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.

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.

Vision

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

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 six service departments: Administrative and Support Services; Career and Technical Education Services; Information Technology and System Services; Student Services; Curriculum, Instruction and Professional Learning; and Teaching Learning and Innovation. These departments 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.
DCIU Board of Directors

The Delaware County Intermediate Unit 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 is as follows:

Edward J. Cardow, President ..........................................................Chichester School District
Harry J. McElwee, Vice President......................................................Ridley School District
Anthony Johnson ..............................................................Chester Upland School District
Tracy A. Karwoski .............................................................Garnet Valley School District
Susan Mingey .............................................................Interboro School District
Edward Harris .............................................................Marple Newtown School District
Barbara Harvey .............................................................Penn-Delco School District
Colleen Powell .............................................................Radnor Delco School District
Charles E. Madden, III .............................................................Wallingford-Swarthmore School District
Jaclyn Clancy .............................................................Rose Tree Media School District
Sheree Monroe .............................................................Southeast Delco School District
Christopher DeSantis .............................................................Springfield School District
Dr. Monica Taylor .............................................................Upper Darby School District
Kelly Wachtman .............................................................William Penn School District

Executive Council ■ 610-938-9000

Maria Edelberg, Ed.D. ■ ext. 2051 ............................................................Executive Director
Shellie A. Feola, Ed.D. ■ ext. 2057 ............................................................Assistant Executive Director
Thomas C. Brown ■ ext. 2020......................................................Chief Financial and Operations Officer
Kevin Kane, Ed.D. ■ ext. 2284......................................................Assistant to the Executive Director
..............................................................................................................................................for Student Services
Caroline Duda, Ph.D. ■ ext. 2018......................................................Director, Human Resources
Meredith Adams ■ ext. 2279......................................................Director, Early Childhood and
..............................................................................................................................................Special Education
Adriene Irving ■ ext. 2058......................................................Director, Legislative and Community Services
Karen Pflugh, Ed.D. ■ ext. 3402 ......................................................Director, Career/Technical Education
.....................................................................................................................................Delaware County Technical Schools (DCTS)
Joyce Mundy, Ed.D. ■ ext. 2130 ......................................................Director, Curriculum, Instruction
.....................................................................................................................................and Professional Learning (CIPL)
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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. The meetings allow for open discussions and cultivate collaboration for the 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

Computer Science & STEM Professional Learning Communities
Rosemary Bilinski, Teaching, Learning, and Innovation

Curriculum Directors
Joyce Mundy, Ed.D., Director, Curriculum, Instruction & Professional Learning

Curriculum Study Councils
Joyce Mundy, Ed.D., Director, Curriculum, Instruction & Professional Learning

Federal Programs
Joseph Flynn, Supervisor of Act 89 & Government Programs

Gifted Network
Joyce Mundy, Ed.D., Director, Curriculum, Instruction & Professional Learning

Special Education and Pupil Services
Kevin Kane, Ed.D., Assistant to the Executive Director for Student Services

Special Education Teacher Professional Learners Network
Nikki Borradaile, Supervisor of Professional Development, Curriculum, Instruction & Professional Learning

Speech-Language Pathologists Networking
Melinda St. George, Supervisor of Speech & Language

Administrative and Business Management

Assistant Business Managers/
Business Office Support Staff Meetings
Edward Norris, Assistant Chief Financial & Operations Officer

Business Managers Meetings
Thomas C. Brown, Chief Financial & Operations Officer

Chief School Administrators
Maria Edelberg, Ed.D., Executive Director

Communications Professionals
Adriene Irving, Director, Legislative & Community Services

Facilities/Operations Directors
Joshua Fazio, Supervisor of Operations & Facilities
Healthcare
Thomas C. Brown, Chief Financial & Operations Officer

Human Resources Directors
Caroline Duda, Ph.D., Director of Human Resources

Joint Purchasing
Thomas C. Brown, Chief Financial & Operations Officer
Joshua Fazio, Supervisor of Operations & Facilities
Carol Grzybacz, Joint Purchasing Specialist

Principals/Assistant Principals
Joyce Mundy, Ed.D., Director, Curriculum, Instruction & Professional Learning

Technology Coordinators
Khalid Ayyubov, Director, Information Technology & Systems

Transportation Directors
Joshua Fazio, Supervisor of Operations & Facilities

Specialty Areas

Legislative Council
Adriene Irving, Director of Legislative & Community Services

Local Interagency Coordinating Council (LICC)
Michael McCormick, Assistant Director of Early Intervention

School Safety and Security
Kevin Kane, Ed.D., Assistant to the Executive Director for Student Service
ADMINISTRATIVE & SUPPORT SERVICES

Office of the Executive Director
Maria Edelberg, Ed.D., Executive Director
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 Delaware County Intermediate Unit Board of Directors.

Executive Search Services
Maria Edelberg, Ed.D., Executive Director
Caroline Duda, Ph.D., Director of Human Resources
Executive Search Services for member districts to facilitate the search process and procure successful leaders on behalf of the Board, students, and community.

Shellie Feola, Ed.D., Assistant Executive Director
sfeola@dciu.org □ 610-938-9000 ext. 2057
Along with the Executive Director, the Assistant Executive Director provides overall direction for administrative, educational and day-to-day functions of the Intermediate Unit. Provide support for local school district administrative services.

Thomas C. Brown, Chief Financial and Operations Officer
tbrown@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.
Adriene M. Irving, Director of Legislative and Community Services  
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.

**Business Operations**

Thomas C. Brown, Chief Financial and Operations Officer  
tbrown@dciu.org  □ 610-938-9000 ext. 2020

**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**

Joshua Fazio, Supervisor of Operations and Facilities  
jfazio@dciu.org  □ 610-938-9000 ext. 2016

Responsible for the maintenance and custodial services of all Intermediate Unit facilities. Manages warehousing and distribution of common use materials and supplies within the Intermediate Unit. 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.
Bus Driver Training
Training of new bus drivers and recertification of current drivers through DCIU Operational Services. DCIU also 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.

Human Resources
Caroline Duda, Ph.D., Director
cduda@dciu.org ■ 610-938-9000 ext. 2018
HR is responsible for developing, implementing, and coordinating intermediate unit 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.

Guest-Teacher Program
The Guest Teacher Program is a service DCIU offers to local school districts to assist with increasing the districts’ daily substitute pools. The purpose of the program is to provide 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 Fairs
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, Director, Information Technology and Systems
kayyubov@dciu.org 610-938-9000 ext. 2110

Responsible for developing and directing information technology and systems IU-wide to public and nonpublic schools to increase effectiveness and reduce cost for the ultimate benefit of all educational programs. In addition, IT manages communications systems.

Administrative Information Systems & Network Services
This program provides assistance in the selection, design, installation, and operation of computer systems hardware and software, as well as local area networks.

Child Accounting
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.

Network Operations Center
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.

Technician Services
DCIU will provide a technician with a minimum of A+ certification to help districts support their IT Departments. If a district has a major project or need someone to fill in when its technician is on vacation or an extended leave, this program is available to fill the need. A contract is required.

Videoconferencing Services
Available point-to-point or multipoint videoconferences using network technologies for members of the Delaware County Fiber Optic Network. Local, national and international services are available.
Legislative and Community Services
Adriene Irving, Director, Legislative and Community Services
airving@dciu.org  •  610-938-9000 ext. 2061

Communications & Special Events
Delaware County Intermediate Unit 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:

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

Government Relations & 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 & Print Services
Graphic design, photography, high-speed black and white and color copying, NCR forms, envelopes, collating, binding, stapling, punching, and folding.

Teacher Resource Center (TRC)
TRC@dciu.org  •  610-938-9000 ext. 2090

A one-stop opportunity for educators to merge new technologies with tried-and-true methods to enhance student learning and performance. The Center is located in the DCIU Morton Education Service Center, 200 Yale Avenue, Morton, PA 19070. Hours and resources are posted at www.dciu.org/trc.
EDUCATIONAL SERVICES

Student Services
Kevin Kane, Ed.D., Assistant to Executive Director for Student Services
kkane@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 by the audiologist and are critical in understanding how a child/student performs given various listening conditions. It 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 for the audiologist 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 Audiology 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 that the audiologist provides 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 depending on results.
Behavior Support Services
Creative approaches to address behavioral challenges. Staff certified in Applied Behavior Analysis (ABA) can provide Functional Behavior Assessments (FBA), develop behavior plans, and consult regarding student interventions and classroom management from preschool through high school. Team members regularly collaborate with administrators, provide staff development, participate on IEP teams, and serve as resources for parents and districts.

Alternative Instructional Services

Be Proud Day Treatment
A day program for students ages 13 to 17 who are referred by the Delaware County Juvenile Court and/or Children and Youth Services.

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.

Alternative Education for Disruptive Youth Program (AEDY)
A PDE approved AEDY day program that provides education to students in grades 6-12 who have been removed from the regular education setting for certain disciplinary reasons. Students referred by their home districts, with the goal of changing behaviors within a structured behavior-management system.

Emotional Support

Community School
*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 is provided at The Community School. 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.
Delaware County Academy
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
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.

New Pathways Program
Delaware County Education Center, Aston Campus
A collaboration between the Office of Behavioral Health, Magellan Behavioral Health, and DCIU. New Pathways is a school-based mental-health program suitable for students in Kindergarten through 6th grade who display social and emotional needs. Educational supports are provided through DCIU. Individualized programs emphasize academic skill development in language arts, math, social studies, and science, as well as art, music and physical education. Mental-health supports are provided through the Office of Behavioral Health and Magellan Behavioral Health and include counseling, social-skills training, peer mediation, conflict resolution, and parent supports.
Emotional Support – Secondary Level

Girls’ Preparatory Class
Provides a rigorous academic program, coupled with an intensive counseling program, in a single-sex environment for girls whose learning needs are best met in a highly structured educational environment. Girls’ Prep academic program is a blend of direct instruction and online interactive learning that allows every student to be challenged and excel at her own level and pace. Girls’ Prep provides daily counseling utilizing evidence-based practices. If needed, individual counseling is provided with a strengths-based, skill-building focus in a safe space for girls to address risky behaviors, build on protective and resiliency skills, and improve relationships in a format that interests and engages girls. This program serves girls in grades 8 through 12 with a maximum of 12 students.

The County Alternative High School
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 vocational program, and a structured behavior-management system.

The County Alternative High School also provides a self-contained special education class for students with more significant cognitive impairments and emotional disturbance.

Extended School Year (ESY)

ESY School Age Programming
ESY services occur outside the standard school day and is part of a student’s IEP. Summer sessions are offered for students who are referred by their school districts. The goal is for the student to attain and maintain educational progress. Certified staff provide instruction and related services.
Transition Programming: Meaningful Day/Community Living and Learning Program
Opportunities for students who require support in developing daily living skills and accessing community-based activities. The location of this program is an apartment in one of the communities in the county.

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

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 an 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)
An educational program serving students ages 5 through 21 diagnosed on the autism spectrum in a center-based environment. Research-based strategies employed include applied behavior analysis strategies, data-based decision making, positive behavior supports and social stories. Secondary students participate in academic, vocational, transition, health, and community experiences through the DCIU Organized Procedures Towards Integrated Outcomes in Natural Settings (OPTIONS) Program.

The Autistic Support 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 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 age-respectful, engaging materials for all students.

Intensive Life Skills Support
Addressing 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
The Life Skills Support 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 diagnosed with multiple disabilities who 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.

Mobile Support & 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. The 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
Nonpublic

Nonpublic School Services (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) – Nonpublic Services
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 1: 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.

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
On the 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. The program provides support for students age 17 to 21 and offers services beyond the scope of typical student supports. The program offers:

- 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. Students are taught to access community resources including banks, post offices, retail stores, libraries, and recreational facilities.

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 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 students are 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, Enhanced Employment – Adult
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 Office of Intellectual and Developmental Disabilities or other agencies for follow-along services. DCIU also provides meaningful-day services for adult clients referred from Office of Intellectual and Developmental Disabilities.

Meaningful Day Community Living
For students who are in need of considerable support by providing training in community access and daily-living skills, including problem solving, relationship building, communication, domestic maintenance, and personal interaction.

Office of Vocational Rehabilitation/Pre-Employment Transition Services (OVR/PETS)
Services providing
- Workplace readiness training
- Job shadowing
- Work-based learning experiences

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).

OPTIONS Travel Instruction Training
One-on-one instruction in travel safety and independence in the community, including the use of public transportation.

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.

Vocational & 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 & Response Team
Assistance in providing crisis-intervention services as well as trainings for postvention activities. Services may include administrative support and guidance, education on trauma and grief, 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 community members in gaining an understanding of grief, coming to terms with loss, and the grieving process, while improving school climate.

Evaluation Team & Assessment Services
Diagnostic and educational services for students identified under Section 1306 of the PA school code. These students generally reside in residential programs or correctional facilities within the boundaries of Delaware County Educational Services.
school districts. Services of the Evaluation Team include child-find activities, coordination with home school districts, multi-disciplinary evaluations and reevaluations, and the development of IEPs.

A multidisciplinary evaluation process is available to school districts in need of supports to conduct nonpublic school MDT evaluations or assistance completing child-find responsibilities.

**Guidance & 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 to students. Counselors are available upon request to assist students, families, and school communities in crisis.

**Nursing Services**
Nursing services to DCIU students at DCIU-operated programs. Nurses monitor each student’s health record in adherence with policies set by the Pennsylvania Department of Health.

**Psychological Services**
A wide variety of functions performed by school psychologists geared toward assessing students’ needs and consulting with parents, teachers, school districts, nonpublic schools, and various agencies to help children succeed in school. Evaluations are conducted in response to school and/or parent requests. Psychologists also provide counseling and support to students, faculties, and families in crisis situations.

**Summer Programs**

**Summer Literacy Camp**
Intensive instruction in reading, spelling, and writing, using research-based approaches, for students entering grades three through seven. The target population is students with severe reading problems who are of average cognitive potential and who exhibit appropriate behaviors. Depending on the student needs as identified in his/her IEP, Literacy Camp can be utilized as an Extended School Year (ESY) program.

**Summer Math Camp**
Intensive instruction in math concepts such as multiplication, division, fractions, decimals, geometry and data analysis. The target population are students who demonstrate limited proficiency in these concepts who are of average cognitive potential and who exhibit appropriate behaviors.
EARLY CHILDHOOD EDUCATION

Meredith Adams, Director, Early Childhood and Special Education
madams@dciu.org ■ 610-938-9000 ext. 2279

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

Early Head Start & Head Start
Deneen Mosley, Director
dmosley@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 nine different locations in Chester City, Chester Township, Clifton Heights, Eddystone, Folcroft, Marcus Hook, Sharon Hill, Woodlyn, and Aston. The site in Sharon Hill houses a full complement of early-childhood services including Head Start/Early Intervention inclusion classes, Early Intervention specialized classes, and Pre-K Counts classrooms.

Classes are held from 8:30 a.m. to 2:30 p.m. Funding is provided by Administration for Children and Families, PA 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
Early Head Start focuses on child development and family support for households with children from birth to 36 months. Interested families should contact the DCIU for more information regarding registration and enrollment requirements by calling Brittany Gibson, Assistant Director, 215-347-4923.

Before/After Care at Select Early Head Start/Head Start Centers
Deneen Mosley, Director ■ 610-938-9000 ext. 2208

May be available at select Head Start centers. Parents who are interested in Before/After Care services should contact the Early Head Start/Head Start/Child Care Partnership Director for more information about availability and required application.
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 79 children are served in DCIU Pre-K Counts Classrooms; in addition, partnership classrooms exist with Delco Early Learning Center; which serves 67 children and Easterseals; which currently serves 14 children.

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.

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 & TAPP
Education Leading to Employment and Career Training & Teenage Pregnancy and Parenting Program
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, 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.

**ELECT Fatherhood Initiative**
Heightens awareness of the importance of fathers in the lives of their children, helping them to strengthen connections and the bond between them, promote a positive relationship between teen fathers and mothers, prepare teen fathers to adequately provide child support, establish and/or increase child visitation/access and paternity, provide legal, educational, and employment/career training resources and opportunities.

**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 Hearing Support Program include:

- Services 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, 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.

**Birth to Three Program for Children with Hearing Loss**
The infant-toddler program is a family-centered approach in which services are offered for a deaf or hard-of-hearing child and provided in his/her natural environment. The emphasis at this early age 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 families who choose that communication mode. If parents select the oral option, the focus is on the baby/toddler developing a listening attitude by providing aggressive audiological management, a favorable listening environment, a 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 typical 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.

**Language Programs**

**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 & 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 daily living situations. Therapists meet with family to discuss issues and develop at-home programs. Physical therapy focuses on improving 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.

Speech & 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 & 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.
CAREER AND TECHNICAL EDUCATION (CTE)

Karen Pflugh, Ed.D., Director of CTE, Delaware County Technical High Schools (DCTS)
kpfugh@dciu.org  ■  610-583-7620 ext. 3401

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 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

- Apple Systems and Design
- Advertising Design & Commercial Art
- Bio Medical Technology and Laboratory Sciences
- Carpentry
- Computer Networking and Digital Forensics
- Cosmetology
- Culinary Arts
- Dental Technology
- Early Childhood Education
- Engineering Technology
- Exercise Therapy and Sports Sciences
- Electrical Occupations Technology
- Heating, Ventilation, Air Conditioning & Refrigeration (HVAC)
- 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 & Protective Services
- Health Sciences
- Logistics and Inventory Management
- Medical Careers
- Cooperative Education (Co-Op)
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 DCTS 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.

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

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, located at the Delaware County Intermediate Unit Marple Education Campus, 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. The 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 a description of the program at [www.dciu.org/lpn](http://www.dciu.org/lpn).
CURRICULUM, INSTRUCTION, AND PROFESSIONAL LEARNING (CIPL)

Joyce Mundy, Ed.D., Director,
Department of Curriculum, Instruction and Professional Learning (CIPL)
jmundy@dciu.org  610-938-9000, ext. 2130

Leadership & Learning: Products and Services

Curriculum & Program Reviews and Consultation
Consultation and/or audit services provide school districts with a customized, in-depth examination of their management systems, curriculum, or programs to identify exemplary practices and formulate recommendations for areas of potential improvement. Curriculum audits examine alignment to standards, curricular areas, school climate, curriculum, instruction, assessment, data usage, resource allocation, course documents, and vertical and horizontal alignment. Program audits examine specific programs such as gifted programs and grade configurations. DCIU can also provide analysis and assistance in master scheduling, curriculum writing, materials, and selection, and school climate teams.

Comprehensive School Improvement
The DCIU provides technical assistance to schools for strategic school improvement. Supports include an overview of the Comprehensive Planning framework required by the Pennsylvania Department of Education for developing a school improvement plan. DCIU provides technical assistance and training for developing School Improvement Plans.

Educator Evaluation & Supervision Systems
CIPL offers consultation in professional evaluation systems aligned with PA’s Educator Effectiveness model. Services include design, consultation and/or professional development. Workshops are offered at half or full day rates. Design and consultation services are based on a negotiated fee.

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. TLI staff members 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. Google professional services include professional development and support for the following:

- Google Tools (Docs, Slides, Sheets, Forms, Classroom, etc.)
- Chromebook integration
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)

**Consortium Pricing for Curriculum & Instruction Resources**

The Department of Curriculum, Instruction, and Professional Learning respond to school and district needs for vendor-produced educational products and services through consortium purchasing agreements. Discounted pricing varies by product and vendor. Contact the department for additional information about taking advantage of special pricing or to inquire about new consortium. New agreements are developed annually. Reduced-price options are available for:

- Canvas (Instructure, Inc.)
- Edmentum (Study Island, Plato coursepacks)
- Frontline My Learning Plan and OASYS
- Imagine Learning
- LinkIt!
- NWEA MAP
- Odysseyware
- PA Core Curriculum Mapping Tool (through IU18)
- Schoology
- Discovery Education
- LocoRobo
- GameSalad
- TeacherGaming
- Wonder Workshop
- Makey Makey
- Bulb App
- Morphi
- Tyto Online
- Zulama
Grant Writing Services – CIPL
Districts may partner with DCIU for co-written grants or district grant development.

Job-Alike Meetings
CIPL supports a number of job-alike group meetings to facilitate networking and collaboration among talented teams of professionals. Job-alike meetings are a service to Delaware County schools.

Curriculum Directors
DCIU holds monthly meetings to facilitate dialogue among leaders across the county who are responsible for curriculum and instruction in their districts. Administrators network with those in similar roles to discuss common issues and compare problem-solving approaches. DCIU staff keeps the group abreast of PDE initiatives and requirements, trends in instruction and assessment, and professional development opportunities.

Curriculum Study Councils
DCIU holds annual study councils centered around priorities related to curriculum and instruction. Teams meet regularly, forming a professional learning community across districts to deepen understanding of the topic. By bringing together teams and DCIU trainers who are subject matter experts, districts can strengthen their capacity in the chosen field of study.

Gifted Network
Open to all interested educators in Delaware County, this group meets several times annually and as requested by districts to review legislative changes, discuss opportunities and challenges, collaborate concerning best practices, and determine how to collectively advocate for gifted students.

Principal & Assistant Principal Meetings
DCIU coordinates county-wide meetings with Elementary, Middle, and High School administrators multiple times during the school year to discuss topics geared to the administrators’ interests or concerns. DCIU staff keeps the group abreast of PDE initiatives and requirements.

Special Education Teacher Professional Learning Networks
Learning communities have been developed as a networking opportunity for educators interested in ongoing facilitated learning in the areas following. Communities will be developed for areas of expressed interest.
- Teachers of Students with Autism
- Teachers using AAC in the Classroom
- Speech Language Pathologists
- Secondary Transition Coordinators
Professional Development Services

Customized Professional Development
On-site training opportunities that can be followed up with job-embedded coaching and support from Professional Development Specialists are available. All training is centered around the most current research-based practices. The topics below reflect broad categories in current trends and practices but are not inclusive. All professional development plans are developed individually to meet the identified needs of the school.

- Co-Teaching: Collaboration Between Regular and Special Education
- Data Analysis for District, School Level/Grade Level Teams
- Differentiated Instruction/Assessment
- Engagement and School Climate
- Multi-Tiered Systems of Support (MTSS)
- Growth Mindset/Mindfulness
- Literacy
- English Language Development
- Gifted Education
- College and Career Readiness
- Digital and Blended Learning
- Suicide Prevention (Act 71)

DCIU also offers a variety of professional development opportunities at our facilities. Fees are determined on a per-workshop basis. We also offer customized trainings based on district requests.

Nonpublic School Professional Development Services
The nonpublic schools in Delaware County are eligible to receive professional development services for their staff on all educational topics.

Induction and Mentoring
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 also includes trainings at DCIU in state mandated topics such as teacher effectiveness, school safety, Standards Aligned System, and equity. Consider sending your cohorts of new teachers and administrators to receive training at DCIU programs or establish a schedule for DCIU to co-facilitate your induction and mentoring on-site.

County-Wide Special Events
Programs and projects that enrich and enhance teaching and learning throughout the county. These include educational forums, consortium events, national expert speakers, and agency partnerships.
Continuing Professional Education (CPE)
DCIU 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 Pennsylvania Department of Education for accreditation. CPE course credits may be applied toward the requirements of Act 48 or for credits toward Instructional II certification.

Higher Education/University Courses
A partnership with higher-education institutions to offer university 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.

Act 45 and 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.

Training and Consultation (TaC)
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 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
- Speech Language Therapy

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.

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 who are not benefiting from the educational experience.
Local Right to Education Taskforce
(Delaware County Parent Advisory Council)
The Delaware County Parent Advisory Council is for parents of children with special needs, community agency representatives, and school districts. The goal of the 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” which honors students and staff who have demonstrated exemplary performance in including students with special needs.

Paraeducator Training
Monthly workshops during the school year on a variety of topics relevant to paraeducators in special-education programs.

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

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, math tools and resources, reading tools and resources, resources for the blind and visually impaired, and switch access.

Curriculum Lending Library
Our Curriculum Lending Library offers educators the opportunity to explore a wide variety of curriculum kits and education materials to support schools and districts in designing and implementing high-quality programs.

English Learner Lending Library
The English Language Development program offers English language learning materials on a variety of topics and levels for use by DCIU itinerant teachers and teachers in the consortium. The goal of the literature-based activities is to teach language arts standards to students in an engaging way.

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. It 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.

English Language Development (ELD)

**English Language Development Direct Instruction Options**
The DCIU English Language Development Program (ELD) provides direct English language instruction for students in Delaware County schools who are English learners (EL).

Certified English Language Development teachers provide systematic, planned instruction in listening, speaking, reading, and writing in English in order to develop the skills necessary for academic achievement and post-secondary success. Instruction is standards-based and language-focused, using grade level content as the medium for teaching and learning. Teachers develop and deliver instruction according to each student’s proficiency level and needs.

ELD teachers monitor the progress of students and communicate regularly with parents through parent nights, parent/teacher conferences, progress reports, phone calls, and emails.

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.

**Job-Alike Meetings** – A service to Delaware County schools.

**District English Learner Directors** – DCIU offers quarterly meetings for EL Directors/Coordinators across the county to engage in discussion, collaboration, and problem-solving around issues, initiatives, and trends affecting the education of English learners.
**ELD/ESL Teachers Professional Learning Network** – DCIU facilitates monthly meetings for ELD teachers countywide to discuss research-based best practices, national trends, and topics of interest relevant to teaching and learning for ELs. An annual book study is incorporated. The ELD Program also offers a variety of professional learning opportunities focused on educating ELs at our facilities. Topics vary by year and fees are determined by event.

**Customized Professional Development** – On-site training opportunities are focused on best practices for educating English Learners. Trainings are research-based and personalized to district and school need. Topics include:

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

**ELD Curriculum Review and Alignment** – Consultation and support services provide districts with a customized, in-depth examination of their English Language Development curriculum. Reviews focus on alignment to academic standards, English language forms and functions, and literacy.

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

**Educator Evaluation and Supervision Systems** – The 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.

**Consortium Pricing for Curriculum and Instruction Resources** – The ELD program responds to district need for EL-specific educational products and services by negotiating consortium purchasing agreements for items such as translation/interpretation services or licenses for instructional software.
STUDENT EVENTS AND 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.

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. Delaware County Intermediate UniY has been a co-sponsor, along with FMFCU, providing management and production support, for nearly fifteen years.

Delaware County Science Fair
Each year students in Delaware County are involved in sophisticated research projects that focus on science topics in a variety of categories.
The Delaware County Science Fair embraces a philosophy that students learn science by doing science. In the process, students learn how to think and develop critical problem-solving skills that they will need for careers, college, and citizenship.

**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 information, 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, skills, 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.

**LocoSummer Camp**
Created by an award-winning university professor, LocoSummer is a series of STEM and modern robotics summer camps designed to take curious kids for a deep dive into the world of modern technology through real-world experiences.

LocoSummer Camps, from Philadelphia-based company LocoRobo Innovations Inc., offers a world of technically rigorous, self-paced curriculum, high-quality robotics and sensor hardware, and cutting-edge mobile and web software apps. The instructors – passionate educators and industry experts – engage children in hands-on, experiential learning and guide them to develop high proficiency technology skills to succeed in their future careers.
PA Media & Design Competition
The PA Media and Design Competition (formerly PA Computer Fair) is an annual event that highlights Pennsylvania’s students’ application skills, creativity, and knowledge. Intermediate units host regional qualifying competitions. Middle and high school students are able to unleash their creativity, learn how to convey information more dynamically, and enhance the learning process.

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 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.

Young Hacks Academy
Young Hacks Academy (YHA) is a summer camp that uses technology to develop real-world leadership skills through blending copter programming, problem-solving, and teamwork. YHA teaches kids to build cool video games and interactive projects about big challenges facing the world today. While serious about exploring tech, YHA is also committed to having fun away from the screen, moving campers outside each day for unplugged games. No programming experience is required.

Visit www.dciu.org/readingolympics for more information.
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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

The Delaware County Intermediate Unit and the Delaware County Technical Schools are equal opportunity education institutions and will not discriminate on the basis of race, color, religion, national origin, age, sex, equal pay, disability or genetic information in their activities, programs or employment practices as required by Title VI, VII, IX, Section 504, the Americans with Disabilities Act, and the Genetic Information Nondiscrimination Act of 2008. For information regarding civil rights or grievance procedures, contact the Director, Human Resources or the Section 504 Coordinator at 200 Yale Avenue, Morton, PA 19070, 610-938-9000. For information regarding services, activities and facilities that are accessible to and usable by handicapped persons, contact the Supervisor of Facilities at 610-938-9000.
Delaware County Intermediate Unit
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Phone (610) 938-9000 | www.dciu.org

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