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Mission Statement

The mission of the Delaware County Intermediate Unit (DCIU), a regional educational services 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.

About Delaware County Intermediate Unit

The 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 65 private and parochial schools in the county.

The DCIU is divided into five departments: Fiscal and Operations, Students Services, Early Childhood Education, Career and Technical Education, and Teaching and Learning. 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 schooldistrict personnel and school board members. The diversity of DCIU programs enables staff to interact with school district personnel and all DCIU stakeholders.

General Information

The following guide is a listing of the programs and services available through the Delaware County Intermediate Unit. ***Please note, programs and services may be added at any time.***

If you have any suggestions that would improve the ease of use of this guide, please contact the Administrative Offices at 610-938-9000. We are always looking for ways to improve the services we offer.

Charges/Pricing*

All charges/prices/costs listed within this guide were approved by the Delaware County Intermediate Unit Board of Directors and are effective July 1, 2026 through June 30, 2027.

**Please Note: Although every effort has been made to ensure the accuracy of all information contained within the 2026-2027 DCIU Guide to Services, please be advised that in the event of a typographical error regarding the cost of any service, the actual cost of the service, and not the error, will be the fee charged.*

Existing Services

The 2026-2027 DCIU Guide to Services has been prepared to assist school directors, school district administrators, and stakeholders in planning and selecting programs and services currently offered by the Delaware County Intermediate Unit.

New Services

The administration of the Delaware County Intermediate Unit is always willing to study the feasibility of developing and implementing new programs and services that will benefit the educational community. DCIU reserves the right to add new services throughout the year. If you do not see a service listed, please contact Maria Edelberg, Ed.D., Executive Director, at 610-938-9000 ext. 2056.

References

Upon request, the Delaware County Intermediate Unit will supply references and a list of customers from the previous year. To obtain references, please contact the person listed under the program name for which you would like to obtain references or contact the Office of the Executive Director at 610-938-9000 ext. 2056.



DCIU Board of Directors 2026-2027

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

DCIU Board of Directors is as follows:

Ken Dinitz, President.....	Rose Tree Media School District
Wadiya Ivery, Vice President.....	William Penn School District
Joyce Mundy, Ed.D., Secretary	Non-Voting Member
Edward Norris, Treasurer	Non-Voting Member
Bettie McClairen	Chester Upland School District
Frank Sill	Chichester School District
Tracy Karwoski	Garnet Valley School District
LaTonia Lee	School District of Haverford Township
Edward Harris	Interboro School District
Barbara Harvey.....	Marple Newtown School District
Melissa Huber, Ed.D.....	Penn-Delco School District
DJ Thornton.....	Radnor Township School District
Christine McMenamin.....	Ridley school District
Rochelle Womack.....	Southeast Delco School District
VACANT.....	Springfield School District
David Neill.....	Upper Darby School District
Rachel Holbert.....	Wallingford-Swarthmore School District
Mark Fitzgerald, Esquire	Solicitor
Maria Edelberg, Ed.D.....	Executive Director, DCIU

DCIU Executive Council 2026-2027

610-938-9000 | www.dciu.org

Maria Edelberg, Ed.D.	Ext. 2056
Executive Director	medelberg@dcui.org
Khalid Ayyubov, M.Ed., M.S.	Ext. 2110
Chief Information and Technology Officer	kayyubov@dcui.org
Sean Burns, M.Ed.	Ext. 2057
Assistant to the Executive Director	sburns@dcui.org
Sara Christianson, M.Ed.	Ext. 2130
Director of Teaching and Learning	schristianson@dcui.org
Heather Collins, Ed.D.	Ext. 2285
Director Early Childhood Education	hcollins@dcui.org
Kristin Gallahan, M.Ed.	Ext. 2284
Director of Student Services	kgallahan@dcui.org
Adrienne Marofsky, B.A.	Ext. 2026
Director of Marketing and Communications	amarofsky@dcui.org
Joyce Mundy, Ed.D.	Ext. 2057
Assistant to the Executive Director	jmundy@dcui.org
Edward Norris, PCSBA	Ext. 2020
Chief Financial and Operations Officer	enorris@dcui.org
Frank Salerno, M.Ed.	Ext. 2027
Director of Human Resources	fsalerno@dcui.org
Yamil Sanchez, Ed.D, M.Ed., MBA	Ext. 1043
Director of Career and Technical Education	ysanchez@dcui.org

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 and Student Services

Curriculum Directors

Sara Christianson, M.Ed., Director of Teaching and Learning

Nursing

Lisa Marshman, Coordinator of Nursing

Principals

Mark Avitabile, Ed.D., Supervisor of Teaching and Learning

Peter Jepsen, M.Ed., Supervisor of Teaching and Learning

Special Education and Pupil Personnel Directors

Heather Collins, Ed.D., Director of Early Childhood Education

Kristin Gallahan, M.Ed., Director of Student Services

Speech-Language Pathologists

Jessica Fabry, Supervisor of Preschool and School-age Speech/Language and OT/PT

Administrative and Business Management

Chief School Administrators

Maria Edelberg, Ed.D., DCIU Executive Director

Assistant Business Managers/Business Office Support Staff

Brian Keiser, Assistant Chief Financial and Operations Officer

Assistant Superintendents

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

Job-Alike Advisory Councils

Business Managers

Edward Norris, PCSBA, Chief Financial and Operations Officer

Communications Professionals

Adrienne Marofsky, Director of Marketing and Communications

Data Quality Network

Kathleen Thompson, Supervisor of IT Applications and Data Governance

Facilities/Operations Directors

Jason Glass, Director of Facilities

Federal Program Coordinators

Jill Vizza, Ed.D., Supervisor of Government, Federal Programs, and Act 89

Healthcare

Edward Norris, PCSBA, Chief Financial and Operations Officer

Human Resources Directors

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

Joint Purchasing

Edward Norris, PCSBA, Chief Financial and Operations Officer

Jason Glass, Director of Facilities

Carol Grzybacz, Joint Purchasing Specialist

Technology Coordinators

Khalid Ayyubov, M.Ed., M.S., Chief Information and Technology Officer

Transportation Directors

Jason Glass, Director of Facilities

Specialty Areas

Legislative Council

Adrienne Marofsky, Director of Marketing and Communications

School Safety and Security

Matthew Roberto, Safety and Security Coordinator

Delaware County Preschool Directors

Heather Collins, Ed.D., Director of Early Childhood Education

Administrative and 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. The Executive Director is the Chief Executive Officer of the Delaware County Intermediate Unit Board of Directors.

Edward Norris, PCSBA, Chief Financial and Operations Officer
enorris@dciu.org | 610-938-9000 ext. 2020

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

Joyce Mundy, Ed.D., Assistant to the Executive Director
jmundy@dciu.org | 610-938-9000 ext. 2057

Sean Burns, M.Ed., Assistant to the Executive Director
sburns@dciu.org | 610-938-9000 ext. 2057

The Assistant to the Executive Director is accountable for the strategic visioning and administration of departments, strategic administrative staffing services, and career and technical education. Provides leadership, supervision, and direction for the programs within the departments as well as additional organizational and/or program-specific activities. Leads planning, implementing, and administering a comprehensive program of supports and technical assistance to assure the optimum delivery of educational services to member districts and other educational entities.

Executive Leadership Services

Executive Leadership services are provided under a negotiated contract to ensure flexibility and value. DCIU's model combines agility, expertise, and service excellence, making it a trusted partner for school systems navigating complex challenges.

Superintendent Search Services

Maria Edelberg, Ed.D., Executive Director
medelberg@dciu.org | 610-938-9000 ext. 2056

Frank Salerno, M.Ed., Director of Human Resources
fsalerno@dciu.org | 610-938-9000 ext. 2027

School Boards have many options when engaging a search firm for Superintendent vacancies. DCIU is poised to offer a unique set of qualifications that can support districts in this critical process. DCIU understands the complexities of leading in Pennsylvania schools as we work closely with the Department of Education, statewide leadership teams, districts, and schools in the greater Philadelphia region. We are also connected to our Intermediate Unit partners across the Commonwealth. Our approach for marketing and advertising provides School Boards access to a diverse, highly qualified candidate pool that are carefully vetted for consideration. The DCIU team facilitates all aspects of the interview and selection process with a focus on confidentiality, professionalism, communication, and awareness of the unique needs of your school system.

Administrative and Support Services

As an integral member of the Pennsylvania public school system and as a member of a statewide network of intermediate units, DCIU staff is aware of the challenges facing our public schools and the skills, qualities, and leadership traits necessary to lead our schools in the 21st century. As a part of a statewide network, we are aware of the demographic, social and economic diversity of our great state, and the unique characteristics and challenges of each of our school districts and intermediate units.

Executive Leadership Search Services

Maria Edelberg, Ed.D., Executive Director
medelberg@dciu.org | 610-938-9000 ext. 2056

Frank Salerno, M.Ed., Director of Human Resources
fsalerno@dciu.org | 610-938-9000 ext. 2027

Like our Superintendent search process, DCIU works with Superintendents to facilitate searches for administrative positions at the district and building level. Our team is comprised of experienced administrators with a wealth of district experience who understand the importance of finding the best leaders for your Cabinet or building level team. DCIU is poised and excited to support your hiring teams in procuring the best candidate that supports the strategic goals, mission, and vision for your district and community.

DCIU Strategic Administrative Staffing Services

Maria Edelberg, Ed.D., Executive Director
medelberg@dciu.org | 610-938-9000 ext. 2056

Edward Norris, PCSBA, Chief Financial and Operations Officer
enorris@dciu.org | 610-938-9000 ext. 2020

Christopher Reichert, Director for Special Assignments
creichert@dciu.org | 610-938-9000 ext. 2025

DCIU offers school districts and local education agencies (LEAs) access to highly qualified administrative professionals to fill critical leadership vacancies on a short-term or transitional basis. Services are flexible and tailored to meet district-specific needs, including roles such as Supervisors of Special Education, Directors of Human Resources, Business Managers, and more. These professionals are deployed quickly to ensure continuity in operations, compliance, and student support while districts complete their recruitment processes or build long-term internal capacity.

In addition to individual placements, DCIU can assume full operational responsibility for entire departments—such as Special Education, Business Services, Information Technology, or Human Resources (just to name a few)—on a contractual basis. This innovative approach ensures stability during times of transition while allowing districts/LEAs to maintain momentum with strategic initiatives.

Administrative and Support Services

Comprehensive Audit Services

Maria Edelberg, Ed.D., Executive Director
medelberg@dcui.org | 610-938-9000 ext. 2056

Sara Christianson, M.Ed., Director of Teaching and Learning
schristianson@dcui.org | 610-938-9000 ext. 2130

Heather Collins, Ed.D., Director of Early Childhood Education
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Kristin Gallahan, M.Ed., Director of Student Services
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Joyce Mundy, Ed.D., Assistant to the Executive Director
jmundy@dcui.org | 610-938-9000 ext. 2057

Frank Salerno, M.Ed., Director of Human Resources
fsalerno@dcui.org | 610-938-9000 ext. 2027

DCIU can support district departments with customized auditing services to evaluate current alignment with district goals, strategic priorities, departmental roles and responsibilities, and the systems and processes in place. Through an extensive data collection and analysis process, districts are provided with strengths, needs, and recommendations to guide potential opportunities, team development, organizational restructuring, and procedural changes.

Leadership Training and Team Development Services

Board of Directors Team Development and Leadership Training

Maria Edelberg, Ed.D., Executive Director
medelberg@dcui.org | 610-938-9000 ext. 2056

DCIU offers opportunities for school boards to engage in unique, customized training to help teams to understand and navigate the unique requirements of their roles. Trainings have a clear focus on the governance role of school board members, responsibilities in decision making, and strategies to increase alignment, shared decision-making, and strategies for effective advocacy and communication. There are opportunities to engage in authentic dialogue about the strategic goals and priorities that your Board has identified to best meet the needs of your students, families, and community members.

DCIU also offers stand-alone training events on critical topics for Board members in Delaware County and across the region. Board training services are provided under a negotiated contract to ensure flexibility and value.

Cabinet and Building Level Training and Development

Maria Edelberg, Ed.D., Executive Director
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Joyce Mundy, Ed.D., Assistant to the Executive Director
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Sean Burns, M.Ed., Assistant to the Executive Director
sburns@dcui.org | 610-938-9000 ext. 2057

Administrative and Support Services

DCIU leadership training is customized for cabinet and building level teams to deepen their individual and collective expertise. Sessions provide opportunities for leaders to leverage their individual styles and strengths to contribute to the teams they work with. Understanding how to adapt and collaborate given varied styles of leadership can maximize results and build trust in teams.

DCIU Leadership Academy

Maria Edelberg, Ed.D., Executive Director
medelberg@dciu.org | 610-938-9000 ext. 2056

Joyce Mundy, Ed.D., Assistant to the Executive Director
jmundy@dciu.org | 610-938-9000 ext. 2057

Sean Burns, M.Ed., Assistant to the Executive Director
sburns@dciu.org | 610-938-9000 ext. 2057

This program is a one-year, intensive experience designed to equip new building and district level leaders with exposure to key areas that are critical for their success. DCIU partners with Assistant Superintendents from Delaware County with support from the Center for Model Schools to provide district and building leaders with a strong foundation in strategic planning and instructional leadership. The Center for Model Schools is grounded in the 5Essentials Framework with 20 years of research from The University of Chicago Consortium on School Research. Additionally, teams will have an opportunity to engage in sessions and job embedded coaching to build capacity leading special education services, budget and resource utilization, instructional leadership, pupil services, and improving staff retention. Lastly, the opportunity to engage in dialogue and shared learning with new administrators across Delaware County provides a strong network of support, collaboration, and community for new leaders that can support their learning and development.

Certified DiSC[®] Assessment and Training for Individuals and Teams

Joyce Mundy, Ed.D., Assistant to the Executive Director
jmundy@dciu.org | 610-938-9000 ext. 2057

Frank Salerno, M.Ed., Director of Human Resources
fsalerno@dciu.org | 610-938-9000 ext. 2027

The DISC[®] training provides teams the opportunity to explore team development, operationalize a strong working culture, and create systems for ongoing, effective communication, and collaboration. DiSC[®] is a personal assessment tool used by more than one million people every year to help improve teamwork, communication, and productivity in the workplace. Organizations and facilitators use these profiles as tools to help ignite cultural change, inspiring lasting behavior changes that positively shape their workforce. DCIU has a team of DiSC[®] certified administrators in assessment facilitation, training and team calibration. Personalized training options include the DiSC[®] individual leadership profile reports for team members. The DiSC[®] training and teambuilding can also include customized paired or group reports that advise on how to leverage individual's unique skills and strengths through reflection and analysis. The training can also support team collaboration, role definition, communication, conflict resolution, and norm-setting. DCIU can customize this for district and building leadership teams, and cost is established based on participant counts and scope of training.

Administrative and Support Services

Business Operations

Edward Norris, PCSBA, Chief Financial and Operations Officer
enorris@dciu.org | 610-938-9000 ext. 2020

Business Office Support Services

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

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

Delaware County Public Schools Healthcare Trust

The Trust is an IRS tax-exempt organization providing self-funded health and related benefits for participating school districts, community colleges, and intermediate units. The Trust was formed on July 1, 2013. The Trust currently has 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 of the Authority. The purpose of the DCVTSA is to construct, equip, and maintain the three area career and technical schools, together with appurtenant facilities, for the use by the Delaware County Technical School Board and the member districts. The board consists of seven members who meet throughout the year.

School Safety and Security

Mathew Roberto, Coordinator of Safety and Security
mroberto@dciu.org | 610-938-9000 ext. 2312

The School Safety and Security Department manages school safety and security of all facilities, faculty, students, and staff across all DCIU facilities and sites. Works with local law enforcement agencies to monitor and coordinate the school resource officer program and provides support to districts and schools across the county.

Services offered include:

- **Physical Site Assessments** to evaluate a school's structural facilities and surrounding property, including existing physical security documentation, and assessment of the vulnerabilities of a building that could be exploited by an aggressor.
- **Behavioral Health Assessments** to evaluate and make recommendations regarding behavioral health support services in prioritizing projects and decision-making, regarding student assistance programs and support resources.

Administrative and Support Services

- **School Climate Assessment** to ensure that schools provide an analysis of the norms, goals and values based on students', parents', and staff's perceptions of school life.
- **Policy and Training Assessments** to ensure that schools are compliant with statutory requirements relating to safety and security policies regarding physical safety, behavioral health, and school climate criteria.
- **Other General Consulting Requests** including but not limited to Table Top exercises and presentations on Situational Awareness, Threat Assessment, Emergency Response, etc.

Facilities

Jason Glass, Director of Facilities
jglass@dciu.org | 610-938-9000 ext. 2016

The Facilities Department is 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 over-all operation of the school lunch program.

Transportation Services

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

Bus Driver Training

DCIU provides 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.

Facility Use form must be completed. Fees are listed on the form. Additional technology fees may apply. Catering must be prearranged by client.

Human Resources

Frank Salerno, Director of Human Resources
fsalerno@dciu.org | 610-938-9000 ext. 2027

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.

Administrative and Support Services

Human Resources Office Support Services

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

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

Guest-Teacher Program

A service DCIU offers to local school districts to assist with increasing the districts' daily substitute pools. The 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 the Pennsylvania Department of Education (PDE), a participant is eligible to serve as a substitute teacher with any district participating in the DCIU Guest Teacher Consortium. The program is offered approximately three times per year.

Job Fair

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

Special Education Certification Program

Delaware County Intermediate Unit is proud to partner with Luzerne Intermediate Unit 18 (LIU #18) to offer three flexible and high-impact pathways in special education. These programs support paraprofessionals, career changers, and current educators in earning credentials and advancing their professional goals while making a meaningful difference for students with diverse learning needs.

What makes these programs unique:

- Multiple pathways to certification
- Flexible formats for working adults
- Reduced tuition and credit for experience
- Opportunities to earn graduate credits
- Aligned with real-world needs in education

Administrative and Support Services

County-Wide Recruitment Consortium

A county-wide recruitment consortium to support Delaware County school districts through a more coordinated, visible, and cost-effective approach to employee recruitment. This DCIU-led initiative will provide participating districts with shared recruitment opportunities and services designed to expand outreach while reducing individual district costs.

Benefits of participation include shared costs for recruitment initiatives such as career fairs, reduced expenses for travel and lodging, a dedicated website featuring vacancies across the county, and coordinated social media recruitment and advertising to broaden candidate outreach. Together, these strategies will strengthen regional recruitment efforts, improve efficiency, and better position Delaware County school districts in a competitive labor market.

Information Technology

Khalid Ayyubov, M.Ed., M.S., Chief Information and Technology Officer
kayyubov@dciu.org | 610-938-9000 ext. 2110

Provides strategic vision and executive leadership for the development and implementation of the IU-wide Information Technology (IT) program, serving both public and nonpublic schools to enhance operational effectiveness and achieve cost efficiencies in support of all educational programs.

Leads the IU and its districts in the planning, deployment, and management of enterprise information systems that support both centralized and distributed operations, driving effective, scalable, and cost-efficient enterprise-wide IT services.

Oversees comprehensive technology functions including enterprise solutions, database administration, systems administration, network services, end-user support, software development and implementation, voice and data communications, vendor management, and information security.

Partners collaboratively with faculty, staff, and administrators to ensure the continuous delivery of high-quality IT services. Monitors system performance and infrastructure reliability to safeguard mission-critical operations and maintain uninterrupted organizational functionality.

Information Technology Support Services

The Information Technology Department supports school districts and key stakeholders by ensuring continuity of operations during periods of staff shortages and organizational transitions. The department delivers professional IT operational support focused on enhancing both operational and financial efficiencies. Services include providing strategic guidance, evaluating and modernizing existing systems in alignment with industry best practices, and transforming IT departments into strategic organizational business partners. In addition, the program offers professional Information Technology services in the following areas:

- Network Engineering and Design
- Cloud Services
- Data Backup Services
- Computer Repair Services
- Systems Administration
- Service Desk Operations and Management
- Cybersecurity
- Pennsylvania Information Management System (PIMS) Support

Administrative and Support Services

IT Support Service Levels

IT Administrator-Level Support

Provides strategic oversight and continuous improvement of information technology systems and processes. Responsibilities include staff and contractor management, financial analysis and budget optimization, operational performance improvements, and comprehensive IT project management.

IT Manager-Level Support

Provides operational leadership and oversight of daily technology functions to ensure reliable, secure, and efficient IT service delivery. This level is responsible for supervising technical teams, managing service desk performance, coordinating infrastructure and system initiatives, and ensuring adherence to organizational policies, standards, and regulatory requirements. The IT Manager monitors service metrics, oversees incident and problem management processes, supports budget planning and resource allocation, and collaborates with district leadership to align technology operations with instructional and business objectives. This role serves as a critical bridge between executive strategy and technical execution, ensuring consistent performance, accountability, and continuous improvement across IT operations.

IT Specialist-Level Support

Delivers advanced technical support, including second-tier service desk escalation, IT project coordination, technical documentation, systems analysis, and the development and execution of remediation plans.

Child Accounting/PIMS Services

Enrollment data for each school district and DCIU is collected, managed, and reported to support subsidy calculations, billing processes, and required state reporting. The Child Accounting department is responsible for the preparation and submission of all mandated Child Accounting reports to the Pennsylvania Department of Education (PDE), ensuring accuracy, compliance, and timely reporting.

In addition, comprehensive Pennsylvania Information Management System (PIMS) services are provided, including in-depth training and ongoing support in the following areas:

- Data Management and Submission Processes
- Navigation and Effective Use of the PIMS Website
- Utilization of the PIMS Sandbox Environment
- Error Identification and Resolution
- Data Validation and Verification Procedures
- Accurate and Timely ACS Submissions

Fully customizable PIMS contracting services are also available on both a temporary and long-term basis. Services include:

- Assistance with PIMS Data Collections
- Support with Data Uploads and Submissions Processes
- Resolution of Collection Errors
- Guidance and Support for Source System Updates

These services are designed to ensure compliance, improve data accuracy, and strengthen district capacity in managing state reporting requirements.

Administrative and Support Services

Cybersecurity Services

Advanced cybersecurity services with consortium pricing at negotiated costs.

- CrowdStrike Reselling Service
- Managed Security Service, CrowdStrike Falcon Powered:
 - 24x7 monitoring
 - SmS alerting
 - Cyber issue remediation
 - Monthly reporting
- Checkpoint Reselling Service
- Cybersecurity Audit Services
- Cybersecurity Consulting Services
- Internal and External Network Penetration

Network Penetration Testing Service

Our Network Penetration Testing Service is designed to strengthen your organization's cybersecurity posture by proactively identifying and mitigating vulnerabilities within your network infrastructure. In today's rapidly evolving threat landscape, safeguarding network systems against sophisticated cyber threats is essential. Many cyber insurance carriers now recommend or require annual penetration testing to maintain compliance and reduce organizational risk exposure.

Our comprehensive assessment methodology simulates real-world attack scenarios to uncover potential entry points, misconfigurations, and security weaknesses within your environment. Upon completion of the engagement, your organization will receive a detailed report outlining findings, risk levels, and prioritized, actionable recommendations to enhance network security and resilience.

Managed Remote Service Desk

Our Managed Remote Service Desk offers dependable technical support, ensuring your team has quick and effective assistance for common IT issues. This support service is delivered over the phone, through a service desk ticketing system, and, when needed, via secure remote access to user systems.



Administrative and Support Services

Key Features Include:

- Multi-tier service offerings
 - Unlimited remote support
 - On-site support
- Troubleshooting for day-to-day technical issues.
- User assistance for common questions and basic tasks.
- Remote support sessions for prompt resolution of issues without on-site visits.
- Triage and escalation of tickets to on-site personnel or specialized support teams when more advanced expertise is needed.

Our support service is an efficient and cost-effective solution to provide your staff with reliable IT assistance, reducing disruptions and supporting business continuity.

DCIU Technology Service Center

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

- Chromebook Repairs
- Computer Repairs
- White-Glove Service
- Authorized DELL Warranty Repair Services
- Student device refresh that includes sanitizing, graffiti and sticker removal, software updating, charging, etc.
- TV, audiometer hardware services
- Smartboard and Projector installation and support

All services come with complimentary device(s) pickup and drop-off at each location.

Graphic Design and Print Services

Print Shop

printshop@dciu.org | 610-938-9000 ext. 2108

Graphic design, high-speed black and white and color copying services, labels, forms, binding, stapling, punching, lamination, and folding are available. The Print Shop order form is available online in the Staff Portal.

Preparation of a print job is billed at \$75 per hour, depending on the original document submitted and the product requested. Contact us for an estimate.

Administrative and Support Services

Printing Services Pricing

Standard Printing

Print Type	8.5 x 11	11 x 14	11 x 17
Black and White - Single Sided	\$0.084	\$0.105	\$0.126
Black and White - Double Sided	\$0.126	\$0.168	\$0.210
Color - Single Sided	\$0.158	\$0.200	\$0.294
Color - Double Sided	\$0.294	\$0.336	\$0.567

Cover Stock (Additional Printed Prices Listed Above)

Size	Decription	Price (Per Sheet)
8.5 x 11	110 lb. or 80 lb. Cover Stock	\$0.116
11 x 17	110 lb. Cover Stock	\$0.158
12 x 18	110 lb. Cover Stock	\$0.263

Binding Services

Service	Price
Coil, Tape Binding, or GBC Binding	\$1.05 per book
Staples	\$0.05 each

Business Cards

Item	Price
240 Business Cards	\$10.00

Poster Services

Size	Standard	With Lamination
12 x 18	\$0.53	\$12.60
17 x 24	\$5.25	\$31.50
22 x 30	\$6.30	\$37.80

Administrative and Support Services

Lamination Services

Service	Price
Lamination (Preprinted Piece)	\$6.30 per foot
Individual 8.5 x 11 Sheet	\$1.50

Labels (Per 100)

Type	Size	Price (With Cut)
Square	3" x 3"	\$1.50
Round	3" x 3"	\$1.50
Custom	---	Call or write for an estimate

Private Cloud Hosting Service: Servers and Disaster Recovery

DCIU provides private cloud server hosting services that include:

- Virtual environment
- Ability to scale up or down
- Redundancy
- Connectivity via Regional Wide Area Network

Data Backup Service

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

- Automatic on-site backup
- Automatic cloud backup
- Cloud deletion defense
- Different levels of data restoration, from file to server
- Inverse Chain Technology
- Immutable design and ransomware scanning
- Immediate business continuity feature
- Ransomware immunity

Internet Service Provider

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

Administrative and Support Services

Regional Wide Area Network Support and Consultation

This service includes the following:

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

Marketing and Communications

Adrienne Marofsky, Director of Marketing and Communications
amarofsky@dcui.org | 610-938-9000 ext. 2026

The Marketing and Communications Department serves as a strategic partner, offering a wide range of services to enhance community engagement, elevate district messaging, and support effective and transparent communication. Through a comprehensive suite of marketing and communications services, we help districts effectively share their stories, highlight achievements, and communicate clearly with families, staff, and the broader community.

Strategic Communications

- Crisis Communication Support – Real-time communications assistance during emergencies, school closures, or sensitive situations to ensure clear, timely, and coordinated messaging.
- Media Relations – Writing and distributing press releases, securing media coverage, coordinating interviews, and managing media inquiries.
- Brand Messaging and Positioning – Development of consistent, compelling messaging and visual identity that reflect the district's mission, values, and priorities.
- Copywriting and Editing – Professional writing and editing support for speeches, letters, announcements, newsletters, and publication content.
- Internal Communications – Support in developing clear and effective communication with staff, administrators, and internal stakeholders, including messaging, updates, and organizational communications.

Creative Services

- Graphic Design - Custom social media graphics, flyers, posters, banners, presentations, logos, QR codes, and other marketing and communications collateral.
- Publications - Full-service development of polished, informative publications
- Video production and photography

Administrative and Support Services

Digital and Social Media Management

- Content planning
- Content creation
- Platform management

Engagement

- Surveys and Feedback Tools - Design and distribution of stakeholder surveys to gather input and strengthen engagement for internal and external stakeholders.
- Assist in event planning for internal and external stakeholders

Communications and Special Events

DCIU hosts, sponsors, and coordinates various programs and projects that enrich and enhance learning across school districts and throughout the community. Annual events include:

- The Delaware County Regional Spelling Bee
- The Veterans Day Essay Contest
- The Delaware County Hero Bowl
- Career and Technical Month Recognition



Legislative and Communications Services

Adrienne Marofsky, Director, Marketing and Communications
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The Legislative Services division plays a vital role in supporting school districts by monitoring, analyzing, and communicating key legislative and policy developments at the local, state, and federal levels. Our goal is to ensure school leaders are well-informed and actively engaged in the legislative process that impacts public education. Legislative Services at DCIU exists to amplify the voice of public education, advocate for equitable funding and policy, and support Delaware County school districts in navigating the ever-changing legislative landscape.

Administrative and Support Services



Legislative Monitoring and Updates

- Tracking education-related bills, regulations, and policy proposals to keep districts informed on legislative trends, funding implications, mandates, and emerging issues that affect students, staff, and school operations.
- Provide regular legislative updates to the DCIU Board of Directors, local school boards, superintendents, and other district leaders. Updates include summaries of legislative activity, key votes, advocacy alerts, and briefings on proposed laws or changes to existing regulations.

Relationship Building with Public Officials Updates

Actively establishes and maintains strong relationships with local, state, and federal elected officials, ensuring that the interests of Delaware County public schools are heard and understood. These relationships also support access to timely information and collaborative problem-solving.

Advocacy Coordination

Assist school boards and administrators in crafting and delivering unified advocacy messages. This includes drafting letters, testimony, policy position statements, and organizing opportunities for direct engagement with legislators.

Legislative Events and Forums

Coordination and support for events such as:

- Annual Legislative Breakfast
- Special forums, Town Halls, and on-site legislative visits to schools.
 - These events promote dialogue between lawmakers, school leaders, and the community on pressing educational issues.

Government Relations and Legislative Services

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

Student Services

Kristin Gallahan, M.Ed., Director of Student Services

kgallahan@dciu.org | 610-938-9000 ext. 2284

Responsible for the operation, coordination and program development for student services including special education, pupil services coordination efforts with Delaware County school districts, private and charter schools, advocacy groups, Local Task Force and PDE.

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 educational audiologist provides workshops and is available for consultation with families, teachers, administrators, and school nurses. It is possible for the educational 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 students who are deaf or hard of hearing.

Another service that the department 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.

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:

- A range of services from itinerant to full-time classes based on student needs
- The development of auditory skills to fully access the academic curriculum
- Appropriate technology for students, including hearing aids, remote microphone technology 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.

Educational Services

Language Support Programming

Classes are designed to address the language/literacy needs of students 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 upon inclusive practices. Students are guided in developing necessary language/literacy skills to facilitate transition to their home schools.

Occupational and Physical Therapy Services

Services that enable children to access their educational environment by providing occupational therapy to improve the quality of movement and posture, fine motor functioning, visual motor functioning, and independence in the activities of daily living. Occupational therapists recommend, construct, and teach students and their teachers to use and maintain adaptive equipment. The goal is to make therapy more meaningful by assisting students to apply skills in their daily living situations. Therapists meet with family members to discuss issues and develop at-home programs. Physical therapy focuses on improving the quality of movement and posture, gross motor functioning, balance, strength, coordination, functional posture, appropriate positioning, and mobility. Physical therapists recommend, construct, and teach students and staff how to use and maintain adaptive equipment such as wheelchairs, prone boards, and other devices used for positioning and mobility. Therapy becomes more functional when a student is able to generalize new skills and apply them in a variety of everyday settings.

Speech and Language Support

Speech and language services are designed to support students ages 3-21 across Delaware County, whose communication difficulties impact their ability to access and make progress in the educational setting. These services focus on building the communication skills students need to participate in classroom learning, develop social relationships, and achieve academic success.

The DCIU provides comprehensive speech and language services to support both Early Intervention and School-Age Services, delivered in Early Childhood environments, DCIU programs, in-county public school districts, charter schools, and approved nonpublic schools.

Certified Speech-Language Pathologists (SLPs) conduct thorough evaluations to identify each student's individual communication needs. Based on these results, students may receive direct therapy, consultative services, or a combination of both. Therapy is tailored to support skills in areas such as articulation, language development, social communication, Augmentative and Alternative Communication (AAC), fluency, and voice.

Speech-Language Pathologists work collaboratively with teachers and educational teams to help students successfully access the general education curriculum. Through specially designed instruction and classroom-based strategies, SLPs support students in developing the communication skills they need for academic success, social interaction, and functional independence in school.

Vision Support, Orientation, and Mobility

Providing itinerant vision support in areas of low vision, Braille, visual efficiency, orientation and mobility, and travel training. Assessment is available for functional vision, travel skills, Braille skills, and assistive technology. Consultation is offered to parents, school staff, paraprofessionals, and eye-care specialists. Accommodations are recommended regarding the student's classroom environment and reading and writing medium (large print or Braille). Orientation and mobility training instruction enables students who are blind or 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.

Diagnostic Services: Emotional Support

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

Emotional Support

Community School - Elementary and Middle School Level

Delaware County Education Center, Aston Campus

A full-time special education program with on-site mental-health services for elementary and middle-school students (K-6) with emotional and behavioral disorders is provided. 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 - Secondary Level

Delaware County Education Center, Aston Campus

A specialized education day program at the Aston Education Center 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 a mental health agency, students receive counseling and psychiatric services, including psycho-educational assessments and re-evaluations as necessary. Students enrolled in Delaware County Academy generally exhibit internalizing behaviors. They must be able to maintain safe school behavior and may require additional support to meet their academic goals.

Forward Bound - Secondary Level

Delaware County Education Center, Aston Campus

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 education. The Forward Bound program provides psychiatric services, medication management, and student and parent education to cope with a chronic illness. In addition, Forward Bound uses 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.

Educational Services

The County Alternative Junior and Senior School - Secondary Level

Provides a full-time special-education, emotional-support program for secondary students with on-site mental-health services. Individualized academic programs emphasize skill development in language arts, math, social studies, and science. Students receive a high-school academic program, with an opportunity for a part-time career and technical education training, and a structured positive behavior management system. The academic program is a blend of direct instruction and online interactive learning that allows every student to be challenged and excel at their own level and pace. Individual and group counseling is provided with a strengths-based, skill-building focus in a safe space for students to address risky behaviors, build on protective and resiliency skills, and improve relationships in a format that increases interest and engagement. This program serves students in grades 7 through age 22 years, 11 months.

The County Alternative Junior and Senior School also hosts specialty classrooms for students with emotional disturbance and a high level of academic need, including students with an intellectual disability.



Extended School Year (ESY)

ESY School Age Programming

ESY services occur outside the standard school year and are a provision of a student's Individualized Education Plan (IEP). IEP teams agree to ESY qualifications based on individual needs and progress. ESY allows students to engage with their educational program more continuously, with fewer instructional breaks throughout the calendar year. All programs are staffed by certified special education teachers and multi-disciplinary support staff who provide instruction and related services.

ESY Transition Programing - SAILS/Community Living and Learning Program

Opportunities for students who require support in developing daily living skills and accessing community-based activities. Our programs are staffed by certified special education teachers and paraprofessional support staff. Related services of occupational therapy, physical therapy, and speech and language therapy will be provided by the district with coordinated scheduling. The location of the program is an apartment in one of the communities in the county.

Intensive Learning and Language Support

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

Low Incidence Programming

Autistic Support

The Autistic Support Program serves students ages 5 through 21 years, 11 months diagnosed primarily with autism in a center-based environment. Research-based strategies employed include applied behavior analysis, data-based decision making, and positive behavior supports. The program provides students with standards-aligned, evidence-based curricula that 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. The goal is to provide an age-respectful engaging learning environment for all students.

Secondary students participate in academic, vocational, transition, health, and the program's school store, 85 North Café. The school store provides work experience for our high school students in a supported environment. All students receive instruction in art, physical education, and music.

Life Skills Support

This program serves students with mild to moderate intellectual disabilities, learning challenges, and emotional/behavioral disorders in a highly structured, staff-intensive environment at the Marple Education Center. For students from 5 to 22 years, 11 months, 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 along with community-based instruction.

Multiple Disabilities Support

The Multiple Disabilities Support program is for students 5 to 21 years, 11 months, who are diagnosed with multiple disabilities and have significant cognitive impairments. The program focuses on functional skills and behaviors critical for activities of daily living, along with an emphasis on 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. All students receive instruction in art, physical education, and music.

Educational Services

Mental Health Professionals

School Psychologist, School Guidance Counselor, Licensed Social Worker Professional Learning Community (PLC)

Experiencing economic loss, illness, and cultural tensions, mental health professionals need to be prepared to handle a variety of issues. These PLCs are intended for staff to collectively prepare, organize, and understand their ongoing needs.

These PLCs will meet multiple times per year, and each meeting will last approximately 1-3 hours depending on the topic. Topics will be relevant to the scope and practice of mental health professionals for the upcoming school year.

Mobile Support and Program Development Team

Mobile Support Team (MST)

This multidisciplinary team addresses district requests through a creative and innovative model of sending trained professionals on site to assist staff with individual, classroom or school-based needs, such as supporting educational evaluations and the development of individualized educational programming for students with IEPs. Psychiatric support can be aligned with the DCIU Be Present requests or utilized as a separate service. Psychoeducational and psychiatric evaluations will include diagnosis and if requested, individualized treatment plans that allow for student and family voice and choice with the LEA being an integral part of the process. Psychiatric needs and services can be tailored to meet the specific needs of the district request and outlined in an action plan allowing services to move forward. MST members have the flexibility to collaborate with educational teams on a one-time or ongoing basis. MST can also 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 districts through program design to implementation and program assessment.

The team can assist districts with the following:

- Developing program design
- Identifying and organizing the 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
- Be Present
- Brain Steps
- Travel Training
- Threat Assessments
- Suicide Assessments and other Consultative Services as requested

BrainSTEPS Brain Injury School Re-Entry Consultation

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

OPTIONS Transition Services

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

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

Advanced College Transition Program

Located on the Delaware County Community College Campus

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 22 years 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

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

Employability

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

Educational Services

Enhanced Employment

Villanova University

This program provides 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.

Extra Thorough Cleaners (ETC)

A special project of OPTIONS including supervised and structured job training for adults to develop skills to enhance long-term employability prospects by providing custodial job skill trainings and work adjustment training.

Job Coaching, Office of Vocational Rehabilitation (OVR), and the Office of Intellectual and Developmental Disabilities (OIDD) - Adults

This program provides 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 (OIDD). Because Office of Vocational Rehabilitation (OVR) services are time-limited, individuals who require less than 20% job-coaching support and are eligible are referred to OIDD or other agencies for follow-along services. DCIU also provides worthwhile day services for adult clients referred from OIDD.

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

OVR is a program offered in collaboration with the Office of Vocational Rehabilitation through the Workforce Innovation and Opportunity Act (WIOA). Provided Services include:

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

Workforce Innovation Network - Project WIN

The DCIU WIOA/Project WIN grant-funded project in partnership with the Delaware County Workforce Development Board is designed to support young adults who are considered Out-of-School Youth ages 16-24 years old. Eligible participants can self-refer through a visit to the CareerLink offices located in Delaware County Community College, Media Campus, or at the CareerLink office in Chester. Participants can also be referred from county school districts and community organizations through our DCIU referral process. This program will support referred young adults who meet the eligibility criteria established by the Department of Labor and the Office of Work Force Development by offering career exploration counseling, financial literacy workshops, resumé and interviewing seminars, subsidized internships, apprenticeships, career and technical training, travel instruction, and supportive services.

OPTIONS Traveling Instruction Training

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

Educational Services

Students Acquiring Independent Living Skills (SAILS)

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

Vocational and Situational Assessment

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

Additional Contracted Supports

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.

Personal Care Assistant (PCA)

PCA support is provided to a student who is unable, because of his/her disability, to manage daily activities. 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.

Physician Services

DCIU offers comprehensive physician services to support districts in meeting state requirements and ensuring student health needs are appropriately managed. Our services include school-based physical examinations, standing orders, and medical authorization required for School-Based Access Program (SBAP) billing. These offerings are available through a fee-for-service model that allows districts to access licensed physician expertise without maintaining in-house medical staffing.



Early Childhood Education

Heather Collins, Ed.D., Director of Early Childhood Education
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The Early Childhood Department at DCIU provides a comprehensive continuum of services that support the developmental, educational, and social-emotional needs of young children and their families across Delaware County. Through a coordinated system of programs, the department ensures equitable access to high-quality early learning experiences that promote school readiness, inclusion, and long-term success.

Early Head Start and Head Start

The Early Head Start and Head Start programs provide comprehensive child development services for eligible families with children ages six months through five years who meet family income requirements. The goal is to increase school readiness and social competence for young children in low-income families. Services include high-quality early childhood education, health and nutrition supports, nutritious meals and snacks, family services, transition planning, parent engagement, services for English learners, and mental health supports.

The DCIU Head Start program is funded to serve over 550 children in five locations throughout Delaware County: Chester City, Chester Township, Folcroft, Glenolden, and Aston. Classes are held Monday through Friday from 8:30 a.m. to 2:30 p.m. at all sites.

Funding is provided by the U.S. Department of Health and Human Services through the Administration for Children and Families (ACF) and for Head Start Supplemental Assistant Program (HSSAP) funding is provided by Pennsylvania Department of Education (PDE) through the Office of Child Development and Early Learning (OCDEL).

Early Head Start Child Care Partnership Program

The Early Head Start Child Care Partnership Program blends the comprehensive services of Early Head Start with community childcare settings. The goals focus on raising the quality of infant and toddler care while supporting families and strengthening the early childhood workforce to families who are eligible. Services include high-quality infant and toddler care, comprehensive child and family services, family stability and continuity of care, inclusive and individualized support, stronger community partnerships, and smooth transitions to preschool.

DCIU currently partners with three early learning programs: Apple Pie Christian Academy, Smart from the Start, and The Children's Garden. At these locations, services are targeted to low-income families with children ages six weeks through 36 months. The EHS-CCP program is funded for 87 children in three locations throughout Delaware County, Chester City, Clifton Heights, and Collingdale. Funding is provided by the U.S. Department of Health and Human Services through the Administration for Children and Families (ACF).

PA Pre-K Counts

The Pennsylvania Pre-K Counts program is designed to expand access to high-quality prekindergarten classes for eligible three- and four-year-old children. The goals are to increase kindergarten readiness, strengthen social-emotional development, and provide high-quality preschool programming.

Early Childhood Education

Services include high-quality classroom instruction by certified Pennsylvania teachers, social-emotional learning supports, health and developmental screenings, nutritious meals and snacks, family engagement opportunities, inclusive services, services for English language learners, and kindergarten transition support.

The DCIU Pre-K Counts program is funded to serve over 200 children, including partner programs, in six locations throughout Delaware County: Aston, Darby, Glenolden, Drexel Hill, Holmes, and Media. Funding is provided by PDE through the Office of Child Development and Early Learning (OCDEL).

Please note, families interested in Head Start, Early Head Start, or Pre-K Counts programs should contact DCIU for additional information or registration information by calling 610-938-9000 ext. 8208 or visiting our website at <https://www.dciu.org/birth-5free-preschool-programs>.

Before and After School Care for Early Head Start, Head Start, and Pre-K Counts

Through our partnership with Right At School, the Delaware County Intermediate Unit is proud to offer high-quality before and after school care for children enrolled in Early Head Start, Head Start, and Pre-K Counts at the Aston, St. George, and Marple Education Centers. This program is designed to support working families by providing a safe, engaging, and developmentally appropriate environment that extends learning beyond the school day. Programming includes structured enrichment activities, play-based learning, and opportunities for social development aligned to early childhood best practices. Families may select flexible scheduling options to meet their needs, including before school care (7:00–8:30 AM), after school care (2:30–6:00 PM), or a combined option.

Early Childhood Classroom Services

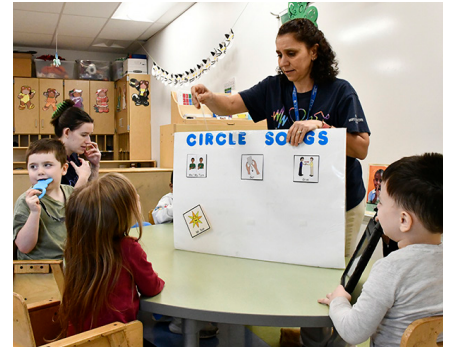
As part of our continued commitment to expanding access to high-quality early learning, the DCIU will offer toddler and preschool classrooms designed to serve children and families across the community. These classrooms will provide developmentally appropriate, research-based instruction aligned with Pennsylvania Early Learning Standards, while fostering inclusive environments that support the diverse needs of all learners. The program will operate from 8:30 a.m. to 2:30 p.m. and will be available at both the Aston Education Center and Marple Education Center.

Please note, to ensure equitable access, tuition will be offered on a sliding scale, with options for private pay as well as subsidy support based on family eligibility. This initiative represents an important step in strengthening the early childhood system by offering high-quality, accessible preschool opportunities that meet families in a responsive and supportive manner.

Early Intervention and School-Age Services

The Early Intervention and School-Age services department of the DCIU is responsible for the coordination, operation, and continuous development of early childhood and school-age programs that support children with disabilities from birth through the early school years. These services are designed to promote development, learning, inclusion, and successful participation in home, school, and community settings.

Early Childhood Education



Early Intervention

Early Intervention preschool special education and related services are provided for children ages 3 through 5 who have an identified disability or demonstrate a developmental delay of 25 percent or greater in one or more areas of development. Children may enter Early Intervention through a transition from infant/toddler services or following an evaluation requested by a parent or guardian. Services are individualized to meet each child's unique needs and are delivered in inclusive, developmentally appropriate settings whenever possible. Early Intervention services may be provided within DCIU-operated programs, through approved contract providers, or in community preschool settings, including private and childcare-based programs.

Early Intervention supports may include special education services and related therapies such as speech and language therapy, occupational therapy, physical therapy, vision services, and hearing services. All services are designed to support children's participation alongside their peers while partnering closely with families to promote growth, learning, and school readiness.

Hearing Support

Birth to Three Program for Children with Hearing Loss

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

Early Intervention Preschool Program for Children with Hearing Loss

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

Early Childhood Education

Vision Support

Birth to Three and Early Intervention Supports for Children who are Blind or Visually Impaired.

Vision services and consultation are offered in a family-centered approach to support students in their natural environment who have been diagnosed as blind or visually impaired. Teachers of the visually impaired (TVI) and certified orientation and mobility specialists (COMS) provide functional assessments, direct instruction, parent coaching, and support to related service providers to help infants and toddlers. Early Intervention services are provided to pre-school-age students in an educational environment. An array of services is offered by TVIs and COMS to support students ongoing development and access. Interpretation of medical information and the introduction of self-advocacy skills are themes across birth to three and early intervention support services.



Family Center

The Delaware County Family Center offers free activities, programs, and services to support families in raising strong, healthy, happy children. For over 30 years of program implementation, the Delaware County Family Center has been the heart of a neighborhood-centered strategy to provide comprehensive, prevention-focused services for at-risk families. The Family Centers' initiative is 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. 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. The Family Center offers evidence-based home visiting using the Parents as Teachers model, parent education, toddler play groups, car seat safety checks, family evening events, information and referral, and more. All Delaware County residents are eligible for services at our Darby, PA location and in other community-based venues.

Education Leading to Employment and Career Training - Project ELECT

A 12-month program that provides comprehensive support services to school-age pregnant and parenting students, both mothers and fathers, throughout Delaware County. All participants are provided case management, individual and group counseling, academic support, parenting education, child-development 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.

Career and Technical Education

Yamil Sanchez Rivera, Ed.D, M.Ed., MBA

Director, Career and Technical Education, Delaware County Technical Schools (DCTS)
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Responsible for the Career Technical Education (CTE) programs, including secondary CTE programs of study, Carl D. Perkins grant, Practical Nursing Program (PNP), and related adult education programs.

Delaware County Technical Schools

Delaware County Technical Schools (DCTS) provide quality career and technical education programs and services that prepares students for success in the workplace, postsecondary education, and the community. The following is a brief description of the numerous opportunities a student may actively engage in as they develop their future workplace skills 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 and long-range career plans.

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); HOSA–Future Health Professionals; 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, and OSHA.

School-to-Career Programs – DCTS, in cooperation with Business Education Partners, has established school-to-career opportunities through Cooperative 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/Inventory Management. Students who attend a DCTS Skills Start program complete the same PDE approved Program of Study task list and curriculum as students in all other DCTS programs. Skills Start programs provide a smaller class size, paraprofessional support, and curriculum presented at a slower pace. Students have the opportunity for more repetition and practice of theory and skills in their program of study.

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

DCTS Programs of Study

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

Aston Technical School

100 Crozerville Road, Aston, PA 19014 | 610-459-3050, ext. 1007

- Advertising Design and Commercial Art
- Biotechnology and Laboratory Sciences
- Computer IT Programming and Software Development
- Computer Networking and Cybersecurity
- Cosmetology
- Dental Occupations
- Early Childhood Education
- Electrical Construction Technology
- Exercise Therapy and Sports Science
- Heating, Ventilation, and Air Conditioning (HVAC)
- Medical Careers
- Teacher Preparation Academy
- Welding
- Cooperative Education (Co-Op)

Folcroft Technical School

701 Henderson Boulevard, Folcroft, PA 19032 | 610-583-7620, ext. 9233

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



Career and Technical Education



Advisory Councils

Local Advisory Committee

This committee provides overall direction for the career and technical program. It advises on the activities and issues involving 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 District Superintendents who advise DCTS administration on educational programs and policies.

Perkins Participatory Committee

The Participatory Planning Committee is comprised of members as defined in the Carl D. Perkins Career and Technical Education Reauthorization Act of 2018. 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 (PNP) is accredited by the Accreditation Commission for Education in Nursing and approved by the Pennsylvania State Board of Nursing. This program, located at the Delaware County Intermediate Unit Marple Education Campus, includes 1,500 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 achieves a 95% or better job placement for graduates seeking employment. Criminal, child abuse, and FBI clearances are required for enrollment.



Teaching and Learning

Sara Christianson, M.Ed., Director of Teaching and Learning
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The DCIU Teaching and Learning Department maintains relationships with PDE, PaTTAN, and other agencies that develop and disseminate legislation and best practices. These relationships position DCIU as uniquely qualified to support districts' professional development across a wide range of topics. DCIU's broad perspective on how districts curate and implement best practices—across the county, state, and nation—provides immediate value to locally controlled districts that access DCIU's training and consultation services. Our team provides training, coaching, and consultation services across a variety of educational initiatives, including but not limited to:

- Curriculum development and implementation
- Instructional delivery
- Assessments
- Data-driven decision-making
- Comprehensive school improvement
- STEM
- Multi-Tiered Systems of Support (MTSS)
- School climate
- Inclusive practices
- English learners
- Gifted Education
- Special Education
- Restorative Practices

Leadership and Learning: Products and Services

School Leadership Team Supports and Services

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

Strategic Planning and School Improvement

DCIU provides technical assistance to schools for the development and monitoring of comprehensive planning through the Future Ready Comprehensive Planning Portal. Supports can include facilitation and evaluation of the Comprehensive Planning processes required by the Pennsylvania Department of Education. DCIU provides technical assistance for Comprehensive School Improvement (CSI) and Additional Targeted School Improvement (A-TSI) designated schools.

Audits and Program Reviews

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

Teaching and Learning

Education Induction, Mentoring, and Supervision Models

DCIU offers support to district leaders in developing and delivering induction and mentoring for new teachers, paraprofessionals, and administrators. DCIU can provide in-person training or develop asynchronous modules for required trainings, such as: Safe Schools, school climate, bullying, equity and inclusion, trauma informed care, teacher evaluation, and other PDE mandates. Additionally, Teaching and Learning helps teams to leverage supervision and evaluation models to maximize professional growth and effectiveness. All services can be personalized to district's needs and include consultation, employee coaching, and/or professional development.

Educational Technology Services

Innovation and Inclusion Studio

This learning space is designed for educators to engage in transformative learning experiences. Professional development workshops will explore curriculum and instructional application of makerspaces, coding and 3D printing, assistive technology, drones, and esports. Additionally, resources from the Assistive Technology (AT) and STEM lending libraries can be accessed and demonstrated to build educator capacity for use with students. There are also opportunities for students to participate in school-day events and after-school programming.



Assistive Technology (AT) Supports and Services

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

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

- Low-tech/no-tech communication systems
- Low-tech tools for writing
- Low-tech tools for literacy
- Low-tech tools for daily living
- Laser-etched tactile maps
- 3D printed tactile maps
- Laser- etched tactile materials
- 3D printed braille materials

Assistive Technology Lending Library

The DCIU Assistive Technology (AT) Lending Library provides LEAs with devices for trial purposes to determine the AT needs of students with disabilities in the school environment before committing to a purchase. School teams monitor student use and collect data to determine the efficiency and effectiveness of the AT being trialed to inform their decision-making. Assistive technology available through the DCIU AT lending library includes:

- Adaptive Gaming
- Augmentative and Alternative
- Communication (AAC)
- Blindness/Visual Impairment
- Computer Access
- Mounting
- Recreation and Leisure
- Sensory Toys
- Smart Home Technology
- Switch Access/Environmental Access
- Therapy Tools
- Tools for Reading/Writing/Math

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. 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. STEM Lending Library's growing inventory is equipped with Pre-K-12 STEM materials, that include:

- 3D printers
- Robotics kits
- AR/VR devices
- Coding and programming items
- Invention kits
- Engineering is Elementary kits
- Picture Perfect STEM units

Consortium Pricing for Teaching and Learning Resources

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

- Brain Pop
- Canvas (Instructure, Inc.)
- Discovery Education
- Frontline
- Kami
- Mystery Science
- Schoology
- TeachTown

Teaching and Learning

Google Professional Services

Google Tools are an increasingly popular way to help create student-centric learning experiences, reduce reliance on paper products, and engage 21st century learners. Our trainers are experienced Google users, Google Certified Educators, and Google Certified Trainers and are poised to help 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.)
- Google CS First (a free easy-to-use introductory computer science curriculum)
- Google Applied Digital Skills
- Google Certified Educator Bootcamps (3 days; includes certification exam)

Microsoft Teams

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

Transformative Learning Models

Artificial Intelligence Services

The Teaching and Learning Department provides multi-faceted professional development to help K–12 school districts integrate artificial intelligence (AI) effectively and ethically into teaching, learning, and operations. These PD services aim to build educator capacity and digital fluency in the age of AI, ensuring both staff and students are prepared for the evolving educational landscape.

Key components of AI professional development include:

- **AI Literacy and Foundations:** Workshops and trainings that introduce educators to basic AI concepts, terminology, and applications relevant to education.
- **Classroom Integration:** Guidance on incorporating AI tools into lesson planning, formative assessment, personalized learning, and differentiated instruction.
- **Ethical Use and Digital Citizenship:** Focus on responsible AI use, addressing issues such as bias, data privacy, academic integrity, and equity.
- **Leadership and Policy Development:** Support for administrators in shaping school or district-wide AI policies, selecting tools, and ensuring alignment with curricular goals.
- **Hands-On Tool Training:** Practical sessions that familiarize educators with vetted generative AI platforms, chatbots, and content creation tools that can streamline workflow and enhance student engagement.

These services are designed to be flexible and responsive to district needs, whether through in-person workshops, virtual sessions, or coaching partnership formats.

Artificial Intelligence Community of Practice (CoP)

This group of school leadership teams convenes monthly to engage in dialogue centered on implementation of Artificial Intelligence in schools. As a parallel experience to the Artificial Intelligence Student Group, the AI CoP engages school leadership teams in critical dialogue to develop meaningful district-based AI Implementation plans. Using information gleaned from workshops led by nationally-recognized experts as well as critical questions developed by student-leaders in their district, the AI CoP immerses schools leaders in a rich experience of resources, people, and frameworks.

Curriculum Development

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

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

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

Multi-Tiered Systems of Support (MTSS)

This professional development service provides ongoing support for the effective implementation of a Multi-Tiered System of Supports (MTSS) at the school or district level. Through a structured, data-driven approach, educators will engage in continuous learning focused on key MTSS components, including universal screening, tiered interventions, progress monitoring, and data-based decision-making. Regular professional learning sessions, collaborative problem solving, and coaching will ensure that MTSS is embedded into daily instructional practices, fostering a responsive and equitable learning environment that meets the academic, behavioral, and social-emotional needs of all students.

To develop a multi-faceted implementation plan, the following components are included:

- District planning sessions and needs assessment
- Professional development workshop series
- Job-embedded coaching
- Professional Learning Community (PLC) consultation

Coaching

The mission for instructional coaching at the DCIU is to empower educators with instructional coaching and behavioral supports to create inclusive, engaging learning environments where all students succeed. The DCIU Teaching and Learning team collaborates with learning partners/adult learners to deliver innovative strategies that address student's academic and behavioral needs and lead to improved student outcomes.

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

Teaching and Learning

DCIU's coaching framework is informed by the research of contemporary education researchers including Jim Knight, Elena Aguilar, and Joellen Killion. A coaching experience consists of an initial discussion and goal setting meeting followed by 6 cycles of observation and debrief sessions to elevate teacher practices that lead to improved student outcomes.

Restorative Practices Implementation

Restorative Practices is a proactive approach to supporting the development of relationships, pro-social behavior, and fostering a positive learning environment, building social connections, and problem-solving. Services provide a comprehensive and structured approach to implementing restorative practices in schools and districts. The goal is to intentionally create and sustain a culture of respect, responsibility, and relationship-building, which supports positive academic and social outcomes for all students.

During the 2-day IIRP Restorative Practices training experience, participants will learn the fundamentals of Restorative Practices and Circles and explore practices to proactively and responsively develop and sustain relationships that foster belonging in learning environments. This training involves a two-day IIRP Restorative Practices training for leadership teams, along with coaching for strategic planning around implementation. DCIU Teaching and Learning is also poised to provide ongoing coaching to support implementation of Restorative Practices in classrooms and schools.

Delco Coalition for Student Voice and Agency

The Delco Coalition for Student Voice and Agency provides an opportunity for students to convene monthly with peers from Delaware County schools. There are currently three student groups: Artificial Intelligence, Dignity and Belonging, and Future Educators. The meetings are held monthly from October to May. These Coalition sessions give students a platform to share their research, findings, strategies, and action plans with an audience including, but not limited to school administrators, teachers, counselors, advisors, students, and families. Districts can send up to five students per group.

Artificial Intelligence

Students will come together to explore ideas and discuss the role of AI in education. Students will have opportunities to engage in student-led discussions, collaborative projects, networking, and culminating projects to share their learning.

Dignity and Belonging

Students will engage in monthly dialogue centered on action steps that students can take to increase student belonging in their school environments. Students will engage in action-research projects to produce authentic deliverables to bring back to their school communities.

Future Educators Academy

Students will explore career pathways in the field of education. During monthly sessions, participants will engage with professionals in a variety of educational roles, take part in hands-on activities, and build foundational skills to become effective future teacher leaders.

Young Writers Collective

Students will experiment with multiple genres of writing to develop their personal voice. By deepening their capacity to communicate through writing, students will discover how the art of writing is a powerful medium that gives them agency to share their ideas in the school and public community. During the monthly sessions, students will engage with writing professionals, compose multiple written works, and envision ways to share their written word. This coalition will serve as a creative and imaginative forum for students eager to grow as writers and leaders wanting to impact their community.

Professional Development Services

Training and Consultation

Professional Development Specialists, also referred to as Training and Consultation (TaC), provide technical assistance to administrators, educators, parents, paraprofessionals, and agency personnel. This technical assistance is based on priorities established under the IDEA by the Pennsylvania Department of Education (PDE), the Bureau of Special Education (BSE), and local professional development needs.

TaC staff coordinate services and professional development to ensure alignment and engagement with the following BSE priorities and initiative:

- Learning Environment and Engagement (LEEI)
 - Autism Support
 - Emotional Support
 - Positive Behavior Intervention and Supports (PBIS)
 - Behavior Management
 - Paraprofessional Trainings
- Post-School Outcomes
 - Secondary Transition
 - Independent Living skills
 - Inclusive Practices
- Collaborative Partnerships
 - Local Task Force
 - Family Engagement
 - Interagency
- Evidence Based Practices – High Incidence
 - Science of Literacy
 - Math
 - STEM
 - Multi-Tiered System of Supports (MTSS)
 - School Improvement – CSI, A-TSI, TSI supports
- Evidence Based Practices – Low Incidence
 - PASA/DLM
 - Assistive Technology
 - Multi-Disabilities
 - Blind and Visually Impaired
 - Deaf and Hard of Hearing

Behavior and Support Services

Tier 1 Behavior Services

Teaching and Learning consultants provide professional development, coaching, and consultation to support Tier 1 behaviors in schools. Through interactive workshops, we provide educators with strategies for effective classroom management, responding to challenging behaviors, maintaining composure in difficult situations, actively engaging students, and understanding behavior plans within IEPs. Beyond training, we offer personalized coaching and consultation to help educators implement evidence-based practices, refine classroom strategies, and build proactive behavior supports, including Positive Behavior Interventions and Supports (PBIS) for implementing schools, to foster positive, student-centered learning environments.

Advanced Tier Behavior Services (Tiers 2 and 3)

Our Teaching and Learning team provides professional development, coaching, and consultation to support advanced tiers of behavior intervention (Tiers 2 and 3) in schools. Through targeted workshops, we equip educators with strategies for Prevent-Teach-Reinforce (PTR), conducting Functional Behavior Assessments (FBA) and developing Positive Behavior Support Plans (PBSP), and implementing evidence-based interventions for students requiring emotional and behavioral support. Beyond training, we offer personalized coaching and consultation to help school teams apply data-driven interventions, refine individualized behavior plans, and implement PBIS at advanced tiers, ensuring students receive the structured, proactive support they need to succeed.

Teaching and Learning

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

Parent and Community Trainings

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

Customized Professional Development

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

- Multi-tiered systems of support for academics and behavior, including data analysis for district, school, and grade level teams. This includes supporting teams in gifted education, special education, inclusive practices, and differentiation.
- School climate initiatives including PBIS, Restorative Practices, and equity and inclusive practices.
- Mental health and well-being, social and emotional learning, and trauma informed care.
- Curriculum, instruction, and assessment support.
- STEM topics including Carnegie STEM Pathways, virtual and blended learning, engineering and instructional technology practices.
- Teacher coaching and/or individualized job embedded professional development.

County-Wide Special Events

Delaware County Intermediate Unit hosts a number of programs throughout each school year that are available to all public school districts, charter schools, and nonpublic schools and are designed to enhance and enrich teaching and learning throughout the county. Annually, DCIU hosts a county-wide in-service day on the first Tuesday of each November as well as the second Friday in February. Additionally, we are poised to host educational forums, consortium events, national speakers, and agency partnerships.

English Learner Services

English Learner Program

Instruction and Administration

DCIU can provide both direct and supplemental EL instruction to meet the short-term or long-term needs of schools. DCIU's certified ESL Program Specialists can deliver systematic, planned instruction in listening, speaking, reading and writing in English using our standards-aligned, language-focused curriculum or the school's curriculum. Our teachers can implement the state-required identification, reclassification, and progress monitoring processes and administer the annual English language proficiencies. DCIU can develop evidence-based teaching schedules, as well as design, train, and oversee implementation of systems for identification, assessment, progress monitoring, professional learning, and data maintenance and reporting.

EL Related Services

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

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

Educator Evaluation and Supervision Systems—The EL 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.

EL Professional Development

DCIU supports LEAs with the delivery of effective programs and ongoing improvement for multilingual learners by offering a variety of professional learning opportunities for administrators, EL teachers, and classroom and subject area teachers. Both countywide and customizable options are available for individual schools and districts. Topics may include, but are not limited to, the following:

- Second language acquisition
- Identification of ELs
- Scaffolding
- Instruction for ELs in the content areas
- Differentiated Instruction and Assessment for ELs
- Culturally competence and culturally responsive instruction
- Standards-based instruction for ELs
- Strategies to support newcomers

Teaching and Learning

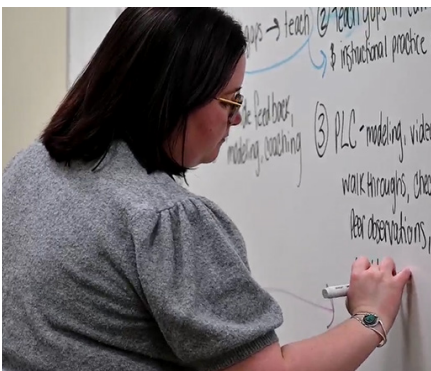
Literacy Program Supports

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 training to teachers in public schools, charter schools, nonpublic schools, and IU sites using research-based programs and methods for all aspects of literacy.

Literacy/Remedial Reading

Remedial reading services may be contracted when staff are available or services are prearranged. These services support special education students in public schools or students in DCIU center-based programs requiring individualized programming 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 may also be arranged to meet district needs.



Wilson Reading

The Delaware County Intermediate Unit, a Wilson[®] Accredited Training Partner, offers a variety of workshops and courses for professional development. Additionally, when staff are available or services are prearranged, the DCIU can provide Wilson Reading System[®] direct instruction for individual or small groups of students for Delaware County school districts.

Offerings include, but are not limited to the following:

- Foundations[®] Launch Workshops Grade level courses and ongoing coaching support
- Foundations[®] FUN HUB[®] coaching to enhance instructional planning
- Just Words[®] Launch Workshops and ongoing coaching support
- Wilson Reading System[®] (WRS) 3-Day Introductory Course
- Wilson Reading System[®] (WRS) Level I Certification with Practicum
- Wilson Reading System[®] (WRS) 3-Day Advanced Strategies for MSL (Multisensory Structured Language) Group Instruction Course
- Wilson Reading System[®] (WRS) Level II (Steps 7-12 and/or Group) Practicums to support the Online Course

Mental Health and Student Well-Being Trainings

Youth Mental Health First Aid (YMHFA)

YMHFA is designed to teach school staff how to help an adolescent (age 12-18) who is experiencing a mental health or addictions challenge or is in crisis. This training is designed for adults who regularly interact with young people. The course introduces common mental health challenges for youth, reviews typical adolescent development, and teaches a 5-step action plan for how to help young people in both crisis and non-crisis situations. Topics covered include anxiety, depression, substance use, disorders in which psychosis may occur, disruptive behavior disorders (including AD/HD), and eating disorders. This is a full-day training.

Question, Persuade, Refer (QPR) Gatekeeper Training

Key components covered in this training include how to question, persuade and refer someone who may be suicidal. Participants learn how to get help for themselves and learn more about preventing suicide. Topics include the common causes of suicidal behavior, warning signs of suicide and how to get help for someone in crisis – including local resources that can be accessed. This training is approximately 2 hours in length.

National Association of School Psychologists (NASP) PREPaRE Workshop 1

Participants will learn how to establish and sustain comprehensive school safety efforts that attend to both physical and psychological safety. The workshop addresses critical components needed to develop, exercise, and evaluate safety and crisis teams and plans and conduct building vulnerability assessments. The model also integrates school personnel and community provider roles in providing school-based crisis preparedness and response activities. Additional topics addressed also include media/social media, communication, reunification, students with special needs, culture, and memorials. After this workshop, participants will be better prepared to improve their school's climate, student resilience, and crisis response capabilities of school personnel. This is a full-day training.

NASP PREPaRE Workshop 2

The third edition of this PREPaRE workshop develops the knowledge and skill required to provide immediate mental health crisis interventions to the students, staff, and school community members who have been simultaneously exposed to an acute traumatic stressor. The knowledge and skills developed within this session = helps to build a bridge to the psychotherapeutic and trauma informed mental health response sometimes required to address challenges associated with trauma exposure. This is a 2-day course.

Continuing Professional Education (CPE)

DCIU offers courses for CPE credit, many with the option for graduate credit, both face-to-face and online. CPE course credit may be applied toward the requirements of Act 48 and for credit toward Instructional II certification.

Act 45 Courses

DCIU offers approved Act 45 courses on topics including AI Implementation in Schools, Restorative Practices, Leading with a Growth Mindset, Problem Based Assessments, Evaluating Blended Learning, Effective School System Leadership, STEM Leadership, and School Improvement Planning. Courses are delivered at DCIU's Education Service Center in Morton or in blended/online formats.

Teaching and Learning

Act 48/Graduate Courses

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

ESL Program Specialist Certification Program

The goal of the DCIU ESL Program Specialist Certification Program is to develop educators that can successfully demonstrate the candidate competencies outlined in PDE's five key domains (Language; Culture; Observing, Planning, Implementing and Managing Instruction; Assessment; and Professionalism). This certification program consists of five online courses (13 credits) and a final fieldwork experience (90 Act 48 hours). Coursework is primarily online, with some in-person or video conference meetings with instructors.

Paraeducator Training

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

Federal Programs Supports and Services

Title I: Improving America's Schools

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

Cost: Contracts are developed with school districts.

Title II-A: Professional Development Services

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

Title III: Consortium

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

Nonpublic School Professional Development Services

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

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 and/or enrichment instructional services in reading and/or 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.

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.

Equitable Participation (EP)

Children who are identified as having a learning disability and needing 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.



Student Events and Competitions

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Math 24 Challenge

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, please go to www.dciu.org/24challenge.

Delco Hi-Q

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

Delaware County Spelling Bee

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

Esports League and Tournaments

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

Girls Who Code

This club is a free program for 3rd-5th and 6th-12th grade students to join a sisterhood of supportive peers and role models using computer science to change the world. This club offers fun activities through a flexible curriculum where club members build coding skills and community as they complete coding projects.

Student Events and Competitions

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.

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.

Veterans Day Essay Contest

The Delaware County Intermediate Unit, in partnership with the U.S. Veterans Legacy Project and the Veterans National Education Project, is proud to sponsor an annual Veterans Day Essay Contest, held in conjunction with Delaware County's annual Veterans Day celebration in Media, Pennsylvania. The annual essay contest is designed to encourage Delaware County students to learn more about U.S. war history and express appreciation for those who have dedicated their lives to protecting our nation.

This contest also promotes a deeper understanding of the political, economic, and social circumstances that have led to wars throughout history. The contest is open to all Delaware County students in grades 6 through 8 enrolled in public, private, parochial, or home school programs. Students who live in Delaware County but attend school in other counties are also welcome to enter.

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Special Education

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Career and Technical Education

Early Intervention

Head Start

Technology and Network Services

Family Services

Literacy Initiatives

Work Experience Programs

Adult Programs

Alternative Education Programs



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