

Signed Board of Directors Meeting Minutes March 9, 2020 _____	2
Sign-in Sheet _____	15
Trip - YAG - Annual Model Conference 110 students _____	16
Trip - YAG - Annual Model Conference 30 students _____	18
Trip - Hershey Middle School Mathcounts _____	20
Trip - HHS Swim Team _____	22
Trip - Brain Bee _____	24
Resolution Calling for Charter School Funding Reform _____	26
TowerMetriX Renewal Agreement _____	27
Delegate Report - CAIU Board Highlights _____	28
Delegate Report - CAIU _____	32

**Derry Township School District
Board of Directors Meeting
March 9, 2020
Summary Minutes – XVI**

1. OPENING ITEMS

a. Call to Order

Minutes

Mrs. Sicher called the meeting to order at 7:00 p.m.

b. Roll Call

Members in Attendance: John Abel, Donna Cronin, Lindsay Drew, Maria Memmi, Lewis Shaw, Tricia Steiner, Kathy Sicher, Terry Singer, Judy Haverstick

Member Absent: None

Non-Voting Members in Attendance: Joe McFarland, Mike Frentz

Staff/Public in Attendance: Dan Tredinnick, Jason Reifsnyder, Dr. Stacy Winslow, Tucker Valoczki, Tyler Valoczki, Rachel Reilly, Alanna Casey, Tracy Paoletti, Chris Lupp

c. Flag Salute

d. Approval of Board of Directors Agenda

Approval of the March 9, 2020 Derry Township School District Board of Directors Agenda.

Minutes

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

Vote Results

Yea:	9	John Abel, Donna Cronin, Lindsay Drew, Judy Haverstick, Maria Memmi, Lewis Shaw, Kathy Sicher, Terry Singer, Tricia Steiner
Nay:	0	
Abstain:	0	
Not Cast:	0	

2. INFORMATIONAL AND PROPOSALS

a. Music in Our Schools

Kaitlin Obielecki and the Elementary Band

Minutes

Mrs. Obielecki led the trumpet players, from the Hershey Elementary School Band, in a song for School Board recognition month.

b. President Communications

Minutes

Mrs. Sicher reported that the Board met in Executive Session prior to this evening's meeting to discuss:

- Labor Relations and Arbitrations;
- Purchase or lease of real estate.

c. Recognition of Citizens (Agenda Items)

This is an opportunity for residents and taxpayers to address the Board on matters related to the agenda. Those who speak are asked to come to the microphone and state your name and address for the record. To provide other residents with an opportunity to speak, each speaker during the public comment portion is limited to five (5) minutes of speaking time once recognized and limited to one opportunity to address the Board during each of the public comment periods. If necessary, the Board may set a maximum time for the public comment portion of any meeting.

Speakers are asked to review the protocol for addressing the Board which can be found at the sign in table prior to speaking. Those wishing to present private concerns or questions needing follow-up outside of the Board meeting are asked to fill out a contact card, which can be found at the podium. Completed cards may be turned in to members of the administration to facilitate a reply.

Minutes

The following citizens were recognized by the Board:

- None

d. Standing Committee Meeting Report

Minutes

Mrs. Sicher reported that the Curriculum Council met prior to this evening's meeting and discussed:

- Update that a trip to Europe had been postponed;
- Health and Physical Education curriculum update;
- Open Court reading program for grades 3-5;
- Two books (for High School students) were approved for a first read.

e. Community Correspondence Report

Minutes

Mr. Tredinnick reported that there were three Community Correspondences received during the month of February.

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

Ms. Fitterer updated the Board on the Winter sports season, HS Mini-Thon and read the names of the Trojan 10 for the month of February. Mr. Carrera updated the Board on High School Musical, Hershey Youth Community Alliance and noted that a Talent and Art show will be held on March 14.

g. Anticipated Agenda Items for the Next Board of Directors Meeting

The following items will be on the Agenda for the March 23, 2020 Public Board of Directors Meeting:

1. Approval of March 9, 2020 Board of Directors Summary Minutes
2. Approval of The Breakfast Club
3. Better Together Derry Township "State of Play" Survey

4. Telephone Agreement
5. 1:1 Technology for Learning Refresh Lease 2020-22
6. Special Education Comprehensive Plan 30 Day Review
7. Staff Development
8. Request for the Use of Facilities
9. Personnel

Minutes

The anticipated agenda items for the March 23, 2020 Public Board of Directors Meeting were reviewed.

3. UNFINISHED BUSINESS

4. 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 Dr. Cronin the consent agenda items were approved.

Vote Results

Yea:	9	John Abel, Donna Cronin, Lindsay Drew, Judy Haverstick, Maria Memmi, Lewis Shaw, Kathy Sicher, Terry Singer, Tricia Steiner
Nay:	0	
Abstain:	0	
Not Cast:	0	

a. Approval of February 24, 2020 Summary Board of Directors Meeting Minutes – XV

****Note ****The Minutes for February 24, 2020 will officially be approved at the April 14, 2020 meeting as the attachment was missing and therefore wasn't officially approved at the March 9, 2020 meeting.

b. Approval of Field Trip/Excursion - Youth and Government Club (110 students)

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

Group:	Youth and Government Club
Number of Participating Students:	110
Grade Level:	8-12
Destination:	Hilton Harrisburg Harrisburg, PA
Purpose:	Annual Model Conference
Depart:	April 16, 2020
Return:	April 19, 2020
Trip Leader:	Chris Boggess and Kim West

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

c. Approval of Field Trip/Excursion - Youth and Government Club (30 students)

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

Group:	Youth and Government Club
<i>Number of Participating Students:</i>	30
<i>Grade Level:</i>	8-12
<i>Destination:</i>	Hilton Harrisburg Harrisburg, PA
<i>Purpose:</i>	Annual Model Conference
<i>Depart:</i>	April 16, 2020
<i>Return:</i>	April 19, 2020
<i>Trip Leader:</i>	Chris Boggess and Kim West

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

d. Approval of Field Trip/Excursion - Hershey Middle School Mathcounts

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

Group:	Hershey Middle School Mathcounts
<i>Number of Participating Students:</i>	4
<i>Grade Level:</i>	7 & 8
<i>Destination:</i>	Harrisburg Sheraton Harrisburg, PA
<i>Purpose:</i>	State Mouthcounts Finals
<i>Depart:</i>	March 13, 2020
<i>Return:</i>	March 14, 2020
<i>Trip Leader:</i>	Dave Yingst / Dave Cavic

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

e. Approval of Field Trip/Excursion - HHS Swim Team

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

Group:	HHS Swim Team
<i>Number of Participating Students:</i>	15
<i>Grade Level:</i>	9-12
<i>Destination:</i>	Bucknell University

	Lewisburg, PA
<i>Purpose:</i>	PIAA state Swimming & Diving Championships
<i>Depart:</i>	March 10, 2020
<i>Return:</i>	March 12, 2020
<i>Trip Leader:</i>	Greg Fastrich

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

f. Approval of Field Trip/Excursion - Brain Bee

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

<i>Group:</i>	Brain Bee
<i>Number of Participating Students:</i>	1
<i>Grade Level:</i>	12
<i>Destination:</i>	Northeast Ohio Medical School Rootstown, Ohio
<i>Purpose:</i>	National Brain Bee Competition
<i>Depart:</i>	March 27, 2020
<i>Return:</i>	March 29, 2020
<i>Trip Leader:</i>	Colette Silvestri

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

g. Requests for the Use of School Facilities

The Administration recommends the approval of the following Request for the Use of School Facilities:

<i>Group:</i>	American Legion Dept. of PA - Legion Baseball
<i>Date/Time:</i>	August 1, 2020, from, from 8:00 a.m. - 10:00 p.m. August 2 & 3, 2020 from 12:00 p.m. - 10:00 p.m.
<i>Requested Facility:</i>	Memorial Field
<i>Event:</i>	American Legion Baseball Division 2 - State Finals
<i>Fee:</i>	Memorial Field: \$25 per hour (approximately \$850.00) Custodial Fee: \$59.93 (approximately \$1,438.32) *If needed* Custodial Fee: \$39.95 (approximately \$399.50) *If needed* TOTAL FEES: approximately \$2,687.82
<i>Group:</i>	Hershey Soccer Club
<i>Date/Time:</i>	Sunday, May 3, 2020 from 10:00 a.m. - 8:30 p.m.
<i>Requested Facility</i>	Sunday, May 3, 2020 from 10:00 a.m. - 8:30 p.m.

<i>Event:</i>	Hershey Soccer Club Tryouts
<i>Fee:</i>	None
<i>Group:</i>	Cocoa Packs, Inc.
<i>Date/Time:</i>	Thursday, April 2, 2020 1:00 p.m. - 9:00 p.m.
<i>Requested Facility:</i>	Middle School Cafeteria
<i>Event:</i>	Eggstra Special Spring Fling
<i>Fee:</i>	None
<i>Group:</i>	Hershey Boys Basketball Boosters
<i>Date/Time:</i>	High School: June 22-25, 2020 from 9:00 a.m. - 3:00 p.m. July 6-9, 2020, from 9:00 a.m. - 3:00 p.m. ECC: July 6-9, 2020, from 9:00 a.m. - 10:30 a.m.
<i>Requested Facility:</i>	High School & ECC Gyms
<i>Event:</i>	Boys Basketball Camp - 1st - 9th Grade
<i>Fee:</i>	None
<i>Group:</i>	Young Life
<i>Date/Time:</i>	Wednesday, March 25, 2020 6:00 p.m. - 9:00 p.m.
<i>Requested Facility:</i>	High School Gym
<i>Event:</i>	Young Life Dodgeball Tournament
<i>Fee:</i>	None
<i>Group:</i>	Hershey United Lacrosse Association
<i>Date/Time:</i>	Saturday, May 2, and 9, 2020 12:00 p.m. - 5:00 p.m.
<i>Requested Facility:</i>	322 Turf Field & High School Multi-Purpose A Grass Field
<i>Event:</i>	Mid Penn Lacrosse Games
<i>Fee:</i>	None
<i>Group:</i>	Hershey Girls' Soccer Booster Club
<i>Date/Time:</i>	Saturday, June 6, 2020 9:00 a.m. - 4:00 p.m. Saturday, June 13, 2020 9:00 a.m. - 4:00 p.m. Rain Date Only
<i>Requested Facility:</i>	322 Turf Field and High School Multi-Purpose Field A
<i>Event:</i>	Hershey Youth Summer Soccer Camp
<i>Fee:</i>	None

h. Announcement of Staff Development Conferences

<i>Staff Member:</i>	Derek Dietz
<i>Conference:</i>	Link Crew Basic Training
<i>Location:</i>	Skytop, PA
<i>Dates:</i>	March 22 - 25, 2020
<i>Staff Member:</i>	Erin Ives
<i>Conference:</i>	AP English Literature and Composition Reading
<i>Location:</i>	Salt Lake City, Utah
<i>Dates:</i>	June 2 - 10, 2020
<i>Staff Member:</i>	Alaric Krause
<i>Conference:</i>	Link Crew Basic Training
<i>Location:</i>	Skytop, PA
<i>Dates:</i>	March 22 - 25, 2020

5. NEW BUSINESS

a. Resolution Calling for Charter School Funding Reform

**RESOLUTION CALLING FOR CHARTER SCHOOL FUNDING REFORM
BY THE BOARD OF DIRECTORS OF THE
DERRY TOWNSHIP SCHOOL DISTRICT**

WHEREAS, the average Pennsylvania school district spends millions of dollars in taxpayer money annually in mandatory payments to brick-and-mortar and cyber charter schools; and these payments are calculated in a manner which requires districts to send more money to charter schools than is needed to operate their programs and places a significant financial burden on districts' resources and taxpayers; and

WHEREAS, the current charter school funding formula was established in 1997 under the state's Charter School Law and has not been changed in the 23 years since it was first created; and the formula for regular education programs is unfair because it is based on a school district's expenditures and not what it actually costs to educate a child in the charter school; and

WHEREAS, the calculation for charter special education tuition is unfair because it is also based on the special education expenditures of the school district rather than the charter school; and although the General Assembly revised the special education funding formula in 2014 to more accurately target special education resources for students identified with high, medium and low needs, this formula was applied only to school districts and not to charter schools; and

WHEREAS, because the tuition rate calculations are based on the school district's expenses, they create wide discrepancies in the amount of tuition paid by different districts for the same charter school education and result in drastic overpayments to charter schools; and these discrepancies in tuition rates for regular education students can vary by almost \$13,000 per student and by \$39,000 for special education students; and

WHEREAS, the latest data from the PA Department of Education (PDE) shows that in 2017-18, total charter school tuition payments (cyber and brick-and-mortar) were more than \$1.8 billion, with \$519 million of that total paid by districts for tuition to cyber charter schools; and

WHEREAS, further analysis of PDE data shows that in 2014-15, school districts paid charter schools more than \$100 million for special education services in excess of what charter schools reported spending on special education; and

WHEREAS, the costs of charter schools for school districts continue to grow significantly each year; and on a statewide basis are the most identified source of pressure on school district budgets; and

WHEREAS, the need for significant charter school funding reform is urgent; and school districts are struggling to keep up with growing charter costs and are forced to raise taxes and cut staffing, programs and services for their own students in order to pay millions of dollars to charter schools.

NOW, THEREFORE BE IT RESOLVED that the Derry Township School Board calls upon the General Assembly to meaningfully revise the existing flawed charter school funding systems for regular and special education to ensure that school districts and taxpayers are no longer overpaying these schools or reimbursing for costs the charter schools do not incur. We, along with the Pennsylvania School Boards Association, are advocating for substantial change.

Adopted this _____ day of _____, 2020.

Signed,

School Board President

Board Secretary

Minutes

Following a motion by Ms. Drew and a second by Mrs. Memmi the Resolution Calling for Charter School Funding Reform was approved.

Vote Results

Yea:	9	John Abel, Donna Cronin, Lindsay Drew, Judy Haverstick, Maria Memmi, Lewis Shaw, Kathy Sicher, Terry Singer, Tricia Steiner
Nay:	0	
Abstain:	0	
Not Cast:	0	

b. Approval of TowerMetriX Renewal Agreement

The Administration recommends approving the renewal for services with TowerMetriX for a five year term

\$20,600.00 (1st Year)

\$20,750.00 (2nd Year)

\$20,900.00 (3rd Year)

\$21,150.00 (4th Year)

\$21,300.00 (5th Year)

Minutes

Following a motion by Mrs. Memmi and a second by Ms. Drew TowerMetriX services were approved for a five year term at the following rates:

\$20,600.00 (1st Year)
\$20,750.00 (2nd Year)
\$20,900.00 (3rd Year)
\$21,150.00 (4th Year)
\$21,300.00 (5th Year)

Vote Results

Yea: 9 John Abel, Donna Cronin, Lindsay Drew, Judy Haverstick, Maria Memmi, Lewis Shaw, Kathy Sicher, Terry Singer, Tricia Steiner
Nay: 0
Abstain: 0
Not Cast: 0

c. Personnel - Resignations

The Administration recommends the approval of the following resignations:

Classified:

Macfarlane, Amy

General Food Service Worker

High School

Reason: Personal

Effective: 02/23/2020 (retroactive)

Limited Service Contract:

West, Kimberly

Assistant Varsity Winter Cheerleading Coach

High School

Reason: Personal

Effective: 01/26/2019 (retroactive)

Minutes

Following a motion by Mrs. Memmi and a second by Dr. Cronin the Personnel - Resignation items were approved.

Vote Results

Yea: 9 John Abel, Donna Cronin, Lindsay Drew, Judy Haverstick, Maria Memmi, Lewis Shaw, Kathy Sicher, Terry Singer, Tricia Steiner
Nay: 0
Abstain: 0
Not Cast: 0

d. Personnel - General

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

Professional:

Glancey, Samantha

Psychology Intern

District-wide

Salary: \$15,000

Effective: 8/17/2020 through the end of the 2020-2021 school year

Classified:**Bandy, Jill***

Substitute Graphics Clerk

District Office

Salary: \$17.00 per hour

Effective: 03/10/2020

Gardner, Beth*

Substitute Graphics Clerk

District Office

Salary: \$17.00 per hour

Effective: 03/10/2020

Transfer of Classified Staff:**Anthony, Alyeisha***

From: Administrative Assistant

Primary Elementary

To: Administrative Assistant (replacing Theresa DeAcosta)

Middle School

Level C: 7.5 hours per day

Salary: \$19.30 per hour

Effective: 03/16/2020

DeAcosta, Theresa*

From: Administrative Assistant

Middle School

To: Administrative Assistant (replacing Alyeisha Anthony)

Primary Elementary School

Level A: 4.5 hours per day

Salary: \$20.47 per hour

Effective: 03/16/2020

Limited Service Contracts:**Fernandez, Molly**

Varsity Assistant Girls' Lacrosse Coach

High School

Group E, Step 8

Salary: \$3,663

Effective: 03/10/2020

West, Kimberly*

Head Varsity Cheerleading Coach - Winter

Group E, Step 5

Salary: \$3,140 (pro-rated)

Effective: 12/17/2019 (retroactive)

2. The Administration recommends the approval of the following request in accordance with District Policy 339:

Eckert, Gregory*

Bus Driver

District-wide

Uncompensated Leave

Effective: 03/12/2020 through 05/31/2020

Lamparter, William*

Bus Driver

District-wide

Uncompensated Leave

Effective: 03/01/2020 through 03/11/2020 (retroactive)

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

Minutes

Following a motion by Mrs. Memmi and a second by Ms. Drew the Personnel - General items were approved and transfers were recognized.

Vote Results

Yea:	9	John Abel, Donna Cronin, Lindsay Drew, Judy Haverstick, Maria Memmi, Lewis Shaw, Kathy Sicher, Terry Singer, Tricia Steiner
Nay:	0	
Abstain:	0	
Not Cast:	0	

6. DELEGATE REPORTS

a. CAIU

Minutes

The report for the CAIU was attached to the agenda.

7. SPECIAL REPORTS

a. Board Members' Report

Minutes

The following Board members provided reports:

- Dr. Shaw provided an update on the COVID-19 virus;
- Dr. Cronin provided an update on PSBA information available to Board members;

- Ms. Drew reported on her experience at the High School Musical.

b. Superintendent's Report

Minutes

Mr. McFarland provided the following report to the Board:

- With Coronavirus, specifically COVID-19, dominating headlines, it is natural that schools are being asked how they are preparing for or responding to potential local outbreaks. We recently sent district families communications about COVID-19, but I thought it would also be worthwhile to touch upon that subject during this report. In our All Hazards Incident Response Plan, our approach to any public health emergency is largely based on following guidance or directives issued from public health agencies such as the PA Department of Health and the Centers for Disease Control and Prevention. At this time, those agencies are not recommending schools implement special measures beyond the usual suggestions for limiting the spread of illness, such as the classroom sanitation practices we already routinely implement.
- However, in the same manner as we did during the avian flu and swine flu outbreaks in past years the district is actively monitoring national and regional developments. Additionally, we actively monitor student and staff absenteeism rates for trends and patterns. All of this information is included in a daily report that is provided to administrators and our nursing staff.
- Additionally, our Safe and Supportive Schools staff work with our local partners on various contingencies should there be a need for special action locally. In fact, there was a meeting with a variety of the Hershey entities today as part of that ongoing collaboration.

One point of emphasis from both state and federal public health officials is frequent and thorough handwashing. So in addition to our Buildings and Grounds Staff's attention to daily sanitation of "high touch" areas and sensitive areas like nurses offices, we are promoting handwashing in the schools, particularly at the elementary level. We have also placed orders for additional hand sanitizer dispensers for classrooms that do not have sinks.

Another concept being talked about by health experts is the concept of "social isolation." In a school setting, one of the best examples of this is families choosing to keep children who are showing signs of illness at home. This is something our nursing staff always promotes during cold and flu season and is a practice we encourage as part of our communications with families.

As we continue to act in the best interest of our students and staff, we are looking at each one of our upcoming student field trips and staff development conferences. Nationally, we are seeing a variety of programs being cancelled by organizers. So far, I am not aware of any such instances having a significant direct impact on our plans but this is obviously a fluid and sometimes rapidly changing situation. Likewise, as you know, when the field trips are brought forward for board approval, we make it clear that approval of all such trips can be revoked for safety considerations. While we hope that we can continue to take part in scheduled educational programs, each will be evaluated by our administration on a case-by-case basis. Should a student or staff member be diagnosed with coronavirus, we will coordinate with all appropriate agencies.

The Pennsylvania Department of Health has established a call center to address questions from the public. Those with a concern may call 1-877-PA-HEALTH (1-877-724-3258).

c. Board President's Report

Minutes

Mrs. Sicher thanked Mr. John on Bus 16 for his positive impact on students.

8. 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 come to the microphone and follow the same guidelines outlined at the initial public comment portion of our meeting.

Minutes

The following citizens were recognized by the Board:

- None

9. ADJOURNMENT


Minutes

Following a motion by Mrs. Memmi and a second by Ms. Drew the meeting was adjourned at 7:35 p.m.

Respectfully submitted,



Michael Frentz
Secretary to the Board
Approved April 14, 2020



Kathy Sither
President of the Board of Directors

Derry Township School District
School Board Meeting
March 9, 2020

Please Sign In AND Print Your Name

Signature

Printed Name

Daniel B Tredinnick

Dan Tredinnick

Signature

Printed Name

Mike Valozki

Mike Valozki

Signature

Printed Name

Tyler Valozki

Tyler Valozki

Signature

Printed Name

Rachel Reilly

Rachel Reilly

Signature

Printed Name

Alanna Casey

Alanna Casey

Signature

Printed Name

Tracy Paoletti

Tracy Paoletti

Signature

Printed Name

Chris Lynn

Chris Lynn

Signature

Printed Name

Signature

Printed Name

Signature

Printed Name

Signature

Printed Name

Signature

Printed Name

Signature

Printed Name

Signature

Printed Name

Derry Township School District



Request for Field Trip Form

Date Submitted: 2/18/2020

Name of Group, Class or Organization: Youth & Government Club

Teacher(s) or Advisor(s): Chris Boggess and Kim West

Destination: Hilton Harrisburg, 1 N 2nd St, Harrisburg, PA 17101

Transportation Provider: Derry Township School District

Date of Departure: 4/16/2020 Time of Departure: 6:00 pm

Date of Return: 4/19/2020 Time of Return: 2:00 pm

Purpose of Trip: Attending Annual Model Conference

Number of Students Participating: 110 Grade level(s): 8-12

Curriculum Connections

1. Civics
2. Social Studies
3. _____

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

<input checked="" type="checkbox"/> <u>Kim West</u>	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____

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

<input checked="" type="checkbox"/> <u>Matt Jenkins</u>	<input type="checkbox"/> <u>Riley Compton</u>
<input checked="" type="checkbox"/> <u>Sheila Hoover</u>	<input type="checkbox"/> <u>Oliver Herndon</u>
<input checked="" type="checkbox"/> <u>Rafay Nasir</u>	<input type="checkbox"/> _____

Teacher(s) or Advisor(s) Signature: Chris Boggess Date: 2/18/2020

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	1.50	110	165.00	0	6	0	165.00
B	Lodging	350	110	38,500.00	175	6	1,050.00	39,550.00
C	Meals			0			0	0
D	Registration/Entrance Fees			0			0	0
E	Staff Substitutes	(\$129 per substitute per day)						129.00
F	Other Expenses (List):							
Total Trip Expense (Add Amounts for Lines A - F)								39,844.00

Field Trip Funding Sources		Fee	Qty.	Amount
G	Fees paid by Student/Family	350	110	38,500.00
H	Fees paid by Chaperone	175	6	1,050.00
I	PTO/Booster Club (specify) _____			
J	Activity Account (specify) _____			
K	Department Budget (specify) <u>HS Transportation</u>			165.00
L	Other (specify) <u>Substitute Budget</u>			129.00
Total Trip Funding (Add Amounts for Lines G - L)				39,844.00

Total Trip Funding Must equal Total Trip Expense

Plan to cover costs for students with an economic hardship: YMCA Scholarships & YAG Club Account Funds

Explanation if Funding Sources are less than Field Trip Costs: _____

Approval/Disapproval

Building/Supervisor's Principal:	Approved <input checked="" type="checkbox"/>	Disapproved <input type="checkbox"/>
Assistant Superintendent for Curriculum & Instruction:	Approved <input checked="" type="checkbox"/>	Disapproved <input type="checkbox"/>

Reason for Disapproval: _____

Principal's/Supervisor's Signature: [Signature]

Date Processed: 2/20/20

Superintendent's Signature: [Signature]

Date Processed: 2/21/2020

Board Approval Date (if required): 3/9/20

Derry Township School District



Request for Field Trip Form

Date Submitted: 2/18/2020

Name of Group, Class or Organization: Youth & Government Club

Teacher(s) or Advisor(s): Chris Boggess & Kim West

Destination: Hilton Harrisburg, 1 N 2nd St, Harrisburg, PA 17101

Transportation Provider: Derry Township School District

Date of Departure: 4/16/2020 Time of Departure: 10:00 am

Date of Return: 4/19/2020 Time of Return: 2:00 pm

Purpose of Trip: Attending the Annual Model Conference

Number of Students Participating: 30 Grade level(s): 8-12

Curriculum Connections

1. Civics
2. Social Studies
3. _____

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

- | | |
|--|--------------------------------|
| <input checked="" type="checkbox"/> <u>Chris Boggess</u> | <input type="checkbox"/> _____ |
| <input type="checkbox"/> <u>Maureen Goldman (Nurse 2 days)</u> | <input type="checkbox"/> _____ |
| <input type="checkbox"/> <u>Kathy Frick (Nurse 2 days)</u> | <input type="checkbox"/> _____ |

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

- | | |
|--|--------------------------------|
| <input type="checkbox"/> <u>Rick Teetsel</u> | <input type="checkbox"/> _____ |
| <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |
| <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |

Teacher(s) or Advisor(s) Signature: Chris Boggess

Date: 2/18/2020

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	2.72	30	0	0	2	0	81.60
B	Lodging	350	30	10,500.00	175	3	525.00	11,025.00
C	Meals			0			0	0
D	Registration/Entrance Fees			0			0	0
E	Staff Substitutes	(\$129 per substitute per day)						\$258
F	Other Expenses (List):							
Total Trip Expense (Add Amounts for Lines A - F)								11,364.60

Field Trip Funding Sources		Fee	Qty.	Amount
G	Fees paid by Student/Family	350	30	10,500.00
H	Fees paid by Chaperone	175	3	525.00
I	PTO/Booster Club (specify) _____			
J	Activity Account (specify) _____			
K	Department Budget (specify) <u>HS Transportation</u>			81.60
L	Other (specify) <u>Principal's Substitute Budget</u>			258.00
Total Trip Funding (Add Amounts for Lines G - L)				11,364.60

Total Trip Funding Must equal Total Trip Expense

Plan to cover costs for students with an economic hardship: Scholarships through YMCA & YAG Club Account Funds

Explanation if Funding Sources are less than Field Trip Costs: _____

Approval/Disapproval

Building/Supervisor's Principal:	Approved <input checked="" type="checkbox"/>	Disapproved <input type="checkbox"/>
Assistant Superintendent for Curriculum & Instruction:	Approved <input checked="" type="checkbox"/>	Disapproved <input type="checkbox"/>

Reason for Disapproval: _____

Principal's/Supervisor's Signature: [Signature]

Date Processed: 2/20/20

Superintendent's Signature: [Signature]

Date Processed: 2/21/2020

Board Approval Date (if required): 3/9/20

Derry Township School District



Request for Field Trip Form

Date Submitted: 2/26/20

Name of Group, Class or Organization: Hershey Middle School Mathcounts

Teacher(s) or Advisor(s): Dave Yingst/Dave Cavic

Destination: State Mathcounts Finals - Harrisburg Sheraton

Transportation Provider: Parents

Date of Departure: 3/13/20 Date of Return: 3/14/20

Time of Departure: 5:00 pm Time of Return: 1:00 pm

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

Purpose of Trip: State Finals

Number of Students Participating: 4 Grade level(s): 7-8

Curriculum Connections

1. Integrated math instruction
2. Common Core Mathematics
3. Problem Solving

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

<input type="checkbox"/> <u>Dave Yingst (Staying overnight)</u>	<input type="checkbox"/> _____
<input type="checkbox"/> <u>Dave Cavic (Just coming Saturday)</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: *Dave Yingst* Date: 2/26/20

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	\$ 0.00	4.00	\$ 0.00	\$ 0.00	1.00	\$ 0.00	\$ 0.00
B	Lodging	\$ 0.00	4.00	\$ 0.00	\$ 70.00	1.00	\$ 70.00	\$ 70.00
C	Meals	\$ 0.00	4.00	\$ 0.00	\$ 0.00	1.00	\$ 0.00	\$ 0.00
D	Registration/Entrance Fees	\$ 0.00	4.00	\$ 0.00	\$ 0.00	1.00	\$ 0.00	\$ 0.00
E	Staff Substitutes	(\$129 per substitute per day)						
F	Other Expenses (List):							
Total Trip Expense (Add Amounts for Lines A - F)								\$ 70.00

Field Trip Funding Sources		Fee	Qty.	Amount
G	Fees paid by Student/Family	\$ 0.00	4.00	\$ 0.00
H	Fees paid by Chaperone	\$ 0.00	1.00	\$ 0.00
I	PTO/Booster Club (specify) _____			
J	Activity Account (specify) _____			
K	Department Budget (specify) _____			
L	Other (specify) Budget Code is 810 10 3210 000 20 50 521			\$ 70.00
Total Trip Funding (Add Amounts for Lines G - L)				\$ 70.00

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: _____

Approval/Disapproval

Building/Supervisor's Principal:

Approved ☒

Disapproved _____

Assistant Superintendent for Curriculum & Instruction:

Approved ☒

Disapproved _____

Reason for Disapproval: _____

Principal's/Supervisor's Signature: *Eric V...*

Date Processed: 3/1/2020

Superintendent's Signature: *Stacy L. Cleveland*

Date Processed: 3/2/2020

Board Approval Date (if required): 3/9/20

Derry Township School District



Request for Field Trip Form

Date Submitted: 3/5/2020 ☒

Name of Group, Class or Organization: HHS Swim Team ☒

Teacher(s) or Advisor(s): Greg Fastrich ☒

Destination: Bucknell University ☒

Transportation Provider: DTSD - vans ☒

Date of Departure: 3/10/2020 ☒ Time of Departure: 10:00am ☒

Date of Return: 3/12/2020 ☒ Time of Return: 10:00pm ☒

Purpose of Trip: PIAA State Swimming & Diving Championships ☒

Number of Students Participating: 15 ☒ Grade level(s): 9-12 ☒

Curriculum Connections

1. _____
2. _____
3. _____

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

<input checked="" type="checkbox"/> <u>Greg Fastrich</u> <input checked="" type="checkbox"/>	<input type="checkbox"/> _____
<input checked="" type="checkbox"/> <u>Jeff Fastrich</u> <input checked="" type="checkbox"/>	<input type="checkbox"/> _____
<input checked="" type="checkbox"/> <u>John Ricci</u> <input checked="" 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: Scott Simon Date: 3-5-20

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	\$ 20.00	15.00	\$ 300.00			\$ 0.00	\$ 300.00
B	Lodging	\$ 244.75	18.00	\$ 4,405.50			\$ 0.00	\$ 4,405.50
C	Meals	\$ 75.00	18.00	\$ 1,350.00			\$ 0.00	\$ 1,350.00
D	Registration/Entrance Fees			\$ 0.00			\$ 0.00	\$ 0.00
E	Staff Substitutes	(\$129 per substitute per day)						
F	Other Expenses (List):							
Total Trip Expense (Add Amounts for Lines A - F)								\$ 6,055.50

Field Trip Funding Sources		Fee	Qty.	Amount
G	Fees paid by Student/Family			\$ 0.00
H	Fees paid by Chaperone			\$ 0.00
I	PTO/Booster Club (specify) _____			
J	Activity Account (specify) 10-3250-000-00-00-550-635			\$ 1,350.00
K	Department Budget (specify) 10-3250-000-30-00-565-580			\$ 4,705.50
L	Other (specify) _____			
Total Trip Funding (Add Amounts for Lines G - L)				\$ 6,055.50

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: _____

Approval/Disapproval

Building/Supervisor's Principal:

Approved ☒

Disapproved ☐

Assistant Superintendent for Curriculum & Instruction:

Approved ☒

Disapproved ☐

Reason for Disapproval: _____

Principal's/Supervisor's Signature: _____

Date Processed: _____

Superintendent's Signature: _____

Date Processed: _____

Board Approval Date (if required): _____

3/9/20

Derry Township School District



Request for Field Trip Form

Date Submitted: March 4, 2020

Name of Group, Class or Organization: NATIONAL BRAIN BEE COMPETITION (MARCH 27 - 29, 2020)

Teacher(s) or Advisor(s): COLETTE SILVESTRI

Destination: NORTHEAST OHIO MEDICAL SCHOOL, ROOTSTOWN, OHIO

Transportation Provider: TEACHER WILL DRIVE SELF WHILE PARENTS WILL TRANSPORT STUDENT

Date of Departure: MARCH 27, 2020 Date of Return: MARCH 29, 2020

Time of Departure: MARCH 27, 2020 @ 12:00 P.M. Time of Return: 3:30 +/-

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

Purpose of Trip: TO PARTICIPATE IN THE NATIONAL BRAIN BEE COMPETITION

Number of Students Participating: 1 Grade level(s): 12

Curriculum Connections

- GENERAL KNOWLEDGE COVERING ALL ACADEMIC SUBJECTS PERTAINING TO BRAIN ANATOMY
-
-

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

<input checked="" type="checkbox"/> <u>COLETTE SILVESTRI</u>	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<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: Colette Silvestri Date: 3/3/2020

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			\$ 0.00	\$ 390.00	1.00	\$ 390.00	\$ 390.00
B	Lodging	\$ 360.15	1.00	\$ 360.15	\$ 360.15	1.00	\$ 360.15	\$ 720.30
C	Meals			\$ 0.00			\$ 0.00	\$ 0.00
D	Registration/Entrance Fees	\$ 125.00	1.00	\$ 125.00	\$ 125.00	1.00	\$ 125.00	\$ 250.00
E	Staff Substitutes	(\$129 per substitute per day)						
F	Other Expenses (List):	Student provided meals, but not teacher (TBD)						
Total Trip Expense (Add Amounts for Lines A - F)								\$ 1,360.30

Field Trip Funding Sources		Fee	Qty.	Amount
G	Fees paid by Student/Family			\$ 0.00
H	Fees paid by Chaperone			\$ 0.00
I	PTO/Booster Club (specify) _____			
J	Activity Account (specify) _____			
K	Department Budget (specify) <u>Gifted Budget Unit: 10-1243-000-30-80 Object Code: 580</u>			\$ 1,360.30
L	Other (specify) _____			
Total Trip Funding (Add Amounts for Lines G - L)				\$ 1,360.30

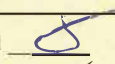
Total Trip Funding Must equal Total Trip Expense

Plan to cover costs for students with an economic hardship: PARENTS WILL PROVIDE FOR STUDENT

Explanation if Funding Sources are less than Field Trip Costs: _____

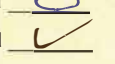
Approval/Disapproval

Building/Supervisor's Principal:

Approved 

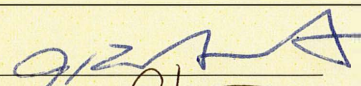
Disapproved _____

Assistant Superintendent for Curriculum & Instruction:

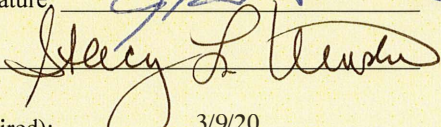
Approved 

Disapproved _____

Reason for Disapproval: _____

Principal's/Supervisor's Signature: 

Date Processed: 3/5/20

Superintendent's Signature: 

Date Processed: 3/16/2020

Board Approval Date (if required): 3/9/20

RESOLUTION CALLING FOR CHARTER SCHOOL FUNDING REFORM
BY THE BOARD OF DIRECTORS OF THE
DERRY TOWNSHIP SCHOOL DISTRICT

WHEREAS, the average Pennsylvania school district spends millions of dollars in taxpayer money annually in mandatory payments to brick-and-mortar and cyber charter schools; and these payments are calculated in a manner which requires districts to send more money to charter schools than is needed to operate their programs and places a significant financial burden on districts' resources and taxpayers; and

WHEREAS, the current charter school funding formula was established in 1997 under the state's Charter School Law and has not been changed in the 23 years since it was first created; and the formula for regular education programs is unfair because it is based on a school district's expenditures and not what it actually costs to educate a child in the charter school; and

WHEREAS, the calculation for charter special education tuition is unfair because it is also based on the special education expenditures of the school district rather than the charter school; and although the General Assembly revised the special education funding formula in 2014 to more accurately target special education resources for students identified with high, medium and low needs, this formula was applied only to school districts and not to charter schools; and

WHEREAS, because the tuition rate calculations are based on the school district's expenses, they create wide discrepancies in the amount of tuition paid by different districts for the same charter school education and result in drastic overpayments to charter schools; and these discrepancies in tuition rates for regular education students can vary by almost \$13,000 per student and by \$39,000 for special education students; and

WHEREAS, the latest data from the PA Department of Education (PDE) shows that in 2017-18, total charter school tuition payments (cyber and brick-and-mortar) were more than \$1.8 billion, with \$519 million of that total paid by districts for tuition to cyber charter schools; and

WHEREAS, further analysis of PDE data shows that in 2014-15, school districts paid charter schools more than \$100 million for special education services in excess of what charter schools reported spending on special education; and

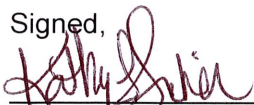
WHEREAS, the costs of charter schools for school districts continue to grow significantly each year; and on a statewide basis are the most identified source of pressure on school district budgets; and

WHEREAS, the need for significant charter school funding reform is urgent; and school districts are struggling to keep up with growing charter costs and are forced to raise taxes and cut staffing, programs and services for their own students in order to pay millions of dollars to charter schools.

NOW, THEREFORE BE IT RESOLVED that the Derry Township School Board calls upon the General Assembly to meaningfully revise the existing flawed charter school funding systems for regular and special education to ensure that school districts and taxpayers are no longer overpaying these schools or reimbursing for costs the charter schools do not incur. We, along with the Pennsylvania School Boards Association, are advocating for substantial change.

Adopted this 9th day of March, 2020.

Signed,



School Board President



Board Secretary



UTILIZATION/SERVICES AGREEMENT RENEWAL

Customer Information

Customer Name: Derry Township School District

Main Contact: Jason Reifsnyder

Email: jreifsnyder@hershey.k12.pa.us

Address 1: PO Box 898/ 30 East Granada Avenue

City, State: Hershey, PA

Title: Assistant to the Superintendent

Phone: 717-534-2501

Address 2:

Zip: 17033

Billing Information

Main Contact: Jason Reifsnyder

Email: jreifsnyder@hershey.k12.pa.us

Address 1:

City, State:

Title: Assistant to the Superintendent

Phone: 717-534-2501

Address 2:

State, Zip:

TowerMetriX Utilization Fee	Yearly Fee
Year 1	\$20,600.00
Year 2	\$20,750.00
Year 3	\$20,900.00
Year 4	\$21,150.00
Year 5	\$21,300.00

Subscription Term: 5 Years

Terms and Conditions: Customer's request of the use of the TOWERMETRIX software and services listed above are subject to TOWERMETRIX Terms and Conditions will remain the same as the original contract. This document represents the entire agreement of the parties, and supersedes all prior agreements, proposals or representations, written or oral.

Fees: Customer has the option to be invoiced monthly, annually, or for the entire contract. Payment is due within thirty (30) days upon receipt of invoice. Unless otherwise provided, TOWERMETRIX fees do not include any Taxes, and Customer is responsible for paying all Taxes associated with its purchases hereunder; however, any such taxes will be set forth on TOWERMETRIX's invoices.

IN WITNESS WHEREOF, duly authorized officers or representatives of TowerMetriX, Inc. and Customer have executed this agreement as of the date below:

TOWERMETRIX, Inc.

Signature:

Printed Name: Donald Hammel

Title: CEO

Date: 2/6/2020

CUSTOMER:

Derry Township School District

Signature:

Printed Name: Kathy Sichen

Title: President

Date: 2/9/2020

CAIU BOARD HIGHLIGHTS

The following actions were taken at the **February 27, 2020** meeting held at the Enola Office of the Capital Area Intermediate Unit.

Reports/Updates

- The Board Spotlight - Dr. Saia presented her mid-year review. Her personal goals are aligned to each of the CAIU Strategic Priorities. She provided an update under each priority.
- Ms. Alicia McDonald, Director of Student Services, reported that staff from the Preschool/Early Intervention team submitted and received a CAIU Innovation Grant for development of a Rapid Response Team. This team put a protocol together for a rapid response hotline to respond to crisis and provide support to staff and students to assist in stabilizing the situation. The team has already successfully responded to over 13 situations over the last several months. The state recognized this important work and offered grant money to the group to develop a model and toolkit to be replicated across the state. Thanks to Daren Moran for the CAIU Innovation Grant Program, that provides the opportunity for these great ideas.
- Mr. Len Kapp, Supervisor of Operations & Transportation, provided a Safety and Security report: The PA Crime and Delinquency Department recently announced who received part of the 60 million dollar meritorious and competitive grants. Most school districts were awarded meritorious grants. Mr. Kapp also reported that there has been recent movement on the land development next door. Transfer of ownership is expected to happen by May 2020.
- Mr. Dave Martin, Director of Technology Services, reported on the phishing simulation software, a regional solution with 15 school districts participating. The first campaign was just launched by a mock phishing email being sent out to gather baseline data. 42% of recipients clicked on the link triggering an automatic email to the recipient explaining about phishing and how to protect yourself. Mr. Martin highlighted the celebration of our 19-20 Interns in the All In report. Interviews for next year's interns have already begun.
- Mr. Brian Griffith, Director of Educational Services, provided an update on state mandates: School districts are mandated to offer CPR this year for high schools. The state released a draft toolkit last week. Most school districts are offering the training through their health or physical education departments. There are new requirements for 2021 to administer a civic assessment to all high school students anytime during their high school years. Please note – this is not a graduation requirement. School districts are required to report every two years the number of students that took the assessment and the number that passed. A book of all mandates was printed and provided to the Board Members. As we receive changes, updates will be distributed. Congratulations to Scott Snyder, Instructional Coaching and Technology Consultant, as he was this year's recipient of the ISTE Making IT Happen award. This is national award to honor outstanding educators and leaders who demonstrate extraordinary commitment, leadership, courage and persistence in improving digital learning opportunities for students.
- Dr. Andria Saia, Executive Director, highlighted the *All In* Newsletter that was available for the Board's review. She highlighted The CAIU's celebration of National Compliment Day and National Have Fun at Work Day. In addition, one of our Program Supervisors, Kathy Gottlieb, as part of her leadership goal, took initiative and submitted a great article on Growing our EQ. Dr. Saia reported on this month's School District Spotlight which was Middletown Area SD's MATES program: Trauma Informed Care. Please share the great things that are happening in your districts.

Approved Action Items

- Board Member Resignations
 - Acceptance of resignation from Mrs. Maria Memmi, Derry Township School District, from the CAIU Board of Directors, effective January 23, 2020 per email.

- Acceptance of resignation from Ms. Elizabeth Knouse, South Middleton School District, from the CAIU Board of Directors, effective February 25, 2020 per email.
- Appointment of the following new Board Member:
 - Appointment of Mrs. Tricia Steiner, Derry Township SD, to fill an unexpired term from February 27, 2020 until June 30, 2020
- Approval of the minutes of the Capital Area Intermediate Unit Board of Directors' meeting of January 23, 2020
- January 2020 Treasurer's Report – a total of \$7,943,788.50 in receipts and \$7,720,809.39 in expenditures
- Summary of Operations for January 2020 showing revenues of \$57,606,054.67 and \$44,161,086.14 in expenditures
- Other Fiscal Matters - None
- Budget Administration
 - Proposed 2020-21 General Operating Budget (2nd Reading)
 - Proposed 2019-20 Budget Revision - Early Intervention Access Program
 - Proposed 2019-20 Budget Revision - Early Intervention IDEA 611
 - Proposed 2019-20 Budget Revision - Early Intervention IDEA 619
 - Proposed 2019-20 Budget Revision - Early Intervention
- Other Business Items
 - Contracts – February 2020
- Policies & Programs
 - Second Reading, Revised Policy #610 - Purchases Subject to Bid/Quotation
 - Second Reading, Revised Policy #611 - Purchases Budgeted
 - Second Reading, Revised Policy #626 Attachment – Procurement
 - Second Reading, Revised Policy #705 - Safety Organizations/Groups/Individuals – *bring back in March for Second Reading with suggested revisions*
- Job Descriptions
 - Second Reading, Existing Position, Revised Description - Contract and Child Accounting Coordinator
 - Second Reading, Existing Position, Revised Description – Data Systems Supervisor
- Personnel Items – See Attached Report.

Executive Director's Report

- See attached report/newsletter.

President's Report

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

NEXT MEETING: Thursday, March 26, 2020, 8:00 a.m., Board Room, CAIU Enola Office

Personnel and Policies/Programs Highlights from the Capital Area Intermediate Unit Board of Directors' Meeting

A. RESIGNATIONS:

- **TINA FORD**, Educational Paraprofessional, Early Intervention Program, effective March 6, 2020. Reason: Personal.
- **ALLISON HOOVER**, Certified Occupational Therapist Assistant, OT/PT Program, effective March 6, 2020. Reason: Personal.
- **SARAH KELLY**, Educational Consultant, Educational Services Team, effective March 6, 2020. Reason: Personal.
- **AUBRIE MURPHY**, Program Secretary, Early Intervention Program, effective March 6, 2020. Reason: Personal.
- **ADAM SHICKLEY**, Teacher, Center Point Day Program, effective March 2, 2020. Reason: Personal.

B. RECOMMENDED FOR EMPLOYMENT OR CONTRACT:

- **JENNIFER BENSHOOF**, Temporary Professional, effective date to be determined. Assignment: School Psychologist, Early Intervention Program with base salary of Masters+30, Step 15, \$74,793 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 MAWA budget.
- **MATTHEW DELIBERTY**, Paraeducator, effective February 20, 2020. Assignment: Educational Paraprofessional, Early Intervention Program with base salary of HS+48, \$24,700 for 190 days of service will be prorated for a total of 67 days with additional new hire days as required. This is a new position funded through the MAWA budget.
- **ZACHARY FEISTER**, Paraeducator, effective date to be determined. Assignment: Educational Paraprofessional, Early Intervention Program with base salary of HS+48, \$24,700 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 MAWA budget.
- **AMY FLICK**, Temporary Professional, effective date to be determined. Assignment: Physical Therapist, OT/PT Program with base salary of Masters+60, Step 15, \$77,639 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 OT/PT budget.
- **MIRANDA HALDEMAN**, Temporary Professional, effective March 9, 2020. Assignment: Speech and Language Clinician, Early Intervention Program with base salary of Masters, Step 8, \$57,601 for 190 days of service will be prorated for a total of 55 days with additional new hire days as required. This is a new position funded through the MAWA budget.
- **JAIDYN JACKSON**, Technology Support Specialist I, Technology Team, effective February 18, 2020 with base salary of Range 1, \$37,479.35 for 260 days of service will be prorated for a total of 96 days through June 30, 2020. This is a replacement position funded through the Data Processing General Operating budget.
- **CARA JURY**, Temporary Professional, effective date to be determined. Assignment: Occupational Therapist, OT/PT Program with base salary of Masters, Step 1, \$50,587 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 OT/PT budget.
- **SHERIDAN NELSON**, Paraeducator, effective February 20, 2020. Assignment: Educational Paraprofessional, Early Intervention Program with base salary of HS+48, \$24,700 for 190 days of service will be prorated for a total of 67 days with additional new hire days as required. This is a new position funded through the MAWA budget.


- **KATHLEEN O'CONNOR**, Temporary Professional, effective date to be determined. Assignment: Teacher, Early Intervention Program with base salary of Masters, Step 8, \$57,601 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 MAWA budget.
- **TONY OYOLA**, Temporary Professional, effective date to be determined. Assignment: Long Term Substitute Teacher, Center Point Day Program with base salary of Masters+60, Step 5, \$58,829 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 Diakon CP budget.
- **BRIANNA ROWE**, Temporary Professional, effective date to be determined. Assignment: Occupational Therapist, OT/PT Program with base salary of Masters, Step 1, \$50,587 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 OT/PT budget.

C. CHANGES OF STATUS:

- **BARBARA FREY**, change in the end date of Long Term Substitute Floater Teacher assignment from February 14, 2020 to February 21, 2020.
- **ERIKA GROVE**, from Long Term Substitute Teacher to Temporary Professional, Center Point Day Program, effective February 3, 2020.
- **MEGHAN HARVEY**, from Educational Consultant to Assistant Program Supervisor, Early Intervention Speech and Language Program, effective date to be determined. Change of status results in a change of salary to Act 93, Grade 4, \$107,319 based on 260 days and will be prorated based on the number of days worked through June 30, 2020.
- **CHRISTA MCMAHON**, Educational Paraprofessional, Early Intervention Program, from part-time to full-time status, effective January 27, 2020.
- **IRENE REEDY**, from Educational Consultant, Educational Services Team to Project Supervisor, Student Services Team, effective March 2, 2020. Change of status results in a change of salary to \$73,800 based on 260 days and will be prorated for a total of 87 days through June 30, 2020.

CAIU: ALL IN!

CAIU: GROWING OUR “EQ” TO #BEGREAT



Did You Know?


ANDRIA SAIA, EXECUTIVE DIRECTOR

CAIU has a long history of giving back to our communities through a variety of employee led service projects. Every year employees lead or join service projects across our region to benefit families, schools organizations, and our communities at large.

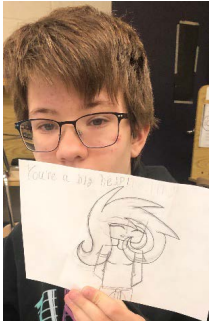




Why do we do what we do? Being of service is not just a value we espouse, it is at the core of what we do. We are in the people business. In its simplest form, the work we do as an organization is best described as people that help others for a living.

What does that look like? An individual employee completes a form available on the website to organize a service project in our community that is at least 2.5 hours in length, with the objective of having at least five other CAIU employees join them. For those that do not want to lead a service project, they simply go to 48 CARATS to sign up for a project that another organized. Then sometime between July 1 and All Staff Day in any given year, staff complete the service project. Our service projects run the gamut in terms of impact: working with the homeless and needy in our area, animal welfare organizations, Wreaths Across America, Ronald McDonald House, literacy events, Fort Hunter events, Appalachian Trail clean up, Caitlin’s Smiles, supporting food banks, nearly every type of service work you can think of.

This year a whopping 469 of our approximately 610 employees completed a service project! At the CAIU, we have a lot to be proud of and our positive impact on our communities is at the top of the list. Thank you to everyone in the CAIU family that donates their time to make the lives of others better.



In this Issue:

	Topic	Page
Celebrating National Compliment Day!	Did You Know?	1
	Growing EQ	2
	Director’s Message	2
	Student Services	3
	Educational Services	4
	Tech Services	5
	Business Services	6
	HR & Communications	7
	CAIU Compliments	7
	News of Note	7
	Opportunities	8
	Help Wanted	8
	State of the Union	8
	CAIU Wellness	9
	District Spotlight	10
<div><p>We're on social media!</p><p>@CapitalAreaIU</p></div>		

IN THIS ISSUE

CAIU: GROWING “EQ”

CAIU WELLNESS

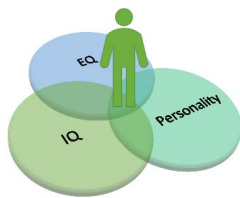
CAIU COMPLIMENTS

PAGE 1

CAIU: GROWING OUR “EQ” TO #BEGREAT

KATHY GOTTLIEB, PROGRAM SUPERVISOR

Everyone has heard about IQ (intelligent quotient) as a measure of cognitive intelligence, but how about EQ? Emotional intelligence (EQ) is defined as our ability to recognize emotions within ourselves and others, as well as our ability to utilize our understanding of these emotions to manage our own behavior and our relationships with others. The concept of EQ is a hot topic, tied to both individual success in a chosen career, as well as the overall health of organizational culture.



Why might EQ be important? How we act and think are determined by our IQ, our personality, and our EQ. While our IQ and our personalities are generally considered static throughout our lives, our EQ is flexible. This means that we can develop and improve our EQ! In fact, research has shown that people who work to develop their EQ skills tend to be the most successful at their jobs. Many researchers have even found that EQ is more important to job success than IQ is. Beyond our individual

success, EQ is critical to our success as an organization. EQ can negatively or positively affect the climate of our work environment. Recall that All Staff Day speaker, Gerry Brooks, spoke about the importance of the climate of our workplace in support of what we can accomplish. To live our values and be great, we need to improve our EQ skills.

Emotional intelligence can be broken into two major areas: personal competence and social competence. Personal competence is our ability to be aware of our own emotions (self-awareness) and to manage our behavior (self-management) in the moment in light of our emotions. Social competence is our ability to recognize other people’s moods, behaviors, and motives (social awareness) so that we can develop and improve our relationships with these people (relationship management). You may already have strong skills in some or all of these areas, but we can always improve our EQ, which will improve our work climate and our overall success. Here are several strategies you can try over the next month to improve your EQ. Learning or improving a skill takes repeated practice so start by choosing only one or two strategies and then working on them over the entire month.

FIGURE 1: THE BUILDING BLOCKS OF EMOTIONAL INTELLIGENCE

SELF-AWARENESS	SELF-MANAGEMENT	SOCIAL AWARENESS	RELATIONSHIP MANAGEMENT
Emotional Awareness	Self-Control	Empathy	Influence
	Trustworthiness		Conflict Management
Self-Confidence	Conscientiousness	Organizational Awareness	Teamwork
	Adaptability		Leadership
	Innovation		Communication

Self-Awareness Strategy:

Physically Feel Your Emotions: Take a few minutes when you are alone to think about an emotionally charged event from you past. The event could be positive or negative. Close your eyes and try to visualize how your body felt during that time. Think about your breathing, your heart rate, and your muscle tenseness. Reflecting on these past events and your physical reactions to your emotions will help you begin to recognize your physical responses to emotionally charged events as they are happening. Awareness of your reactions will lead to better self-management of your reactions in real time.

Self-Management Strategy:

Just Breathe: When you find yourself in a stressful or emotional situation, focus on taking deep, slow breaths, inhaling through your nose and exhaling through your mouth. Taking deeper, slower breaths will give your brain more oxygen, which produces a calmer state and clearer thinking.

Social Awareness Strategy:

Be in the Conversation: If you have a tendency to pay more attention to your internal conversation than to the person speaking, try to really focus on the conversation. Have listening and learning be your goal. Don’t interrupt the other person while he/she is speaking or think of your response to what he/she is saying. Stop the voice in your head, refocus on the speaker. This will help you improve your social awareness.

Relationship Management Strategy:

Act of Caring: There are people around us doing great things every day. Great things can be large or small. Recognizing what someone else has done to further the work of your team is important to the climate. It can be as simple as a thank you in an email. It could be bringing a snack to a team meeting. This is about letting those around us know how much we care and appreciate what they do.

Reference for the article: *Emotional Intelligence 2.0* by Travis Bradberry, PhD and Jean Greaves, PhD, TalentSmart, 2009.
Want to read more?:
<https://markmanson.net/emotional-intelligence>
<https://www.helpguide.org/articles/mental-health/emotional-intelligence-eq.htm>
<https://globalleadershipfoundation.com/geit/eitest.html> (EQ quiz)

Message from the Executive Director



ANDRIA SAIA

Want to achieve a big goal?
Take a really small step!



We have all been there – we resolve to make a change and we go *All In!* When we don’t succeed, we feel we have failed, or lament all the barriers that prevented our success, or even both. Meanwhile our goal remains unfulfilled. In fact, the number one reason goals are not met is we start too big, biting off more than we can chew. This can even lead to a fear of failing, making that goal seem even farther away.

Instead of planning a giant leap forward, consider identifying a really – REALLY – small habit you can do daily. Creating a new habit can be overwhelming. Creating a micro habit is EMPOWERING. They are an opportunity to prove to yourself “you can do this!”

First trick to succeeding, pair this new habit with a daily task. For example, if after being all fired up by All Staff Day and Gerry Brooks to improve communication, your goal is to build strong relationships with those you work with, instead of planning a weekend retreat out of the gate, you could start with asking a personal question and be truly present for the answer while you are exchanging your morning hellos or crossing paths in the hall.

Looking to #begreat? What is that tiny step you can take to live the values of dedication, partnership, service, leadership, expertise, and innovation every day? Who can be your #begreat buddy, supporting your tiny habit?

Second trick, track your progress, because as the saying goes, “what gets measured, gets done.” You may even want to enlist a partner to hold you accountable. Particularly in the example above, seeking out support from your peers seems an obvious advantage.

Finally, hold steady. Do not try to grow too fast. Succeed by keeping your commitment to your new tiny habit for at least two weeks before you attempt something bigger.



Want to read more?:
<https://thriveglobal.com/stories/6-reasons-why-small-steps-are-the-best-way-to-tackle-big-goals/>
<https://www.forbes.com/sites/lewishowes/2012/07/06/why-thinking-small-is-the-secret-to-big-success/#57abd4fc1f8b>
<https://mythinkbiglife.com/how-to-achieve-big-goals-with-small-steps/>
<https://vitalplan.com/blog/small-steps-big-changes-how-to-reach-your-goals-in-5-simple-steps>
<https://www.nbcnews.com/better/one-small-thing/how-use-micro-habits-tackle-big-health-goals-n766691>

Student Services



ALICIA MCDONALD, DIRECTOR

Preschool/Early Intervention

Our Preschool Team, represented by Patti Merrill and Kathy O'Connell, participated at the Carlisle IceFest with a display table to share resources with families as well as activities for young children.



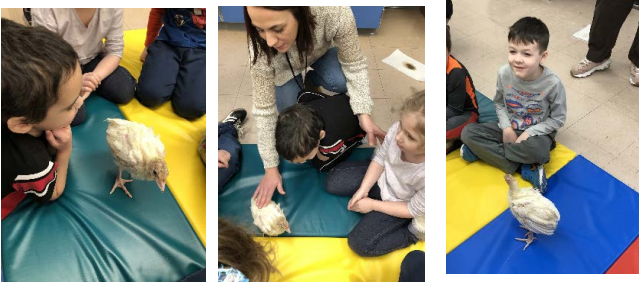
Winter Transition meetings for children who are eligible to transition to kindergarten in 2020-21 were completed on February 24 with 24 school districts, charter, and cyber schools in our region. Over the course of nine meeting days, we had 709 families go through the winter round of meetings. Preschool is currently preparing for the spring transition meetings.

Amy Moyer, Preschool Data Coordinator and Alison Ruello, EPP, created a special "fish area" in the preschool wing. The children who attend class visit and feed the fish daily. There are different groups of students each day and they have each collectively named the fish.



School-age Autism Support

When the Farm Show comes to you! On January 10, students at Carroll Elementary in Miss Julia Kepler's Autism Support class were given a private showing, question and answer session, and opportunity for interactions with the animals.



Diakon Center Point Program

Students at the Diakon Wilderness Center are participating in a partnership with Faulkner Subaru to explore various job opportunities during this school year. Students learn about the different training needed to gain employment in the various departments within the automotive group. They attend three days per week for 2 ½ hours a day for one marking period. Students gain experience in the service department, sales, and back office operations. Additionally, students are taught simple automotive maintenance, sales, and customer service skills.

Physical Therapy Supports

On February 11, the physical therapists held a seminar about the newest equipment available for children with physical challenges. Two local equipment representatives, Bert Joseph and Terry Bergman, brought many different types of standers, gait trainers, and other types of walkers for the PT's to examine. Knowing about the latest technologies in movement support will help our PT's assist children and their families when there are gross motor delays and challenges to be overcome.

Shown in picture: Sarah Barnabas, Wendy Wallace, Janel Bolig and Kellie Hegarty-Murphy. The presenter is Terry Bergman.



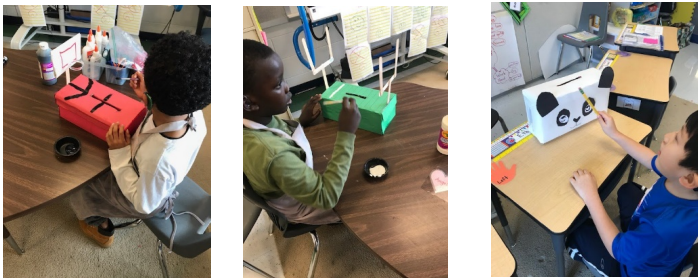
Hill Top Academy

After the long winter break, Hill Top Academy actively worked to re-energize both students and parents. To this end, cool and engaging activities were planned in the classroom for students and during the day and evening for both students and their families. This included a Winter Festival the evening of January 30, where Hill Top staff decorated the school and coordinated fun games and crafts for everyone that attended. Additionally, Hill Top had tremendous turnout for its first ever "join your student for lunch" day, where 23 family members came out to Hill Top for lasagna from the school's cafeteria with the Hill Top staff and their student.



Elementary Deaf and Hard of Hearing Classes

Students in the deaf and hard of hearing classes at Conewago elementary school have been working hard on developing their communication skills. The students have also been learning about complimenting people and appropriate social interaction skills. In an effort to practice those skills, the two classes are making plans to hold a Valentine's Day party during which students will share positive handwritten notes with each other. And of course, what fun would it be to just hand those notes to each other? So the students created and decorated their own Valentine boxes.



Educational Services



BRIAN GRIFFITH, DIRECTOR



Safe and Supportive Schools Summit

The CAIU partnered with Shippensburg University to present the Safe and Supportive Schools Summit on February 5 at Shippensburg University. 104 educators, superintendents,

administrators, directors, counselors, etc. came from 28 school districts, non-public schools, and other community agencies for this one-day exploration of issues and situations to foster a safe and supportive learning environment for all students. There were over fifteen sessions offered for teams to discover what trainings will be offered to their schools when the Safe and Supportive Schools Series begins in the 2020-2021 school year. Topics such as Restorative Justice, Trauma Informed Practices, Resiliency Strategies, and so much more will be offered. The summit was a huge success, and the planning committee is incredibly excited to continue to offer the series to school districts.



We are very proud of two our ESL staff who will be presenting at the 2020 Migrant Education Program (MEP) and English Language Development Conference on March 3-5, 2020 in Harrisburg.

Ann Tenan is presenting “The Power of Teams: Collaborating to Support English Learners’ Success”. The collective intelligence of a collaborative team can effectively move an English learner (EL) toward language proficiency and success.

Emily Wolszczenski is presenting “Science and ELs: Creating a Natural Connection”. This interactive workshop will demonstrate the ways in which two English language development (ELD) specialists and a secondary biology teacher collaborated to combine ELD strategies with biology concepts to enhance the learning for all students.

Pennsylvania Governor’s STEM Competition

The Governor’s STEM Competition is an annual, themed, academic competition for students in grades 9-12. Students are challenged to research, present, and design a device/project that can improve the life of Pennsylvanians. This year’s theme was “Improving Pennsylvania Through STEM.”

The CAIU regional competition was held on February 11. Teams from eight local high schools competed this year: Bishop McDevitt HS, Central Dauphin HS, Cedar Cliff HS, Cumberland Valley HS, Lower Dauphin HS, Red Land HS, SciTech High, and Shippensburg Area HS.

The winners were:

- 1st Place – Cedar Cliff High School (moving to the State Competition at the Dixon Center in May)
- 2nd Place – Central Dauphin High School
- 3rd Place – Bishop McDevitt High School



Cedar Cliff HS’s winning project created a lighted warning and door locking system for buildings that would identify safe and unsafe areas during an active shooting situation. Special thanks to our guest speaker, Dr. Adams Greenwood-Ericksen from Harrisburg University, who spoke about ensuring positive, easy-to-use user interfaces when designing a new product. We also thank our business and industry judges from Gannett Fleming, KCI Technologies, and the PA Army National Guard for supporting the competition.

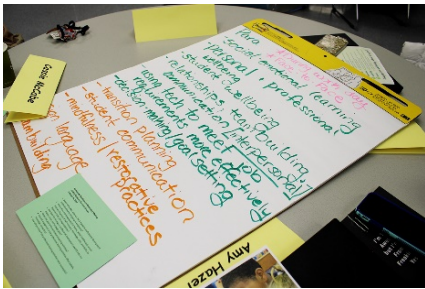
CAIU’s Professional Development Committee Convenes

As part of the Comprehensive Planning process, school districts and intermediate units are required to develop a Professional Development Plan based on a needs assessment and with input from a committee representing the IU’s stakeholders.



In December, CAIU staff provided information on their professional development needs through an online survey. On February 11, the Professional Development Committee convened to begin analyzing the survey data and begin making recommendations based on the needs expressed through the survey. The core team members will be taking these recommendations and integrating them with the IU’s overall strategic plan. Both the Professional Development Plan and the overall Comprehensive Plan will be presented to the Board and PDE for approval in the fall of 2020. The plan will go into effect in the summer of 2021 and will be in place for three years.


As we move through the planning and implementation of the plan, the Professional Development Committee will be meeting periodically to review our progress. When necessary, we will be making changes to adapt to the ever-changing needs of our staff, students, schools, families, and community.



Tech Services



DAVE MARTIN, DIRECTOR



February is Career and Technology Education Month, and with our ever-increasing dependence on technology, not only in the classroom but in our everyday lives as well, there has been an increasing number of students who show an interest in technology-related careers. Prior to 2018, the CAIU Technology Team hired high school graduates from various school districts to help with summer technology projects, but in 2018 we decided to take a new approach. At the suggestion of Dr. Andria Saia, we contacted our two technical schools, Cumberland Perry Area Vocational Technical School (CPAVTS) and Dauphin County Technical School (DCTS), to see if we could engage their junior students in a co-op program during the summer and transition them to an internship for their senior year of study. In 2018, we hired two technology support students, Jaidyn Jackson and Dalton Kiner, and two application development students, Nathan Foster and Stephen Halbruner. All four students completed the summer co-op program and three of them transitioned to the internship program for their senior year. The initial program was such a success, that in the spring of 2019 we contacted both schools for a second wave of students.

As part of the process, we asked the Work Base Learning Coordinators, Joanne Custer (DCTS) and Hal Berkstresser (CPAVTS), to identify potential student candidates and send us their resumes. We then contact the students directly to schedule interviews, in order to give them the feel of a real-world, job interview experience. In the spring of 2019, we interviewed students from both schools and hired three technology support students, Mark Callihan, Danny Dam, and Rebecca Dixon. All three students completed the summer co-op and transitioned to the internship program for their senior year.

Joanne Custer reported that the workplace experience has increased student confidence and overall ability to communicate more effectively and at a more professional level, increased maturity and job readiness, provided great motivation, and allowed students to serve as role models to underclassmen. Similarly, Hal Berkstresser said, "As for the experience with the CAIU, it has been fantastic for all Co-op students this year and last. The students have had a chance to grow as individuals in their career field. They have had to step up their game from the simulations of the classroom environment to the rigors of the real work. Thanks to the CAIU, the students are better prepared for the real work and have a practical, hands-on experience to fall back on."

MEET THE 19-20 TECHNOLOGY INTERNS:

Name: Rebecca Dixon **Home District:** South Middleton **Tech School:** Cumberland Perry



What made you consider technical school as an education option? My Friend kept talking about it and I was pretty interested. He made it sound fun and exciting, so I couldn't miss the opportunity.

Why did you select Technology as a major? I went classroom to classroom and I didn't find anything that got me pumped, so I checked out Networking and frankly I had a blast during the open house. There was a girl who was guiding me along and really egged me on to do it.

What do you like best about working at the CAIU? I love the people here, they are all super sweet and make me feel welcome and comfortable.

What do you like to do in your spare time? I like makeup and fashion, it is one of my favorite hobbies

What are your plans after graduation? I plan on going into computer forensics, it's been something I've been interested in.

Name: Mark Callihan **Home District:** Northern York **Tech School:** Cumberland Perry



What made you consider technical school as an education option? I had heard about CPAVTS through friends and guidance counselors.

Why did you select Technology as a major? At the time, I was very interested in networking, so I signed up.

What do you like best about working at the CAIU? This is my first real experience in the IT field, so being able to learn as I go is an absolute advantage that will help me in my career. I've never had a negative experience with anyone in my time working here. I am happy to be working such an amazing job!

What do you like to do in your spare time? In my spare time, I like to work on computer and network equipment (of course), as my car.

What are your plans after graduation? Once I graduate High school, I plan on doing HACC courses online while also working full time.

Name: Danny Dam **Home District:** Halifax Area **Tech School:** Dauphin County



What made you consider technical school as an education option? When I found out about Vo-tech I thought it was a really good opportunity to get a bit of a head start in pursuing a career. Obviously, my parents were thrilled about it as well. I saw a chance to grow as a person and learn a lot more so I took the opportunity. It was probably one of the best decisions I've ever made.

Why did you select Technology as a major? Technology just happened to line up with a lot of my hobbies, so naturally I was very interested in it. It all started with video games. If I wanted to play the best-looking games I'd have to build a nice computer. If I wanted to play Minecraft with friends I'd have to learn how to host a server. Technology was a naturally developed interest of mine.

What do you like best about working at the CAIU? One of the best things about working at the IU is the amount of stuff I learn. Of course, as an intern that's what I am here to do. There's always something to learn in technology and being around the help desk guys every week has taught me a lot. It's a very natural learning experience compared to a classroom, which is very nice.

What do you like to do in your spare time? Just like most people in tech, I enjoy spending my free time playing video games and working on personal projects. I'm also the type of person that gets involved in a little bit of everything. I keep a few fish tanks in my room, I like learning languages, I enjoy listening to music, building computers and a ton of other random things. Basically, I have more hobbies than I can afford

What are your plans after graduation? This year I dedicated a lot of my time to coming in to the IU and taking classes at HACC at night. I have managed to earn enough credits to be able to get my associates degree and graduate high school within weeks of each other. I plan on taking a break from school after graduation and would like to find more opportunities to grow as a tech guy.

Tech Tip of the Month



Choosing a password is something that drives all of us crazy. Over the next several tips we will share some password strategies that will hopefully make your life simpler. For this month, let's start with picking an actual password. Most systems require at least eight characters. Obviously, the more characters the better. The problem is, people often cannot think of something, especially something they will remember. Here is a suggestion:

Use abbreviated phrases for a password. An example would be "I want to go to Australia this summer." You then take the first letter of each word and changing words like "to" to the number 2. The result will be "Iw2g2Ats". I often suggest taking it one-step further and adding a space, symbol or additional numbers "#Iw2g2Ats2020" It is not only a more secure password, it keeps you focused on your upcoming vacation!

Business Services



DAREN MORAN, DIRECTOR

A Dad's View of Leadership - If you do a quick Google search on the word leadership, you quickly become overwhelmed with the 6,140,000,000 results. A recent study showed that the leadership development and training is a \$366 billion global industry and growing, and it is no surprise to me.

In working to digest as much information and take bits and pieces from every source possible, I started to get lost in my own thoughts. In creating a simplified list, I noticed that my work as a leader and my role as a dad have a surprising number of similarities.

Keep a sense of humor – As I tell my wife on a daily basis, if I didn't laugh I would probably cry. Regardless of your role in an organization, please know that it not only all right to laugh, it is necessary! All too often situations quickly escalate and emotions run wild but a good laugh about a problem can lead connecting with others, and on to productive and insightful conversations.

Be transparent and honest – As a dad, I try to lead by example. It is ok to admit when you do not know something and it's critical to admit when you make a mistake. People will respect you more if you maintain open and honest communication.

Not everything you learn comes from a book. Many of life's best lessons come from making mistakes. Nobody has written the perfect leadership book, so be a sponge and look to learn from everyone around you. You will quickly start to identify the traits of great leaders and incorporate them into your daily life.

Be adaptable because not every parenting situation or leadership situation requires the same leadership style. As a successful leader, you have to be willing to adapt to your situation.

Never stop learning and relearning. When my middle school daughter recently asked for help with her math homework, I had to utilize just about everything on this list. I had to admit that I no longer remember how to figure out the area of a trapezoid. In fact, I'm not even sure I ever knew that but I quickly "looked it up" and learned how to do it (again)!

Don't be afraid to fail. This is a big one and part of growing up and growing as a leader. People respect others who take a risk as long as it's controlled and you put forth your best effort.

Be a GREAT partner. As any decent dad knows, the key to most successful events in your house is usually because of an awesome partner. I am lucky to have a supportive wife and nothing I accomplished at home or at work could have been done without her. The same is true with organizational leadership. The only way you become a great leader is to develop and support a great team. I am extremely lucky to have a great team in the business office and you will learn more about them next month!

Follow the Golden Rule. Treat others like you want to be treated and apply it to leadership, lead others the way you would like to be led.

These are just some simple points to keep in mind when it comes to leadership as a dad that have transitioned well into leadership as the Director of Business and Operations at the CAIU.



HR & COMMUNICATIONS

TOM CALVECCHIO

CAIU Branding Update: Marketing and Communications Specialist Amy Beaver and the Communications Leadership Subcommittee have been hard at work on the creation of a new brand standard for the CAIU. Amy and team presented at All Staff Day on the



improvements to the CAIU Brand, and solicited some great feedback. Additional sessions were held at the CAIU throughout January. The branding update is an attempt to give staff consistent and updated materials that are easy

to use and find! The CAIU website is currently being updated to house this new branding page, and will be rolled out by the end of February.

If you would like to see the recorded versions of the branding presentation, please contact abeaver@caiu.org

Employee Engagement Committee Updates: Over recent weeks, the CAIU Employee Engagement Committee has been fast at work to outline its course for the CAIU! We have completed multiple employee focus groups and identified several key focus areas to target, such as: two-way communication, social events, staff support, work-life balance, and much more.

CAIU Compliments

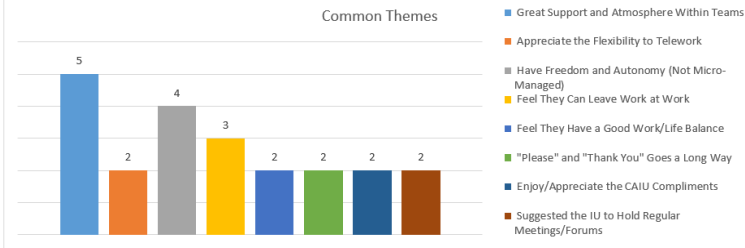
CAIU STAFF IN ACTION

Jayde Welsh: Jayde completes her work at a high quality. She is always willing to lend a hand and greets everyone with a smile. We are lucky to have her as part of the CAIU team! ~ Sue Voigt

Brittany Galosi, Rosemary Braught, Shane Lentz: Student Services staff has lots of paperwork. These three individuals worked together to create and test a system for using an Excel spreadsheet to enter Easy Trac logs for School Based Access reimbursement. They have recently introduced this method to a small pilot group to see how easy it is to use before offering it to all staff who need to complete Easy Trac logs. I want to thank them for their dedication to this process, which took quite a bit of time to perfect. Each one brought an expertise to the collaboration to make it happen! ~ Kathy Gottlieb



Focus groups were asked six questions on various items. Feedback demonstrated areas of strength and places where we have work to do. The graph below reflects the responses to the question “what motivates you working at CAIU?”



A second update from the Employee Engagement Committee, is the addition of the CAIUconnect page on the CAIU website.

This page was also created as a result of the Employee Engagement focus groups. Staff wanted to see a more centralized location for all of the great things happening at CAIU, and this is the result. Please visit the [CAIUconnect](#) page on the employee home screen of our website!



If you are interested in getting involved with our branding/communications efforts, or the Employee Engagement Committee, please email tcavvecchio@caiu.org



Eric Bostick: Eric has worked hard to advocate for funding that represents how much time we actually spend with students rather than flat funding that is not specific to the actual number of students rather than yearly estimates, if I understand how this process has worked in the past. Most recently, the preschool department was awarded a significant amount of additional funds as a result of Eric's work in this area. ~ Anonymous

Dave Nichols: Thank you, Dave for allowing your staff time to help edit the videos for All Staff Day. We are GRATEFUL for your flexibility and support in helping make ASD a success for all. ~ Tom Calvecchio

Alexandra Camero: Alexandra ALWAYS goes above and beyond what is expected of her and is so willing to help her colleagues any time she is asked. She uses her bilingual skills to make phone calls to families for staff and helps with translation and interpretation duties. Her compassion and strong work ethic cannot be overstated. She willingly helps with extra evaluations even when it limits her own work time. She is professional and strives to better her skills daily. I cannot stress enough how much of a team player she is and how much she is appreciated by the preschool staff! Thank you, Alexandra, for sharing your gifts with us! ~ Lisa McCarty



- **March is National Social Work Month!** Thank a social worker for that they do!
- **March is National Reading Month & Read Across America Day (March 2nd)** – Show how important reading is – read to someone, donate a book, thank a reading teacher!
- **March is National Arts Education Month!** Recognize and celebrate the transformative power of arts in education.
- **March 9th is National Just Get Over It Day!** It is all about making a pledge to yourself to not spend any more energy and time on things you cannot change, and choosing March 9th to get over it!

“Change in inevitable, but transformation is by conscious choice.” ~ Heather Ash Amara

OPPORTUNITIES FOR GROWTH

March, 2020	March 20, 2020
March 3, 2020 <ul style="list-style-type: none">LETRS module 10School Counselors network	<ul style="list-style-type: none">CAIU Reading NetworkTier 3 Assistive Technology Process Training
March 5, 2020 <ul style="list-style-type: none">Tier 1 Assistive Technology Process Training	March 24, 2020 <ul style="list-style-type: none">CRA Workshop: Addition and SubtractionInstructional Technology Coaches Meeting
March 6, 2020 <ul style="list-style-type: none">Tier 2 Assistive Technology Process Training	March 25, 2020 <ul style="list-style-type: none">Next Gen Personal Finance
March 12, 2020 <ul style="list-style-type: none">Coaching Forward: Recalculating Your Course	March 27, 2020 <ul style="list-style-type: none">K-12 339 Plan Training Series
March 13, 2020 <ul style="list-style-type: none">First Aid, CPR, AED	CAIU Staff! Check out all the NEW opportunities for virtual learning on New Horizons LINK
March 17, 2020 <ul style="list-style-type: none">Assistive Technology Options for AcademicsCART MeetingELD Networking	Check Out all the offerings at 48 C.A.R.A.T.S.: https://48carats.caiu.org/48caratsDN2/LogIn.aspx
March 18, 2020 <ul style="list-style-type: none">Collaborate with your G-suite AppsFAA Part 107 Drone prep and exam	

Help Wanted!

Do you want to know what positions are open at the CAIU? Below is a list and a link to our application portal.

Know someone looking – please share!

- Teacher(s)
- Speech Pathologist(s)
- Educational Consultant
- School Psychologist
- Paraprofessionals
- Support Staff



Link to CAIU Job Search:
<https://www.applitrack.com/caiu/onlineapp/>

"The only way to do great work is to love what you do. If you haven't found it yet, keep looking. Don't settle." - Steve Jobs

State of the Union



Restorative Practices in Schools Work . . . But They Can Work Better

The scrutiny over “[zero tolerance](#)” [discipline policies](#) has intensified over the past decade, making more school districts across the country to look at alternatives, that don’t push out an excessive number of students, don’t create wide racial disparity gaps, and that overall foster a more inclusive and constructive learning environment. To many, the answer has been Restorative Justice in Education (RJE), an old concept but a relatively new one to U.S. schools.

Research shows that RJE programs have helped reduce exclusionary discipline and narrow the glaring racial disparities in how discipline is meted out in schools. The evidence is a bit more mixed or inconclusive on two other fronts: school climate and student development. For RJE to be successful it has be done in a comprehensive way. Whole school change, not just in the classroom, but in the hallways, and with the introduction of new instructional models. RJE practices build accountability, promote social-emotional growth, and support positive behaviors in schools, however, if an RJE effort does not also address the need for preventative practices to transform school climate, the singular emphasis on behavior management may distort the initiative and preclude the opportunity to promote interconnectedness and well-being.

A few of the “mis-implementation models” that can diminish the impact of a restorative justice program include top-down models that downplay collaborative decision-making among all stakeholders, teachers, and other school staff. “Train and Hope” models, in which staff members are provided with one or two days of training with virtually no follow-up, coaching, or demonstration will also be unsuccessful. Neglecting to explicitly address the role of [institutional racial bias in our society \(and schools\)](#) is another pitfall. According to the research, “History and race matter....A focus on individuals that ignores the structural racism undergirding policies and practices is ultimately not restorative at all.”

RJE initiatives encompass not only student behaviors, but also the behaviors of staff, pedagogical choices, and school policies. Sustainability largely comes down to supporting educators with ongoing professional development, including coaching, peer mentoring, and professional learning communities.

Want to read more?
<http://neatoday.org/2020/01/30/restorative-justice-in-schools-works/>
<https://nepc.colorado.edu/publication/restorative-justice>

CAIU Wellness – Matters of the Heart

RENNIE GIBSON



February is all about **Matters of the Heart!** It is National Heart Month and also hosts Valentine’s Day! We wanted to do our part in spreading some love for our hearts by inspiring you to examine one of the most pressing health concerns in the United States and encouraging positive changes to your lifestyle.



Heart disease is the leading cause of death for both American men and women. African American men are especially susceptible. It’s estimated that 80 million American adults have some type of cardiovascular disease, which could lead to a heart attack. Many of the conditions and behaviors that put people at risk for heart disease are appearing at even younger ages.

What You Can & Can't Control

Some risk factors you can't do anything about but others you can! You can greatly reduce your risks by small lifestyle changes.

RISK FACTORS That Can Be Managed:

- **High blood pressure.** Millions of Americans of all ages have high blood pressure, including millions of people in their 40s and 50s. About half of people with high blood pressure don't have it under control. Having uncontrolled high blood pressure is one of the biggest risks for heart disease and other harmful conditions, such as stroke.
- **High cholesterol.** High cholesterol can increase the risk for heart disease. Having diabetes and obesity, smoking, eating unhealthy foods, and not getting enough physical activity can all contribute to unhealthy cholesterol levels.
- **Smoking.** More than 37 million U.S. adults are current smokers, and thousands of young people start smoking each day. Smoking damages the blood vessels and can cause heart disease.

Other conditions and behaviors that affect your risk for heart disease include:

- **Obesity.** Carrying extra weight puts stress on the heart. More than 1 in 3 Americans and nearly 1 in 6 children ages 2 to 19 has obesity.
- **Diabetes.** Diabetes causes sugar to build up in the blood which can damage blood vessels and nerves that help control the heart muscle. Nearly 1 in 10 people in the United States has diabetes.
- **Physical inactivity.** Staying physically active helps keep the heart and blood vessels healthy. Only 1 in 5 adults meets the physical activity guidelines of getting 150 minutes a week of moderate-intensity activity.
- **Unhealthy eating patterns.** Most Americans, including children, eat too much **sodium** (salt), which increases blood pressure. Replacing foods high in sodium with fresh fruits and vegetables can help lower blood pressure. But only 1 in 10 adults is getting enough fruits and vegetables each day. Diet high in trans-fat, saturated fat, and added sugar increases the risk factor for heart disease.

RISK FACTORS You Can't Control

These you can't change but it is still important to know when assessing your risk for heart disease and stroke.

- Age
- Gender
- Heredity (family health history)
- Race
- Previous stroke or heart attack

Whether you're trying to prevent or treat high blood pressure, here some healthy habits you should follow:

1. Eat Healthy
2. Get Active
3. Watch your Weight
4. Manage Stress
5. Avoid Tobacco
6. Limit Alcohol
7. Eat less Sodium
8. Use Care with Medication

For more information on how you can start incorporating these healthy habits – Check out this informative article: [Heart Health Tips](#)

In addition, Click [HERE](#) for the latest CAIU Wellness Programs and Resources. We are here to help support you in your Wellness!

Recognize the SYMPTOMS!

While there are many similarities in the symptoms of heart disease in men and women, there are even more differences – differences that could save, or end your life if you don't know them.

WebMD

HEART ATTACK SIGNS: WOMEN VS. MEN

ANY OF THESE SYMPTOMS CAN STRIKE EITHER GENDER, BUT WOMEN ARE MORE LIKELY THAN MEN TO HAVE THE ONES IN RED.

WOMEN

● SPECIFIC AREA ● ENTIRE BODY

MEN

NOT EVERYONE GETS ALL OF THESE SYMPTOMS. IF YOU HAVE CHEST DISCOMFORT, CALL 911 IMMEDIATELY.

Source: American Heart Association.

STROKE SYMPTOMS: WOMEN VS. MEN

By American Heart Association News

Men and women share a common set of stroke symptoms. But women also can experience more subtle warning signs.

WOMEN

MEN

Source: American Stroke Association, Gender Medicine: Journal of Neurosurgery Nursing. Published May 25, 2016. © 2016 American Heart Association, Inc.

DISTRICT SPOTLIGHT: MIDDLETOWN AREA SD

**ANDRIA SAIA**

At the February Superintendent's Advisory Council meeting, Chris Davis and Logan Jones, from the Middletown Area School District presented on the topic of trauma informed classrooms. In response to the growing social emotional needs of their students, Middletown created the Middletown Area Therapeutic Educational Support "MATES" program.

Spanning grades K-6, the MATES program provides students with the support they need to succeed. The classes are designed with a low staff to student ratio (max. 10 students to a teacher and two paraprofessionals), behavioral support professionals, and daily instruction in an intensive social skills and self-regulation curriculum. Progress in meeting behavioral expectations are tracked on point sheets that lead to age appropriate rewards on a reinforcement schedule. Rewards are both individual and class wide.

At the core of their program is building positive school based relationships between students and their peers as well as all the adults. Staff don't only work on academics and behavior with the students, they also play with them and take them on experiential learning trips to build confidence and strengthen relationships.

MATES staff are trained in trauma informed practices, safe crisis management as well as positive behavioral support to ensure that they are maximally prepared to support students. District social workers and school psychologists also support the team and make connecting to outside resources easier.

Providing the needed social emotional supports is critical to being able to provide students with the academic support they need to make progress.

Academic instruction is done in small group and individual settings. The staff recognized quickly that once students had their emotional needs met, they were available for learning and their academics excelled. Staff were often surprised to learn what students were able to do.

The MATES program has a strong system of accountability. Students are not able to utilize challenging behaviors to escape a task or demand. After a student engages in an undesired behavior, they process what happened through a “refocus” form to identify how they were feeling and why, and how they might approach the same situation differently next time.

The students practice conflict resolution and restorative practices as part of the structure of the classroom. Daily communication home to parents is also an important part of the program, so that parents are an integral part of their student's success.

What are the results? Middletown reports less restraints occurring, an increased ability for students to transition back to their general education classroom and be successful, and the ability to keep students in their home district. The students are meeting more of their behavioral and academic goals, and parents are reporting that the skills their students are learning are translating to home setting.

Thank you to Middletown SD for sharing their great work!

Reward Systems (2nd - 6th grade)

Zach							Monday		2/17/2018	YESTERDAY'S POINTS	60
Time	Subject	On Task	On Hand	Completed	On Track in class	Try to do better	EARS	POINTS			
8:00	Morning	✓	✓	✓	✓	✓	5	Great job!			
8:50	ELA	✓	✓	✓	✓	✓	4	Wouldn't sit in the chair he was asked to sit in			
9:20	ELA	✓	✓	✓	✓	✓	4	Was complaining about work but completed it			
9:50	ELA	✓	✓	✓	✓	✓	4	Finished his work but more complaining			
10:35	Social Skills	✓	✓	✓	✓	✓	5	Great participation in social skills			
11:20	Lunch & Recess	✓	✓	✓	✓	✓	4	Threw a cracker but did well playing at recess			
12:00	Math	✓	✓	✓	✓	✓	5				
1:00	Math	✓	✓	✓	✓	✓	5	Great job finishing math			
1:50	Math	✓	✓	✓	✓	✓	5				
2:25	Disposal	✓	✓	✓	✓	✓	2	Discussed all dress and walked out of the room			
Absent		Money to Spend		1740		POINTS POSSIBLE		43			
[]		Money Spent Today				AUTO REB: []					

COLOR

Green = Perfect

Blue = Good

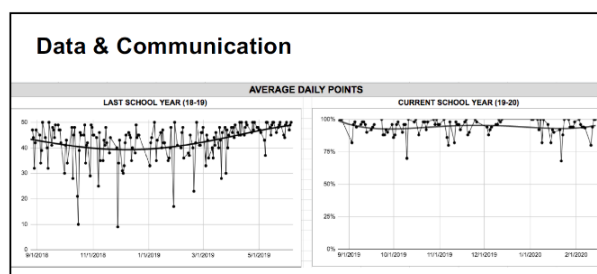
Yellow = Fair

Orange = Needs work

Red = Disruptive

Grey = Not a point

Daily Rewards / Consequences



Do you have a story for *ALL IN!*? Do you know a member of the CAIU family we should recognize? Please send all stories and ideas to asaia@caiu.org