

# CAPITAL AREA IU 15

## COMPREHENSIVE PLAN

### 2021-2024

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# Steering Committee

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# Intermediate Unit Profile

## Intermediate Unit Profile

The Capital Area Intermediate Unit is one of the twenty-nine educational service agencies in Pennsylvania. We serve educational entities in Cumberland, Dauphin, Perry, and northern York counties in south-central Pennsylvania. We focus our efforts on our twenty-four school districts, two area vocational-technical schools, forty non-public schools, and seven charter and cyber charter schools. The area is diverse, with about 33% of the districts in rural areas, 63% in suburban areas, and 4% in urban areas. The districts range from 11,282 students in our largest school district to 772 in our smallest school district. An average of 30% of our overall students in our client districts is eligible for Free or Reduced Lunch. The total school-age student population in our service area is 94,654. The CAIU provides direct instruction and support services to 6,526 school-age students and provides the secondary education program at Loysville Youth Development Center. The CAIU is also the regional provider for Early Intervention services. Annually, nearly 2,600 students, aged 3-5, receive special education services through our preschool program.

In the CAIU region, industry ranges from agriculture to medical technology and manufacturing to State government, with the State Capitol of Harrisburg seated squarely in our footprint.

The CAIU has access to and develops strong community and agency relationships with partner organizations such as the PA Department of Education (PDE), Department of Human Services, local hospitals, Several Colleges and Universities, Early Intervention Coordinating Council (EIC), PA Association of Intermediate Units (PAIU), PA Training and Technical Assistance Network (PaTTAN), Early Intervention Technical Assistance (EITA), Penn State Hershey Children's Miracle Network (CMN), Special Olympics, and County Agencies for Mental Health & Intellectually and Developmentally Delayed (MH/IDD). Finally, one of the greatest organizational resources is our staff and the expertise they bring to their jobs and assignments.

The CAIU offers a variety of opportunities to the schools, students, and families we serve, such as:

- Specialized instructional services for school-age children with disabilities
- Developmental screenings and early intervention evaluations.
- Specialized professional development.
- Capital Area Online Learning Association (CAOLA) – assists districts in offering online learning programs and addressing Pennsylvania's need for a challenging and flexible education option for students who want or need something different from traditional high schools but don't want to enroll in a full-time cyber charter school.
- Champions for Children – a foundation that provides material supports to those who receive services from the CAIU and are in need.

Technology services are designed to meet the high-tech needs of schools and students in the digital age.

## Mission and Vision

### Mission

CAIU provides innovative support and services in partnership with schools, families, and communities to build capacity and model courageous leadership to help them be great. #BeGreat

### Vision

Recognized as a trusted and influential partner in achieving life-changing outcomes in the Capital Area. #ChangingLives

## Services & Resources Provided by CAIU

### Students

The CAIU provides a wide variety of services to children from 3 - 21 years old. For early learners (3-5 years old), early intervention child find, screening, evaluation, and specialized services are provided to children identified as IDEA eligible. The specialized services include individual therapies (speech/language, OT, PT, vision, deaf/hh), itinerant instruction and support, consultative services to preschool providers, and classroom services for those children with more intensive needs.

As students transition out of Early Intervention and to their home school districts, the CAIU provides contracted special education services per district or charter school request. In addition, there are classroom placement, itinerant, consultative, and evaluative services available depending on the needs of the school entity and the children.

The classroom programs that the CAIU runs are for students with more complex needs and are located in the local districts, Hill Top Academy, and Penn State Health Milton Hershey Hospital. In addition to contracted special education services, the CAIU provides Non-Public School services to schools in the region. We provide reading and math interventions, counseling, social work, speech and language, and assessment services. Other school-age locations for adjudicated or at-risk youth are Loysville Youth Development Center and Diakon Center Point programs. These are classroom services serving secondary students.

### Staff

We currently employ about 600 staff members who work within one of our teams: Administrative Services, Educational Services, Student Services, and Technology Services. Staff members have access to several resources and support to assist them to remain successful on the job and in their lives. The CAIU offers training opportunities for staff to remain current on state-mandated training requirements of all kinds, as well as an induction program for new professional staff members working toward tenure status. As part of the total rewards package for all employees, the CAIU offers tuition reimbursement for staff members looking to advance their education or achieve certifications to advance their careers. The CAIU website also offers educator resources, broken down by content area, to assist with instructional delivery for our staff and those in the region. The CAIU engages with our internal and external partners frequently to identify new strategies and educational trends to keep the region at the forefront of academic excellence. The CAIU has developed a Professional Education

Committee that meets 2-3 times per year to review feedback and plan for the professional development needs of our staff. In collaboration with program supervisors, the committee provides opportunities for all CAIU staff to improve their knowledge and skills as effective educators, increasing the achievement levels of students with disabilities. Our staff also needs professional development in specialized disability and mental health areas. To meet the varied needs of our staff, the professional education committee assists in prioritizing professional education needs through Teacher Induction Survey Data, surveys related to technology needs, session evaluations, feedback from program supervisors, and professional development needs assessments. As part of the program evaluation process, the CAIU has recently engaged in several internal support strategies that look at our programs' instructional practices, curriculum, equity, and behavioral trends. In addition, CAIU Leadership Team members meet as a group, once per month, to grow leadership skills, and improve organizational efficiencies. The CAIU offers opportunities for staff members to grow their skills within the organization by participating in a growing program for future leaders (Emerging Leadership Development Program) as well as an innovation grant initiative open to any staff member with a "good idea." The CAIU also has several resources and supports for staff members that focus on total health and wellbeing. The internal wellness committee offers training, incentives, and opportunities for staff members to take advantage of in the overall wellness space. This includes: healthy eating, yoga, mindfulness, stress relief, and physical activity. The CAIU is also engaged in numerous charitable and service-based activities throughout the year to give back to our local communities and foster teamwork and collaboration within our staff. Further, the CAIU offers its employees access to an Employee Assistance Program (EAP) that provides free and confidential access to supports for themselves and their family members. Additionally, the CAIU provides counsel, guidance, and support to supervisors on employee-related matters; Assists CAIU professional employees with their Level II certification application process; Provides guidance on certifications and CSPGs to supervisors; Assists employees with questions related to internal policies/procedures, payroll, benefits, and retirement; Provides guidance and support in implementing new laws and initiatives affecting staffing and personnel; Maintains the employee compensation program for all classified and support employees; Recruits, hires, and onboards employees; Maintains employee data in HRIS and other systems.; Reviews and edits ADA-compliant job descriptions and ensures compliance with all employment law; Counsels employees concerning leaves of absence, transfer of entities, sabbaticals, educational/career plans and any subject which an employee feels a need for professional advice.

## Administration

The CAIU understands the value of having a learned, engaged leadership team. Our Administration team participates in monthly meetings that provide essential information and updates regarding state and federal mandates, programmatic needs, organizational strategic planning, and professional development in leadership. In addition, all CAIU administrators can participate in internal and external conferences and training, and seek out other resources for their development. All CAIU administrators also develop annual goals around performance, growth, and leadership to continue their personal path of growth with the support of their supervisors.

## LEA Leaders

The CAIU works closely with the leaders of the region's LEAs. Monthly meetings provide legal and legislative updates as well as state agency information/requirements, and any other topics that are important. In addition to monthly meetings, LEA leaders are provided the opportunity to engage in leadership and direction setting for the IU, and to discuss training and programmatic needs. In addition to scheduled meetings for the whole group and committee work, twice a year LEA leaders are invited to a two day retreat to engage deeply in a topic chosen by the group.

## Parents

The Capital Area Intermediate Unit works to engage families through the services they access - parent conferences, IEP meetings, parent school events, newsletters, handbooks, parent trainings and conferences. The Early Intervention program conducts an annual parent survey to gather feedback about communication, services, and satisfaction. Parents are invited to participate in the EIC - Early Childhood Connections as well as the Local Right to Education Task Force.

## Community

The Capital Area Intermediate Unit provides community services and supports through grants and partnership agreements. The ELECT program serves young adults who are pregnant or parenting; the Rapid Response Team provides behavioral supports and consultation for preschools and daycare who have a support need; the Project SEARCH program is located at Penn State Health Milton Hershey Med Center and engages the community there; there is a partnership with the United Way of the Capital Region to provide liaison supports to families and communities to help prepare children to be Ready for School Ready to Success; and there are community forums for preschool families (Early Intervention Connections) and school age families (Local Task Force). Additionally we provide community outreach to agencies and medical providers for Early Intervention Child Find and many professional learning and job-alike networks.

## Guiding Principals:

We are service driven to positively impact lives.

We value relationships and engage in collaboration

We develop innovative business practices and financial (resource) management strategies

We model the development and implementation of intentional, impactful solutions

We acknowledge the existence of bias and are intentional in responding to it

We holistically support our people to create an inclusive culture where everyone can be great



# Strengths & Challenges

## Summary Of Strengths and Challenges

### Strengths

Strength	Consideration In Plan
Relevant topics delivered in a variety of formats by highly qualified staff	Yes
CAIU has a strong, positive relationship with its member districts. Most districts welcome training and support from CAIU staff.	Yes
As a result of the strong, positive relationship with its member districts, most districts are open and trusting of CAIU and willingly share their needs and challenges with CAIU staff. This helps CAIU have a clear understanding of member district needs.	Yes
CAIU is flexible and willing to adapt in order to meet district needs.	Yes
Offerings of conferences, workshops, networking with a focus on equitable practices	Yes
Engage in meaningful two-way communication with stakeholders to establish and sustain shared responsibility for learning across the Intermediate Unit	No
Coordinate fiscal resources from local, state, and federal programs to achieve the IU's goals and priorities *	No
Partner with local businesses, employers, community organizations, and other agencies to meet the needs of the Intermediate Unit - specifically reference how partnerships with business and industry could improve our student programs.	No
Strong group of mental health professionals able to interpret data and work with staff to tailor universal as well as individualize service and support.	Yes

### Challenges

Challenge	Consideration In Plan
Creating more personalized PD opportunities, aligned to professional goals.	Yes
Need for additional supports related to Social & Emotional needs.	Yes
CAIU's internal staff have varied levels of awareness of and participation in supports that can be provided internally as part of the SSoS.	No

Shifting educational landscapes and changing requirements requires frequent, short-term shifts. Difficulty developing long-term sustainability of SSoS initiatives and practices.	No
Need to conduct a self-audit regarding a variety of equitable practices	Yes
Recruit and retain fully credentialed, experienced, high quality employees and reflecting the diversity of our region.	No
Allocate resources based on the analysis of data while also seeking to reduce dependence on state and federal resources.	No
Support the development, professional learning, and advancement of employees in alignment with the IU's mission, vision, and values. (address the topic of personalized PD and alignment of goals to IU mission)	No
Need to screen and respond to student mental health concerns.	Yes

### Most Notable Observations/Patterns

The importance of cross-program/cross-team collaboration has emerged as a priority to effectively meet the goals of this plan.

## Analyzing Strengths and Challenges

### Strengths

Strength
Relevant topics delivered in a variety of formats by highly qualified staff
CAIU has a strong, positive relationship with its member districts. Most districts welcome training and support from CAIU staff.
As a result of the strong, positive relationship with its member districts, most districts are open and trusting of CAIU and willingly share their needs and challenges with CAIU staff. This helps CAIU have a clear understanding of member district needs.
CAIU is flexible and willing to adapt in order to meet district needs.
Offerings of conferences, workshops, networking with a focus on equitable practices
Strong group of mental health professionals able to interpret data and work with staff to tailor universal as well as individualize service and support.

### Challenges

Challenge	Discussion Points	Priority For Planning	Priority Statement
Creating more personalized PD opportunities, aligned to professional goals.	There is a lack of personalized opportunities that are aligned with professional goals.	Yes	The CAIU will create more personalized professional development opportunities to align with the professional goals of the staff.
Need for additional supports related to Social & Emotional needs.	There is a lack of professional development opportunities for all staff related to SEL topics.	Yes	The CAIU will provide additional supports related to the Social and Emotional needs of the staff.
Need to conduct a self-audit regarding a variety of equitable practices	We have not completed a self-audit.	Yes	The CAIU will perform a self-audit regarding equitable practices.
Need to screen and respond to student mental health concerns.	There has been a recent increase in mental health concerns with students.	Yes	The CAIU will implement a system of ongoing assessment and intervention in response to student mental health concerns.

# Priorities / Goals

## Goal Setting

Priority: The CAIU will create more personalized professional development opportunities to align with the professional goals of the staff.					
Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Professional learning	By the end of the 23/24 school year, 100% of CAIU Staff, including the administrative team, teaching and non-teaching professionals, and all support staff, will have the opportunity to create a Personalized Professional Learning goal. This goal, which utilizes aligned resources that reflects our organization's vision, mission, and shared values, will support personalizing learning for all.	Personalized Professional Learning	By the end of the 21/22 school year, the Personalized Professional Learning committee will outline new processes and resources for the implementation of PPL.	By the end of the 22/23 school year, 30% of CAIU Staff will have received training and have the opportunity to create a Personalized Professional Learning goal which utilizes aligned resources that reflects our organization's vision, mission, and shared values.	By the end of the 23/24 school year, 100% of CAIU Staff, including the administrative team, teaching and non-teaching professionals, and all support staff, will have the opportunity to create a Personalized Professional Learning goal. This goal, which utilizes aligned resources that reflects our organization's vision, mission, and shared values, will support personalizing learning for all.

Priority: The CAIU will provide additional supports related to the Social and Emotional needs of the staff.					
Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Wellness	By the end of the 2023/24 school year, the number of CAIU staff participating in wellness activities/initiatives will have increased by 50%.	Staff Wellness	By the end of the 2021/22 school year, the wellness committee will have analyzed the data from a survey that was developed and distributed to CAIU staff in order to identify the social, emotional and physical needs of the staff.	By the end of 2022/2023, the wellness committee will have implemented programs and services based on the analysis from the first-year survey.	By the end of the 2023/24 school year, the number of CAIU staff participating in wellness activities/initiatives will have increased by 50%.

**Priority:** The CAIU will perform a self-audit regarding equitable practices.

<b>Outcome Category</b>	<b>Measurable Goal Statement</b>	<b>Measurable Goal Nickname</b>	<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
Essential Practices 5: Allocate Resources Strategically and Equitably	Using PDE's Equity Pillars, by the end of 2024, 90-95% of employees, regardless of their roles, experienced being part of a winning team, doing meaningful work, in an environment of trust with value, a sense of belonging, and interconnectedness, based on the staff survey results.	Equity and Belonging	By the end of 2022, 75% of employees will actively engage in a professional learning opportunity or experiences around justice, equity, diversity, inclusion, and belonging, including at least one (1) shared reflective experience.	By the end of 2023, 85% of employees will actively engage in a professional learning opportunity or experience around justice, equity, diversity, inclusion, and belonging, including at least one (1) shared reflective experience.	Using PDE's Equity Pillars, by the end of 2024, 90-95% of employees, regardless of their roles, experienced being part of a winning team, doing meaningful work, in an environment of trust with value, a sense of belonging, and interconnectedness, based on the staff survey results.

**Priority:** The CAIU will implement a system of ongoing assessment and intervention in response to student mental health concerns.

<b>Outcome Category</b>	<b>Measurable Goal Statement</b>	<b>Measurable Goal Nickname</b>	<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
Social emotional learning	The CAIU will develop an organization wide system of identifying and responding to student mental health concerns (screening, resource mapping, and professional development) by the end of the 23/24 school year	Mental Health Screening	By the end of the 21/22 school year, the CAIU will increase its percentage of secondary ES students screened with the current screening tool (BHS) from 50%-85% and review/select at 3 additional targeted screening tools for clinician use.	By the end of the 22/23 school year, the CAIU will complete formal resource mapping throughout the organization for delivery of MH services, supporting student mental health needs, and identifying areas for staff professional development at varying levels (organization, program, individual)	The CAIU will develop an organization wide system of identifying and responding to student mental health concerns (screening, resource mapping, and professional development) by the end of the 23/24 school year

# Action Plan/Steps to Achieve Goals



## Action Plan

Action Plan for: Mental health screening						
Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> <li>Mental Health Screening</li> </ul>		Action Step 1 - % of student screened during each period (3 x's per year) . Action Step 2 - The team will identify and pilot at least 1 additional screening tool in the areas listed above. These will be added to the BHS portal as an extension to the universal screening tool Action Step 3 - Completed resource map of services and intervention for mental health throughout the CAIU Action Step 4 - Flow chart of universal screening to more targeted screening. This will include steps for intervention - how and where to access at the individual and program level. Will be able to be used across IU			Action Step 1 - # of students screened over total eligible to be screened will be calculated after each screening window. Social Workers and administrators BHS screening tool Action Step 2 - These additional screening tools will be available in the BHS portal for use on an as needed basis. Action Step 3 - Mapping will be scheduled out throughout the allotted period to ensure all programming within the IU is captured. Action Step 4 - Screening documentation in BHS portal and use of time log for documentation of interventions provided	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
BHS Process for 21/22	09/01/2021	06/30/2022	Lee Bzdil	BHS portal BHS Consent Decision Tree for screening Screening windows x's 3	Yes	Yes
Review of additional screening tools by social workers	10/15/2021	06/30/2022	Keith Watson	Consultation on screening tools w/ OMHSAS psychologist - trauma, depression, anxiety, EF skills	No	No
Resource Mapping	01/02/2022	06/30/2023	Keith Watson	SHAPE Assessment or other mapping tool deemed appropriate	No	No
Refine/Develop MH system from screening to acquiring services.	09/01/2023	06/30/2024	Keith Watson	Flow chart of universal screening to more targeted screening. This will include steps for intervention - how and where to access at the individual and program level. Will be able to be used across IU	Yes	Yes

**Action Plan for: Personalized professional learning**

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> <li>Personalized Professional Learning</li> </ul>		PPL workflow documents and revised goal template. Synchronous and asynchronous training opportunities. Professional development calendar.			Surveys for feedback and data collection. Monthly and annual updates to Board (annual), Cabinet, and Leadership.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Form a Personalized Professional Learning sub-committee made up of various stakeholders within the CAIU's organizational programs and teams.	09/01/2021	06/30/2022	Ami Healy, Jill Neuhard, Sue Voigt	people and contact information for committee	No	No
Provide multi-modality, differentiated training opportunities, both synchronous and asynchronous, on how to access and utilize PPL materials, tools, and resources.	07/01/2022	06/30/2024	Ami Healy, Jill Neuhard, Sue Voigt	Access to Frontline Learning and Collaboration Resources for all staff Documents, calendars, and resources created by PPL committee in Action Step 1	Yes	Yes
Provide multi-modality, differentiated training opportunities, both synchronous and asynchronous, on how to communicate and align PPL opportunities to individual goals and/or program goals.	07/01/2022	06/30/2024	Ami Healy, Jill Neuhard, Sue Voigt	Access to Frontline Learning and Collaboration Resources for all staff Documents, calendars, and resources created by PPL committee in Action Step 1	Yes	Yes

## Action Plan for: Equity Pillars

Measurable Goals	Anticipated Output	Monitoring/Evaluation
<ul style="list-style-type: none"> <li>Equity and Belonging</li> </ul>	Create tight and flexible outcomes for the organization to keep its commitment and further action steps for CAIU that promotes equity, inclusion, and belonging for all	Professional Learning course completion certificates (if applicable) “All-In” articles · Calendar of scheduled activities and professional learning opportunities for employees

Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
General Equity Practice Pillar – CAIU Commitments Diversity, equity, inclusion, and belonging are essential to our general practices, fulfilling our mission to be great and change lives. Therefore, diversity, equity, inclusion, and belonging are recognized as core institutional values that drive decision-making, resource allocation, and the development of all policies and procedures. Based on PDE’s Equity definition of providing access and opportunities to all learners, the CAIU commits to the work of equity, inclusion and belonging in all practices.	10/01/2021	06/30/2024	Brandon Carter, Human Resources, Executive Leadership Cabinet, Equity Committee	PDE Equitable Practices Hub (access to resources), Space, Time, website/staff portal, professional development, hiring practices	Yes	Yes
Self-Awareness Equity Pillar - Value of JEDI & Belonging Self-awareness is the foundation upon which we build individual and organizational cultural proficiency. It is the continuous practice of examining one's thoughts. Seeking first to understand, engaging in earnest dialogue, and actively listening are keys to challenging our assumptions and understanding others. This includes reflective opportunities to challenge our system in acknowledging and mitigating operational barriers. As an organization, CAIU understands the importance of supporting its employees individually and collectively in understanding how cultures influence	11/01/2021	06/30/2024	Brandon Carter, Special Projects, Equity Committee	Space/Venue Time Frontline Speakers/Presenters · Books and Resources	Yes	Yes

practice and inform policy through a sense of belonging.						
Data Practices Pillar – Data drives Decisions CAIU recognizes the power of data and continuously strives to ensure that our data practices advance our commitment to equitable access to education and supports. CAIU is committed to being faithful stewards of all data processes, with regular reviews to ensure accuracy of process and outcome and to be responsive in equitable supports and decisions.	10/01/2021	06/30/2024	Brandon Carter, Special Projects, Equity Committee	Website Data Survey Time Space Meeting Room	Yes	Yes
Family and Community Engagement Pillar – Voice is Choice CAIU recognizes and values parents/families as part of our educational community. Key to our collective success is the practice of engaging in collaborative internal and external partnerships that support the emerging needs of students, families, staff, and the communities in which we live and work. In addition, CAIU recognizes that having stakeholder voices is essential when driving educational equity efforts.	10/01/2021	06/30/2024	Brandon Carter, Student Services, Educational Services, Equity Committee, and Communications	Professional learning, Workshops events e-mail	Yes	Yes
Academic and Disciplinary Equity Pillars – Access, Opportunity, and Climate Academic equity is the cornerstone of ensuring students receive what they need to learn. Therefore, CAIU is committed to safeguarding access and opportunity for all students, ensuring culturally relevant practices and evidence-based approaches are in place. In addition, CAIU recognizes that our classrooms reflect our communities and that issues of inequities may extend into our schools. Therefore, CAIU is committed to an ongoing review of our own student disciplinary data, analysis of our policies to identify inequities, and building the skills of students and staff to ensure there is a culture of belonging and dignity. Lastly, CAIU strives for a safe and	10/01/2021	06/30/2024	Brandon Carter, Student Services, Educational Services, Equity Committee	Survey Trauma-informed supports PDE Accelerated Learning resources Professional learning	Yes	Yes

supportive learning environment for all students.						
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**Action Plan for: Staff Wellness**

Measurable Goals	Anticipated Output	Monitoring/Evaluation
<ul style="list-style-type: none"> <li>Staff Wellness</li> </ul>	Create analysis based on survey results Identify/develop services that align to the areas of need from the survey results Collaborate with Wellness team and provide to leadership for feedback the resources that will be available for staff Share the wellness resources and activities to all CAIU staff that are available to them	Wellness team will coordinate the opportunities for staff and identify the schedule that will be shared in an online format for staff. Attendance sheets, completion of surveys and feedback forms will be utilized by participants to show their involvement in the activity.

Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
The CAIU Wellness Committee will work in partnership with our health insurance provider to develop survey for CAIU staff.	08/01/2021	09/30/2021	Rennie Gibson & David Martin	CBC survey / Wellness Committee	No	Yes
Distribute survey to all CAIU staff to collect feedback for analysis.	09/01/2021	10/31/2021	Rennie Gibson & David Martin	Email and CBC survey tool	No	Yes
Analyze the survey results and communicate the results to staff	10/01/2021	06/30/2022	Rennie Gibson & David Martin	CBC data survey tool, Microsoft Excel, Adobe Acrobat, CBC knowledgebase of resources, trainers and CAIU to deliver service for the identified needs	No	Yes
Offer programs and services based on the results of the needs assessment survey	07/01/2022	06/30/2024	Rennie Gibson & David Martin	CBC data survey tool, Microsoft Excel, Adobe Acrobat, CBC knowledgebase of resources, trainers and CAIU to deliver service for the identified needs	Yes	Yes

# Professional Development Plan

## Professional Development Action Steps

Evidence-based Strategy	Action Steps
Mental health screening	BHS Process for 21/22 Refine/Develop MH system from screening to acquiring services.
Personalized professional learning	Provide multi-modality, differentiated training opportunities, both synchronous and asynchronous, on how to access and utilize PPL materials, tools, and resources. Provide multi-modality, differentiated training opportunities, both synchronous and asynchronous, on how to communicate and align PPL opportunities to individual goals and/or program goals.
Equity Pillars	<p>General Equity Practice Pillar – CAIU Commitments Diversity, equity, inclusion, and belonging are essential to our general practices, fulfilling our mission to be great and change lives. Therefore, diversity, equity, inclusion, and belonging are recognized as core institutional values that drive decision-making, resource allocation, and the development of all policies and procedures. Based on PDE’s Equity definition of providing access and opportunities to all learners, the CAIU commits to the work of equity, inclusion and belonging in all practices.</p> <p>Self-Awareness Equity Pillar - Value of JEDI &amp; Belonging Self-awareness is the foundation upon which we build individual and organizational cultural proficiency. It is the continuous practice of examining one’s thoughts. Seeking first to understand, engaging in earnest dialogue, and actively listening are keys to challenging our assumptions and understanding others. This includes reflective opportunities to challenge our system in acknowledging and mitigating operational barriers. As an organization, CAIU understands the importance of supporting its employees individually and collectively in understanding how cultures influence practice and inform policy through a sense of belonging.</p> <p>Data Practices Pillar – Data drives Decisions CAIU recognizes the power of data and continuously strives to ensure that our data practices advance our commitment to equitable access to education and supports. CAIU is committed to being faithful stewards of all data processes, with regular reviews to ensure accuracy of process and outcome and to be responsive in equitable supports and decisions.</p> <p>Family and Community Engagement Pillar – Voice is Choice CAIU recognizes and values parents/families as part of our educational community. Key to our collective success is the practice of engaging in collaborative internal and external partnerships that support the emerging needs of students, families, staff, and the communities in which we live and work. In addition, CAIU recognizes that having stakeholder voices is essential when driving educational equity efforts.</p> <p>Academic and Disciplinary Equity Pillars – Access, Opportunity, and Climate Academic equity is the cornerstone of ensuring students receive what they need to learn. Therefore, CAIU is committed to safeguarding access and opportunity for all students, ensuring culturally relevant practices and evidence-based approaches are in place. In addition, CAIU recognizes that our classrooms reflect our communities and that issues of inequities may extend into our schools. Therefore, CAIU is committed to an ongoing review of our own student disciplinary data, analysis of our policies to identify inequities, and building the skills of students and staff to ensure there is a culture of belonging and dignity. Lastly, CAIU strives for a safe and supportive learning environment for all students.</p>
Staff Wellness	Offer programs and services based on the results of the needs assessment survey

## Professional Development Activities

CAIU Staff Wellness						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Analyze the survey results and communicate the results to staff</li> </ul>	All CAIU staff	Staff wellness topics as identified through survey	feedback forms, discussion forums, surveys	Rennie Gibson and David Martin	10/01/2021	06/30/2024
Learning Formats						
Type of Activities	Frequency		Danielson Framework Component Met in this Plan		This Step Meets the Requirements of State Required Trainings	
Workshop(s)	monthly					

Personalized Professional Learning - Access and Utilization						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Provide multi-modality, differentiated training opportunities, both synchronous and asynchronous, on how to access and utilize PPL materials, tools, and resources.</li> </ul>	All CAIU Staff	Access and utilize PPL materials, tools, and resources	Survey results, Goal templates, Differentiated Supervision Plan	Ami Healy, Jill Neuhard, Sue Voigt	07/01/2022	06/30/2024
Learning Formats						
Type of Activities	Frequency		Danielson Framework Component Met in this Plan		This Step Meets the Requirements of State Required Trainings	
Workshop(s)	quarterly		<ul style="list-style-type: none"> <li>1d: Demonstrating Knowledge of Resources</li> </ul>			



## Personalized Professional Learning - Goal Alignment

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Provide multi-modality, differentiated training opportunities, both synchronous and asynchronous, on how to communicate and align PPL opportunities to individual goals and/or program goals.</li> </ul>	All CAIU Staff	Communicate and align PPL opportunities to individual goals and/or program goals	Goals submitted to Supervisors	Ami Healy, Jill Neuhard, Sue Voigt	07/01/2022	06/30/2024

### Learning Formats

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	quarterly and ongoing	<ul style="list-style-type: none"> <li>4e: Growing and Developing Professionally</li> </ul>	

## Student Mental Health - Screen Process

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>BHS Process for 21/22</li> </ul>	new social workers	BHS training	completion of participation, attendance	Lee BzDil	09/01/2021	06/30/2022

### Learning Formats

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	one time	<ul style="list-style-type: none"> <li>1f: Designing Student Assessments</li> </ul>	

Student Mental Health - Develop MH System

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Refine/Develop MH system from screening to acquiring services.</li> </ul>	social workers	Review of updated Screening to intervention process	Completion of training, attendance	Keith Watson	07/01/2023	06/30/2024
<b>Learning Formats</b>						
Type of Activities	Frequency		Danielson Framework Component Met in this Plan		This Step Meets the Requirements of State Required Trainings	
Workshop(s)	one time		<ul style="list-style-type: none"> <li>1f: Designing Student Assessments</li> </ul>			

**General Equity Practice Pillar – CAIU Commitments**

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>General Equity Practice Pillar – CAIU Commitments Diversity, equity, inclusion, and belonging are essential to our general practices, fulfilling our mission to be great and change lives. Therefore, diversity, equity, inclusion, and belonging are recognized as core institutional values that drive decision-making, resource allocation, and the development of all policies and procedures. Based on PDE's Equity definition of providing access and opportunities to all learners, the CAIU commits to the work of equity, inclusion and belonging in all practices.</li> </ul>	All CAIU Staff	PDE Equity Pillars	Participation/attendance, statement of commitment	Brandon Carter, Human Resources, Executive Leadership Cabinet, Equity Committee	10/01/2021	06/30/2024

**Learning Formats**

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	ongoing	<ul style="list-style-type: none"> <li>1d: Demonstrating Knowledge of Resources</li> </ul>	

**Self-Awareness Equity Pillar - Value of JEDI & Belonging**

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Self-Awareness Equity Pillar - Value of JEDI &amp; Belonging Self-awareness is the foundation upon which we build individual and organizational cultural</li> </ul>	All CAIU Staff	Learning Yourself to Learn Others,	completion certificates, attendance, calendar of events, All In submissions	Brandon Carter, Special Projects, Equity Committee	11/01/2021	06/30/2024

<p>proficiency. It is the continuous practice of examining one's thoughts. Seeking first to understand, engaging in earnest dialogue, and actively listening are keys to challenging our assumptions and understanding others. This includes reflective opportunities to challenge our system in acknowledging and mitigating operational barriers. As an organization, CAIU understands the importance of supporting its employees individually and collectively in understanding how cultures influence practice and inform policy through a sense of belonging.</p>		Expanding Equitable Experiences				
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**Learning Formats**

<b>Type of Activities</b>	<b>Frequency</b>	<b>Danielson Framework Component Met in this Plan</b>	<b>This Step Meets the Requirements of State Required Trainings</b>
Workshop(s)	monthly	<ul style="list-style-type: none"> <li>4e: Growing and Developing Professionally</li> </ul>	

**Data Practices Pillar – Data drives Decisions**

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Data Practices Pillar – Data drives Decisions. CAIU recognizes the power of data and continuously strives to ensure that our data practices advance our commitment to equitable access to education and supports. CAIU is committed to being faithful stewards of all data processes, with regular reviews to ensure accuracy of process and outcome and to be responsive in equitable supports and decisions.</li> </ul>	All CAIU Staff	Access the Network of JEDI Resources	completion/attendance	Brandon Carter, Special Projects, Equity Committee	10/01/2021	06/30/2024

**Learning Formats**

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	monthly	<ul style="list-style-type: none"> <li>1d: Demonstrating Knowledge of Resources</li> </ul>	

**Family and Community Engagement Pillar – Voice is Choice**

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Family and Community Engagement Pillar – Voice is Choice CAIU recognizes and values parents/families as part of our educational community. Key to our collective success is the practice of engaging in collaborative internal and external partnerships that support the emerging needs of students, families,</li> </ul>	All CAIU Staff, Families, Community Partners	Community Connections Bridging to Belonging	parent surveys, workshop feedback forms	Brandon Carter, Student Services, Educational Services, Equity Committee, and Communications	10/01/2021	06/30/2024

<p>staff, and the communities in which we live and work. In addition, CAIU recognizes that having stakeholder voices is essential when driving educational equity efforts.</p>						
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**Learning Formats**

<b>Type of Activities</b>	<b>Frequency</b>	<b>Danielson Framework Component Met in this Plan</b>	<b>This Step Meets the Requirements of State Required Trainings</b>
Workshop(s)	monthly	<ul style="list-style-type: none"> <li>4c: Communicating with Families</li> </ul>	

Academic and Disciplinary Equity Pillars – Access, Opportunity, and Climate

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Academic and Disciplinary Equity Pillars – Access, Opportunity, and Climate Academic equity is the cornerstone of ensuring students receive what they need to learn. Therefore, CAIU is committed to safeguarding access and opportunity for all students, ensuring culturally relevant practices and evidence-based approaches are in place. In addition, CAIU recognizes that our classrooms reflect our communities and that issues of inequities may extend into our schools. Therefore, CAIU is committed to an ongoing review of our own student disciplinary data, analysis of our policies to identify inequities, and building the skills of students and staff to ensure there is a culture of belonging and dignity. Lastly, CAIU strives for a safe and supportive learning environment for all students.</li> </ul>	All CAIU Staff	Impacting Academics and Behavior through Climate and Culture	completion/attendance	Brandon Carter, Student Services, Educational Services, Equity Committee	10/01/2021	06/30/2024

Learning Formats			
Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Other	monthly	<ul style="list-style-type: none"> <li>2b: Establishing a Culture for Learning</li> </ul>	

# Communicating Our Plan



## Communications Action Steps

Evidence-based Strategy	Action Steps
Mental health screening	BHS Process for 21/22 Refine/Develop MH system from screening to acquiring services.
Personalized professional learning	Provide multi-modality, differentiated training opportunities, both synchronous and asynchronous, on how to access and utilize PPL materials, tools, and resources. Provide multi-modality, differentiated training opportunities, both synchronous and asynchronous, on how to communicate and align PPL opportunities to individual goals and/or program goals.
Equity Pillars	<p>General Equity Practice Pillar – CAIU Commitments Diversity, equity, inclusion, and belonging are essential to our general practices, fulfilling our mission to be great and change lives. Therefore, diversity, equity, inclusion, and belonging are recognized as core institutional values that drive decision-making, resource allocation, and the development of all policies and procedures. Based on PDE’s Equity definition of providing access and opportunities to all learners, the CAIU commits to the work of equity, inclusion and belonging in all practices.</p> <p>Self-Awareness Equity Pillar - Value of JEDI &amp; Belonging Self-awareness is the foundation upon which we build individual and organizational cultural proficiency. It is the continuous practice of examining one’s thoughts. Seeking first to understand, engaging in earnest dialogue, and actively listening are keys to challenging our assumptions and understanding others. This includes reflective opportunities to challenge our system in acknowledging and mitigating operational barriers. As an organization, CAIU understands the importance of supporting its employees individually and collectively in understanding how cultures influence practice and inform policy through a sense of belonging.</p> <p>Data Practices Pillar – Data drives Decisions CAIU recognizes the power of data and continuously strives to ensure that our data practices advance our commitment to equitable access to education and supports. CAIU is committed to being faithful stewards of all data processes, with regular reviews to ensure accuracy of process and outcome and to be responsive in equitable supports and decisions.</p> <p>Family and Community Engagement Pillar – Voice is Choice CAIU recognizes and values parents/families as part of our educational community. Key to our collective success is the practice of engaging in collaborative internal and external partnerships that support the emerging needs of students, families, staff, and the communities in which we live and work. In addition, CAIU recognizes that having stakeholder voices is essential when driving educational equity efforts.</p> <p>Academic and Disciplinary Equity Pillars – Access, Opportunity, and Climate Academic equity is the cornerstone of ensuring students receive what they need to learn. Therefore, CAIU is committed to safeguarding access and opportunity for all students, ensuring culturally relevant practices and evidence-based approaches are in place. In addition, CAIU recognizes that our classrooms reflect our communities and that issues of inequities may extend into our schools. Therefore, CAIU is committed to an ongoing review of our own student disciplinary data, analysis of our policies to identify inequities, and building the skills of students and staff to ensure there is a culture of belonging and dignity. Lastly, CAIU strives for a safe and supportive learning environment for all students.</p>
Staff Wellness	<p>The CAIU Wellness Committee will work in partnership with our health insurance provider to develop survey for CAIU staff.</p> <p>Distribute survey to all CAIU staff to collect feedback for analysis.</p> <p>Analyze the survey results and communicate the results to staff</p> <p>Offer programs and services based on the results of the needs assessment survey</p>

## Communications Activities

BHS Screening Tool					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>BHS Process for 21/22</li> </ul>	Students and parents	BHS consent, steps, and use of data	Lee BzDil	09/01/2021	06/30/2024
Communications					
Type of Communication			Frequency		
Other			Back to School Night and ongoing parent meetings		

MH System					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Refine/Develop MH system from screening to acquiring services.</li> </ul>	Social Workers	Screening to Intervention Process	Keith Watson	07/01/2023	06/30/2024
Communications					
Type of Communication			Frequency		
Email			one time, prior to the PD training		

Staff Wellness Communication					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Analyze the survey results and communicate the results to staff</li> </ul>	All CAIU Staff	Wellness activity opportunities	Rennie Gibson and David Martin	10/01/2021	06/30/2024
Communications					
Type of Communication			Frequency		
Email			quarterly		

Personalized Professional Development - Access and Utilization of Tool					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Provide multi-modality, differentiated training opportunities, both synchronous and asynchronous, on how to access and utilize PPL materials, tools, and resources.</li> </ul>	All CAIU Staff	Use of Frontline - how to access and use tool for PPL	Ami Healy, Jill Neuhard, Sue Voigt	07/01/2022	06/30/2021
<b>Communications</b>					
<b>Type of Communication</b>			<b>Frequency</b>		
Other			communication to Supervisors to share with staff - quarterly and ongoing as needed		

Personalized Professional Development - Alignment to Goals					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Provide multi-modality, differentiated training opportunities, both synchronous and asynchronous, on how to communicate and align PPL opportunities to individual goals and/or program goals.</li> </ul>	All CAIU Staff	Goal template, PPL options	Ami Healy, Jill Neuhard, Sue Voigt	07/01/2022	06/30/2024
<b>Communications</b>					
<b>Type of Communication</b>			<b>Frequency</b>		
Other			quarterly and ongoing as needed		

General Equity Practice Pillar – CAIU Commitments

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>General Equity Practice Pillar – CAIU Commitments Diversity, equity, inclusion, and belonging are essential to our general practices, fulfilling our mission to be great and change lives. Therefore, diversity, equity, inclusion, and belonging are recognized as core institutional values that drive decision-making, resource allocation, and the development of all policies and procedures. Based on PDE's Equity definition of providing access and opportunities to all learners, the CAIU commits to the work of equity, inclusion and belonging in all practices.</li> </ul>	All CAIU Staff	PDE Equity Pillars, Statement of Commitment	Brandon Carter, Human Resources, Executive Leadership Cabinet, Equity Committee	10/01/2021	06/30/2024
<b>Communications</b>					
<b>Type of Communication</b>			<b>Frequency</b>		
Email			monthly		
Posting on district website			monthly		
Other			infographic - monthly		

**Self-Awareness Equity Pillar - Value of JEDI & Belonging**

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Self-Awareness Equity Pillar - Value of JEDI &amp; Belonging Self-awareness is the foundation upon which we build individual and organizational cultural proficiency. It is the continuous practice of examining one's thoughts. Seeking first to understand, engaging in earnest dialogue, and actively listening are keys to challenging our assumptions and understanding others. This includes reflective opportunities to challenge our system in acknowledging and mitigating operational barriers. As an organization, CAIU understands the importance of supporting its employees individually and collectively in understanding how cultures influence practice and inform policy through a sense of belonging.</li> </ul>	All CAIU Staff	Learning Yourself to Learn Others, Expanding Equitable Experiences	Brandon Carter, Special Projects, Equity Committee	11/01/2021	06/30/2024

**Communications**

Type of Communication	Frequency
Email	monthly
Newsletter	monthly

**Data Practices Pillar – Data drives Decisions**

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Data Practices Pillar – Data drives Decisions CAIU recognizes the power of data and continuously strives to ensure that our data practices advance our commitment to equitable access to education and supports. CAIU is committed to being faithful stewards of all data processes, with regular reviews to ensure accuracy of process and outcome and to be responsive in equitable supports and decisions.</li> </ul>	All CAIU Staff	Access the Network of JEDI Resources	Brandon Carter, Special Projects, Equity Committee	10/01/2021	06/30/2024

Communications	
Type of Communication	Frequency
Email	monthly
Posting on district website	monthly

Family and Community Engagement Pillar – Voice is Choice					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Family and Community Engagement Pillar – Voice is Choice CAIU recognizes and values parents/families as part of our educational community. Key to our collective success is the practice of engaging in collaborative internal and external partnerships that support the emerging needs of students, families, staff, and the communities in which we live and work. In addition, CAIU recognizes that having stakeholder voices is essential when driving educational equity efforts.</li> </ul>	All CAIU Staff, Families, Community Partners	Community Connections Bridging to Belonging	Brandon Carter, Student Services, Educational Services, Equity Committee, and Communications	10/01/2021	06/30/2024

Communications	
Type of Communication	Frequency
Email	monthly
Posting on district website	monthly
Other	flyers - monthly

Academic and Disciplinary Equity Pillars – Access, Opportunity, and Climate

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Academic and Disciplinary Equity Pillars – Access, Opportunity, and Climate Academic equity is the cornerstone of ensuring students receive what they need to learn. Therefore, CAIU is committed to safeguarding access and opportunity for all students, ensuring culturally relevant practices and evidence-based approaches are in place. In addition, CAIU recognizes that our classrooms reflect our communities and that issues of inequities may extend into our schools. Therefore, CAIU is committed to an ongoing review of our own student disciplinary data, analysis of our policies to identify inequities, and building the skills of students and staff to ensure there is a culture of belonging and dignity. Lastly, CAIU strives for a safe and supportive learning environment for all students.</li> </ul>	All CAIU Staff	Impacting Academics and Behavior through Climate and Culture	Brandon carter, Student Services, Educational Services, Equity Committee	10/01/2021	06/30/2024
<b>Communications</b>					
<b>Type of Communication</b>			<b>Frequency</b>		
Email			monthly		