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**Derry Township School District
Board of Directors Meeting
March 14, 2022
Summary Minutes - XVIII**

1. OPENING ITEMS

1.a. Call to Order

Minutes

The meeting was called to order by Dr. Cronin at 7:05 p.m. The meeting was conducted both in-person and virtually.

1.b. Roll Call

Minutes

Members in Attendance: Robert Bennett, Donna Cronin, Lindsay Drew, Maria Memmi, Mike Rizzo, Ericka Schmidt, Kathy Sicher, and Terry Singer

Members in Attendance Virtually: Lewis Shaw

Members Absent: None

Non-Voting members in Attendance: Michele Agee and Stacy Winslow

Solicitor: William Zee

Staff/Public in Attendance In-Person: Phil Ayala, Robert Breckbill, Michael Davies, Megan Hulse, Sarah Karpel, Andrea Mitchell, Anthony Potter, John Potter, Sheryl Pursel, Jason Reifsnyder, Aaron Shuman, and Cynthia Steger

Staff/Public in Attendance Virtually: Mark Anderson, Kristin Argento, Lisa Balanda, Mark Balanda, Caryn Bennett, Alicia Bohn, Catherine Burys, Cait Clark, Jen Coulter, Steve Coulter, Michelle Davies, Julie DeDonatis, Katherine English, Kelly English, Julie Erwin, Kellie Eshenour, Randy Fackler, Michelle Garrett Bell, Anna Gawel, Adam Greene, Susan Hahn, Scott Harman, Melissa Kaminski, Lindsay Koch, Heather Krahling, Missy Kunder, Donna Kupprat, David Martin, Terri Martin, Jill McGrorty, Kathleen Miller, Lindsey Nester, Kim O'Connell, Courtney Painter, Laura Pavone, Angie Persing, Jennifer Renz, Donna Rhine, Desiree Rodichok, Cory Schaffer, Kirsten Scheurich, Lindsey Schmidt, S. Schramm, Jennifer Shaffer, Todd Shaffer, Stephanie Shaw, Melissa Shultz, Jaime Smith, Tim Smith, John Spruyt, Angela Stover, Lou Verdelli, Laura Wade, Christy Walker, Christine Weaver, Shan Wu, Jennifer Zuidema, and two by phone.

Press in Attendance: Olivia Lewis

1.c. Flag Salute

1.d.Approval of Board of Directors Agenda

Approval of the Derry Township School District Board of Directors Agenda.

Minutes

Following a motion by Mrs. Memmi and a second by Ms. Drew the board agenda for this evening's meeting was approved as amended.

Vote Results

Yea: 7 Donna Cronin, Lindsay Drew, Maria Memmi, Michael Rizzo, Lewis Shaw, Kathy Sicher, Terry Singer
Nay: 2 Robert Bennett, Ericka Schmidt
Abstain: 0
Not Cast: 0

1.d.a. Amendment to Board of Directors Agenda

Minutes

Following a motion by Mrs. Memmi and a second by Mr. Rizzo the board agenda for this evening's meeting was amended and approved to move item #4, Board Officer Positions, to its published position of #2.

Vote Results

Yea: 5 Lindsay Drew, Maria Memmi, Michael Rizzo, Kathy Sicher, Terry Singer
Nay: 4 Robert Bennett, Donna Cronin, Ericka Schmidt, Lewis Shaw
Abstain: 0
Not Cast: 0

2. BOARD OFFICER POSITIONS

Minutes

Mrs. Memmi made a motion, followed by a second from Mr. Rizzo, to assign a committee to investigate whether there should be a change in the officer of the President role.

Vote Results

Yea: 6 Lindsay Drew, Maria Memmi, Michael Rizzo, Lewis Shaw, Kathy Sicher, Terry Singer
Nay: 3 Robert Bennett, Donna Cronin, Ericka Schmidt
Abstain: 0
Not Cast: 0

3. INFORMATIONAL AND PROPOSALS

3.a. Presentation - Music in Our Schools

Minutes

Mr. Buterbaugh arranged for a brass quintet to provide a presentation for those attending tonight's meeting.

3.b. President Communications

Minutes

Dr. Cronin announced the Board met in Executive Session prior to tonight's meeting to discuss Matters of Personnel and will meet in post executive session for similar discussions.

3.c. Recognition of Citizens (Agenda Items)

This is an opportunity for residents and taxpayers to address the Board on matters related to the agenda. Citizens wishing to speak should come to the microphone or raise their virtual hand. Once recognized or un-muted, please state your full name and address for the record. To provide equal opportunity, each speaker is limited to three (3) minutes. If necessary, the Board may set a maximum time for the public comment portion of any meeting.

Minutes

The following citizens were recognized by the board:

- Andrea Mitchell, Robert Breckbill, Mike Davies, Laura Pavone Melissa Kaminski, and Michelle Davies spoke to opposing item 6c, Equity Literacy Institute Presenter Agreement.

3.d. Standing Committee Meeting Report

Minutes

Dr. Cronin gave a report on the Curriculum Council Meeting that met prior to this evening's meeting and discussed the following:

- After a second reading of Carnegie Math, approval was given to bring it to the full board for approval at the April 11, 2022 meeting.

3.e. Community Correspondence Report

Minutes

Ms. Karpel reported that there was a total of 75 submissions during the month of February.

3.f. Student Representatives' Report

As per Board Policy 004.1, the purpose of having two non-voting Student Representatives on the Board is to establish a communication link between the Board of School Directors and the student body of Hershey High School. The position will serve in presenting the students' viewpoints to the Board.

Minutes

Miss Oladipo, and Miss Bogrette, gave a report that included the following:

- Spirit week
- miniTHON
- Model UN trip
- February Trojan Ten
- Third Marking Period ending

3.g. Recognition of New Extracurricular Activity/School Club

In compliance with Policy 122 - Extracurricular Activities, the listed additions of the High School Student Clubs are recognized:

- Cook to Connect Club

Minutes

In compliance with Policy 122 - Extracurricular Activities, Cook to Connect Club addition of the High School Student Clubs is recognized.

3.h. Anticipated Agenda Items for the Next Board of Directors Meeting

The following items will be on the Agenda for the next Public Board of Directors Meeting:

1. Approval of March 14, 2022 Board of Directors Summary Minutes
2. Approval of Derry Township Tax Collection Association Community At-Large Directors
3. Conference Requests
4. Field Trip Excursion - HHS Band/Orchestra - PMEA All State Festival
5. CAIU ARP IDEA Supplemental Subgrant Contract
6. Silktide Inc.

4. UNFINISHED BUSINESS

4.a. Pandemic Update

Minutes

Dr. Winslow gave a Pandemic Update that included the following:

- Six positive cases over the 14 day count
- Middle school students were assigned lockers on February 28th

- A survey of middle school students for sitting closer at lunches resulted in most wanting to be seated closer, desks moved to two feet apart, the LGI is still available for those that choose to remain six feet apart

5. CONSENT AGENDA ITEMS

The consent agenda contains routinely adopted items and items that normally do not require public deliberations on the part of the Board. A Board Member may pull items which will then be discussed and voted on separately.

Minutes

Following a motion by Mrs. Memmi and a second by Ms. Drew the Consent Agenda items, excluding item 5b-Requests for the use of facilities, were approved.

Vote Results

Yea: 9 Robert Bennett, Donna Cronin, Lindsay Drew, Maria Memmi, Michael Rizzo, Ericka Schmidt, Lewis Shaw, Kathy Sicher, Terry Singer
Nay: 0
Abstain: 0
Not Cast: 0

5.a. Approval of Summary Board of Directors Meeting Minutes

5.b. Request for the Use of School Facilities

The Administration recommends the approval of the following Requests for the Use of School Facilities. This approval is contingent upon Government regulations/restrictions regarding gatherings/meetings at the time of the event as a result of COVID-19:

Group: Capital Crush Fastpitch Softball

Date/Time: March 20, 2022 - November 6, 2022

Sundays - 3:00 p.m. - 8:00 p.m.

Requested Facility: South Field (Softball)

Event: Softball Practices & Games

Fee: None

Group: Hershey Little League

March 15 - November 20, 2022

Monday - Friday 5:30 p.m. - 10:00 p.m. (school year)

Date/Time:

Monday - Friday 9:00 a.m. - 10:00 p.m.

Saturdays - 9:00 a.m. - 10:00 p.m.

Sundays - 12:00 p.m. - 10:00 p.m.

North Field (Little League), South Field (Softball), Memorial Field, and JV Baseball Field

Requested Facility:

*****JV Baseball Field unavailable the following weekends: May 28 & 29 (Memorial Day), June 18 & 19, and August 13 & 14, 2022

Event:

Practices and Games

Fee:

None

Group:

Hershey Soccer Club

Date/Time:

Saturday, May 28, 2022 from 8:00 a.m. - 8:00 p.m.

Sunday, May 29, 2022 from 8:00 a.m. - 5:00 p.m.

Requested Facility:

322 Turf Field, Football Turf Field, HS Multi-Purpose Fields A & B, Middle School Grass Fields A & B, JV Baseball Outfield, Memorial Football Field

Event:

Memorial Day Challenge Soccer Tournament

322 Turf Field & Football Turf Field: \$35.00 per hour/per field (Approximately \$1,610.00)

Fee:

High School Multi-Purpose Fields A & B, Middle School Grass Fields A & B, JV Baseball Outfield, Memorial Football Field: \$25.00 per hour/per field (Approximately \$3,450.00)

Custodian: \$98.18 per hour (Approximately \$2,356.32)

Total Fees: (Approximately \$7,416.32)

Group: Hershey Soccer Club
Saturday, August 13, 2022 from 8:00 a.m. - 5:00 p.m.

Date/Time: Sunday, August 14, 2022 from 8:00 a.m. - 5:00 p.m.

Requested Facility: 322 Turf Field, Football Turf Field, HS Multi-Purpose Fields A & B, Middle School Grass Fields A & B, JV Baseball Outfield, Memorial Football Field

Event: Hershey Cup Soccer Tournament
322 Turf Field & Football Turf Field: \$35.00 per hour/per field (Approximately \$1,260.00)

Fee: High School Multi-Purpose Fields A & B, 2 Middle School Fields A & B, JV Baseball Field, Memorial Football Field: \$25.00 per hour/per field (Approximately \$2,700.00)

Custodian: \$49.09 per hour (Approximately \$1,079.98)

Total Fees: (Approximately \$5,039.98)

Group: Hershey Soccer Club

Date/Time: Saturday, June 18, 2022 from 8:00 a.m. - 6:00 p.m.
Sunday, June 19, 2022 from 8:00 a.m. - 5:00 p.m.

Requested Facility: 322 Turf Field, Football Turf Field, HS Multi-Purpose Fields A & B, Middle School Grass Fields A & B, JV Baseball Outfield, Memorial Football Field

Event: Summer Classic Soccer Tournament
322 Turf Field & Football Turf Field: \$35.00 per hour/per field (Approximately \$1,330.00)

Fee: High School Multi-Purpose Fields A & B, Middle School Grass Fields A & B, JV Baseball Outfield, Memorial Football Field: \$25.00 per hour/per field (Approximately \$2,850.00)

Custodian: \$49.09 per hour (Approximately \$1,219.07)

Total Fees: (Approximately) \$5,309.07)

Minutes

Following a motion by Mrs. Sicher and a second by Ms. Drew the Requests for the Use of Facilities, were approved.

Vote Results

Yea: 9 Robert Bennett, Donna Cronin, Lindsay Drew, Maria Memmi, Michael Rizzo, Ericka Schmidt, Lewis Shaw, Kathy Sicher, Terry Singer
Nay: 0
Abstain: 0
Not Cast: 0

5.c. Announcement of Staff Development Conferences

Staff Member:	Derek Dietz
Conference:	Link Crew Coordinator Training
Location:	Itasca, LA
Dates:	April 3-6, 2022
Staff Member:	Alaric Krause
Conference:	Link Crew Coordinator Training
Location:	Itasca, LA
Dates:	April 3-6, 2022

5.d. Approval of Field Trip/Excursions - Hershey Powerlifting

The Administration recommends the approval of the proposed overnight field trip/excursions as listed:

The District reserves the right to cancel the excursion based on events that could pose a heightened safety or security risk.

Group:	Hershey Powerlifting
Number of Participating Students:	5
Grade Level:	9, 10, 11, & 12
Destination:	Lombard, Illinois

<i>Purpose:</i>	USA Powerlifting High School Nationals
<i>Depart:</i>	March 22, 2022
<i>Return:</i>	March 27, 2022
<i>Trip Leader:</i>	Troy Smith, Dan Hugendubler

5.e. Course Proposal - High School

The Administration recommends the approval of the following High School course offering entitled:

- College Prep English 11: Epics, Myths, and Legends

5.f. Course Proposal - High School

The Administration recommends the approval of the following High School course offering entitled:

- HACC Intro to Business Class

5.g. Course Proposal - High School

The Administration recommends the approval of the following High School course offering entitled:

- Modern Innovation Class

5.h. Course Revision: Student World Action Class

Proposal: Rename Student World Action Class (SWAC) to Learning Through Community Service. Two courses, one for grades 9 & 10 and the other for grades 11 & 12.

6. NEW BUSINESS

6.a. Acceptance of Gift - Eagle Scout Project

The Administration recommends accepting the follow gift:

<i>Donated by:</i>	John Potter - Eagle Scout Project
<i>Item:</i>	Playground Communication Board
<i>Value:</i>	\$2,000 - 3,000

Minutes

Following a motion by Ms. Drew and a second by Mrs. Sicher the Eagle Scout Project gift of a Playground Communication Board was accepted.

Vote Results

Yea: 9 Robert Bennett, Donna Cronin, Lindsay Drew, Maria Memmi, Michael Rizzo, Ericka Schmidt, Lewis Shaw, Kathy Sicher, Terry Singer
Nay: 0
Abstain: 0
Not Cast: 0

6.b. Special Education Agreement

The Administration recommends the District accept and execute an Agreement to amicably resolve a Special Education matter in accordance with a confidential agreement between the District and the minor child/parents.

Minutes

Following a motion by Mrs. Memmi and a second by Mr. Rizzo, the Special Education Agreement was approved.

Vote Results

Yea: 9 Robert Bennett, Donna Cronin, Lindsay Drew, Maria Memmi, Michael Rizzo, Ericka Schmidt, Lewis Shaw, Kathy Sicher, Terry Singer
Nay: 0
Abstain: 0
Not Cast: 0

6.c. Approval of Presenter Agreement - Equity Literacy Institute

The Administration recommends the Board approve the listed presenter contract:

<i>Service Provider</i>	<i>Dates</i>	<i>Cost</i>
Equity Literacy Institute	July 20, 2022	\$7000.00

Minutes

Following a motion by Ms. Drew and a second from Mrs. Sicher the listed presenter was approved.

Vote Results

Yea: 6 Donna Cronin, Lindsay Drew, Maria Memmi, Michael Rizzo, Kathy Sicher, Terry Singer
Nay: 3 Robert Bennett, Ericka Schmidt, Lewis Shaw
Abstain: 0
Not Cast: 0

6.c.a. Call the Question

Minutes

A motion to Call the Question, made by Ms. Drew followed by a second from Mrs. Sicher, was approved.

Vote Results

Yea: 9 Robert Bennett, Donna Cronin, Lindsay Drew, Maria Memmi, Michael Rizzo, Ericka Schmidt, Lewis Shaw, Kathy Sicher, Terry Singer
Nay: 0
Abstain: 0
Not Cast: 0

6.d. Approval of 2022-2023 Calendar

The Administration recommends the approval of the proposed 2022-2023 school calendar.

Minutes

Following a motion by Ms. Drew and a second by Mrs. Memmi the 2022-2023 Derry Township School District calendar was approved.

Vote Results

Yea: 8 Robert Bennett, Lindsay Drew, Maria Memmi, Michael Rizzo, Ericka Schmidt, Lewis Shaw, Kathy Sicher, Terry Singer
Nay: 1 Donna Cronin
Abstain: 0
Not Cast: 0

6.e. Approval of Revised 2021-2022 Calendar

The Administration recommends the approval of the revised 2021-2022 school calendar.

Minutes

Following a motion by Ms. Drew and a second by Mrs. Memmi the revised 2021-2022 Derry Township School District calendar was approved.

Vote Results

Yea: 9 Robert Bennett, Donna Cronin, Lindsay Drew, Maria Memmi, Michael Rizzo, Ericka Schmidt, Lewis Shaw, Kathy Sicher, Terry Singer
Nay: 0
Abstain: 0
Not Cast: 0

6.f. Personnel - Resignations

The Administration recommends the approval of the following resignations:

Act 93:

Kurtz, Debra
Accounts Payable/Purchasing Assistant
District Office
Reason: Retirement
Effective: 07/31/2022

Classified:

Frantz, Kim
Administrative Assistant
Transportation
Reason: Retirement
Effective: 06/30/2022

Gacesa, Linda
Paraprofessional (Self-contained Classroom)
Middle School
Reason: Retirement
Effective: 06/08/2022

Kravets, Heather
Substitute Food Service
District-wide
Reason: Personal
Effective 02/27/2022 (retroactive)

LeHew, Diane
Administrative Assistant
High School
Reason: Retirement
Effective: 06/10/2022

Weaver, Clark
Bus Driver
Transportation
Reason: Retirement
Effective: Last day of the 2021-22 school year

Minutes

Following a motion by Mrs. Memmi and a second by Mr. Rizzo the Personnel Resignations were approved.

Vote Results

Yea: 9 Robert Bennett, Donna Cronin, Lindsay Drew, Maria Memmi, Michael Rizzo, Ericka Schmidt, Lewis Shaw, Kathy Sicher, Terry Singer
Nay: 0
Abstain: 0
Not Cast: 0

6.g. Personnel - General

1. The Administration recommends the approval of the following appointments and recognition of the following transfers:

Professional:

Barclay, Hannah (replacing Holly Miller)

Mathematics Teacher - LTS

High School

Bachelors, Step 1

Salary: \$54,306 (pro-rated)

Effective: 03/02/2022 (retroactive) through the end of the 2021-22 school year

Transfer of Classified:

Long, Amanda*

From: Cafeteria/Recess Aide

Elementary School

To: Substitute Cafeteria/Recess Aide

District-wide

Salary: \$17.22 per hour

Effective: 03/09/2022 (retroactive)

Limited Service Contract:

Garner, Tucker*

Assistant Middle School Soccer Coach

Group G, Step 8

Salary: \$2,492

Effective: 03/15/2022

2. The Administration recommends the approval of the following request in accordance with District Policy 338.1:

Bohn, Alicia*

Kindergarten Teacher

Early Childhood Center

Compensated Professional Development Leave

Effective: 01/17/2023 through the end of the 2022-2023 school year

Greene, Adam*

Kindergarten Teacher

Early Childhood Center

Compensated Professional Development Leave

Effective: 08/15/2022 through the end of the 2022-2023 school year

3. The administration recommends the approval of a salary increase in the amount of \$5,000.00 for **Sarah Karpel**, Supervisor of Community Relations and Engagement, retroactive to July 1, 2021. The salary adjustment is reflecting additional responsibilities to this Act 93 position.

*** This individual is currently an employee. Clearances are on file.**

Minutes

Following a motion by Mrs. Memmi and a second by Mr. Rizzo, the Personnel - General items were approved and transfers were recognized.

Vote Results

Yea:	9	Robert Bennett, Donna Cronin, Lindsay Drew, Maria Memmi, Michael Rizzo, Ericka Schmidt, Lewis Shaw, Kathy Sicher, Terry Singer
Nay:	0	
Abstain:	0	
Not Cast:	0	

7. DELEGATE REPORTS

7.a. CAIU

Minutes

The CAIU report was attached to the agenda.

7.b. PSBA

Minutes

The PSBA report was attached to the agenda.

7.c. Derry Township Parks and Recreation

Minutes

Mrs. Memmi gave a report on the Derry Township Parks and Recreation that included the following information:

- Held a meeting on March 9th at 7:00 pm
- Toured the new Community Center
- Elected a new chair, vice chair, and secretary
- Community Center openings if interested apply on the Derry Township web page or on Indeed
- listed upcoming township events

8. SPECIAL REPORTS

8.a. Board Members' Report

Minutes

A report was made by the following board members:

- Ms. Drew shared her attendance at the HHS musical and appreciation of the performance, last week was National Social Workers week and recognized Dee Stalnecker and Kathy Sicher for their work in this field, also shared All Things Diversity next event is tomorrow evening, Tuesday, March 15, at 7:00 p.m. with a topic of Ageism to Collaborateism.
- Mr. Singer shared the Hershey Rotary Club annual Essay Contest with the topic of The Truth produced a couple winners from Hershey: Valerie Nothnagle won 1st place advancing to the district level, Natalie Kaag won 3rd place, and Lucy Brennan received an Honorable Mention.

8.b. Superintendent's Report

Minutes

Dr. Winslow gave a report that included the following:

- Boys Basketball played Gateway Friday night
- SATs postponed Saturday due to snow, Makeup date is March 26, 2022
- Wednesday, March 16, 2022 High School Music Department Concerts
- Recognition of retirees with many years of service
- High school musical link coming soon

8.c. Board President's Report

Minutes

Dr. Cronin gave a report to express the following:

- Last weekend, sophomore Alexander Petula, won overall bronze medal, silver on the parallel bars, and bronze on the pommel horse and high bar at the Pennsylvania Men's Gymnastics Championships in Monaco Pennsylvania. He is qualified for the regional championship next month at West Point Academy.

9. RECOGNITION OF CITIZENS

This is an opportunity for residents and taxpayers to address the Board on matters related to the agenda or matters of District Governance not on the agenda. Those who speak are asked to follow the same guidelines outlined at the initial public comment portion of our meeting.

Minutes

The following citizens were recognized by the board:

- Katherine English spoke of disappointment in vote, and a book that is available in the middle school library, asked for the investigation of the board positions to be made public
- Jennifer Renz spoke to the approved 2022-2023 calendar and the earlier start date
- Melissa Kaminski spoke to the approved presenter and expressed appreciation for the opportunity for parents to attend
- Laura Pavone spoke to attending the seminar and administration addressing concerns
- Kelly English spoke of disappointment in vote and would like clarity on the information to be provided from the speaker
- Tim Smith spoke of the speaker agreement, political agenda, and will be praying for us

10. ADJOURNMENT

Minutes

The meeting was adjourned to post Executive Session at 8:28 p.m. following a motion by Mrs. Memmi and seconded by Mr. Rizzo.

Vote Results

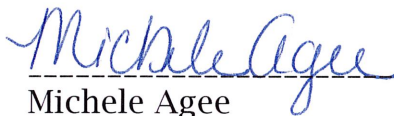
Yea: 9 Robert Bennett, Donna Cronin, Lindsay Drew, Maria Memmi, Michael Rizzo, Ericka Schmidt, Lewis Shaw, Kathy Sicher, Terry Singer

Nay: 0

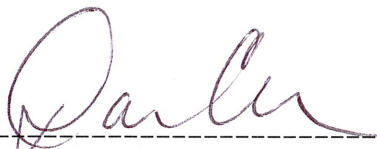
Abstain: 0

Not Cast: 0

Respectfully submitted,



Michele Agee
Secretary to the Board
March 28, 2022



Donna Cronin
Board President

Board Meeting Virtual Attendance March 14, 2022

Mark Anderson	Jill McGrorty
Kristin Argento	Kathleen Miller
Lisa Balanda	Lindsey Nester
Mark Balanda	Kim O'Connell
Caryn Bennett	Courtney Painter
Alicia Bohn	Laura Pavone
Catherine Burys	Angie Persing
Cait Clark	Jennifer Renz
Jen Coulter	Donna Rhine
Steve Coulter	Desiree Rodichok
Michelle Davies	Cory Schaffer
Julie DeDonatis	Kirsten Scheurich
Katherine English	Lindsey Schmidt
Kelly English	S. Schramm
Julie Erwin	Jennifer Shaffer
Kellie Eshenour	Todd Shaffer
Randy Fackler	Stephanie Shaw
Michelle Garrett Bell	Melissa Shultz
Anna Gawel	Jaime Smith
Adam Greene	Tim Smith
Susan Hahn	John Spruyt
Scott Harman	Angela stover
Melissa Kaminski	Lou Verdelli
Lindsay Koch	Laura Wade
Heather Krahling	Christy Walker
Missy Kunder	Christine Weaber
Donna Kupprat	Shan Wu
David Martin	Jennifer Zuidema
Terri Martin	and two by phone.

Derry Township School District
School Board Meeting
March 14, 2022

Please Sign In AND Print Your Name

Signature

Daniel B Tredinnick

Printed Name

Dan Tredinnick

Signature

Robert Brackbill

Printed Name

Robert Brackbill

Signature

Cynthia Steger

Printed Name

Cynthia Steger

Signature

Megan Hulst

Printed Name

Megan G Hulst

Signature

John Potter

Printed Name

John Potter

Signature

Anthony Potter

Printed Name

Anthony Potter

Signature

Andrea Mitchell

Printed Name

Andrea Mitchell

Signature

Michael Dawes

Printed Name

Michael Dawes

Signature

Printed Name

Signature

Printed Name

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Printed Name

Signature

Printed Name

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Signature

Printed Name

Signature

Printed Name

Cook To Connect

Our names are Gracie Pho and Anna Wetherhold. We are both freshmen of Hershey High School and are proposing to you our club, Cook To Connect, which is going to be advised by Brandon Buterbaugh. Our club's main idea is that people of different ethnic backgrounds would meet once a month for a potluck after school bringing in food from their culture. We believe that Cook To Connect will really help our schools mission of promoting diversity and allowing everyone to be comfortable with who they are. Through these really hard times with COVID it is extremely difficult for people to see one another, leaving many people lonely. Our club will bring people together while simultaneously expanding students' horizons. This club will give the students of HHS an opportunity to share with and learn about many different cultures. We will accept anyone who is wanting to join and currently estimate around 10-15 members of our club. We also do not expect to be needing any funds or money from the school. Thank you for your time and consideration.

Students proposing signature:

Gracie Pho
(Gracie Pho)

Anna Wetherhold
(Anna Wetherhold)

Faculty Advisor:

[Signature]



Derry Township School District

Administrative Office • 30A East Granada Avenue • P.O. Box 898 • Hershey, PA 17033
Phone (717) 534-2501 • Fax (717) 533-4357 • www.hershey.k12.pa.us

To: Board of School Directors

From: Jeff Smith, HHS Principal

Re: Proposal to add a club at Hershey High School

Date: 2/23/2022

On behalf of HHS students Grace Pho and Anna Wetherhold, I would like to present a recommendation to the Derry Township Board of School Directors regarding the formation of a student club entitled Cook to Connect. The enclosed proposal submitted outlines and describes the purpose of the club.

- The club is supported by a faculty advisor, Mr. Brandon Buterbaugh.
- Based on the proposal, the club supports the vision of Hershey High School and DTSD.
- The group does not have a desire to handle funds.
- Participation in the Cook to Connect Club would be open to all HHS students.
- This program does not entail a Limited Service Contract (LSC) and will therefore not include a stipend/payment to the sponsor.

Enclosures: Proposal for HHS Cook to Connect Club

Derry Township School District



Request for Field Trip Form

Date Submitted: 3/8/22

Name of Group, Class or Organization: HHS Band/Orchestra

Teacher(s) or Advisor(s): Brian Buterbaugh/Brandon Buterbaugh

Destination: Kalahari Resort - Poconos, PA

Transportation Provider: school van

Date of Departure: 4/7/22 Date of Return: 7:15am

Time of Departure: 4/9/22 Time of Return: ~5:00pm

Does this trip need board approval (overnight fieldtrip)? ☒ Yes ☐ No

Purpose of Trip: PMEA All-State Festival/In-Service Conference

Number of Students Participating: 4 Grade level(s): 9-12

Curriculum Connections

1. National Standard #2
2. National Standard #6
3. National Standard #7

Names of All Staff Participating: (Check ☒ if a substitute teacher is required)

<input checked="" type="checkbox"/> <u>Brian Buterbaugh</u>	<input type="checkbox"/> _____
<input checked="" type="checkbox"/> <u>Brandon Buterbaugh</u>	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____

Name of Volunteer Chaperones: (Check ☐ if clearances have been approved – Verify with Human Resources)

<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____

Teacher(s) or Advisor(s) Signature:  Date: 3/8/22

The Principal/Supervisor must have the emergency contact information and list of all participants prior to the date of the trip.

Field Trip Costs		Cost Per Student	Qty.	Student Subtotal	Cost Per Staff or Chaperone	Qty.	Staff / Chaperone Subtotal	Amount
A	Transportation	\$48.75	4	\$195				\$195
B	Lodging	\$149	4	\$596	\$149	2	\$298	\$894
C	Meals	INCLUDED IN REG. BELOW			\$115	2	\$230	\$230
D	Registration/Entrance Fees	\$275	4	\$1100	\$165	2	\$330	\$1430
E	Staff Substitutes	(\$129 per substitute per day)						\$516
F	Other Expenses (List):							
Total Trip Expense (Add Amounts for Lines A - F)								\$3,265
Field Trip Funding Sources					Fee	Qty.	Amount	
G	Fees paid by Student/Family							
H	Fees paid by Chaperone							
I	PTO/Booster Club (specify)							
J	Activity Account (specify)							
K	Department Budget (specify) SUBSTITUTE - 1110-000-00-810-210				\$516			
L	Other (specify) 10-1110-000-30-80-121 Code: 810 - \$1430 10-1110-000-30-80-580 Code: 580 - \$1319				\$2,749			
Total Trip Funding (Add Amounts for Lines G - L)								\$3,265

Total Trip Funding Must equal Total Trip Expense Plan

to cover costs for students with an economic hardship:

Explanation if Funding Sources are less than Field Trip Costs:

 N/A

Approval/Disapproval

Building/Supervisor's Principal:

Approved X

Disapproved _____

Assistant Superintendent for Curriculum & Instruction:

Approved X

Disapproved _____

Reason for Disapproval: _____

Principal's/Supervisor's Signature: JR A A

Date Processed: 3-8-22

Superintendent's Signature: [Signature]

Date Processed: 3-8-22

Board Approval Date (if required): March 14, 2022

Derry Township School District

STATEMENT OF PROPOSAL

- ☐ Elementary School
- ☐ Middle School
- ☒ High School

- ☒ Course Addition
- ☐ Course Revision

Title of Course: College Preparatory English 11: Epics, Myths, and Legends in Literature

(Can be offered Blended or Traditional, depending on the new high school schedule)

Date of Proposal: 12/01/2021

Length of course: ☒ Full Year
☐ Semester
☐ Marking Period

Credits: 1.0

Proposal: To add a year-long college preparatory course at the 11th grade level (replacing Media Studies, which was eliminated as a course offering).

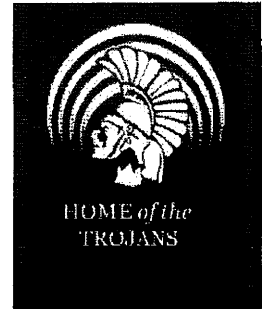
Person(s) Making Proposal: Michelle O'Brien; Erin Ives; Shari Taylor-Stuckey

Proposal Rationale Description:

Due to NCAA denial of recognition for credit, the English department lost two courses—one in the C.P. English 12 curriculum and one in the C.P. English 11. The C.P. 12 class has been replaced with When Culture Goes Pop, giving college preparatory seniors four English course options; however, college preparatory juniors have been left with only three options.

Systemic Impact:

1. This course will offer C.P. juniors another option for their 11th grade English requirement, thus offering more student choice in terms of the vehicle (literature) through which to learn and/or deepen reading/writing/speaking/listening skills, in addition to, analysis and critical thinking skills.
2. These high-interest genres and texts may prompt some students to take this course as an elective in addition to an A.P./honors level English.
3. Another C.P. English option may affect the class sizes of the other C.P. English 11 courses and may change the landscape of the courses that one or more English teachers teach in their schedule.



Cost Upfront: No additional teachers will be needed as this course will function within our current teaching schedule. There may be additional textbook/trade books or ancillary costs that will be budgeted for the 2022-2023 fiscal year.

Cost Ongoing: None

Long Term Cost: ex. Licenses, Certifications, etc: None

Date of Implementation: 2022-2023 School Year

The following checklist outlines suggested guidelines for reviewing a planned course of study. This document may be used as the planned course is being developed or as a means of determining whether or not any changes need to be made in existing courses before submission to the Curriculum Council for review. It is not intended that every item be met as criteria necessary for approval. The items are intended to guide planned course development.

1. Are the following components clearly included in the planned course document?

Chapter 4 Requirements

	<u>Yes</u>	<u>No</u>
* Standards to be achieved by all students	<input checked="" type="checkbox"/>	<input type="checkbox"/>
* Content:		
* Materials	<input checked="" type="checkbox"/>	<input type="checkbox"/>
* Approximate Instructional Time	<input checked="" type="checkbox"/>	<input type="checkbox"/>

District Requirements (does the planned course match the district's)

* Goals	<input checked="" type="checkbox"/>	<input type="checkbox"/>
* Mission statement	<input checked="" type="checkbox"/>	<input type="checkbox"/>
* Scope and sequence	<input checked="" type="checkbox"/>	<input type="checkbox"/>

2. Will this planned course require new/revised/additional instructional materials?
If yes, demonstrate the need and estimate the cost.
 - A. Equipment: None
 - B. Professional Development: Curriculum Writing days; texts to read for content
 - C. Unique Space Needs: None
 - D. Other: None
3. How do the planned courses take into account the entrance level expectations of colleges and universities as well as the expectations of the business and industry community?
(Grades 9-12 only.)

Exposure to seminal works such as epic poems like *The Odyssey* and *Sundiata* (Old Mali), global creation stories from numerous cultures (e.g. Judeo-Christian, Native American, Norse, Japanese, Sumerian, Mayan, etc.), Classical Greek and other cultures' mythology (from many cultures), and legends (such as the Arthurian Legend, the Legend of El Dorado, or the Chinese Zodiac Legend) will further prepare students to make connections to works that are highly alluded to and give them both a classical and a global foundation of the genres and works studied, essential for students planning to attend college and important for all adults to function in the world beyond the classroom. Critical thinking and making connections will also be skills emphasized throughout the year.

4. How does the planned course prepare students for the achievement of the standards at the next transitional level?

The proposed course will be based on the skills taught in all other C.P. English 11 courses; the vehicle (or literature) to deliver the teaching of those skills will be epics, myths, and legends that cross time periods, geographic origins, and cultures. While the skills taught will be the same as other C.P. 11 classes, the content to deliver those skills will differ. Yes, while there will be an examination of the archetype of the hero and there will be the inclusion of the stories of many cultures, this course seeks to synthesize and celebrate the glorious similarities and differences of humanity through literature. As the American mythologist Joseph Campbell writes in *The Hero with a Thousand Faces*, no matter what story we are listening to or from where a story originates, "it will always be one, shape-shifting yet marvelously constant story that we find." The course seeks to find humanity through its stories and connect students to and through that tradition. Further, it strives to diversify the literary canon our students encounter without focusing on race.

While this course examines three specific genres, the secondary goal (besides the skill sets to be taught recursively) is to show the universality of the human experience through archetypal characters (e.g. the trickster, the hero, the villain, etc.), universal themes (e.g. origin stories, good v. evil, self-actualization), and common story-telling tropes (e.g. oral

tradition; evolution of a story over time to show the changing values of a specific culture, etc) and help students make connections both to other works they encounter and to their personal lives and the world around them, including how many of these stories are ingrained into our popular culture today. A variety of media to teach the texts will be employed.

The emphasis of the Grades 11-12 band is analytical thinking and writing, which this course will seek to address through small and large group discussion, collaborative and individual learning experiences, inquiry-based assessments—such as student-driven projects—and both expository and narrative writing, thus helping college preparatory students be prepared for the senior level English courses and beyond.

Derry Township School District

STATEMENT OF PROPOSAL

- ☐ Elementary School
☐ Middle School
☒ High School

- ☒ Course Addition ☐ Course Revision

Title of Course: HACC Introduction to Business

Date of Proposal: September 10, 2021

- Length of course: ☐ Full Year
 ☒ Semester
 ☐ Marking Period

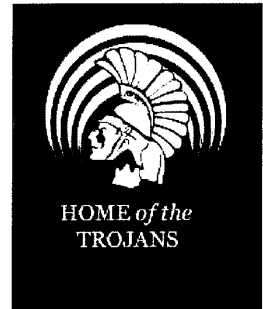
Credits: .5 HHS / 3 HACC

Proposal: Offer "HACC Introduction to Business" course as an HHS business department semester elective. Students earn .5 HHS elective credits AND 3 HACC college credits valid at most colleges including nearly all PA universities (Pitt, Penn State, Temple, state systems schools, etc.).

Person(s) Making Proposal: Mr. Scott Stine, MBA, M.Ed.

Proposal Rationale Description:

- HACC Introduction to Business: Introduces students to the broad field of business. This course covers an overview of the basic functions of business including management, marketing, finance, accounting, and human resources. The course also introduces students to basic economic systems and discusses the importance of ethics and corporate social responsibility to business success.
- Introduction to Business is a required course in eight HACC programs and an optional elective in two HACC programs, making it one of the most versatile courses HACC offers.
- Students can elect to take the course for HHS credit or HHS & HACC credit. HACC 3-credit option costs \$230. HACC credit is optional, paid for by the student, and is significantly discounted from HACC's sponsored school district rate.



- Current Fall 2021 Total Undergraduate Cost for a 3 credit course:

HACC CHS - \$230

HACC Dual Enrollment - \$518

HACC Sponsored School District - \$676

Bloomsburg University - \$1,444

Penn State University - \$2,295

- Local high schools currently offering HACC CHS:

Lower Dauphin, Palmyra, Milton Hershey, Annville-Cleona, Harrisburg Sci-Tech, Mechanicsburg, Cedar Cliff, Red Land, and Cumberland Valley.

Systemic Impact:

- Universally accepted credits at a fraction of the cost

- Students build confidence to tackle college having already taken and earned college credit in high school.

- Introduction to Business is a required course in eight HACC programs and an optional elective in two HACC programs, making it one of the most versatile courses HACC offers.

- Students earn college credit at a fraction of the cost of college for taking their HHS courses during the school day. ($1/10^{\text{th}}$ the cost of Penn State; $1/3^{\text{rd}}$ the standard sponsored school district HACC cost)

- Lowest possible price for HACC credit: \$230.

- Opens the door for more "college in high school" courses at HHS and establishes a relationship with community college for future opportunities.

Cost Upfront: \$0 - No cost, open source electronic textbook likely *This is a change from past years where a physical textbook purchase was required.*

Cost Ongoing: \$0 - No annual or reoccurring costs

Long Term Cost: ex. Licenses, Certifications, etc: \$0 - Teachers with appropriate master degrees* may teach corresponding undergraduate level courses as adjunct professors. (* master degree in the subject taught -or- non-related master degree and at least 18 credits in the subject taught)

Date of Implementation: 2022-2023 School Year

The following checklist outlines suggested guidelines for reviewing a planned course of study. This document may be used as the planned course is being developed or as a means of determining whether or not any changes need to be made in existing courses before submission to the Curriculum Council for review. It is not intended that every item be met as criteria necessary for approval. The items are intended to guide planned course development.

1. Are the following components clearly included in the planned course document?

Chapter 4 Requirements

	<u>Yes</u>	<u>No</u>
* Standards to be achieved by all students	<input checked="" type="checkbox"/>	<input type="checkbox"/>
* Content:		
* Materials	<input checked="" type="checkbox"/>	<input type="checkbox"/>
* Approximate Instructional Time	<input checked="" type="checkbox"/>	<input type="checkbox"/>

District Requirements (does the planned course match the district's)

* Goals	<input checked="" type="checkbox"/>	<input type="checkbox"/>
* Mission statement	<input checked="" type="checkbox"/>	<input type="checkbox"/>
* Scope and sequence	<input checked="" type="checkbox"/>	<input type="checkbox"/>

2. Will this planned course require new/revised/additional instructional materials?

If yes, demonstrate need and estimate cost.

A. Equipment: Regular HHS Classroom with internet, projector, and sound system.

B. Professional Development: None Needed - Teachers with MBA degrees are eligible HACC adjunct professors for business and management courses.

C. Unique Space Needs: None - Regular HHS Classroom

D. Other:

3. How do the planned courses take into account the entrance level expectations of colleges and universities as well as the expectations of the business and industry community?

(Grades 9-12 only.)

HACC Introduction to Business is an entry level, college business course.

4. How does the planned course prepare students for the achievement of the standards at the next transitional level?

HACC Introduction to Business is a next transition level, "college in high school," course enabling students to earn 3 college credits.

Derry Township School District

STATEMENT OF PROPOSAL

- ☐ Elementary School
☐ Middle School
☒ High School

- ☒ Course Addition ☐ Course Revision

Title of Course: Modern Innovation

Date of Proposal: 12/3/2021

Length of course: ☐ Full Year
 ☒ Semester
 ☐ Marking Period

Credits: .5

Proposal: To add a semester-long elective course appealing to the unique needs of gifted students while also allowing any student to join.

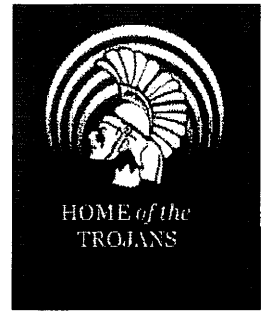
Person(s) Making Proposal: Samantha Grey

Proposal Rationale Description:

Modern Innovation would be a project-based course enabling students to create a solution to a problem that currently exists or improve upon a current solution. Throughout the course, students would follow a Shark-Tank-esque format, learning how to identify problems, propose solutions, understand the financial and manufacturing sides of modern innovation, and pitch proposals.

Systemic Impact:

Gifted students at Hershey High School need additional electives that allow them to explore their creativity and higher order thinking skills in a non-traditional academic way. While this course would be open to any student, it would be targeted for students who have been previously identified by the district as Gifted.



Cost Upfront: n/a

Cost Ongoing: Unknown - but potential materials needed for student projects

Long Term Cost: ex. Licenses, Certifications, etc: n/a

Date of Implementation: 2022 school year

The following checklist outlines suggested guidelines for reviewing a planned course of study. This document may be used as the planned course is being developed or as a means of determining whether or not any changes need to be made in existing courses before submission to the Curriculum Council for review. It is not intended that every item be met as criteria necessary for approval. The items are intended to guide planned course development.

1. Are the following components clearly included in the planned course document?

Chapter 4 Requirements

	<u>Yes</u>	<u>No</u>
* Standards to be achieved by all students	<input checked="" type="checkbox"/>	<input type="checkbox"/>
* Content:		
* Materials	<input checked="" type="checkbox"/>	<input type="checkbox"/>
* Approximate Instructional Time	<input checked="" type="checkbox"/>	<input type="checkbox"/>

District Requirements (does the planned course match the district's)

* Goals	<input checked="" type="checkbox"/>	<input type="checkbox"/>
* Mission statement	<input checked="" type="checkbox"/>	<input type="checkbox"/>
* Scope and sequence	<input checked="" type="checkbox"/>	<input type="checkbox"/>

2. Will this planned course require new/revised/additional instructional materials?

If yes, demonstrate need and estimate cost.

A. Equipment: Potential use of tech equipment to fabricate student projects

B. Professional Development: 2 days for course development

C. Unique Space Needs: Classroom or Makerspace

D. Other: Potential need for materials to create student projects

3. How do the planned courses take into account the entrance level expectations of colleges and universities as well as the expectations of the business and industry community?

(Grades 9-12 only.)

The skills taught and applied in this course will directly coincide with the expectations of colleges and universities as well as the business and industry community. Students will be required to use higher order thinking skills to identify problems and solutions while also using business and industry skills to create products to facilitate their solutions.

4. How does the planned course prepare students for the achievement of the standards at the next transitional level?

This course will provide students with real-world skills needed to problem solve at the next transitional level. Students will also have the opportunity to continue the exploration of their identified problems and solutions as they move forward in their lives.

Derry Township School District

STATEMENT OF PROPOSAL

- ☐ Elementary School
☐ Middle School
☒ High School

- ☒ Course Addition ☒ Course Revision



Title of Course: Student World Action Class (SWAC) to be renamed Learning through Community Service

Date of Proposal: November 9, 2021

Length of course: ☐ Full Year
 ☒ Semester
 ☐ Marking Period

Credits: .50

Proposal:

I am proposing to revise the current course as two new courses to meet the needs of all students, grades 9-12. This proposal is for a revised version of Student World Action Class (SWAC), and it would be an elective for 9th and 10th grade students.

--Class would meet in person for a semester (.50 credit)

--The focus would still be community service but would also include structured activities around executive functioning, organization, community-building, decision-making, self awareness and social awareness.

--Organized service activities would be centered on the school community

--Students could identify their interests and investigate how they can serve the community in the future

--Link Crew Leaders could assist students who have academic concerns and/or those who may struggle with connecting to the school community

Person(s) Making Proposal: Barbara Clouser

Proposal Rationale Description:

Currently, the Community Service (SWAC) course is a .5 credit, full-year course that is focused on community service and volunteering. It is fully asynchronous, and students have to work independently to access course materials and complete assignments. There is no in-person instruction and students are expected to work through course materials during assigned study halls and outside of the school day. While the course is open to

students grades 9-12, it is apparent that 9th and 10th graders could benefit from in-person instruction and support.

This course revision would allow us to offer 9th and 10th graders more support as they transition to high school. They would learn the benefits of community service while practicing good study habits and connecting with others in their school community. Link Crew Leaders would be able to use their leadership skills to support students both academically and socially; these leaders will assist the teachers as needed.

Systemic Impact:

This course would be an additional in-person elective option for 9th and 10th graders.

Link Crew Leaders can assist teachers as needed.

Instructors will utilize the SEL Coach for course development and implementation.

Cost Upfront: summer curriculum hours to create course (TBD)

Cost Ongoing: Possible PD for instructors (webinars, etc. as available)

Long Term Cost: ex. Licenses, Certifications, etc:

Date of Implementation: August 2022

The following checklist outlines suggested guidelines for reviewing a planned course of study. This document may be used as the planned course is being developed or as a means of determining whether or not any changes need to be made in existing courses before submission to the Curriculum Council for review. It is not intended that every item be met as criteria necessary for approval. The items are intended to guide planned course development.

1. Are the following components clearly included in the planned course document?

Chapter 4 Requirements

- * Standards to be achieved by all students
- * Content:
 - * Materials
 - * Approximate Instructional Time

Yes No

<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>

District Requirements (does the planned course match the district's)

- * Goals
- * Mission statement

<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>

* Scope and sequence



2. Will this planned course require new/revised/additional instructional materials?
If yes, demonstrate need and estimate cost.

A. Equipment: Students will use Canvas and district-provided iPads.

B. Professional Development: Link Crew training updates and Social-Emotional training as needed. (*This would benefit the proposed Link Crew Leadership course, Community Service Learning course, revised SWAC course - Leading Through Community Service course.)

C. Unique Space Needs:

D. Other:

3. How do the planned courses take into account the entrance level expectations of colleges and universities as well as the expectations of the business and industry community?
(Grades 9-12 only.)

This will provide students with opportunities for serving the community, practicing good study habits and time management while also earning elective credit for graduation.

4. How does the planned course prepare students for the achievement of the standards at the next transitional level?

This course is designed to expose our 9th and 10th graders to opportunities for serving the community while also assisting with transition to a more individualized high school environment.

Playground Communication Board

Eagle Scout Project Proposal

John Potter

jpotter@hershey.k12.pa.us

OVERVIEW

For my Eagle Scout Project, I am proposing to donate a playground communication board to Derry Township School District, for use at the Hershey Elementary School playground. (See attached examples)

BACKGROUND

Many pre-verbal and non-verbal students use a communication board in their classroom to convey what they want and need. These same students can be limited on the playground because of limited access to these boards, or because their boards are not geared to the playground. The benefit of having any communication board is that it allows the user to express their immediate needs and preferences. A communication board also provides a way for these students to learn and practice more advanced communication skills. Before making this proposal I spoke with Mrs. Funck, the elementary school principal, about the communication board, and she said that the elementary school could benefit from the communication board. I have also contacted Ms. Erin Rosensteel, a district special education teacher, and she has said that she thinks this is an amazing idea, and that she would help me through the design process.

SPECIFICATIONS

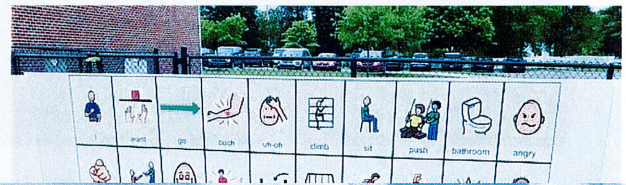
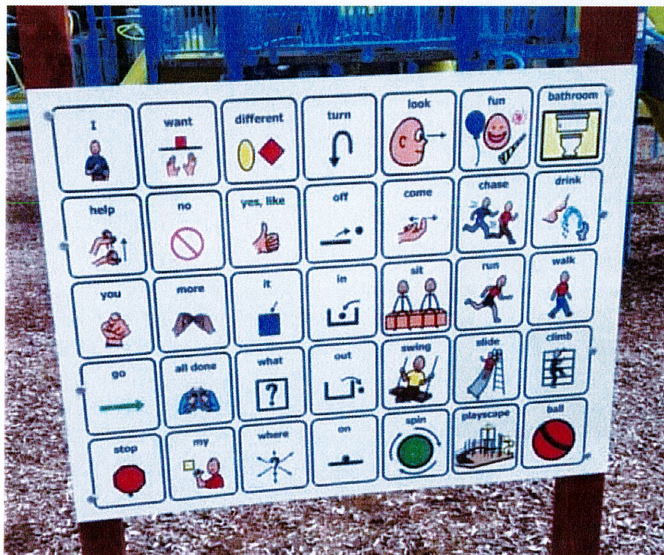
The communication board that I am proposing, will be customized to meet the needs of the district students who will be using it. I will be working with the special education teachers, as well as the speech and language pathologist to make sure there is parity between the boards the students use in the classroom and the playground communication board.

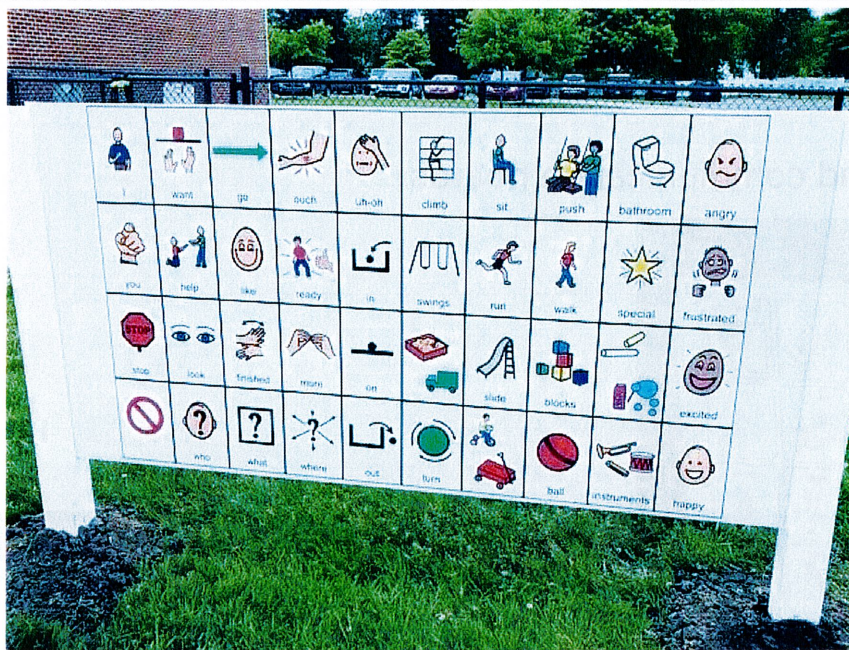
I would estimate the value of this project around the \$2000-\$3000 range, depending on the finish, the size, and the company used to print and install the board.

I plan on having the board made out of vinyl or acrylic, in order to ensure it will be long lasting, durable, and weather resistant. In addition, it will be supported by solid wood core PVC posts, or something similar to, again, ensure its durability.

I plan on having the board installed in the first few weeks that school is out for the summer of 2022. By having it installed after the school year has ended the risk of student injury is minimized, it will make it easier to schedule with the installation company, there is no disruption to the learning of students, and there is no disruption to the use of the playground because of installation.

Examples of playground communication boards







100 Sunrise Avenue
Columbia, SC 29205
ph: (703) 593-9353
email: gorski@EquityLiteracy.org
web: www.EquityLiteracy.org/

Scope of Work/Estimate

January February 4, 2022

Summary of Fee and Expenses

Service	Cost	Notes
Day-long in-person equity curriculum workshop led by Katy Swalwell	\$7,000	Inclusive of all expenses
TOTAL	\$7,000	Payable to Equity Literacy Institute LLC

Signed:

Paul C. Gorski, Director, Equity Literacy Institute

2022 - 2023

Derry Township School District

July 2022

of Days: Elem-0 Sec-0 Staff-0

Su	M	T	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

	Weekend/Summer Recess
	Significant Date/Event
	Early Dismissal for Students
	No School, Students
	No School, Students & Staff
	2 Hour Late Start

August 2022

of Days: Elem-8 Sec-8 Staff-11

Su	M	T	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August

8-10 - Orientation/Induction
 15-17 - In-Service
 17 - Bridge Day (6th and 9th Grade Students Only)
 22 - First Day for Students

September 2022

of Days: Elem-20 Sec-20 Staff-20

Su	M	T	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

September

2-5 - Labor Day Recess
 6 - 2 Hour Late Start

October 2022

of Days: Elem-19 Sec-19 Staff-20

Su	M	T	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

October

5 - No School, Students & Staff
 10 - No School, Students;
 Staff Inservice
 11 - 2 Hour Late Start
 28 - End of Marking Period 1

November 2022

of Days: Elem-17 Sec-19 Staff-19

Su	M	T	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

November

18 - 6th Grade Conferences (No School for 6th Grade Students); Act 80 Day 6th Grade Only; End of 1st Trimester
 21-22 - Act 80 Day; Elem Conferences (No School for K-5 Students)
 23-25 - Thanksgiving Recess
 28 - 2 Hour Late Start

December 2022

of Days: Elem-16 Sec-16 Staff-16

Su	M	T	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

December

22 - Early Dismissal
 23-30 - Winter Recess

January

2 - Winter Recess
 12 - End of Marking Period 2
 13 - Teacher Workday (No School for Students)
 16 - Martin Luther King Day
 17 - 2 Hour Late Start

February

20 - President's Day
 21 - 2 Hour Late Start
 28 - End of 2nd Trimester

March

9 - Act 80 Day; Elementary Conferences (No School for K-5 Students)
 10 - Act 80 Day; Elementary Conferences/6-12 In-Service (No School for Students)
 13 - No School, Students & Staff
 14 - 2 Hour Late Start
 24 - End of Marking Period 3

April

5-7 - Spring Recess
 10 - Staff In-Service/Trade Day (No School for Students)
 11 - 2 Hour Late Start

May

29-Memorial Day
 24-26, 30 & 31 Finals, Early Dismissal for High School Only (Tentative)

June

1 - Finals, Early Dismissal for High School Only (Tentative)
 1 - Graduation
 2 - Last day for Students; End of Marking Period 4; End of 3rd Trimester; Early Dismissal

January 2023

of Days: Elem-19 Sec-19 Staff-20

Su	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February 2023

of Days: Elem-19 Sec-19 Staff-19

Su	M	T	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

March 2023

of Days: Elem-20 Sec-21 Staff-22

Su	M	T	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April 2023

of Days: Elem-16 Sec-16 Staff-17

Su	M	T	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

May 2023

of Days: Elem-22 Sec-22 Staff-22

Su	M	T	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

June 2023

of Days: Elem 2 Sec-2 Staff-2

Su	M	T	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Marking Period End Dates

Quarter Marking Periods (Sec.)

First: Oct. 28 (46 days)
 Second: Jan. 13 (44 days)
 Third: March 24 (46 days)
 Fourth: June 2 (45 days)

Trimester Periods End Dates (Elem)

First: November 18 (61 days)
 Second: February 28 (59 days)
 Third: June 2 (61 days)

Student and Staff Days

Total Student Days - Elementary 181*
 Total Student Days - Secondary 181*
 Total Staff Days 190*

(New Teachers 193*)

* Includes Act 80 days

Regular School Hours

Secondary: 7:38 a.m. - 2:33 p.m.
 Elementary: 8:40 a.m. - 3:35 p.m.

Makeup Days

April 5

If needed, additional make-up days for K-11 will begin June 5

2021-2022 Derry Township School District

Adopted: 03/08/21
Revised: 04/12/21, 06/14/21,
3/14/22

July 2021						
# of Days: Elem-0 Sec-0 Staff-0						
Su	M	T	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

August 2021						
# of Days: Elem-2 Sec-2 Staff-6/8						
Su	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

September 2021						
# of Days: Elem-20 Sec-20 Staff-20						
Su	M	T	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

October 2021						
# of Days: Elem-20 Sec-20 Staff-21						
Su	M	T	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

November 2021						
# of Days: Elem-17 Sec-19 Staff-19						
Su	M	T	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

December 2021						
# of Days: Elem-17 Sec-17 Staff-17						
Su	M	T	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

	Weekend/Summer Recess
	Significant Date/Event
	Early Dismissal for Students
	No School, Students
	No School, Students & Staff
	2 Hour Late Start

August
16-18 - Orientation/Induction
23-25 - In-Service
25 - Bridge Day (6th and 9th Grade Students Only)
30 - First Day for Students

September
3,6- Labor Day Recess
7 - 2 Hour Late Start

October
11-No School, Students;
Staff In-Service
12 - 2 Hour Late Start

November
5 - End of Marking Period 1
19 - 6th Grade Conferences (No School for 6th Grade Students); Act 80 Day 6th Grade Only; End of 1st Trimester
22-23 - Act 80 Day; Elem Conferences (No School for K-5 Students)
24-26 -Thanksgiving Recess
29 - 2 Hour Late Start

December
23 - Early Dismissal
24, 27-31 - Winter Recess

January
17 - Martin Luther King Day
21 - End of Marking Period 2
24 -Teacher Workday (No School for Students)
25 - 2 Hour Late Start

February
21 - President's Day
22 - 2 Hour Late Start
28 - End of 2nd Trimester

March
10-Act 80 Day; Elementary Conferences
(No School for K-5 Students)
11 - Act 80 Day; Elementary Conferences/6-12 In-service
(No School for Students)
14 -No School, Students & Staff
15 - 2 Hour Late Start
25 - End of Marking Period 3

April
13-15 - Spring Recess
18 - Staff In-Service/Trade Day (No School for Students)
19 - 2 Hour Late Start

May
30 - Memorial Day
31 -Finals, Early Dismissal for High School Only (Tentative)

June
1-3, 6-7 - Finals, Early Dismissal for High School Only (Tentative)
8 - Last day for Students; End of Marking Period 4; End of 3rd Trimester; Early dismissal; Graduation
9 - Make-up day, Act 80 Day (No School for Students)

January 2022						
# of Days: Elem-19 Sec-19 Staff-20						
Su	M	T	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

February 2022						
# of Days: Elem-19 Sec-19 Staff-19						
Su	M	T	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

March 2022						
# of Days: Elem-20 Sec-21 Staff-22						
Su	M	T	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April 2022						
# of Days: Elem-17 Sec-17 Staff-18						
Su	M	T	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May 2022						
# of Days: Elem-21 Sec-21 Staff-21						
Su	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June 2022						
# of Days: Elem-6 Sec-6 Staff-6						
Su	M	T	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Regular School Hours

Secondary: 7:38 a.m. - 2:33 p.m.
Elementary: 8:40 a.m. - 3:35 p.m.

Make-up Days (in order)

April 13
April 14
If needed, additional make-up days for K-11 will begin June 9

Marking Period End Dates

Quarter Marking Periods (Sec.)

First: Nov. 5 (47 days)
Second: Jan. 21 (45 days)
Third: March 25 (41 days)
Fourth: June 8 (48 days)

Trimester Periods End Dates (Elem)

First: Nov. 19 (57 days)
Second: Feb. 28 (59 days)
Third: June 8 (65 days)

Student and Staff Days

Total Student Days - Elementary 181*
Total Student Days - Secondary 181*
Total Staff Days 190*
(New Teachers 193**)

* Includes Act 80 days

**Includes three new teacher orientation days



All-in!

NEWSLETTER

Executive Director's Report

February 2022

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Executive Director

Dr. Thomas Calvecchio

Assistant Executive Director

Maria Hoover

Director of Educational Services

Dr. Andrew McCrea

Director of Student Services

Daren Moran

Director of Business and Operations

David Martin

Director of Technology Services

Our Mission

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

Our Vision

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

In this issue

- 3 From the Executive Director's Desk
- 4 History Untold
- 7 Cyber Security
- 8 The Pronoun Challenge
- 9 Noteworthy: #BeGreat and #ChangingLives
- 10 CAIU Compliments
- 11 Welcome New Hires!
- 12 Opportunities to Do Good

Front cover: [Capital Area Intermediate Unit](#) raised more than \$31,500 to purchase coats for children in need for all four Perry County School Districts! [Learn more.](#)

Share your stories, student successes, and #changinglives moment!

Email All-In! Newsletter or social media content to communications@caiu.org.



All-in!
NEWSLETTER

Executive Director Report
All-In! Newsletter
February 2022
2021-2022, Issue 8
© Capital Area Intermediate Unit



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From the Executive Director's Desk

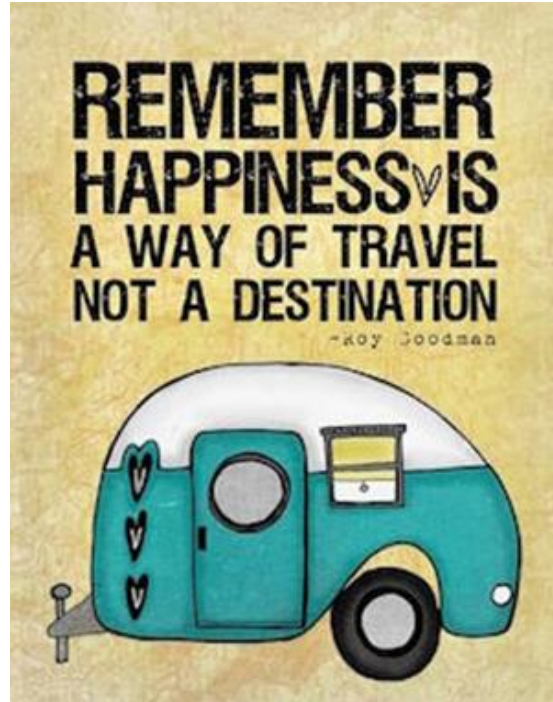


Happiness and Empathy

Following up on CAIU's All Staff Day Keynote presentation on Happiness by Kim Strobel, I found myself wanting to take a deeper dive into happiness and how it influences how we interact with others. We have all struggled in some way with the pressures brought to bear by current events. At a time when we need each other more than ever, perhaps the opportunity to cultivate our own happiness is a way to be there for ourselves and others, increasing our collective wellbeing.

Kim shared with us the factors impacting, positively and negatively, our own happiness: genetics, our own internal landscape and belief systems, as well as, external factors. Not surprising, research has identified that people have a variety of beliefs about the nature of happiness. Some believe it to be the product of internal beliefs; some think it is heavily influenced by uncontrollable (external) factors. Some think we have a happiness set point, that may vary up or down, but always gets back to level; some think happiness can change significantly over time. All theories are undoubtedly true for the believer. If you are someone that is finding happiness elusive, it may be helpful to remind yourself that our thoughts and belief systems are as flexible as we want them to be, and, therefore, we are capable of choosing something different. Happiness can be practiced, and like other abilities, increased with repetition.

No matter where you fall on the spectrum of happiness beliefs, you may be surprised to find out that our beliefs around happiness influence how we



interact with others, specifically around the expression of empathy. Empathy is described as the ability to sense other people's emotions. Those that believe happiness is flexible, controllable, and stems from your internal beliefs are more likely to demonstrate an empathic response to another.

If you are open to the possibility that how you feel about happiness influences how you show up with others, would you consider undertaking activities that increase your happiness? If so, consider taking Kim up on her advice. Start a gratitude

journal. Write three things in it that you are thankful for each day.

Make it easy and use Kim's [gratitude tracker](#). Even easier and tied directly to supporting others, a two-fer of sorts, increases your own happiness by praising another. A small note, email, or text to share a positive affirmation or thanks, boosts your own joy and theirs too. Another two-fer is connecting with others. It turns out that happiness is quite contagious. You can also increase your happiness, and that of others, by engaging in random acts of kindness.

What are some of your ideas on increasing happiness and our ability to show up with empathy for others?

Dr. Andria Saia (she/her/hers)
Executive Director



History Untold

Racism in America

What it Told Us

History Untold: Racism in America

*Article by: Michaella Fickes, Myisha Freeman,
Julie Mestemaker and Jamie VanMeter*

“History Untold: Racism in America” was a three day training and powerful experience in Montgomery, Alabama. The training included visits to the Equal Justice Institute Legacy Museum, The National Memorial for Peace and Justice, and the Rosa Parks Museum, to explore America’s violent, and ongoing, history with slavery, racism and lynchings and its lasting impact and implications for our modern education system. As four social workers, (Michaella Fickes, Myisha Freeman, Julie Mestemaker and Jamie VanMeter) committed to awareness, accuracy and social justice, we want to share a social work perspective of the life-changing, lasting impact of this training. Together we share our standout moments to help paint a full experience of what it was like to be in the birthplace of Civil Rights, where so much incredible social justice work started and how the work is still not done.

The Equal Justice Initiative Legacy Museum: From Enslavement to Mass

Incarceration explores the history of racial inequality and its relationship to a range of contemporary issues from mass incarceration to police violence. Using technology, the museum depicts the enslavement of African Americans, the evolution of racial terror lynchings, legalized racial segregation and racial hierarchy in America.

In the words of Myisha Freeman: Living as a black woman in an unjust society since birth, I’ve unfortunately been aware of the anguish, strife, and stories of perseverance embedded in my history. I have had many opportunities to learn about my history in the United States of America through my parents, grandparents, great educators, and unfortunately, the copious hateful experiences I’ve had to endure because I’m a black women in

America. However, the Equal Justice Museum told the correct story, the true story, of Africans being captured, enslaved, tortured, lynched, and murdered. Upon reflecting on my time visiting the museum, what stood out to me the most was the honesty in which the words, sights, and sounds conveyed the brutal truth about what it meant to live and breathe the African experience over hundreds of centuries. It is challenging to reflect on the egregious and inhumane treatment of Africans who were forced on and off slave ships and how racism eventually evolved into segregation and black codes designed to create the premise of blacks being deemed inferior to other ethnicities. The honesty of the creation of prisons and how these same codes and prison systems are used in modern day to oppress people of color. The legacy museum takes individuals into a realm of truth that is undeniable the foundation of American history. It was as if I was forced off slave ships and into slavery myself. As If my children were ripped out of my arms as I was stood on a block being sold myself. I walked through this museum feeling every pain depicted, feeling every lynching as I looked at the different shades of dirt in jars from trees that once held black limbs, feeling every mothers pain of losing their child, and husband.

In the words of Julie Mestemaker: A huge takeaway was the heightened awareness of so many present-day reminders and representations of enslavement. For example, the predecessors of JP Morgan, Citibank, Bank of America, and Wells Fargo

“Living as a black woman in an unjust society since birth, I’ve unfortunately been aware of the anguish, strife, and stories of perseverance embedded in my history.”

are among a list of well-known US financial firms that were created and/or benefited from enslavement of Africans. These bank names are just some examples of a long list of trauma reminders for black persons within our national community. To truthfully acknowledge America's historical treatment of black people and the known epigenetic trauma (the idea is that trauma leaves an imprint on a person's genes, which then is passed down to subsequent generations) helps dispel statements of... "Well it was so long ago... why aren't they over it?" There are trauma reminders all over America.

In the words of Jamie VanMeter: One aspect that stood out to me so visibly was the unwavering evolution of racism in our country. From the time Africans were first brought to our country to present day, there have been the same unchanging elements to the story of being Black in America. People of color are constantly presented with a conflict in which their triumph only leads to a new challenge to overcome (slavery, racial terror lynching, segregation, mass incarceration). What's more, family separation and fear have remained constant tools of control to maintain this order within our society, which continues today through our racially biased criminal justice system. Our Nation's refusal to take a deep look into the darkness of our history and to tell this story with honesty and vigor allows us to perpetuate this narrative over and over, blaming the individual instead of accepting that our system, by design, is creating opportunities for some, but not all. As educators it is important that we advocate for the ability to engage students in information and dialogue that does not conceal our nation's truth but discusses it with candor, allowing us to plan for change. If the museum shows you nothing else, it shows you that efforts to maintain the status quo are by design; but it also shows you that African Americans have proven to be unstoppable. In the



words of the late, great Bell Hooks, "sometimes people try to destroy you, precisely because they recognize your power- not because they don't see it, but because they see it and they don't want it to exist."

The National Memorial for Peace and Justice, which opened to the public on April 26, 2018, is the nation's first memorial dedicated to the legacy of enslaved black people, people terrorized by lynching, African Americans humiliated by racial segregation and Jim Crow, and people of color burdened with contemporary presumptions of guilt and police violence. Set on a six-acre site, the memorial uses sculpture, art, and design to contextualize racial

terror. The site includes a memorial square with 800 six-foot monuments to symbolize thousands of racial terror lynching victims in the United States and the counties and states where this terrorism took place

In the words of Myisha Freeman: Southern Trees bear a strange fruit, blood on the leaves and blood at the root, black bodies

swinging in the southern breeze, strange fruit hanging from poplar trees... these lyrics from Billie Holiday's Strange Fruit was all I heard during my walk through the National Museum for Peace and Justice. The most powerful thing that stood out to me were that entire families were lynched. On one day 12 people were lynched; after googling the date, it was stated a white man decided to hang every black person he saw that day simple because he could and without consequence.

In the words of Jamie VanMeter: What struck me the most about this memorial is that although as a country we provide homage to victims of so many historical, tragic events (Civil War, Pearl Harbor, Oklahoma City Bombing, 9/11, etc.), prior to 2018 our nation did not have a space to honor and reflect upon these individuals. Moreover, the Equal Justice Initiative law office, recognized the need for this

Continued on page 6

Continued from page 5

display of restorative justice and brought this memorial to life, not our government. In fact, there has been no local, state, or federal funding used to develop or maintain this monument. The other thing that shook me, was the realization that the hanging placards often contained the names of husbands and wives, and at times, entire nuclear families. It was shared by a staff member that most of the family group hangings were at the request of the family members themselves. Due to the immense pain and trauma of losing a loved one in this manner, they preferred to be murdered along with their family member, as going on without them was too great a burden to bear.

The Rosa Parks Museum is an active memorial dedicated in learning about the life of civil rights icon Rosa Parks and highlights the impact of the Montgomery Bus Boycott, lasting 381 days, which resulted in the Supreme Court ruling segregation on public buses unconstitutional. Located in downtown Montgomery, Alabama at the site where Mrs. Parks was arrested, it is the nation's only museum dedicated to Rosa Parks and also tells the story about the people behind the boycott and the political and social climate of 1950's Montgomery. The exhibits also depicts the segregated South and the injustices faced by African American citizens.

In the words of Jamie VanMeter: In keeping with the theme of my own miseducation and what we were taught in school, Rosa Parks was no exception. My

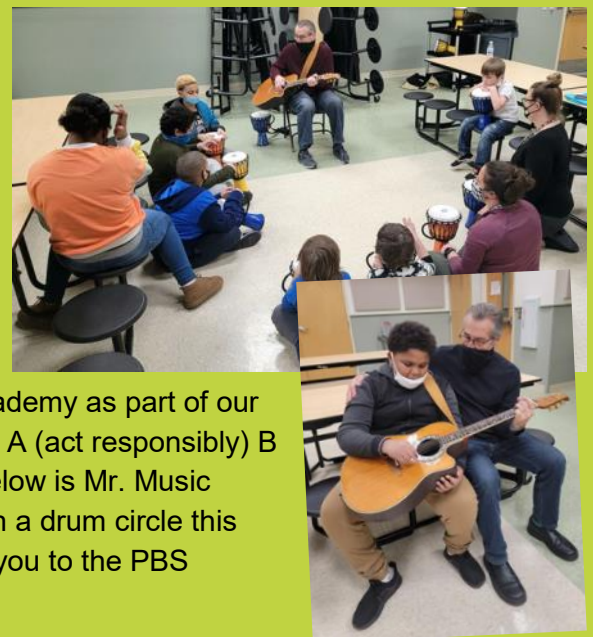
visual depiction of Rosa Parks from the history I learned, showed an elderly woman who was too tired to move seats after a long day of work. In fact, Rosa Parks was only 42 years old, a veteran civil rights activist, and the secretary of the NAACP when she actively decided to take a stand, by sitting. What stuck with me the most from this exhibit, was Mrs. Parks attributed her strive for equality to the treatment and education she received at Miss White's School for Girls, the secondary school she attended. It was in this environment she became aware of her own self-worth and dignity, refusing to accept less than she deserved. Mrs. Park's story is a great example of the impact educators can have on their students regardless of barriers.

In closing, after visiting the birthplace of civil rights, it leaves us with many thoughts, feelings and questions. Racism is still very present and visible. In thinking about those that fought for civil rights, having the bravery to do what is right, even when it was hard, scary and life threatening, is the most empowering piece of our collective experience. Too often we have been stunned into silence or felt too uncomfortable to acknowledge or address injustice. And in this moment, here in 2022, we know that we can no longer do that. When feeling stunned into silence or uncomfortable, take a minute and ask yourself what would a civil rights activist do?

Thank you for giving us the opportunity to share our experience with you.

Mr. Music continues to Rock Hill Top in 2022!

Mr. Music (Lenny Tepsich) continues to teach and entertain students every Tuesday morning at Hill Top Academy during the 2021-2022 school year. Lenny has been so incredibly flexible, doing multiple sessions to accommodate COVID protocols and he continues to be the highlight of the week for many students. With the help of Lenny's guitar and drums, we have been able to actively engage students in singing and drumming along to all of his catchy songs that also deliver a positive message. The favorite continues to be "Be Your Best Self", which was custom written for Hill Top Academy as part of our Positive Behaviors, Interventions and Supports (PBIS) L (learn first) A (act responsibly) B (be your best self) S (show safe actions) LABS mantra. Pictured below is Mr. Music working 1:1 on with a student on the guitar and with a whole class in a drum circle this year. To hear his hit "Be your Best Self" click [HERE](#) - this will take you to the PBS television website where numerous recordings are available.





Why is Cybersecurity Important?

Article by: Rob Stumpf, CAIU Network Engineer

2021 was the most active year for cyberattacks in history. According to cyber security experts at [Check Point Research](#), the number of attacks against individual

organizations grew 50 percent over the last year. In fact, the average organization now sees more than 925 cyberattacks *per week*.

The increase of attack frequency isn't the only uptick in cybercrime over the past year, the cost of a successful attack has also surged

significantly. On average, the cost of a data breach has increased 10%, which is the largest overall increase in seven years according to [IBM](#).

Education in particular faces the tenth-highest cost of any industry should a successful breach occur. On average, a successful breach costs the education sector \$3.9 million per event and rises 9% (to a total cost of \$4.25 million) should the breach involve ransomware. Additionally, the theft of personally identifiable information, such as student data, has had a large financial impact on school districts.

Remote learning and working have increased the success of cyberattacks against an organization by 17.5%. The same factor has also resulted in breaches taking longer to remediate. In 2021, the average successful breach took 212 days to identify and 75 days to contain, resulting in a total lifecycle of 287 days. This means that if a breach occurred on January 1st, it would not be contained until October 14th.

What is the CAIU doing about it?

For the 2021-22 school year, the CAIU has set out to solidify our position as a technology leader for member school districts. We have established a goal within our strategic plan to develop a cyber security framework which modernizes our role in the ever-changing landscape of technology.

Our staff is actively working with member districts and other members of the State and Local Government and Education (SLED) sector to build out a cyber security solution. We feel strongly that this offering will help to protect against threats and build a more secure security posture across the region. This includes an initial penetration test to gauge the overall security of educational entities in our footprint, as well as a secondary engagement with the

Pennsylvania Army National Guard scheduled for the 2022-23 school year.

Additionally, we have sponsored three members of our Technology team who are enrolled in training at Purdue University where they are currently attending an intensive program focused on cyber security. This will help to increase our organization's expertise to address the shortfall in industry-wide cybersecurity talent, all while promoting the internal growth and development of our staff.

Ranging from small to large scale, our region is experiencing some form of cyber threat every day. A critical need for a shared solution to protect the CAIU and its member districts from bad actors has been realized.

The CAIU has committed to filling this need and seizing the unique opportunity to position itself as the bulwark in an evolving threat landscape.



Lets talk about **Pronouns**

A pronoun is a word that refers to the individual speaking, someone, or something that is the focus of the discussion.



The Pronoun Challenge

Article by: Julie Mestemaker, social worker, she/her

November's ALL IN From the Executive's Director Desk asked, "What pronouns do you prefer?"

As a social worker, I'm "all in" for enhancing and celebrating a culture of belonging. I have my pronouns on my zoom and email, but realized, I have never said my pronouns out loud. As a cis gendered female, it seemed silly or unnecessary to share that I go by she/her pronouns. After reading Dr. Saia's article, I made a personal challenge to start talking. This is how it went...

At a visit to the incredible Susquehanna Township Middle School CAMhP classroom, I walked in and introduced myself to students, "Hi. I'm Ms. Julie. My pronouns are she/hers." What happened next was incredible! Two of the students introduced themselves, using their pronouns, both individuals are they/them. The third student said their name and "I don't know what the other part means." And the conversation took off!

We talked about the best way to ask pronouns, and the students taught me, "Don't assume what I am based on my hair, my fingernails, or even my name!" A second student added, "If you make it a normal part of your introduction, it's just what you do. Say your name, your pronouns - even if they seem easy to tell!" I asked, "What I should do if I mess up?" Their guidance was, "Admit you were wrong and move on." Adding, "Do not make me even more uncomfortable by trying to make you comfortable. Just say something quick, like, Sorry. I'm trying. I know you go by they/them pronouns. I will get it right." Students reported that if you give them permission to remind you of their pronouns or show a sincere investment in saying the right ones, it helps them feel safe to stick up for proper pronoun use.

A few weeks later, I visited our amazing high school CAMhP classroom at Central Dauphin East. A student was trying to describe another student they did not know, and said, "The dude that looks like a girl. Or maybe is a girl. I don't know." This was not a comment said in malice, but truly trying to figure it out. So, we talked about it.

Classroom teacher, Ms. Ulrich, suggested, "If you don't know, you can use they/them until you know." Classroom Social Worker, Shelby Cordeiro, offered the idea of asking someone and facilitated role playing of different ways to ask. Everyone provided examples of how to respectfully ask an individual what their pronouns are. I was able to share about my experience and things I learned from the STMS CAMhP students, that if we say our pronouns, we don't have to ask because it's just part of the introduction.

I asked the students what we can do as an organization to be better about our pronoun usage, and their suggestions, is the challenge I ask of all of you:

- ♦ **Put your pronouns everywhere after your name, such as on your classroom door, zoom title, email signature.**
- ♦ **Make it part of your practice to include pronouns in "getting to know you" activities in your classrooms and groups.**
- ♦ **Introduce yourself, with your pronouns, at the start of meetings.**

Our students are truly setting the example of inclusiveness. They don't talk about the boy or girl they like, they talk about the person. Let's trust their guidance and follow their lead!

Noteworthy

#BeGreat #ChangingLives



Penn State College of Health and Human Development Alumni Mentoring Program

Cheryl Straw, a speech clinician in the Early Intervention Program, is currently mentoring an undergraduate Penn State University student who is studying in the field of Speech Language Pathology. The mentorship is part of the Penn State College of Health and Human Development Alumni Mentoring Program. This program is designed to connect students who are juniors within the College of Health and Human Development with alumni in their career path who can offer advice and information about that career path through their senior year and beyond. Cheryl has been mentoring current senior, Emma Dine, since her junior year at Penn State University. Over the course of the mentorship, Cheryl and Emma meet via Zoom monthly to discuss anything from topics in her classes to applying to graduate school. Over the past year, Emma has had several opportunities to observe Cheryl's speech therapy sessions via the Zoom platform due to COVID precautions. On January 6, Emma and Cheryl were finally able to meet in person and Emma shadowed her for the day. The mentorship has been a positive experience for both Emma and Cheryl which they hope to continue when Emma graduates and attends a graduate program in the field.

CV CAMhP Classroom PSA Poster Context FINALIST

*Written By: Kelly Morris,
LSW (she/her) ,CAMhP
Social Worker*

In November, CV CAMhP students worked collaboratively to create a PSA Poster for the organization *Prevent Suicide PA*. Each

year, this organization holds a contest where they ask middle and high school students across the state to submit PSA posters, videos, and audio clips to use as positive and encouraging messages of hope.

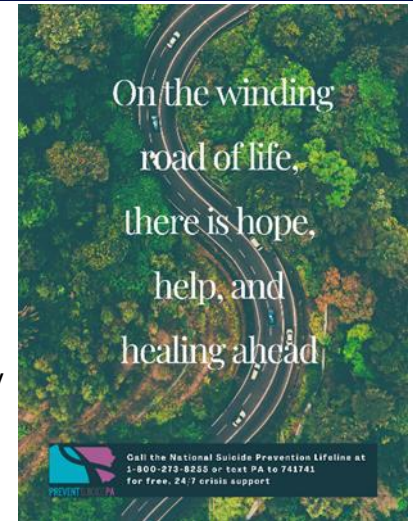
We are so excited and proud to announce that the poster CV CAMhP submitted, is a FINALIST in this year's contest! There are several rounds of voting that take place across multiple weeks. We already made it through the panel round of votes to become a finalist. The next step is the public vote where anyone who would like to cast a vote is able to visit the website and do so.

The public vote will run from **Wednesday, February 2 – Friday February 25.**

Lets show as much support as we can for our students! They worked so hard on their poster submission, and we would love to see them honored at the award ceremony in the spring for the winners.

In all the years that this contest has been going on, there has only been 1 submission by an intermediate unit that has ever been recognized (IU22). It would be awesome if we could be the second.

Click [HERE](#) for the voting website. CV CAMhP's submission is poster 1A (Winding Road).



CAIU Compliments is a Capital Area Intermediate Unit initiative that allows CAIU staff the opportunity to share words of thanks, tout successes, or tell a story about what makes us great as an organization; our people. Submit a CAIU Compliment [here](#).

Kathleen Horner, Student Services/Social Worker:

#Leadership Kathleen has demonstrated tremendous leadership skills in piloting a very complex case, with multiple intra and inter-service agency providers. Through her organization and facilitation skills, Kathleen has helped make movement where other providers have expressed burnout or stagnation. Kathleen's attention to detail, knowledge of resources, and tenacious advocacy has truly helped motivate and give a renewed sense of purpose to the family and other team members. Additionally, Kathleen has kept morale high in supporting other team members though her infectious laugh, observational sense of humor, and genuine care and concern for others. Kathleen is an invaluable team player and a remarkable social worker. *Submitted by Julie Mestemaker, Social Work Coach*

Regina Sellman, Student Services/Social Worker:

#Innovation Creative innovation is the key to meaningful student investment in social work and affective education activities in Susquehanna Township Middle School's CAMhP classroom. Classroom social worker, Regina, has created and/or implemented several fun class wide initiatives to work on core competencies. For example, students earned pie pieces for demonstrating competencies, such as teamwork, which was representative of activities to be included in their holiday celebrations. "Take an Elfie" door decoration, Virtual Elf on the Shelf, and other activities help students in the CAMhP classroom stay engaged, learn to have fun and build self-esteem. Working alongside Regina is her incredible Mental Health Worker, Nicole Fickes, and terrific teacher, Abby Rehkamp, who as a team demonstrate teamwork for their students daily through all sorts of innovative and fun activities! *Submitted by Julie Mestemaker, Social Work Coach*

Pam Wilson, Project SEARCH Job Skills Trainer:

#Service During a very difficult week at Penn State Health Milton S. Hershey Medical Center, Pam has gone above and beyond to make sure our Project SEARCH interns are having a great experience in their internships. She is providing excellent service to interns and hospital staff by being available and providing assistance all throughout the building. Thank you for all the hard work, Pam! *Submitted by Kristi Porter, Project SEARCH Instructor*

Leah Kostelac, Student Services/Transition Coach:

#Dedication Thank you for bringing the Capital Goods student store back to the Enola office! Having the students announce when the store is open and seeing them in our building again reminds us that students are our WHY and the core of everything we do. Thank you! *Anonymous*

Emily Reese, Occupational Therapist: #Leadership

Emily I'm inspired by the effort you put into your team! You're making such a difference for the students in your classroom. *Submitted by Cara Jury, Occupational Therapist*

Emily Normand, ANPS School Guidance Counselor:

#Partnership Emily has been with the IU for 14 years. She partners with Non-Public School students, faculty, and caregivers to optimize student's safety and wellness. She helps kids use their strengths to overcome adversities. In a recent Crisis event at McDevitt, she stepped up to help grieving children and staff. She is a rockstar! *Submitted by Erin Waltz, ANPS School Counselor*

Rebecca Slavinsky, ANPS School Social Worker:

#Leadership Becca is my co-leader on the Crisis Response Team for ANPS. We recently handled three Crisis Responses in the span of one week. We served West Perry SD, Bishop McDevitt, and Northern Dauphin Christian School during their time of need due to student and staff deaths. She stepped in to help lead the McDevitt Crisis and helped over 20+ students in grief and several staff members. Her attention to details, team approach and leadership skills were shining bright. She received praise from Bishop Gainer and many at the Harrisburg Diocese for her efforts! Her leadership is priceless! *Submitted by Erin Waltz, ANPS School Counselor*

Kathryn Snyder, EPP/LPN/PCA: #Dedication Katy, I miss you tons already. What an amazing person you are to work with every day. Your dedication and care for our students is truly evident in everything you do. Thank you for all your hard work in the short time we worked together! You are truly an inspiration to all. *Submitted by Donna Moll, Remedial Specialist*

Jill Neuhard, Educational Services Supervisor:

#Partnership Jill, thank you so much for helping the ESL department during our time of supervisor transition. You have provided assistance and advice to me as I attempt to give that to our teaching team. I appreciate YOU! *Submitted by Ann Tenan, ESL Educational Consultant*

CAIU Compliments continued on page 11.

Welcome New Hires!

Catherine de La Barrera

is an EPP at Middle Paxton. She loves to draw and sing karaoke.



John Hendrickson

is a Technology Program Assistant at Enola. He played college basketball and track.

Tohan Imadojemu

is an Application Support Specialist at Enola. His last name contains all 5 vowels.



Ryan Lower

is a PowerSchools Support Specialist at Enola. He plays the cello.



Keri Morgan

is a Teacher at Middle Paxton. She was bit by a dolphin on her honeymoon.



Mary Ranney

is a Teacher at the Pennsylvania Psychiatric Institute. She is the youngest of 7 children (4 girls and 3 boys).



Brittany Sims

is a COTA at Hill Top Academy. She loves the beach.



Lindsay Stuffle

is a PCA at Hill Top Academy. She has 3 ducks.



Jessica White

is an Early Intervention Program Supervisor at Enola. She has 3 teenagers and they enjoy camping all year, even in the snow.



CAIU Compliments continued from page 10.

Abby Rehkamp, Susquehanna Township MS CAMhP

Teacher: #Dedication Abby is dedicated to making sure our students receive the most out of our CAMhP education. Abby is always prepared with lessons for the students across all subjects that engage and teach our learners to prepare them to re-enter district. Abby meets the students where they are at and is always willing to help whether it is small groups or individual lessons! Abby's dedication to our students makes all our workdays easier! Thank you, Abby! *Submitted by Nicole Fickes, Mental Health Worker*

Joy Forry, Technology Department Coordinator:

#Dedication Joy is truly her name's sake! No matter what task she is given, whether small or large, hard, or easy, she puts on her hard hat and gets the job done with ease. Every project is completed that she puts her hands to, and they are all delivered with pure JOY! Thank you Joy for being so amazing and for allowing your name to be the definition of your life and work! I appreciate everything you do! *Anonymous*

opportunities to do good

Champions For Children Match Madness

Champions for Children has been selected to participate in the Match Madness fundraising event through Partnership for Better Health again this year.

The fundraising event is very simple. We provide a link to our community members, they can go online and donate or send a check to the partnerships.

Once all the donations are in, the partnership matches a certain portion and then gives that and the remainder of the donations back to Champions.

The first \$1,000 raised will be matched dollar for dollar by the Partnership, M&T Bank, The Josiah W. and Bessie H. Kline Foundation and others.

All donations start on March 1st and must be received by March 31, 2022. [DONATE HERE](#).



Supported by M&T Bank

Josiah W. and Bessie H. Kline Foundation

McCormick Family Foundation

Log into [Frontline](#) for the complete list of upcoming Professional Development Opportunities.

Upcoming Professional Growth Sessions

3/1—4/15/22—[Google Summit 1.0 2022 \(Asynchronous\) - March Edition](#)

3/3—4/28/22—[Facing Challenges and Addressing Local Land Use Issues](#)

3/8/22—[ELD Networking](#)

3/9—4/27/22—[Sign Language Level 1](#)

3/10/22—[CAIU MTSS Network](#)

3/15/22— [CAIU Math Network](#)

3/15/22— [Book Study: Unlearning: Changing Your Beliefs and Your Classroom with UDL](#)

3/18/22—[Belonging through a Culture of Dignity Orientation](#)

3/18—4/25/22—[The First Days of School: How to Be an Effective Teacher \(CPE Course\)](#)

3/25—5/6/22—[Book Study: UDL Playbook for School and District Leaders](#)

CAIU Innovation Grants!

Innovation Grant Applications are available and ready for your submissions until March 24th!

The application is conveniently located on the CAIU Employee Website [HERE](#). As a reminder, an Employee login is required.

You should work closely with your supervisor if you are interested in submitting a grant as they can be a resource to you.

caiu
Capital Area Intermediate Unit

Innovation Grants Accepting Applications

Support the initiation and development of new products and services
Purchase new technology
Improve the efficiency, effectiveness, or quality of existing services
Learn new skills

Deadline: March 24th

Applications available on the CAIU Employee Website
Employee login required
Click the Documents tab, select Grant Opportunities

For more information
Brandon Carter
bcarter@caiu.org
717-732-8427

CAIU BOARD HIGHLIGHTS

*The following actions were taken at the **February 24, 2022** meeting, held in the Board Room of the Capital Area Intermediate Unit.*

REPORTS/UPDATES

➤ CAIU Team Reports:

- **Dr. Andrew McCrea, Director of Student Services**, highlighted the All In article on Penn State College of Health and Human Development Alumni Mentoring program. Students have the opportunity to observe their field of interest and gain some long term exposure and experience possibly providing a career pathway to the CAIU or a local district. Thank you for the approval to hire two LPNs which opens up an opportunity to bring up students from the waiting list. Dr. McCrea provided a program update: started contract meetings with the districts to determine needs and staffing. Winter transitions meetings are complete and we will begin spring rounds. There are just under 1000 kids transitioning. EI numbers continue to grow and we are being push to capacity causing us to rethink our current processes. EI was, once again, flat-funded.
- **Mr. David Martin, Director of Technology Services**, reported on the PET&C conference. CAIU provided technical support to over 1800 attendees, vendors, and presenters throughout the conference. We purchased tickets for our member districts to attend. There were many great sessions focused on instructional technology and cyber security. Update on staffing: We are currently interviewing to fill some vacancies. It has been difficult getting staff and higher level support. Currently working on construction quotes for the renovation project at CAIU Enola while meeting ADA requirements. Cybersecurity update: Had a good meeting with superintendents to discuss the importance of cybersecurity. It is expensive to do on your own and we are looking at taking steps to put together a consortium. Will follow up with tech directors to start looking at details for monitoring, checking, and process, etc.
- **Mrs. Maria Hoover, Director of Educational Services** provided an update on classroom monitors. CAIU submitted an application to PDE in order to provide the required training for Act 91; the application was approved on 2/4/22. The classroom monitor pilot program allows people with 60 college credits or paraprofessionals with at least three years of experience to fill in for teachers as classroom monitors. They are allowed to oversee classrooms but not instruct students, grade assignments, or create work. The program is four hours total and registration opens on Feb 25 and is provided free to our districts. The CAIU will provide participants with a certificate of completion that is then used to get their certificates via TIMS. It is good for one year but it may be expanded. Keystone Academy update: The program provides tools to help 16-18 yr. kids in PA that are at risk or in danger of not graduating. It is a 22-week residential academy that provides extra discipline and support. The program runs from July – June 30 at Indiantown Gap. Next step is to begin the enrollment process. Enrollment capacity is 120 students across the region. Currently, we are working on job descriptions and hiring over the next couple months to open in July.

Funding for this program comes from the Youth Dept. of Defense and the National Guard. We are the educational arm of the program, providing teachers and education. The Board would like to see a presentation on this and more information.

- **Dr. Thomas Calvecchio, Assistant Executive Director**, provided a COVID update: There has been a sharp decline in COVID cases over the last couple weeks. We plan to meet next week to discuss contact tracing and masking. Staffing updates: just concluded interviews for the Marketing and Communication position. We've selected a strong candidate who has accepted the position and will be on the board personnel agenda next month for hire. Provided an update on Emergency Certified Educators. In addition, this spring, we plan to start a podcast with some educators to grow our presence in the area.
- **Dr. Andria Saia, Executive Director**, highlighted the All In! newsletter. It is very exciting to have a number of staff step up to write articles and share their experiences. She highlighted the article *History Untold: Racism in America* where several staff who attended the 3-day training in Montgomery AL shared their first hand experiences. An enlightening article on The Pronoun Challenge and Cybersecurity were also written by staff. In addition, Mr. Music continues to teach and entertain the students at Hill Top. CV CAMhP class are finalists in the PSA Poster for organization Prevent Suicide PA contest. There were many CAIU staff compliments and several new hires. Opportunities for good article highlighted a Champions for Children fundraiser, Match Madness, and CAIU innovation grant opportunity. Dr. Saia also shared her mid-year report on her personal goals. Kudos to Dr. Calvecchio for leading a cross-team effort to look at the overall organizational health. The leadership survey closes at the end of February; there will be more data shared next month. The CAIU Leadership team is participating in two books studies this year focused on building trust and coaching potential.
- **Daren Moran, Director of Business & Operations**, reported that he has been working with our cyber insurance carrier to utilize some of their free tools. Yesterday, he met with the regional business managers. There was great attendance and many shared that they are experiencing similar staffing shortages and started discussing creative strategies to recruit new staff. Renovation project update: we have begun to review the furniture and technology needs for the renovation project. Reported that we still have two custodian vacancies. In March/April, the General Operating Budget will be coming to your Board for approval.
- **Rennie Gibson, Board Secretary**, reminder that Statement of Financial Interest Forms will need to be filed by May 2022 for the year 2021. Please complete the form online or by hard copy and return to Rennie as soon as possible.
- **Len Kapp, Supervisor of Operations and Transportation**, provided an update on the large remodel project at Enola. The project is moving along pretty much on time. Products have mostly been availability with a slight delay due to some items needing substitutes. We are still shooting for completion in July. Transportation Update: We continue to experience a shortage of drivers and are constantly trying to hire. Unfortunately, there is a wait for students needing transportation. Currently planning for summer and the potential for more classrooms to move into the Early Learning Center. We'd like to get the other classes in for maximum efficiency for transportation and services provided
- **The CAIU Board of Directors announced and recognized the following February 2022 CAIU Retirees: *Dennis Morgan***, District Technology Coordinator, retirement after 8 years of service, ***Eric Bostick***, El Supervisor, retirement after 34 years of service.
- **CASTL & Imagination Library** - Geri Schaffer, CAIU Educational Consultant, shared an overview of CASTL and Imagination Library. CASTL is a nonprofit organization that is housed here at the CAIU with the goal of providing a place for innovative educational

ideas and just recently started to take some projects on. CASTL and CAIU are partnering with Dolly Parton's Imagination Library. This project will provide books to children under the age of 5 in our CAIU footprint. These books are age appropriate, registered, personalized and delivered directly to the participating child's home each month at no cost to child's family. We estimate having 35,000 children under age of 5 in our area that are eligible if they sign up. The Kick off to fundraising begins on March 2, Read Across America Day. The goal is to raise \$5000 on March 2. Children can start receiving books at any age, they just must be under the age of 5. The CAIU has a unique situation as we have many connections to preschools, early learning centers, and literacy centers to help to spread the word and grow. Dolly Parton takes care of all of the planning, buying of books, etc. You can find information on CASTL on the CAIU website under the community tab. The CAIU is responsible to sign kids up and to raise the funds. The cost is \$30 a year per child for 1/book a month. Must have 180,000 ready in orders to open a library in our area to cover the first two years.

APPROVED ACTION ITEMS

- **January 27, 2022 - Board Meeting Minutes**
- **January 2022 Treasurer's Report** – a total of \$6,543,434.67 in receipts and \$8,496,029.93 in expenses
- **Summary of Operations for January 2022** showing revenues of \$64,040,669.20 and \$50,270,759.29 in expenses.
- **Budget Administration**
 - 2022-23 General Operating Budget (Second Reading)
 - Proposed 2021-22 Original Budget - PAIU DOH Funding
- **Other Fiscal Matters** - None
- **Other Business Items**
 - Contracts – February 2022
 - Appointment of New CAIU Board Member, Rodney Wagner, South Middleton School District, to an unexpired term from February 24, 2022 to June 30, 2022.
 - Approval of the 2022 CAIU Election of Board Members representing: Camp Hill, Derry Township, East Pennsboro, Harrisburg, Lower Dauphin, Millersburg, Susquehanna Township, Upper Dauphin, West Shore school districts will be accomplished by mail or virtual ballot.
- **Policies & Programs**
 - Policy 626 - Procurement – Revised Attachment
 - Deletion of Board Policies 248 and 348 - harassment is now covered under policies 103 and 104 (Discrimination/Title IX Sexual Harassment) because it is a form of discrimination.
- **Job Descriptions**
 - First Reading, Existing Position, Revised Description - Program Assistant - Accounting
- **Personnel Items**
 - See attached report

EXECUTIVE DIRECTOR'S REPORT

- See attached report/newsletter.

PRESIDENT'S REPORT

- Mrs. Jean Rice thanked the Board for their attendance.

NEXT MEETING: Thursday, March 24, 2022, 8:00 a.m., Board Room, CAIU Enola Office

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

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

February 24, 2022 APPROVED PERSONNEL ITEMS:

RESIGNATIONS

- **STEPHEN BITTINGER**, Custodian, Administrative Team - Operations, effective January 26, 2022. Reason: Personal.
- **ROYCE BROWN**, Senior Software Engineer, Technology Team, effective February 25 2022. Reason: Personal.
- **KELLIE HEGARTY-MURPHY**, Physical Therapist, OT/PT Program, effective March 16, 2022. Reason: Personal.
- **EMILY KATZAMAN**, Speech and Language Clinician, Early Intervention Program, effective February 16, 2022. Reason: Personal.
- **MACKENZIE NEAL**, Personal Care Assistant, Multiple Disabilities Support Program, effective February 16, 2022. Reason: Personal.
- **ERIN NIEDZWIECKI**, Certified Occupational Therapist Assistant, OT/PT Program, effective March 11, 2022. Reason: Personal.
- **JANEY SPEELMAN**, Program Secretary, Early Intervention Program, effective February 11, 2022. Reason: Personal.

RECOMMENDED FOR EMPLOYMENT OR CONTRACT

- **JOSEPHINE ARENA**, Paraeducator, effective date to be determined. Assignment: Personal Care Assistant, Autism Support Program with base salary of HS, \$24,182 for 190 days of service will be prorated based on the number of hours/days worked with additional new hire days as required. This is a replacement position funded through the Autism Support budget.
- **KIMBERLY CICERO**, Paraeducator, effective date to be determined. Assignment: Educational Paraprofessional/LPN, Student Services Team with base salary of HS, \$24,182.25 + \$2,950 annual LPN stipend for 190 days of service will be prorated based on the number of hours/days worked with additional new hire days as required. This is a new position funded through the Multiple Disabilities Support budget.
- **HEATHER HANEY**, Paraeducator, effective date to be determined. Assignment: Educational Paraprofessional, Autism Support Program with base salary of HS+48, \$26,205.75 for 190 days of service will be prorated based on the number of hours/days worked with additional new hire days as required. This is a new position funded through the Autism Support budget.
- **BILLI LAWRENCE**, Paraeducator, effective date to be determined. Assignment: Educational Paraprofessional/LPN, Student Services Team with base salary of HS, \$24,182.25 + \$2,950 annual LPN stipend for 190 days of service will be prorated based on the number of hours/days worked with additional new hire days as required. This is a new position funded through the Nurse's budget.
- **SHANE MURPHY**, Paraeducator, effective date to be determined. Assignment: Personal Care Assistant, Capital Area Mental-health Program with base salary of HS+48, \$26,205.75 for 190 days of service will be prorated based on the number of hours/days worked with

additional new hire days as required. This is a new position funded through the Capital Area Mental-health budget.

- **HALLE REISINGER**, Paraeducator, effective date to be determined. Assignment: Educational Paraprofessional, Autism Support Program with base salary of HS, \$24,182.25 for 190 days of service will be prorated based on the number of hours/days worked with additional new hire days as required. This is a replacement position funded through the Autism Support budget.

CHANGES OF STATUS:

- **LAURA HILE**, Educational Paraprofessional, from active to inactive status due to failure to complete new hire requirements and respond to communications.
- **KELLY MYERS**, Social Worker, ANPS Program, from part-time to full-time status, effective February 21, 2022 – June 3, 2022.

ISSUANCE OF TENURE:

- **AMY COOK**, Occupational Therapist, Early Intervention Program, uncompensated leave of absence beginning June 3, 2022. This leave is in addition to the use of 60 days under the Family Medical Leave Act (FMLA) and is requested in accordance with Article VI of the Collective Bargaining Agreement (CBA).
- **KELLY EVANS**, School Counselor, ANPS Program, child-rearing leave of absence effective May 20, 2022 – May 30, 2022. This leave is in addition to the use of 60 days under the Family Medical Leave Act (FMLA) and is requested in accordance with Article VI of the Collective Bargaining Agreement (CBA).
- **ANDREA KIMMEL**, Speech and Language Clinician, Early Intervention Program, unpaid administrative leave of absence effective February 1, 2022 – February 15, 2022 due to non-compliance with the head start vaccine mandate.
- **HANNAH ROHRS**, Floater Teacher, Student Services Team, child-rearing leave of absence effective May 3, 2022 – May 30, 2022. This leave is in addition to the use of 60 days under the Family Medical Leave Act (FMLA) and is requested in accordance with Article VI of the Collective Bargaining Agreement (CBA).

March 14, 2022 – PSBA Liaison Insider Summary Update (from 3/7/22)

PSBA cautions against misinterpretation of 2021 state assessment scores

PSBA acknowledged last week's release by the PA Department of Education (PDE) of the 2021 statewide assessment results, emphasizing that the impact of extensive pandemic-related disruptions makes use of the data to draw conclusions about the performance of school districts during the pandemic invalid and inappropriate. The assessment results appear on the [Future Ready PA Index website](#). The association notes that since the beginning of the pandemic, school leaders and teachers have been confronted with a set of unparalleled challenges in delivering robust learning opportunities while balancing the health and safety of students and staff. As positive COVID-19 cases among students, staff and communities continued to fluctuate, school districts were forced to continue making changes to their instructional models due to the pandemic.

PSBA CEO Nathan G. Mains said the challenges and inconsistencies are legitimate factors that make comparison of the 2021 state assessment results between schools, across districts or across school years improper and inaccurate. Further, the results should not be used to make generalized statements or determinations about the performance of public school students. A more accurate picture of the pandemic's impact on learning is through diagnostic assessments administered locally by each child's school. As school districts move forward, it will be more imperative than ever before for the state to provide students and districts with the needed resources to help recover from the pandemic and make the gains necessary for greater academic achievement and mental wellbeing. [Read PSBA's news release](#).

PSBA, national coalition seek increased funding for IDEA

PSBA is a member of a national coalition of education and disability organizations that recently sent a joint letter to Congress seeking the maximum possible increase in funding for the Individuals with Disabilities Education Act (IDEA). The letter, sent to the chairpersons and ranking members of the Senate and House subcommittees on Labor, Health and Human Services and Education (LHHS), emphasized that IDEA is currently funded at \$12.76 billion, which equates to approximately just 13.23% of what is historically considered the additional cost of educating students with disabilities. The coalition is calling for a prioritized and meaningful investment in IDEA in the final fiscal year 2022 LHHS-Education appropriations bill that does not negatively impact funding for other education programs. [Click here to read the coalition letter](#).

Reminder: PSBA School Director Profile Survey responses due

School directors are requested to complete the 2022 PSBA School Director Profile Survey. On Tuesday, March 1, nonresponding school directors should have received an email with the subject, *A Profile of Pennsylvania School Directors - 2022 - 2nd Request*. If it was not received, please share this [anonymous link](#) to complete the survey. This survey is conducted every four years to compile statewide demographic information regarding the makeup of Pennsylvania's school boards. PSBA uses this information to prepare a statewide profile to inform the public about the diverse 4,500 school directors serving our schools and to provide insight regarding board service. The 2022 School Director Profile will be featured in an upcoming issue of the PSBA *Bulletin* magazine.

FCC extends ECF funding year deadline

The Federal Communications Commission (FCC) has issued an [order](#) that extends the service delivery deadline for internet service and equipment funding requests submitted in Emergency Connectivity Funding (ECF) Funding Year 2021 from June 30, 2022, to June 30, 2023. Applicants will be able to receive ECF support for up to the full 12 months of service that was committed, and/or will have until June 30, 2023, to receive ECF-funded equipment. This does not mean that additional funding will be added to funding year 2021 ECF funding requests, or that you can seek reimbursement for more than 12 months of service. For more information, visit [Pennsylvania's E-rate site](#).

PDE update on ARP ESSER applications, data collection

With the deadline now passed for school entities to submit ARP ESSER applications to the PA Department of Education (PDE), PDE will be reviewing the applications and must make all awards to school districts by March 24, 2022. The U.S. Department of Education released its ESSER data collection template which requires school entities receiving ESSER funds to report detailed information about how the funds were spent and other information about the use of the funds. This information must be reported to PDE by April 29, 2022. [Click here to access the template for ESSER data collection](#). PDE is conducting virtual office hours to assist with questions regarding ARP ESSER planning. Office hours are held every Monday from 1:00 - 2 p.m. and every Thursday from 9:00 - 10:00 a.m. through Thursday, March 17. Advance registration is required. [Click here](#) to register.

Elementary schools urged to implement PA Kindergarten Entry Inventory

The PA Department of Education (PDE) is urging all elementary schools to implement Pennsylvania's Kindergarten Entry Inventory (PA KEI) in the 2022-23 school year to assist in meeting enhanced federal requirements. PA KEI is a reporting tool that offers teachers an instructional strategy for understanding and tracking a student's proficiency at kindergarten entry. The PA KEI is available to all local education agencies (LEAs) at no cost and remote implementation options are available if necessary. It is intended to be used by kindergarten teachers to record a student's demonstration of skills within the first 45 calendar days of the kindergarten year. Click [here](#) for more information.