

## 2016 Needs Assessment for BLaST Intermediate Unit 17

1. District:

2. Date:

3. Name:

4. Position:

## 2016 Needs Assessment for BLaST Intermediate Unit 17

5. Please assess each of the comments below. Indicate the number that best represents your evaluation.

5 = superior    4 = very good    3 = good    2 = satisfactory    1 = needs improvement

The IU provides communication liaison between districts, PDE and other agencies. .... \_\_\_\_\_

The IU serves as a liaison between PDE and districts regarding state initiatives and mandates. .... \_\_\_\_\_

The IU provides special education classroom programs for school age children with disabilities. .... \_\_\_\_\_

The IU provides special education itinerant services for school age children with disabilities. .... \_\_\_\_\_

The IU develops and implements new programs and services in response to client needs. .... \_\_\_\_\_

The IU assists in providing staff development for district personnel. .... \_\_\_\_\_

The IU provides timely information to district special education contact personnel regarding rules and regulations that address student transition from Preschool to School age. .... \_\_\_\_\_

The IU provides timely information to district special education contact personnel regarding rules and regulations that address student transition from School to Work. .... \_\_\_\_\_

The IU provides timely information to district special education contact personnel regarding rules and regulations that address student transition from School to Post Secondary. .... \_\_\_\_\_

The IU provides timely information to district special education contact personnel regarding rules and regulations that address student transition from School to Adult Life. .... \_\_\_\_\_

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6. Please indicate your district's itinerant support needs – Please choose "Not Needed" in each of the pull down menus if your district does not require the service from the IU.

	NN	Same as this year	Increase is Needed	Decrease is Needed
Audiology Support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Autism Support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CLM Coaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Educational Interpreter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emotional Support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESL Instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gifted Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hearing Support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning Support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Occupational Therapy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Orientation and Mobility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physical Therapy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School Psychologist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School Social Worker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speech and Language Support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Special Education Supervision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vision Support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments (please specify):

7. Any other additional support needs not mentioned above:

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8. Please select the positions that were vacant as of December 1 and positions which your district finds difficult to fill.

	Vacant	Difficult to fill
Autistic Support	<input type="checkbox"/>	<input type="checkbox"/>
Behavior Specialist	<input type="checkbox"/>	<input type="checkbox"/>
Educational Interpreter	<input type="checkbox"/>	<input type="checkbox"/>
Emotional Support	<input type="checkbox"/>	<input type="checkbox"/>
Guidance Counselor	<input type="checkbox"/>	<input type="checkbox"/>
Hearing Support	<input type="checkbox"/>	<input type="checkbox"/>
Learning Support	<input type="checkbox"/>	<input type="checkbox"/>
Life Skills Support	<input type="checkbox"/>	<input type="checkbox"/>
Multiple Disabilities Support	<input type="checkbox"/>	<input type="checkbox"/>
Occupational Therapy	<input type="checkbox"/>	<input type="checkbox"/>
Paraprofessional	<input type="checkbox"/>	<input type="checkbox"/>
Physical Therapy	<input type="checkbox"/>	<input type="checkbox"/>
School Psychologist	<input type="checkbox"/>	<input type="checkbox"/>
School Social Worker	<input type="checkbox"/>	<input type="checkbox"/>
Speech Therapy	<input type="checkbox"/>	<input type="checkbox"/>
Special Education Supervision	<input type="checkbox"/>	<input type="checkbox"/>

**Other:**

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9. As your district works toward the State Performance Goals, how can the IU assist your district in reaching these goals? Assistance may be in the form of professional development training, workshops, facilitation or in other ways to support you. Please be as specific as possible as to your district needs. If you have no need in an area, please record N/A. The State Performance Plan (SPP) Indicators are:

- Improve graduation rates for students with disabilities.
- Decrease dropout rates for students with disabilities.
- Improve the participation and performance of students with disabilities on statewide assessments.
- Reduce suspension and expulsion rates for students with disabilities.
- Provide services for school-aged students with disabilities in the least restrictive environment.
- Provide services for preschool children with disabilities in settings with typically developing peers.
- Improve learning outcomes for preschool children with disabilities.
- Increase parent involvement in their child's special education program.
- Reduce disproportionality of racial and ethnic groups in special education.
- Reduce disproportionality of racial and ethnic groups in specific disability categories.
- Improve efforts to locate and serve students with disabilities in a timely manner.
- Ensure an effective transition from infant-toddler programs to preschool programs by the child's third birthday.
- Improve transition services for students with disabilities age 16 and above.
- Improve the outcomes for students moving from high school to postsecondary activities, including employment.
- Ensure timely correction of noncompliance in special education programs.
- Ensure that complaints filed by parents and other agencies are completed in a 60-day period.
- Ensure timely completion of due process hearings.
- Increase the use of resolution sessions to resolve due process hearings.
- Increase the use of mediation to resolve differences between families and schools.
- Make sure that data used by Pennsylvania is valid, reliable and accurate.

**Use the space below to list your district's needs:**

## **2016 Needs Assessment for BLaST Intermediate Unit 17**

### **Professional Development in Component 2 categories**

**Considering the following six categories, what specific topics, if any, do you feel would provide support to your staff through professional development programs?**

**Professional development needs may be found within two sources**

- A. Your district's own professional development needs
- B. The corrective action plan from your most recent special education monitoring

(Please be as specific as possible when listing a need.)

- 10. **Response to Intervention Including Reading, Math and Progress Monitoring**
  
- 11. **Inclusive Practices/Least Restrictive Environment (LRE)**
  
- 12. **Autism**
  
- 13. **Behavior Support**
  
- 14. **Assistive technology/Low Incidence**
  
- 15. **Interagency coordination /Transition**
  
- 16. **Other Training Needs**

## 2016 Needs Assessment for BLaST Intermediate Unit 17

Please offer your thoughts in regards to IU 17 Programs and Services:

17. **Areas of Strength (services, programs, coordination efforts, liaison of information, professional development areas, technology, etc.):**
  
18. **Areas in which the IU may need to strengthen or improve upon:**
  
19. **IU Programs/Services which should be added or expanded:**
  
20. **Are you interested in continuing with the following agreements with expenses being billed out equally to all districts?**

Infinittech	yes	no
Jeff Champagne Training Day	yes	no
  
21. **Other comments or suggestions in regard to IU 17**