutting-edge, innovative technology equipment available for loan. STEM Lending Library's growing inventory is equipped with Pre-K-12 STEM materials, including 3D printers, robotics kits, AR/VR devices, coding and programming items, invention kits, and more. The STEM Lending Library also houses a complete set of Engineering is Elementary kits and Picture Perfect STEM units. Use of this equipment in the classroom creates a STEM experience for students and builds a Maker environment. Teachers may borrow equipment for a period of two weeks per loan after completing training for items in the library.

### Reading Olympics Lending Library

The DCIU Reading Olympics Lending Library provides public, charter, and non-public schools the opportunity to borrow titles of books on the Reading Olympics book list from elementary, middle, or high school in place of annually purchasing new titles. Reading Olympics Coordinators may request to borrow titles for a period of 4 weeks per loan.



## STUDENT EVENTS & COMPETITIONS

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### 24 Challenge Math Program

The 24 Challenge® is a tournament-style competition organized around the 24® Game. Millions of students in more than 20 countries have participated since 1988. Over a period of months preceding the event, teachers use the 24® Game in their classrooms to help students hone their mathematics skills. Then – using the official rules available through DCIU – schools or districts hold local or district-wide playoffs to determine which students will advance to the county championship event!

To learn more, visit [www.dciu.org/24challenge](http://www.dciu.org/24challenge).

### Delco Hi-Q

Delco Hi-Q is the oldest continuous academic quiz competition in the United States, founded in Delaware County in 1948. Twenty-one high schools participate in the Delco Hi-Q competition. Each school team has ten members, and each school hosts one contest during the regular season. Three teams compete at each regular season match, and there are three rounds in each match. DCIU has been a co-sponsor, along with FMFCU, providing management and production support, for nearly fifteen years.

### Delaware County Spelling Bee

Held in conjunction with the Office of Executive Director, this is a competition amongst the best spellers in grades K-8 in Delaware County. The winner of this annual competition represents Delaware County in the Scripps National Spelling Bee in Washington, D.C. Participating schools must register to participate in the Delaware County Spelling Bee through the Scripps website. Information is sent in August of each year to register.

For more, visit [www.dciu.org/spellingbee](http://www.dciu.org/spellingbee).

### Governor's STEM Challenge

The Governor's Office and the Pennsylvania Department of Education present an annual themed competition focused on exposing students to STEM related jobs, kills, and concepts. Regional qualifying competitions are held at each of the state intermediate units. The competition challenges teams of high school students to research, present, and design a device or project tied to an annual theme. Registered teams receive a \$500 stipend to design and build a prototype of their device. Students engage with their local community to learn about STEM related careers and the skills necessary to be successful. To culminate the experience, students present their findings and explain the practical application of their device to a panel of judges. The challenge tests teams' communication, problem solving, and critical thinking skills while providing a unique opportunity to share their creativity with students from other schools.

## Reading Olympics

A year-long, county-wide event open to all schools in Delaware County. Students in grades 4-12 form teams and read books from the leveled book lists throughout the school year. In the spring, a final competition is held, bringing all teams together in a game-show-style celebration of reading. All students are awarded ribbons for their participation in the events.

Visit [www.dciu.org/readingolympics](http://www.dciu.org/readingolympics) for more information.

## STEM Design Challenge

The STEM Design Challenge is a statewide program with regional competitions held at participating Intermediate Units. For the competition, elementary and middle school teams are presented with a challenge. To answer the challenge, student teams need to design, build, and document their solution using the K'Nex components to build their prototypes. The regional competitions are held at participating intermediate units. In 2018, 102 student teams participated in this program at DCIU.

## STEM in Delco

Delaware County Intermediate Unit will host STEM in Delco Community Events geared for all age levels throughout the year. These events aim to increase community members' awareness of how Science, Technology, Engineering and Math (STEM) impacts their lives, promote engagement with community partners and introduce the new Science, Technology, Engineering, Environmental Literacy and Sustainability (STEELS) Standards.

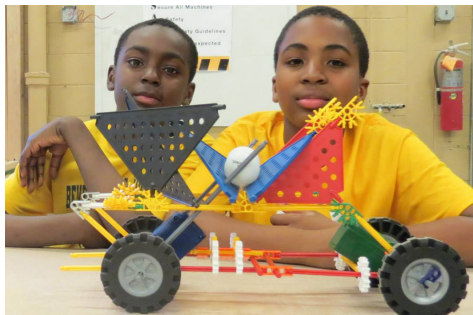
## Esports

Esports events are a popular way for students to engage in competitive gaming and connect with others who share their passion for video games. These events often feature organized tournaments, live streaming, and professional players, creating an exciting atmosphere that can foster a sense of community among students. By participating in esports events, students can develop teamwork, strategic thinking, and problem-solving skills, while also building social connections and a sense of belonging.

## Computer Science and Robotics

Computer science and robotics events can provide students with hands-on learning opportunities that can spark their interest in STEM fields. These events often involve building and programming robots, participating in coding challenges, and attending workshops and presentations led by experts in the field.

By engaging in these events, students can develop technical skills, creativity, and problem-solving abilities, while also connecting with like-minded peers and mentors who can inspire and support their learning.



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*Empowering Partnerships For Education*

## **Programs for Students, Educators, Families and School Boards Mandated Services**

Instructional Services and Materials

Curriculum Development and Instructional Improvement

Continuing Professional Education

Pupil Personnel Services

Educational Planning

State and Federal Agency Liaison

Management Services

Student, Educator and Family Services

Special Education

Services for Nonpublic School Students

Career and Technical Education

Early Intervention

Head Start

Technology and Network Services

Family Services

Literacy Initiatives

Work Experience Programs

Adult Programs

Alternative Education Programs



**D**rive

**C**reate

**I**nspire

**U**nderstand



*Empowering Partnerships For Education*

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