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**Derry Township School District
Board of Directors Meeting
June 8, 2020
Summary Minutes – XXIII**

1. OPENING ITEMS

a. Call to Order

Minutes

Mrs. Sicher called the virtual meeting to order at 7:04 p.m. Due to COVID-19 global pandemic and orders from Pennsylvania's governor to stay at home the meeting was conducted via Zoom Webinar

b. Roll Call

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

Member Absent: None

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

Staff/Public in Attendance: Dan Tredinnick, Jason Reifsnyder, Dr. Stacy Winslow, David Sweigert, Heidi Stine, Jarryd Moyer, Jena Funck, Michele Agee, Monica von Dobeneck, Anne Ballentine, Lisa Balanda, Rebecca K, Scott Harman

c. Flag Salute

d. Approval of Board of Directors Agenda

Approval of the June 8, 2020 Derry Township School District Board of Directors Agenda.

Minutes

Following a motion by Ms. Drew and a second by Dr. Cronin 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. President Communications

Minutes

Mrs. Sicher announced that the Board met in executive session prior to this evenings meeting to discuss:

- Personnel matters; and
- Agency business, which if conducted in public, could violate certain privileges.

b. 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 raise their virtual hand. Once recognized and unmuted, please state your name and address for the record. To provide other residents with an opportunity to speak, each speaker during the public comment period is limited to five (5) minutes of speaking time and limited to one opportunity during this comment period. A maximum time of 30 minutes will be set for this portion of the meeting. Those wishing to present private concerns or questions needing follow-up outside of the Board meeting may go to the District web site and submit a community correspondence.

Minutes

The following citizens were recognized by the Board:

- Jarryd Moyer - Spoke about the Power Train agenda item.

c. Standing Committee Meeting Report**Minutes**

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

- 2020-2021 Committee goals
- Approved new textbook for the High School

d. Community Correspondence Report**Minutes**

Mr. Tredinnick reported that the District received 12 community correspondences during the month of May.

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

The following items will be on the Agenda for the June 22, 2020 Public Board of Directors Meeting:

1. Approval of June 8, 2020 Board of Directors Summary Minutes
2. Approval 2020-2021 DTSD Board of School Directors' Meeting Dates
3. Approval of Athletic Philosophy
4. Approval of New Student Information System: Synergy
5. Approval of Presenter Contract
6. HEA MOU
7. Requests for the Use of Facilities
8. Personnel

Minutes

The anticipated agenda items for the June 22, 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 Dr. Cronin and a second by Ms. Drew 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 May 26, 2020 Summary Board of Directors Meeting Minutes - XXI

b. Approval of June 1, 2020 Summary Special Board of Directors Meeting Minutes - XXII

c. Approval of Policies

The Administration recommends the approval of the following policies of the Derry Township School District Policy Manual which have been on public display for thirty-days in the District Office and the Derry Township School District Website:

- 006.1 Attendance at Meetings via Electronic Communication
- 222 Tobacco and Vaping Products
- 323 Tobacco and Vaping Products
- 335 Family and Medical Leaves
- 626 Federal Fiscal Compliance
- 707 Use of School Facilities
- 810.1 School Bus Drivers and School Commercial Motor Vehicle Drivers
- 904 Public Attendance at School Events

5. NEW BUSINESS

a. National School Breakfast and Lunch Program - High School

The Administration recommends not to participate in the National School Breakfast and Lunch Program at the high school for the 2020-2021 school year.

Minutes

Following a motion by Mr. Singer and a second by Dr. Cronin the recommendation not to participate in the National School Breakfast and Lunch Program at the high school for the 2020-2021 school year 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. Power Train Payment Deferral Request

The Administration recommends the approval of the Power Train Payment Deferral Request

Minutes

Mrs. Memmi made a motion seconded by Dr. Cronin to approve the Power Train Payment Deferral Request. Following discussion Ms. Drew made a motion seconded by Mrs. Steiner to table the motion. The motion to table the item 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	

c. Approval of Act 93 Compensation and Benefit Program

The Administration and the Human Resources Committee recommends the Board accept and execute the proposed four-year Act 93 Compensation and Benefits Program to which the Act 93 and the District's Negotiations Teams tentatively agreed. The Term of the agreement would be July 1, 2020 through June 30, 2024.

Minutes

Following a motion by Ms. Drew and a second by Mrs. Memmi the Board accepted and executed the four-year Act 93 Compensation and Benefits Program to which Act 93 and the District's Negotiations Team tentatively agreed. The Term of the agreement is July 1, 2020 through June 30, 2024.

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:

Transfer of Classified:

Cairo, Richard* (replacing Terry Baylor)

From: Custodian (2nd shift)

Middle School

To: Custodian (2nd shift)

Correction: Elementary School

Full-time, 8.0 hours per day

Salary: \$17.00 per hour

Effective: 05/27/2020 (retroactive)

Limited Service Contracts:

Roberts, Kaitlyn*

Mentor to Sarah Harvey

Middle School

Salary: \$1500

Effective: 06/09/2020

2. The Administration recommends the approval of the following personnel for the 2020 Summer Employment:

Shaffer, Drew

Summer Buildings and Grounds Help

Up to 29 hours per week

Salary: \$12.54

Effective 06/09/2020 - 08/16/2020

3. The Administration recommends the approval of the following requests in accordance with Section 6.10 of the HEA Collective Bargaining Agreement:

Golaszewski, Lauren*

Spanish Teacher

High School

Childrearing Leave

Extension Effective: 8/17/2020 - 01/18/2021

Hankey, Erin*

Speech and Language Pathologist

Early Childhood Center and Middle School

Childrearing Leave

Effective: 08/17/2020 through 01/15/2021

4. The Administration gives notice that the following teachers have completed a successful term of three years of employment with a satisfactory evaluation for the District and will receive tenure as a teacher in the Commonwealth of Pennsylvania.

Barto, Susan

Eckert, Gregory

Frey, Rebekah

Hoover, Emily

Jones, Marquis

Katerman, Tara

Ortiz, Heather

Pagan-Stacks, Marielys

Reno, Eric

Shreves, Danielle

Upperman, Alexa

Minutes

Following a motion by Mrs. Memmi and a second by Dr. Cronin 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 CAIU delegate report was attached to the agenda.

7. SPECIAL REPORTS

a. Board Members' Report

Minutes

The following Board members provided reports:

- Mrs. Steiner reported on her experience with picking up supplies and thanked all those involved in the process.

b. Superintendent's Report

Minutes

Mr. McFarland provided the following report to the Board:

Derry Township School District's Education Vision is "To create an equitable learning environment where every individual discovers and uses his/her talents and passions to make positive contributions to the global community and to find excitement in learning and joy in life."

To fulfill this vision, the district is committed to providing a challenging, diverse, and culturally rich curriculum. Ensuring our instructional practices serve all our students requires regular and reoccurring systematic evaluation. In our district, that effort is led by our Curriculum Council, a group comprised of school board members, administrators, classroom educators and community members. While the Curriculum Council deals with a wide variety of curricular matters, a stated focus in the 2020-2021 school year is to examine social studies and English Language Arts curriculum for levels of diversity awareness. We need to familiarize ourselves with the best practices for creating equitable educational environments and develop support systems that serve all our students' needs. We must educate ourselves. We are educators committed to life-long learning. We must seek information about inclusion, race, belonging, diversity, equity, and allyship.

Specifically:

- The examination and analysis of systemic racism in the United States and its impact on marginalized populations
- The celebration of achievements of peoples from marginalized groups to avoid creating a deficit mindset
- The recognition that throughout history some groups have had significantly more power than other groups
- The availability of text by diverse authors and with diverse characters
- Continued learning by our adult leaders and faculty to be continuously improving our educational experiences for all students

Public education by its very nature should be the great equalizer in our nation. Gifts and talents are dispersed among our students in equal measure. It is our obligation to ensure opportunity is as well.

c. Board President's Report

Minutes

Mrs. Sicher provided the following report to the Board:

- Mrs. Sicher is proud of work done with Equity, Diversity and Inclusion policy completed thus far. Mrs. Sicher noted there is still work to be done, but she is proud to work with a group of Board members who all have the same focus concerning equity.

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 raise their virtual hand. Once recognized and un-muted, please state your name and address for the record. Those wishing to present private concerns or questions needing follow-up outside of the Board meeting may go to the District web site and submit a community correspondence.

Minutes

The following citizens were recognized by the Board:

- Monica von Dobeneck - Had a question of the effect on the 2020-2021 budget the Act 93 agreements voluntary pay freeze for the first two years would have.

9. ADJOURNMENT

Minutes

Following a motion by Mr. Singer and a second by Ms. Drew the meeting was adjourned at 7:53 p.m.

Respectfully submitted,

DocuSigned by:

Mike Frentz

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Michael Frentz

Secretary to the Board

Approved June 22, 2020

DocuSigned by:

Kathy L. Sicher

90346647C58C4BF...

Kathy Sicher

President of the Board of Directors

Board Meeting Attendance June 8, 2020

Attended	User Name
Yes	Stacy Winslow
Yes	Mike Frentz
Yes	John Abel
Yes	Dan Tredinnick
Yes	Terry Singer
Yes	Kathy Sicher
Yes	Dave Sweigert
Yes	Donna Cronin
Yes	Jason Reifsnyder
Yes	Maria Memmi
Yes	Tricia Steiner
Yes	Judy Haverstick
Yes	Lindsay Drew
Yes	Kip Shaw
Attendee Details	
Attended	Name
Yes	Heidi Stine
No	Michelle Erno
Yes	Jarryd Moyer
No	Sharon Miller
Yes	Jena Funck
Yes	Michele Agee
Yes	Monica von Dobeneck
Yes	Anne Ballentine
Yes	Lisa Balanda
Yes	Rebecca K
Yes	Scott Harman



POWER TRAIN
SPORTS & FITNESS™

Corporate Office
26-28 Market Square
Manheim, PA 17545
P: 717.879.9589
www.powertrainsports.com

May 20, 2020

Derry Township School Board
Attn: Michael Frentz
P.O. Box 898
30 E. Granada Ave.
Hershey, PA 17033

The Township of Derry
Attn: Christopher Christman
600 Clearwater Road
Hershey, PA 17033

Re: Request for an Additional One-Month Deferment of Rent

To Whom It May Concern:

Due to the severity of the coronavirus pandemic and the resulting Stay-at-Home Order(s) along with Phased Reopening put into effect by Governor Wolf, Power Train Hershey, LLC is formally requesting an additional month deferment of the Guaranteed Proceeds payments, in the amount of Twelve Thousand and 00/100 Dollars (\$12,000.00) per month, made collectively to Derry Township and the Derry Township School System. More specifically, Power Train Hershey, LLC is requesting to forego said monthly payments for the month of June 2020, and to then extend the current term to January 2021 with the deferred payment being made at that time. With the government ordered shut-down of all non-essential businesses in Pennsylvania, Power Train Hershey, LLC is essentially unable to earn and collect any revenue during this time period.

Please let me know if anyone needs additional information as soon as possible in support of this formal request for deferral of the Gross Proceeds monthly payments. Any questions should be directed to myself per my contact information listed below. Thank you for your time and consideration.

Sincerely,

Jarryd Moyer
Senior Vice President
PTSI, Inc.
Managing Member, Power Train Hershey, LLC
Cell: 717-203-2679
jarryd@powertrainsi.com

Derry Township School District



ACT 93

COMPENSATION AND BENEFITS PROGRAM

July 1, 2020 to June 30, 2024

**Adopted by
Derry Township School Board
June 8, 2020**

I. TERM

The Board of Directors of the Derry Township School District ("District" or "DTSD") will implement an Act 93 Plan effective July 1, 2020 for the 2020/21 school year, and there after renewing on an annual basis until June 30, 2024 or until such a later date as the parties may agree is the extended ending date.

During 2019-20 school year, the District met with school administrators to discuss terms of an Administrator Compensation Plan to succeed the Derry Township School District Act 93 Compensation and Benefits Program, which is effective through June 30, 2020. Based upon these meetings, the Board of Directors has elected to implement this Act 93 Compensation and Benefits Program, for the period of July 1, 2020 through June 30, 2024.

The Act 93 Plan shall be offered to the following groups:

Group 1

Assistant to the Superintendent for Personnel and Student Services
Assistant to the Superintendent for Curriculum, Instruction and Assessment
Principal - High School
Principal - Middle School
Principal - Elementary School
Assistant Principal/Athletic Director
Assistant Principal - High School
Assistant Principal - Online Learning
Assistant Principal - Middle School
Assistant Principal - Elementary School
10-Month Assistant Principal - High School
10-Month Assistant Principal - Middle School
10-Month Assistant Principal - Elementary School
Director of Infrastructure Technology
Director of Instructional Technology
Director of Athletics
Director of Special Education
Director of Safe and Supportive Schools
Director of School/Community Information
Director of Buildings & Grounds
Director of Transportation
Director of Food Services
Assistant Director of Special Education
10-Month Assistant Director of Special Education

Group 2

Administrative Assistant to the Superintendent
Human Resources Specialist
Curriculum, Instruction and Assessment/Professional Development Specialist
Senior Network Technician
Network Technician
Data Analyst/PIMS Administrator
Computer Technician
Purchasing Agent/Accountant
Benefits/Business Assistant
Payroll/Accounts Payable
Purchasing Assistant
Supervisor for Custodial Staff
Supervisor of Human Resources
Supervisor of Safe and Supportive Schools

II. PHILOSOPHY

The Derry Township Act 93 Compensation and Benefits Plan is intended to provide a fair and adequate compensation and benefits package which incorporates performance evaluation. It is based on the philosophy that a strong, highly competent leadership team is extremely important to carrying out the goals of the district, and that this team should be recognized for the responsibility it carried. Equitable and competitive compensation is important to attracting and retaining those who are of value to the district. Additionally, in the event that enhancements are provided to professional employees during the course of this plan, the Board will consider whether such enhancements should be extended to Group 1 and/or Group 2 employees.

III. EVALUATION PLAN

The Chief School Administrator will provide the Board of School Directors with a summary of overall performance ratings of each Group 1, Act 93 employee. The written evaluation shall incorporate an annual review of each individual's ability to: (1) meet the obligations of the position description, (2) achieve specific yearly goals and (3) fulfill expected administrative/supervisory skills.

1. **Position guides** – will be developed for each position and will be maintained in the personnel office. Each Act 93 employee will be evaluated on each of the accountabilities. The Superintendent or designee will review the position guide annually.

2. **Goals** – will be developed for each position and will be determined by the Superintendent or designee with input from the Act 93 employee. The number of goals shall not exceed three (3) for each position. The Act 93 employee will be evaluated on the achievement of the goals. The goals will be established prior to the beginning of each school year.
3. The following administrative/supervisory skills are required by all administrators to perform effectively and efficiently in their positions:
 - a. **Job Knowledge** – The extent to which job knowledge has been acquired and developed (Professional Development).
 - b. **Leadership** – The ability to inspire in others the desire and will to accomplish and to expand the goals and obligations of the District while maintaining the respect and goodwill of all. This includes the ability to work with others, the ability to resolve conflict, and the ability to contribute to the total District effort and vision.
 - c. **Planning** – The ability to determine appropriate short and long-range objectives. This includes efficient and effective use of time and resources.
 - d. **Organization** – The ability to identify, arrange and implement courses of action for the effective accomplishment of objectives and the solution of problems. This includes the ability to delegate responsibility as well as timely task completion.
 - e. **Attitude** – The ability to function effectively within the District including the capacity to maintain harmonious relationships. This includes the ability to cope with stress, the ability to adapt to and to cope with change, loyalty to the organization, and contribution to the total effort.
 - f. **Professional Judgment** – The ability to make sound and prompt decisions in determining proper plans of action. This includes professional integrity and the ability to control job responsibilities.
 - g. **Communication Skills** – The ability to interact both orally and in writing with the various publics (internal and external) served by the District.

The Act 93 employee will be evaluated in each of the skill areas in accordance with descriptions written for each of the performance criteria.

The Superintendent and designee(s) will rate each individual upon the following scale in the areas of:

1. Position Guide obligations
2. Goals
3. Administrative/supervisory skills

Performance Rating

- A. Outstanding
- B. Meritorious
- C. Commendable
- D. Needs Improvement

Outstanding – Individual performs duties demonstrating unusual ability to consistently, constantly, and successfully exceed all requirements for the position.

Meritorious – Individual performs duties at a level that exceeds the requirements for the position. Demonstrates achievement that contributes to organizational goals beyond the primary work objectives.

Commendable – Individual performs duties thoroughly and at a level that meets requirements of the position. This level of performance is consistent even under varying conditions.

Needs Improvement – Individual performs duties at a minimal acceptance level and requires improvement in designated area (s).

A copy of the evaluation shall be given to the individual being evaluated as soon as is reasonably possible, but no later than June 30, by the Chief School Administrator or his designee. The individual has the right to respond to the evaluation before the Superintendent verbally and/or in writing.

IV. COMPENSATION PLAN

1. Salary Increases

Each employee under the Act 93 Compensation Plan will be given annual consideration for a two-part increase in salary. The Base Increase and Merit Pay will be determined by the Act 93 Performance Evaluation Rating.

A. Base Increase in Salary

The parties agree that there will be a base increase to salary equivalent to the percentages indicated below.

2020 – 2021	0.00%
2021 – 2022	0.00%
2022 – 2023	3.75%
2023 – 2024	3.75%

B. Merit Pay

<u>Evaluation Rating</u>	<u>Merit Pay</u>
Outstanding	3.0% of previous year's salary
Meritorious	2.0% of previous year's salary
Commendable	1.0% of previous year's salary
Needs Improvement	0.0% of previous year's salary

C. Merit Pay Contingency

If \$1,000,000 Capital Fund transfer ***included*** in budget:

During Year 1 & 2:

- If end of year district budget ends in surplus greater than \$1MM, additional 1% to be added to merit pay
- If end of year district budget ends in surplus greater than \$2MM, additional 2% or amount equal to Act 1 Base Index (whichever is lesser) will be added to merit pay

If \$1,000,000 Capital Fund transfer ***not included*** in budget:

During Year 1 & 2:

- If end of year district budget ends in surplus greater than \$2MM, additional 1% to be added to merit pay (to allow for \$1MM transfer to capital fund)
- If end of year district budget ends in surplus greater than \$3MM, additional 2% or amount equal to Act 1 Base Index (whichever is lesser) will be added to merit pay

V. BENEFITS

Medical Insurance

The District shall, for all full-time employees and their defined dependents, provide a medical and prescription drug insurance plan.

Deductibles for the Plan shall be as follows:

Group 1	Group 2
2020 – 2021: \$500/\$1000	2020 – 2021: \$300/\$600
2021 – 2022: \$500/\$1000	2021 – 2022: \$300/\$600
2022 – 2023: \$1000/\$2000	2022 – 2023: \$400/\$800
2023 – 2024: \$1000/\$2000	2023 – 2024: \$400/\$800

The District shall provide a Preferred Provider Organization (PPO) Plan with a \$5 generic/\$35 brand pharmacy and \$10 generic/\$70 brand mail order drug plan. Use of mail order or an Act 207 pharmacy (typically 3 months of fills for the cost of two months) will be mandatory for maintenance drugs after the second pharmacy fill (initial prescription and one refill). The current mandatory generic prescription plan will be maintained.

Employee co-pays under the Plan shall be as follows:

\$20 – Primary Care Physician (PCP)
 \$40 – Specialist
 \$40 – Retail Clinic
 \$40 – Urgent Care
 \$100 – Emergency Room (Waived if admitted)

Employees shall elect one of the following categories of medical coverage:

Employee only
 Employee and Spouse
 Employee and Child
 Employee and Children
 Family

Employee contributions toward cost of insurance: Each employee electing medical care coverage shall contribute as follows toward the respective level of coverage elected:

- 2020 – 2021: **Group 1**
12% of 2020 – 2021 COBRA rates or; 6% with participation in Wellness program* and \$70/per pay for spousal coverage**.
- Group 2**
9% of 2020 – 2021 COBRA rates or; 4.5% with participation in Wellness program* and \$40/per pay for spousal coverage**.
- 2021 – 2022: **Group 1**
12% of 2021 – 2022 COBRA rates or; 6% with participation in Wellness program* and \$70/per pay for spousal coverage**.
- Group 2**
9% of 2021 – 2022 COBRA rates or; 4.5% with participation in Wellness program* and \$40/per pay for spousal coverage**.
- 2022 – 2023: **Group 1**
12% of 2022 – 2023 COBRA rates or; 6% with participation in Wellness program* and \$140/per pay for spousal coverage**.
- Group 2**
9% of 2022 – 2023 COBRA rates or; 4.5% with participation in Wellness program* and \$80/per pay for spousal coverage**.
- 2023 – 2024: **Group 1**
12% of 2023 – 2024 COBRA rates or; 6% with participation in Wellness program* and \$140/per pay for spousal coverage**.
- Group 2**
9% of 2023 – 2024 COBRA rates or; 4.5% with participation in Wellness program* and \$80/per pay for spousal coverage**.

*Wellness Program: The District and Administration have developed an implementation plan for the Wellness Program. Any changes to that plan will be agreed to by the District and Administration.

**Spousal Coverage Surcharge: A spousal coverage surcharge shall apply if the spouse is eligible for health insurance offered by his/her employer, is self-employed in a trade or business which offers health insurance to its employees, or becomes eligible in Medicare supplemental and Medicare Part D. The spousal coverage surcharge will not apply if health insurance is not available or offered by the spouse's employer or the self-employed trade or business. The employee must provide written evidence from the employer of the spouse or self-employed trade or business to be exempt from such surcharge. Beginning July 1, 2020, Spousal Insurance will not be offered to new employees if the spouse is eligible for health insurance as described in this paragraph.

Opt-out – The District agrees to pay, each year, any full-time employee who voluntarily declines all coverage with the District Two Thousand dollars (\$2,000). This payment will be made in two equal installments on the second regularly scheduled payday in December and June to all employees then on the payroll.

To be eligible for this payment, the employee must decline all coverage for one (1) year from the effective date of benefit elections and must provide proof of other healthcare coverage, through a source other than the District, via spouse or otherwise. Consistent with applicable eligibility criteria, an employee who opts out of coverage through the District and subsequently alternative healthcare coverage due to a qualifying event (e.g., spouse's loss of employment or death) may select coverage hereunder during the course of the benefits year in accordance with the terms set forth above.

In the event the IRS holds that such opt-out payments results in medical benefits being a taxable benefit to all employees, such payments shall be discontinued and affected employees shall be permitted to re-enroll subject to the conditions indicated above.

Multiple-family coverage will not be provided for married couples. Where both spouses are employed by the District and do not seek dependent coverage, each spouse must elect single coverage or one spouse may elect married coverage.

Notwithstanding the above provision setting forth medical insurance benefits, the parties agree that, during the duration of this Agreement, the District may elect to self-insure the above specified coverage, join a consortium to provide such coverage, and/or utilize the services of a Third Party Administrator in the provision of such coverage and processing of claims. As long as benefits levels and terms of coverage are not meaningfully altered and confidentiality of information is maintained, the District may undertake such action in its discretion, with prior notice. In the event that such a change would meaningfully alter benefit levels and/or terms of coverage, the parties shall meet and discuss such changes before implementation.

The outline of benefits in this Article is for illustrative purposes only. Specific coverage issues are governed by the terms set forth in the health insurance benefits booklet, copies of which are available in the District's Administrative Offices.

In the event that the particular plan is discontinued, the District shall seek comparable coverage, and if they cannot find comparable coverage, the parties agree that they shall reopen negotiations on the issue of health insurance coverage exclusively.

Life Insurance

Group term life insurance will be maintained for each Plan Employee at 2.5 rate of salary. Minimum \$50,000

Liability Insurance

DTSD will provide Comprehensive Catastrophic Liability Insurance and Errors and Omissions Liability Insurance for each Plan Employee.

Disability/Income Protection Plan

Long term disability insurance will be provided to employees who have exhausted all of their sick leave and their sick leave bank days. The insurance will provide for up to an integrated maximum of 60% of the employee's salary up to a maximum of \$3,000 per month. There shall be a waiting period of three (3) months

Sick Leave Bank

The purpose of the sick leave bank is to provide additional sick leave days to members of the bank in the event of a catastrophic illness or injury. Sick leave days from the bank may be granted to a member who, through a catastrophic illness or injury, is unable to perform the duties of his or her position.

Catastrophic is defined as an illness, injury, or physical or mental condition that is so severe that it is disabling in nature and that requires treatment by a physician and/or hospital admittance. Although some degree of permanency is usually involved, the disease need not necessarily be incurable or permanent. A catastrophic illness or injury results in the inability to pursue an occupation or perform services for wages because of physical or mental impairment.

- Examples of diagnosed illnesses that qualify for benefits of the program include, but are not limited to the following: cancer, heart disease, multiple sclerosis, stroke, and muscular dystrophy, bipolar disorder, and/or any other debilitating diseases or disorders.

Eligibility and Membership

- Open enrollment will occur upon hire or from July 1 until September 30 of each year.
- First-year employees are not encouraged to join as they will be given reprieve if an assessment occurred during their first year of employment, costing them only five days to join in their second year of eligibility.
- All contracted, permanent position employees in the district are eligible to join the Bank.

- An employee must have exhausted all sick, personal, and vacation time prior to use of the Bank.

Contribution of Days

- Upon enrollment, a member will contribute (5) five accumulated sick days. Any employee who wishes to join the Bank and was eligible to join previously must contribute the additional days that other members were assessed since his/her original hiring. The initial enrollment days will be assessed the first year of membership and, if necessary, the remaining days will be assessed on a graduated basis in the following years with no more than three (3) days taken each year.
- *Members will be assessed one day during October of each fiscal year. This yearly contribution may be waived or increased, depending upon depletion of 20% of the Bank.*
- *In the event a member of the Derry Township Sick Leave Bank has exhausted all of his/her sick days and an assessment occurs, that member who has utilized the bank, resulting in a zero sick leave credit, shall be assessed one personal day for the sick leave bank. Future assessments would return to sick day assessments upon accumulation of personal sick days. (effective July 1, 2010)*
- *If an individual leaves the district immediately after using the sick leave bank, the district will have the right to hold any personal days equivalent to the number of sick days which would be regularly assessed upon the next school year, should such assessment occur. (effective July 1, 2010)*
- Retiring and resigning HEA members may donate up to 10 sick days to the Bank.
- Once sick leave is donated to the bank, it cannot be restored to the employee. Assessed sick leave is non-refundable and nontransferable upon transfer to another work site.

Granting of Bank Days

The following regulations shall be observed in granting days from the Sick Leave Bank:

- No more than 30 days on any one request or 60 total days during any fiscal year will be given to an individual.
- Days shall be granted only after the member has exhausted all accumulated sick, vacation and personal days.
- Days shall be granted only for catastrophic illness, surgery, or injury which necessitates an absence from work.
- Days shall be granted only for absences from workdays and shall not be granted for holidays, vacation days, or other such days for which the member is not paid.
- All days granted shall be approved by the HEA President and a district representative (Benefits/Business) – hereafter known as “the Committee.”
- All unused days in the Bank at the end of the Bank year shall be carried over to the next school year (July 1 through June 30).
- A member may not use or draw from the Bank if he/ she is receiving compensation from the employer or any other organization or secondary employer

from which compensation or benefit (workman's compensation, unemployment compensation, etc.) is received and where the injury was incurred during that employ or activity.

Applying for Sick Leave Days

- Should a member have a catastrophic illness or injury necessitating the need for days in addition to his or her state and local sick leave days, the member may submit a request for days from the bank.
- A member who requests days from the bank must submit the Sick Leave Bank application to the Committee.
- The Committee may refuse to consider an application that does not contain the required information. The following information is required:
 1. Completion of the current attending medical physician's statement that shall include:
 - a. Identification of the symptoms and manifestations of the illness and/or extent of injury.
 - b. Anticipated date, if any, that the employee is eligible to return to work on a full-time basis.
 - c. *A physician's statement certifying that the member utilizing the bank is unable to perform normally required duties. Upon agreement by the District and the Association, a second physician statement may be required.*
 2. Anticipated sick leave bank days, if any, for the follow-up examinations.
- If a member is critically ill and unable to complete the required forms, an application may be initiated by the HEA president at the request of the member or someone in the member's family.
- This application will be held confidential by the Committee.

Duties and Responsibilities of the Committee

Duties and responsibilities of the governing committee shall be to:

- Overall- Keep the Bank solvent.
 1. Review in a called meeting all individual applications for sick leave bank days. A member or representative may be requested to appear before the Committee to substantiate his or her case.
 2. Determine the number of days approved up to 30 days for one request and up to a total of 60 in any one fiscal year on a second request.
 3. The committee will reserve the right to approve, disapprove, or modify the days requested.
 4. Respond in writing to all members who request leave within 15 working days after receiving the request.
- The Committee shall process all approved days and forward the information to the payroll department.

- If a member's request for sick leave is denied, the member may file a written appeal within ten working days, directed to the HEA president, requesting to appear in person before the Committee.
- The Committee may require a second medical opinion concerning a member's application for benefits.
- The Committee shall reserve the right to evaluate individual extenuating circumstances to determine eligibility for granting days beyond sixty (60) from the Bank.
- All official forms and records pertaining to the Bank will be maintained in Human Resource Services office.

Statutory Savings Clause

If any term or provision of these Guidelines is in conflict with applicable valid Federal or State law, such term or provision shall continue in effect only to the extent permitted by such law. If at any time thereafter, such term or provision is no longer in conflict with any Federal or State law, such term or provision as originally embodied in these Guidelines shall be restored in full force and effect. If any term or provision of these Guidelines is or becomes invalid or unenforceable, such invalidity or unenforceability, it shall not affect or impair any other term or provision of these Guidelines. However, these Guidelines shall be amended to conform with any legal mandates, if such amendment is necessary to the continued operation of the Sick Leave Bank.

Dissolution

In the event the District and the Association decide to dissolve the Sick Leave Bank, the remaining days shall be returned to the members participating in the bank. All members will receive an equal number of days, except that in no case will anyone receive more days than they contributed to the bank. If, after such a distribution, days still remain in the bank, the District and the Association shall meet to discuss a procedure for their distribution.

Procedures for Deciding Any Questions Not Covered in Policy

Any questions concerning membership, regulations, modifications, revisions, or application for sick leave bank days that may arise after adoption of this policy, and not specifically covered herein, shall be submitted to the Sick Leave Bank Committee, which shall make a recommendation to the HEA Executive Committee for a final decision.

Amendments

Amendments to the guidelines may be made by an affirmative vote of the Committee and a final decision by the Executive Committee.

Dental Insurance

The District will provide non-deductible dental insurance coverage for all full time employees and their dependents (Until the age of twenty-six (26)). Specific coverage issues are governed by the terms set forth in the dental insurance benefits booklet, copies of which are available in the District's Administrative Offices.

The District will not provide coverage for adult orthodontia for the employee or spouse as the benefit is for dependents only. The maximum annual benefits for all dental benefits other than orthodontics shall be \$1250. For orthodontics, the maximum lifetime benefit shall be \$1250.

During the duration of this Agreement, the District may elect to self insure the above specified coverage, join a consortium to provide such coverage, and/or utilize the services of a Third Party Administrator in the provision of such coverage and processing of claims.

Vision Insurance

The District will provide vision care programs for all full time employees and their dependents (Until the age of twenty-six (26)). Specific coverage issues are governed by the terms set forth in the vision insurance benefits booklet, copies of which are available in the District's Administrative Offices.

The District may elect to self insure the above specified coverage, join a consortium to provide such coverage, and/or utilize the services of a Third Party Administrator in the provision of such coverage and processing of claims.

Effective Dates and Termination of Insurance

All insurance coverage will be effective the first day of the month following the Plan Employee's employment. Insurance coverage will terminate upon resignation of the Plan Employee or governed by relevant law.

The Board reserves the right to determine the insurance carriers and control the selection of the Plans and the cost savings that accrue.

The selection of a plan will be a decision of the School District with input from the Act 93 employees.

Annuity

The DTSD will provide a \$0.50 District contribution, up to a \$2,500 maximum District contribution, for each \$1.00 of employee contributions for a Tax Sheltered annuity.

VI. VACATIONS/HOLIDAYS

Vacation Leave

Each twelve-month plan employee shall be granted twenty (20) working days scheduled paid vacation each year after completing one full year (July 1-June 30) of service. New twelve-month plan employees will receive twenty (20) days of vacation (prorated), except for those individuals who may, at the Superintendent's discretion, receive twenty-five (25) days of vacation due to their current status of having earned at least twenty-five (25) verified days per year. After completing five full years (July 1-June 30) of service the twelve month plan employee shall be granted twenty-five (25) working days scheduled paid vacation. The vacation entitlement, however, is predicated upon the employees' continuous service with DTSD for the full succeeding calendar year. Therefore, in the event a employee subsequently retires or otherwise separates from employment with DTSD, in good standing, the employee shall be entitled only to a pro-rata number of vacation days for any purpose of calculating remaining unused vacation days at the rate of 1.67 days per month, or 2.08 days per month in the case of those employees entitled to twenty two days paid vacation. Furthermore, if at the date of separation, the employee has used vacation days in excess of the stated rate, appropriate deductions and/or equitable adjustment shall be made to any other monetary entitlements.

Vacation Entitlement—New Employees

Each twelve-month plan employee hired during the current fiscal year will be entitled to vacation as follows:

Initial Vacation—New Hire—Current Year

<u>Continuous Service Requirements</u>	<u>Vacation Entitlement</u>
Employment between July 1-September 30 inclusive	1.67 day per month; 20 days July 1 of next year
Employment between October 1-December 31 inclusive	1.67 day per month up to 10 days; 20 days July 1 of next year.
Employment between January 1-March 31 inclusive	1 day per month up to 8 days; 20 days July 1 of next year
Employment after March 31	No vacation current year; 20 days on July 1

* The monthly rate for employees who are afforded twenty-five days per full year will be 2.08 days per month, rounded to the nearest full day total.

Provisions for Unused Vacation Time

Twelve-month plan employees may accumulate unused vacation days to a maximum of forty (40) days. The Superintendent must certify and approve any accumulation. Seven (7) unused vacation days may be cashed in between June 15th and June 30th of each year. Accumulation of days must be validated by payroll and will be paid on the first monetary pay period of the fiscal year. Under no circumstances shall an employee have a vacation leave balance that exceeds the forty (40) day maximum allotment as of July 1 each year.

Three vacation leave days not used may be added to the employee's accumulated sick leave total at the end of each school year,

All Vacation Leave must be approved by the Superintendent or Designee.

Ten-month plan employees Vacation

Employees may be granted ten (10) days of absence for vacation without loss of pay, providing a request is submitted in advance to the Superintendent. Such request may be denied if there is an excessive number of requests for any specific date. Any vacation leave days not used will be added to the employee's accumulated vacation leave total at the end of each school year. Plan employees may accumulate unused vacation days to a maximum of forty (40) days. Seven (7) unused vacation days may be cashed in between June 15th and June 30th of each year. The vacation leave entitlement is predicated upon the employees' continuous service with DTSD for the full succeeding calendar year. Therefore, in the event an employee subsequently retires or otherwise separates from employment with DTSD, in good standing, the employee shall be entitled only to a pro-rata number of vacation days. If at the date of separation, the employee has used vacation days in excess of the stated rate, appropriate deductions and/or equitable adjustment shall be made to any other monetary entitlements.

Holidays

Holidays to be observed by twelve-month plan employees except when such scheduled "holiday" is a scheduled school day:

- New Year's Day and the first working day following New Year's Day
- President's Day
- Good Friday and the Monday following Good Friday
- Memorial Day
- Independence Day and the week of Independence Day
 - Year 1: July 6 – July 10
 - Year 2: July 5 – July 9
 - Year 3: July 4 – July 8
 - Year 4: July 3 – July 7
- Labor Day
- Thanksgiving Day
- Wednesday before Thanksgiving Day and the Friday after Thanksgiving Day
- Duration of Winter Break as determined by applicable School Calendar
- Other discretionary days as designated by the Superintendent

Twelve-month plan Employees will be required to work during the non-listed school student holidays or use vacation time.

- If an employee is on sick leave when a holiday is observed, that shall not be counted as sick leave.
- If school is scheduled on a designated holiday, then said holiday shall be replaced by a vacation day.
- Holiday benefits apply only to Plan Employees working 12 months during the calendar year.
- If a holiday falls on a weekend, the first working day following the weekend will be designated as the official holiday.

VII. LEAVES OF ABSENCE**Sick Leave**

Plan Employees will receive twelve sick leave days annually and all unused leave will be accumulative from year to year.

Provisions for Sick Leave Accounting

Plan Employees will be informed of their total accumulated sick days by the first pay period in September of each school year. A Plan Employee in active service for less than the full school year will have the sick leave reduced on a pro-rata basis. The sick leave entitlement is predicated upon the employees' continuous service with DTSD for the full

succeeding calendar year. Therefore, in the event an employee subsequently retires or otherwise separates from employment with DTSD, in good standing, the employee shall be entitled only to a pro-rata number of sick days. If at the date of separation, the employee has used sick days in excess of the stated rate, appropriate deductions and/or equitable adjustment shall be made to any other monetary entitlements.

Doctoral Study

Employees who are doctoral students in an accredited program may be granted time for class attendance up to the maximum of five (5) days per year with no loss of vacation or pay, with pre-approval of the Superintendent.

Emergency Leave

Emergency leave may be granted by the Superintendent with no loss in pay; however, the day will be deducted from the employee's sick days.

Bereavement Leave

All Act 93 employees will be allowed five (5) consecutive regularly scheduled days (inclusive of vacation) with full pay in all cases of death of a member in the immediate family. In the event an employee's previously scheduled vacation days fall within the bereavement period, the employee's vacation balance will not be reduced. The term "immediate family" shall be understood to include the following: wife, husband, father, mother, step-father, step-mother, mother-in-law, father-in-law, sister, step-sister, sister-in-law, brother, step-brother, brother-in-law, grandmother, grandfather, grandchildren, son, daughter, step-son, step-daughter, son-in-law and daughter-in-law. Uncle, aunt, niece and nephew are also included if such relative(s) resided in the home of the employee immediately preceding the death. If the Uncle, aunt, niece, or nephew do not reside in the home, they shall be considered a near relative.

In all cases of death of other near relatives or of an employee, no deductions from salary shall be made if absent on the day of the funeral provided such absence has been approved by the Superintendent prior to its occurrence. Individual circumstances pertaining to consecutive days will be given reasonable consideration.

Childbearing/Childrearing Leave

Childbearing/Childrearing leave shall be granted in accordance with applicable law and DTSD policy.

Sabbatical Leaves

Sabbatical leaves shall be governed by relevant state law and DTSD Board policy.

Jury Duty

A Plan Employee who serves on jury duty shall be compensated by the district at their regular rate of pay minus any compensation received as jurors or witness fee.

Extended Leave

A Plan Employee who is unable to work because of personal illness or disability and who has exhausted all sick leave available, and is not eligible for a sabbatical leave, may request an extended leave. This leave may be granted, without pay or payment of fringe benefits, for a period of up to two years.

This leave will be granted only upon the written request of the attending physician, and it is understood that the District cannot guarantee reassignment to the same or a comparable position, upon return, if such is not available.

Military Leave

The School Code sets forth the provisions for a leave of absence for military service.

A leave of absence from assigned duties may be granted without loss of pay, time, or efficiency rating on all days not exceeding fifteen in any one year for a member of the United States Reserves, engaged in active service of the United States or in field training ordered or authorized by the federal forces. (Reference: School Code Section 1176; PL 677, 65 Purdon 114.)

Retirement Sick Leave

Retirement Service Increments for service to DTSD will be calculated according to the following formula:

After 5 years Service.....	33-1/3% x Base Salary in Final Year x Accumulated Sick Leave (to a maximum of 165 days) x .002.
After 10 years Service.....	50% x (above stated formula)
After 20 years Service.....	75% x (above stated formula)
After 30 years Service.....	100% x (above stated formula)

This formula will be used to calculate a severance pay to be paid to the eligible employee retiring pursuant to Act 96 of 1975.

If a Plan Employee dies while employed by the DTSD, a sum of money based on the above stated formula will be paid to the employee's designated beneficiary. Any Plan Employee forced to retire because of permanent disability will receive a sum of money based on the above stated formula.

VIII. RETIREMENT HOSPITALIZATION/MEDICAL BENIFITS

Plan Employees retiring after their 57th and before their 65th birthday will be provided the same hospitalization/major medical benefits as are provided to full-time Plan Employees during the period of their retirement but ending at age 65, with the following limitations:

Following Limitations:

- Equivalent benefits will be provided to full time employees except that dependent's coverage will be provided only to the retiree's spouse.
- The retiree must have been employed at least 20 years in education, five of which were in Derry Township School District.
- The coverage provided hereunder includes any applicable vision benefits.
- The benefits will be suspended during any period which the retiree or the retiree's spouse is employed by an employer through which hospitalization/major medical insurance is available as an employer-provided benefit.
- In the event that the age of Medicare/Medicaid is changed from age 65, the Act 93 and District agree to meet and discuss retiree eligibility under this section.

IX. RETENTION INCENTIVE

A full time employee will be eligible to receive a \$15,000 (gross) incentive upon reaching one of the following benchmarks:

- 35 years of recognized state service,
- 60 years of age and 30 years of recognized state service, or
- 62 years of age and at least 20 years of recognized state service.

This \$15,000 incentive will be paid upon the employee's retirement from the District, and is conditioned upon providing one hundred twenty (120) days advance notice of intention to retire; provided however that the Board may agree to permit a lesser notice period depending on the anticipated transition.

X. GRADUATE COURSE REIMBURSEMENT

Each Plan employee in the District taking graduate work will be eligible for the advance payment of the tuition cost, registration, and laboratory fees upon the approval of the Superintendent, with a tuition payment maximum of nine (9) times the Penn State University graduate tuition credit rate for each fiscal year in which the prepayment is made. Payment for registration and laboratory fees will be paid in addition to the nine (9) credit maximum. This maximum will be determined as of July 1st for each fiscal year.

To be eligible for payment for graduate study, an employee must complete an Application for Approved Course Reimbursement Form and provide evidence to the Superintendent that the course is being taken for approved credit. By submitting this Form, the employee agrees to continue teaching at the District for the two school years immediately following completion of the graduate course. If the employee violates this agreement, the employee will be required to repay: 100% of the payment if the employee leaves within the first school year and 50% of the payment if the employee leaves before the end of the second school year.

The District will recover any payment made to the employee who does not provide timely evidence of satisfactory completion (minimum grade “B” or “Pass”) of such graduate course. Payment will not become part of the salary. No payment will be made for credits earned for participation in a fellowship or when tuition is paid by a scholarship or grant. Employees on leaves of absence are not eligible for payment for graduate study (unless such payment is approved as part of a sabbatical leave). Graduate course work will be in the area of the employee’s certification or otherwise pre-approved by the Superintendent.

Graduate Cohort/Accelerated Degree Program Reimbursement

Each Plan employee in the District enrolled in a graduate cohort and/or accelerated degree program will be eligible for the advance payment of the tuition cost, registration, and laboratory fees upon the approval of the Superintendent, with a tuition payment maximum of eighteen (18) times the Penn State University graduate tuition credit rate for each fiscal year in which the prepayment is made. Payment for registration and laboratory fees will be paid in addition to the eighteen (18) credit maximum. This maximum will be determined as of July 1st for each fiscal year.

To be eligible for payment for graduate study, an employee must complete an Application for Approved Course Reimbursement Form and provide evidence to the Superintendent that the course is being taken for approved credit. By submitting this Form, the employee agrees to continue teaching at the District for the two school years immediately following completion of the graduate course. If the employee violates this agreement, the employee will be required to repay: 100% of the payment if the employee leaves within the two school years and 50% of the payment if the employee leaves before the end of the fourth school year.

The District will recover any payment made to the employee who does not provide timely evidence of satisfactory completion (minimum grade "B" or "Pass") of such graduate course. Payment will not become part of the salary. No payment will be made for credits earned for participation in a fellowship or when tuition is paid by a scholarship or grant. Employees on leaves of absence are not eligible for payment for graduate study (unless such payment is approved as part of a sabbatical leave). Graduate course work will be in the area of the employee's certification or otherwise pre-approved by the Superintendent.

XI. DUES

The DTSD will pay the fees associated with dues to a professional organization for one National Association and one State Association. Additional fees requests must have prior approval of the Superintendent.

XII. MILEAGE

Plan employees who use personal vehicles for school district business will be reimbursed at the allowable IRS rate per mile by submitting expenses to the business office.

XIII. CONFERENCE ATTENDANCE

The DTSD will pay expenses of the Plan Employee's to one major conference each school year. Additional conference requests must have prior approval of the Superintendent.

XIV. NOTICE

The DTSD may hold any Act 93 employee for a period of sixty (60) days upon notification of the employee's intent to resign from employment with the district. In the event that the Act 93 employee fails to provide the required notice, he/she agrees that he/she will be liable for liquidated damages in the amount equal to the individual's per diem salary for each day he/she fails to provide adequate notice. The remedies of the district set forth in the agreement shall be in addition to any other remedies, which the district may have under law or equity.

XV. NO STRIKE

Plan Employees agree that they will not cause, engage in, sanction, or assist in any "Strike."

School employers and School Administrators shall continue to be subject to the Act of June 30, 1947 (P.L. 1183, No. 492), referred to as the Public Employees Anti-Strike Law.

XVI. BOARD MEETING ATTENDANCE

Board meetings are mandatory for the Assistants to the Superintendent. All other Act 93 administrators should attend Board meetings at the discretion of the Superintendent.


XVII. CONTRACT YEAR

For ten-month plan employees the contract year will be 215 days between July 1 and June 30.

Signed by the parties this 8th day of June, 2020.

Act 93 Committee

By 
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By 
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Derry Township School District

By 
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President of Board of Education

By 
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Board Secretary

Appendix A

ACT 93 Salary Range Structure Development

Methodology

School Districts from Pennsylvania were reviewed and comparable districts were chosen based on their Market Value/Personal Income Aid Ratio (MV/PI) and enrollment MV/PI is an indicator of school district wealth. Enrollment provides one indication regarding the scope of responsibilities of the administration and other Act 93 personnel. Per pupil expenditure is another indicator of the scope of responsibilities and the cost-effectiveness of the operation. The data were obtained from the Pennsylvania School Board Association (PSBA) and the Pennsylvania Department of Education (PDE). Two districts closest in the indicators cited above from Capital Area Intermediate Unit are among them.

Letters requesting the Act 93 plan, salary range structure, and current salaries, were sent to the superintendents of the comparator districts. All superintendents, but one, responded to the request although information for some positions was not provided if these positions did not exist within the district.

The data were organized into a chart by position and district. Calculations resulted in minimum, maximum, and average salaries for each position. Derry Township School District salaries were not included in the calculation since the purpose was to establish a comparison between Derry Township School District and similar districts. For each position, there were at least nine comparable salaries, except that some supervisor positions were listed, but unspecified (i.e. “supervisor 1, 2, 3, etc, instead of Director of Food Services, Transportation, etc.).

Philosophy of the Salary Range Structure

- An Act 93 employee will be brought to the midpoint of the salary range if he/she has not already reached the midpoint and has received satisfactory ratings in four consecutive years. Payment will occur on the anniversary of hire and said adjustment shall be done only once.
- An Act 93 employee who completes at least three consecutive years of service in the same position with the District and during which, receives at least three consecutive satisfactory ratings and all applicable base increases in accordance with the Program may be eligible for a **one time** adjustment if either of the following occurs:
 - (i) Situation 1: The employee receives a fourth consecutive satisfactory rating between his/her third and fourth anniversary date and, after receiving applicable base increases, is not at the midpoint range for the position held. In this situation, the employee shall be placed at the applicable midpoint rate effective July 1 following the fourth evaluation.

(ii) Situation 2: The employee's fourth anniversary date occurs after the employee has received three consecutive satisfactory ratings, but before the employee has received a fourth evaluation, **and** the employee is not at the midpoint range for the position held as of his/her fourth anniversary. In this situation, the Superintendent or his designee will prepare an interim evaluation. If the employee receives a satisfactory rating on this interim evaluation, the employee shall be placed at the applicable midpoint rate effective his/her fourth anniversary date.

- Merit award is not calculated into the base salary, nor is it used to establish the base salary for the purpose of determining the difference between the base salary and midpoint.
- Future salary range structure adjustments will occur on an annual basis prior to the start of the school year, will be made based on the Act 1 Index described in this Plan, and shall not be less than 1% or more than 3%.
- In the event that the duties/responsibilities of an Act 93 employee significantly change during the term of the Plan, or are changed by the Superintendent or his designee, consideration may be made to reflect the change in the employee's salary/salary range structure.
- An Act 93 employee who, in the process of receiving their annual increase, reaches or exceeds the maximum of his/her salary range, shall be given monies above the maximum as a one time lump sum payment. Subsequent to achieving the maximum of the salary range, the Act 93 employee will be entitled to his/her regularly scheduled salary increases. However, the increases would be lump sum payments and shall not be included in the individual's base salary.

Appendix B

ACT 93 MIN-MID-MAX 2020 - 2021

Position	Min	Mid	Max
Group 1			
Assistant to the Superintendent for Personnel and Student Services	\$ 103,374	\$ 126,141	\$ 151,369
Assistant to the Superintendent for Curriculum, Instruction and Assessment	\$ 103,374	\$ 126,141	\$ 151,369
Principal - High School	\$ 102,019	\$ 124,487	\$ 149,386
Principal - Middle School	\$ 89,373	\$ 109,056	\$ 130,869
Principal - Elementary School	\$ 87,011	\$ 106,178	\$ 127,410
Assistant Principal/Athletic Director	\$ 86,291	\$ 105,295	\$ 126,355
Assistant Principal - High School	\$ 77,728	\$ 94,848	\$ 113,817
Assistant Principal - Online Learning	\$ 77,600	\$ 94,691	\$ 113,626
Assistant Principal - Middle School	\$ 77,469	\$ 94,530	\$ 113,437
Assistant Principal - Elementary School	\$ 77,208	\$ 94,212	\$ 113,054
10-Month Assistant Principal - High School	\$ 73,109	\$ 89,214	\$ 107,054
10-Month Assistant Principal - Middle School	\$ 72,865	\$ 88,916	\$ 106,694
10 Month Assistant Principal - Elementary School	\$ 72,620	\$ 88,615	\$ 106,335
Director of Infrastructure Technology	\$ 87,011	\$ 106,178	\$ 127,410
Director of Instructional Technology	\$ 87,011	\$ 106,178	\$ 127,410
Director of Athletics	\$ 82,590	\$ 100,781	\$ 121,869
Director of Special Education	\$ 80,074	\$ 97,712	\$ 117,254
Director of Safe and Supportive Schools	\$ 67,729	\$ 82,644	\$ 99,172
Director of School/Community Information	\$ 64,703	\$ 78,955	\$ 94,745
Director of Buildings & Grounds	\$ 63,229	\$ 77,151	\$ 92,586
Director of Transportation	\$ 60,806	\$ 74,194	\$ 89,034
Director of Food Service	\$ 55,234	\$ 67,398	\$ 84,248
Assistant Director of Special Education	\$ 74,500	\$ 91,500	\$ 110,300
10-Month Assistant Director of Special Education	\$ 69,500	\$ 87,000	\$ 104,500
Group 2			
Administrative Assistant to the Superintendent	\$ 41,538	\$ 51,922	\$ 64,903
Human Resources Specialist	\$ 34,541	\$ 43,179	\$ 51,813
Curriculum, Instruction and Assessment/Professional Development Specialist	\$ 35,275	\$ 44,095	\$ 55,118
Senior Network Technician	\$ 57,380	\$ 71,725	\$ 86,068
Network Technician	\$ 48,580	\$ 60,721	\$ 72,866
Data Analyst/PIMS Administrator	\$ 48,580	\$ 60,721	\$ 72,866
Computer Technician	\$ 34,869	\$ 40,680	\$ 46,491
Purchasing Agent/Accountant	\$ 51,161	\$ 63,952	\$ 76,746
Benefits Specialist/Business Assistant	\$ 37,633	\$ 47,041	\$ 58,801
Payroll/Accounts Payable	\$ 36,838	\$ 46,047	\$ 57,559
Accounts Payable/Purchasing Assistant	\$ 32,715	\$ 40,895	\$ 51,118
Supervisor for Custodial Staff	\$ 35,610	\$ 44,517	\$ 53,417
Supervisor of Human Resources	\$ 49,331	\$ 66,125	\$ 82,918
Supervisor of Safe and Supportive Schools	\$ 46,170	\$ 58,995	\$ 71,820

**ACT 93 MIN-MID-MAX
2021 - 2022**

*estimated based on 2.0% increase

Position	Min	Mid	Max
Group 1			
Assistant to the Superintendent for Personnel and Student Services	\$ 105,442	\$ 128,664	\$ 154,396
Assistant to the Superintendent for Curriculum, Instruction and Assessment	\$ 105,442	\$ 128,664	\$ 154,396
Principal - High School	\$ 104,059	\$ 126,977	\$ 152,374
Principal - Middle School	\$ 91,160	\$ 111,238	\$ 133,487
Principal - Elementary School	\$ 88,751	\$ 108,301	\$ 129,958
Assistant Principal/Athletic Director	\$ 88,016	\$ 107,401	\$ 128,882
Assistant Principal - High School	\$ 79,283	\$ 96,745	\$ 116,093
Assistant Principal - Online Learning	\$ 79,152	\$ 96,585	\$ 115,899
Assistant Principal - Middle School	\$ 79,018	\$ 96,421	\$ 115,705
Assistant Principal - Elementary School	\$ 78,752	\$ 96,096	\$ 115,315
10-Month Assistant Principal - High School	\$ 74,572	\$ 90,999	\$ 109,195
10-Month Assistant Principal - Middle School	\$ 74,322	\$ 90,694	\$ 108,828
10 Month Assistant Principal - Elementary School	\$ 74,072	\$ 90,387	\$ 108,462
Director of Infrastructure Technology	\$ 88,751	\$ 108,301	\$ 129,958
Director of Instructional Technology	\$ 88,751	\$ 108,301	\$ 129,958
Director of Athletics	\$ 84,242	\$ 102,796	\$ 124,306
Director of Special Education	\$ 81,675	\$ 99,666	\$ 119,599
Director of Safe and Supportive Schools	\$ 69,083	\$ 84,297	\$ 101,156
Director of School/Community Information	\$ 65,997	\$ 80,534	\$ 96,640
Director of Buildings & Grounds	\$ 64,494	\$ 78,694	\$ 94,437
Director of Transportation	\$ 62,022	\$ 75,678	\$ 90,814
Director of Food Service	\$ 56,338	\$ 68,746	\$ 85,933
Assistant Director of Special Education	\$ 75,990	\$ 93,330	\$ 112,506
10-Month Assistant Director of Special Education	\$ 70,890	\$ 88,740	\$ 106,590
Position	Min	Mid	Max
Group 2			
Administrative Assistant to the Superintendent	\$ 42,369	\$ 52,961	\$ 66,201
Human Resources Specialist	\$ 35,232	\$ 44,043	\$ 52,849
Curriculum, Instruction and Assessment/Professional Development Specialist	\$ 35,981	\$ 44,977	\$ 56,221
Senior Network Technician	\$ 58,527	\$ 73,159	\$ 87,790
Network Technician	\$ 49,551	\$ 61,936	\$ 74,323
Data Analyst/PIMS Administrator	\$ 49,551	\$ 61,936	\$ 74,323
Computer Technician	\$ 35,566	\$ 41,493	\$ 47,421
Purchasing Agent/Accountant	\$ 52,184	\$ 65,231	\$ 78,281
Benefits Specialist/Business Assistant	\$ 38,385	\$ 47,982	\$ 59,977
Payroll/Accounts Payable	\$ 37,575	\$ 46,968	\$ 58,711
Accounts Payable/Purchasing Assistant	\$ 33,369	\$ 41,713	\$ 52,140
Supervisor for Custodial Staff	\$ 36,322	\$ 45,407	\$ 54,486
Supervisor of Human Resources	\$ 50,318	\$ 67,447	\$ 84,577
Supervisor of Safe and Supportive Schools	\$ 47,093	\$ 60,175	\$ 73,256

* The business and personnel office will maintain the actual min-mid-max salaries based on the Act 1 Index.

**ACT 93 MIN-MID-MAX
2022 - 2023**

*estimated based on 2.0% increase

Position	Min	Mid	Max
Group 1			
Assistant to the Superintendent for Personnel and Student Services	\$ 107,551	\$ 131,237	\$ 157,484
Assistant to the Superintendent for Curriculum, Instruction and Assessment	\$ 107,551	\$ 131,237	\$ 157,484
Principal - High School	\$ 106,140	\$ 129,517	\$ 155,421
Principal - Middle School	\$ 92,983	\$ 113,462	\$ 136,156
Principal - Elementary School	\$ 90,526	\$ 110,467	\$ 132,557
Assistant Principal/Athletic Director	\$ 89,777	\$ 109,549	\$ 131,459
Assistant Principal - High School	\$ 80,869	\$ 98,680	\$ 118,415
Assistant Principal - Online Learning	\$ 80,735	\$ 98,516	\$ 118,217
Assistant Principal - Middle School	\$ 80,599	\$ 98,349	\$ 118,019
Assistant Principal - Elementary School	\$ 80,327	\$ 98,018	\$ 117,622
10-Month Assistant Principal - High School	\$ 76,063	\$ 92,819	\$ 111,379
10-Month Assistant Principal - Middle School	\$ 75,808	\$ 92,508	\$ 111,005
10 Month Assistant Principal - Elementary School	\$ 75,553	\$ 92,195	\$ 110,631
Director of Infrastructure Technology	\$ 90,526	\$ 110,467	\$ 132,557
Director of Instructional Technology	\$ 90,526	\$ 110,467	\$ 132,557
Director of Athletics	\$ 85,927	\$ 104,852	\$ 126,792
Director of Special Education	\$ 83,309	\$ 101,659	\$ 121,991
Director of Safe and Supportive Schools	\$ 70,465	\$ 85,983	\$ 103,179
Director of School/Community Information	\$ 67,317	\$ 82,145	\$ 98,572
Director of Buildings & Grounds	\$ 65,784	\$ 80,268	\$ 96,326
Director of Transportation	\$ 63,263	\$ 77,192	\$ 92,631
Director of Food Service	\$ 57,465	\$ 70,121	\$ 87,652
Assistant Director of Special Education	\$ 77,510	\$ 95,197	\$ 114,756
10-Month Assistant Director of Special Education	\$ 72,308	\$ 90,515	\$ 108,722
Group 2			
Administrative Assistant to the Superintendent	\$ 43,216	\$ 54,020	\$ 67,525
Human Resources Specialist	\$ 35,937	\$ 44,924	\$ 53,906
Curriculum, Instruction and Assessment/Professional Development Specialist	\$ 36,700	\$ 45,876	\$ 57,345
Senior Network Technician	\$ 59,698	\$ 74,622	\$ 89,545
Network Technician	\$ 50,542	\$ 63,174	\$ 75,810
Data Analyst/PIMS Administrator	\$ 50,542	\$ 63,174	\$ 75,810
Computer Technician	\$ 36,277	\$ 42,323	\$ 48,369
Purchasing Agent/Accountant	\$ 53,228	\$ 66,536	\$ 79,846
Benefits Specialist/Business Assistant	\$ 39,153	\$ 48,941	\$ 61,177
Payroll/Accounts Payable	\$ 38,327	\$ 47,907	\$ 59,885
Accounts Payable/Purchasing Assistant	\$ 34,037	\$ 42,547	\$ 53,183
Supervisor for Custodial Staff	\$ 37,049	\$ 46,315	\$ 55,575
Supervisor of Human Resources	\$ 51,324	\$ 68,796	\$ 86,268
Supervisor of Safe and Supportive Schools	\$ 48,035	\$ 61,378	\$ 74,722

* The business and personnel office will maintain the actual min-mid-max salaries based on the Act 1 Index.

**ACT 93 MIN-MID-MAX
2023 - 2024**

*estimated based on 2.0% increase

Position	Min	Mid	Max
Group 1			
Assistant to the Superintendent for Personnel and Student Services	\$ 109,702	\$ 133,862	\$ 160,634
Assistant to the Superintendent for Curriculum, Instruction and Assessment	\$ 109,702	\$ 133,862	\$ 160,634
Principal - High School	\$ 108,263	\$ 132,107	\$ 158,530
Principal - Middle School	\$ 94,843	\$ 115,732	\$ 138,880
Principal - Elementary School	\$ 92,336	\$ 112,677	\$ 135,209
Assistant Principal/Athletic Director	\$ 91,572	\$ 111,740	\$ 134,089
Assistant Principal - High School	\$ 82,486	\$ 100,654	\$ 120,783
Assistant Principal - Online Learning	\$ 82,350	\$ 100,487	\$ 120,581
Assistant Principal - Middle School	\$ 82,211	\$ 100,316	\$ 120,380
Assistant Principal - Elementary School	\$ 81,934	\$ 99,978	\$ 119,974
10-Month Assistant Principal - High School	\$ 77,584	\$ 94,675	\$ 113,606
10-Month Assistant Principal - Middle School	\$ 77,324	\$ 94,358	\$ 113,225
10 Month Assistant Principal - Elementary School	\$ 77,065	\$ 94,039	\$ 112,844
Director of Infrastructure Technology	\$ 92,336	\$ 112,677	\$ 135,209
Director of Instructional Technology	\$ 92,336	\$ 112,677	\$ 135,209
Director of Athletics	\$ 87,645	\$ 106,949	\$ 129,328
Director of Special Education	\$ 84,975	\$ 103,692	\$ 124,431
Director of Safe and Supportive Schools	\$ 71,874	\$ 87,703	\$ 105,243
Director of School/Community Information	\$ 68,663	\$ 83,787	\$ 100,544
Director of Buildings & Grounds	\$ 67,099	\$ 81,874	\$ 98,253
Director of Transportation	\$ 64,528	\$ 78,736	\$ 94,483
Director of Food Service	\$ 58,614	\$ 71,524	\$ 89,405
Assistant Director of Special Education	\$ 79,060	\$ 97,101	\$ 117,051
10-Month Assistant Director of Special Education	\$ 73,754	\$ 92,325	\$ 110,896

Position	Min	Mid	Max
Group 2			
Administrative Assistant to the Superintendent	\$ 44,080	\$ 55,100	\$ 68,876
Human Resources Specialist	\$ 36,656	\$ 45,822	\$ 54,985
Curriculum, Instruction and Assessment/Professional Development Specialist	\$ 37,434	\$ 46,794	\$ 58,492
Senior Network Technician	\$ 60,892	\$ 76,115	\$ 91,336
Network Technician	\$ 51,553	\$ 64,438	\$ 77,326
Data Analyst/PIMS Administrator	\$ 51,553	\$ 64,438	\$ 77,326
Computer Technician	\$ 37,003	\$ 43,170	\$ 49,337
Purchasing Agent/Accountant	\$ 54,292	\$ 67,867	\$ 81,443
Benefits Specialist/Business Assistant	\$ 39,936	\$ 49,920	\$ 62,400
Payroll/Accounts Payable	\$ 39,093	\$ 48,866	\$ 61,083
Accounts Payable/Purchasing Assistant	\$ 34,717	\$ 43,398	\$ 54,247
Supervisor for Custodial Staff	\$ 37,790	\$ 47,242	\$ 56,687
Supervisor of Human Resources	\$ 52,351	\$ 70,172	\$ 87,994
Supervisor of Safe and Supportive Schools	\$ 48,996	\$ 62,606	\$ 76,216

* The business and personnel office will maintain the actual min-mid-max salaries based on the Act 1 Index.

CAIU BOARD HIGHLIGHTS

The following actions were taken at the **May 28, 2020** meeting, held virtually, of the Capital Area Intermediate Unit.

Reports/Updates

- **Board Committee Reports**

- Board Nominating Committee is seeking any Board Member that is interested in serving as President or Vice-President for the 20-21 year. The committee will bring forth a ballot at the June Board reorganization meeting.
 - Executive Director Evaluation Committee met and compiled the annual evaluation of the Executive Director. The final evaluation was presented to the board and to the Executive Director.
- The **Board Spotlight** was on Messiah Teacher Interns at Hill Top Academy. Rachel Montiel, Program Supervisor, Dr. John Thompson, Principal, and Jen Sciacca, Emotional Support Teacher, provided an overview of the program. Hill Top Academy and Messiah College joined together to create the first ever yearlong student teacher internship program at the school. Three candidates from Messiah College were selected, hired, and assigned to one of our classrooms. The teacher interns provided additional expertise and allowed for increased direction, instruction, and support all year long. The teacher interns were Abigail Foster, Alexis Krick and Katie Hipple.
- **Mr. Daren Moran, Director of Business and Operations**, reported that the Business Managers Advisory group continues to meet every other week. Mr. Moran also meets regularly with the PAIU Business Managers. He is amazed at the ability of staff to efficiently manage the business office remotely. Every budget takes a team of staff and many hours of zoom meetings to build.
- **Ms. Alicia McDonald, Director of Student Services**, highlighted the many staff updates in the *All In* Newsletter that were shared by her staff. Student Services is gearing up for the end of the 19-20 school year next week. Early Intervention summer virtual programs begin the end of June. Ms. McDonald is currently working on Special Education budgets. Virtual Extended School Year (ESY) starts in July. Approximately, 70-90 students are expected to participate. Staff are feeling reinvigorated by the cross-team support and the opportunity for innovation and learning new things. Cross-team work groups will begin work on the CoE plan for the fall and are working closely with our member districts.
- **Mr. Len Kapp, Supervisor of Operations & Transportation**, reported that his team is working hard to get our buildings prepared and modified in anticipation for staff returning to work soon. PDE is holding an important zoom meeting next week related to transportation for all school districts. PASBO Safety Coordinators are meeting this afternoon. Mr. Kapp reported on building repairs that are happening at the Enola building on the sprinkler system.
- **Mr. Brian Griffith, Director of Educational Services**, reported that he continues to meet with Curriculum Advisory Directors each week for planning purposes. The big topics have been the unknown for fall and the 2020-21 school year. His team has been working on our online learning program, CAOLA, and what role it could play in assisting our school district's with planning. On June 10 @ 7pm, we are holding an Open House to show parents the virtual options available through their school districts. School districts

have sent out invites to their parents and RSVP's are just coming in. School districts are struggling with Keystone exams for students that were in trigger courses. The spring exams were cancelled and districts have the option to allow students that missed the keystones to take the test in the fall. Board approval is required if school districts decide not to do a makeup exam in the coming year. Families/students can choose to opt out of taking keystone exams but school districts are required to provide the opportunity to take the test, and utilize their Keystone scores as one of the ways to meet graduation requirements. Tomorrow is the deadline for ordering testing supplies from the DRC if districts are going to offer Keystones in the "summer" test window in September. PDE is recommending that if districts are unsure how many will take the test during the summer test window to just order enough test for all students that missed in the spring since the deadline for ordering assessment materials is Friday, May 29th.

- **Dr. Thomas Calvecchio, Assistant Executive Director**, provided an update on our strategic plan goal related to communication. Dr. Calvecchio and Amy Hazel have been working on CAIU rebranding. Amy, with the help of a cross-team committee and her interns, created a branding page on the CAIU employee website that houses a compilation of downloadable updated logos, fonts, presentation and flyer templates, stock photos, training videos, and more, to help staff stay consistent and professional in our communication. This is also a service available to our school districts. Dr. Calvecchio also shared a thank you video created by our technology and communication interns.
- **Rennie Gibson, Board Secretary**, reported that the CAIU 2020 election ballots were provided to each school district for their local board directors to cast their votes electronically. Completed ballots are due by Friday, June 12. New Board Members will be appointed at our June Board re-organization meeting. To date, approximately 50 of the 216 board members have voted. Please remind your members to vote at your next board meeting.
- **Dr. Andria Saia, Executive Director**, highlighted the *All In* Newsletter that was available for the Board's review. The *Did You Know* section was on the CAEA scholarship that is offered to a deserving student from our region. Congratulations to Annie Newman from Camp Hill SD, this year's recipient. Dr. Saia congratulated all of our graduates and wished them well! Thank you to Kathy Gottlieb, Program Supervisor, for her follow up article on Emotional Intelligence. Dr. Saia also highlighted the Student Services report, particularly, the Early Intervention Speech student that was able to receive a communication device through the coordination of our staff and Variety during the closure. The *All In* included many of our staff sharing their experiences during the quarantine. She is humbled and honored to be part of this organization; staff are hitting it out of the park.

Approved Action Items

- April 23, 2020 Board Meeting Minutes
- April 2020 Treasurer's Report – a total of \$ 14,350,672.08 in receipts and \$9,088,447.53 in expenditures.
- Summary of Operations for March 2020 showing revenues of \$87,213,424.29 and \$69,210,117.03 in expenditures
- Budget Administration
 - Proposed 2019-20 Budget Revisions:
 - Title I, Part D - Loysville Youth Development Center (LYDC)
 - Education Leading to Employment & Career Training (ELECT)
 - Hospital Education Program
 - Institutionalized Children's Program (ICP)
 - Loysville Youth Development Center State (LYDC)
 - School-Age Access Program

- Student Services
- Other Fiscal Matters Proposed
 - 2019-20 Audit Engagement Letter
- Other Business Items
 - Contracts – May 2020
 - Transportation Contract MOU - amendment to the existing contract, as part of Act 13, these amendments allows us to keep our contractors viable and to maintain a mechanism to pay their employees so that when are back in session we are able to maintain our transportation
 - Appointment of Barley Snyder as CAIU Solicitor and General Legal Counsel for the 2020-21 school year at the blended rate of \$175 per hour effective July 1, 2020
- Policies & Programs
 - Second Reading, Revised Policy # 626 - Federal Fiscal Compliance
 - Second Reading, Revised Policy #335 - Family Medical Leave Attachment
- Job Descriptions
 - Second Reading, New Position, New Description - School Improvement - School Climate – PBIS
 - Second Reading, New Position, New Description - School Improvement Specialist-Mathematics
- Personnel Items

RESIGNATIONS:

- SALLYAN THOMAS, Teacher, Vision Program, effective June 10, 2020. Reason: Retirement after 27 years of continuous CAIU service.
- EMILY WOLSZCZENSKI, Teacher, ESL Program, effective June 8, 2020. Reason: Personal.

RECOMMENDED FOR EMPLOYMENT OR CONTRACT:

- JESSICA CHACON, Professional, effective June 1, 2020 Assignment: Speech and Language Clinician, Early Intervention Program with base salary of Masters + 45, Step 13, \$71,582 for 190 days of service will be prorated for a total of 7 days. This is a replacement position funded through the MAWA budget.

CHANGES OF STATUS:

- AMY CSERNY, from Business Analyst II, Technology Team to Data Systems Supervisor, Student Services Team, effective June 15, 2020. Change of status results in a change of salary to \$76,500 for 12 months of service and will be prorated for a total of 12 days through June 30, 2020.
- KELLIE FISHER, Speech and Language Clinician, from active to inactive status due to failure to complete/submit necessary paperwork and respond to numerous inquiry attempts.

Executive Director's Report

- See attached report/newsletter.

President's Report

- Mrs. Jean Rice reported that she hopes everyone is staying safe and is amazed by the great work happening at our school districts and at the CAIU. Mrs. Rice was able to attend the Project Search virtual graduation and is sorry to have to miss the Hill Top graduation due to a Board meeting. She thanked the Board Members for their attendance today.

NEXT MEETING: Thursday, June 25, 2020, 8:00 a.m., Board Room, CAIU Enola Office

CAIU: ALL IN!

CAIU: LIVING OUR BEST #QUARANTINELIFE



Did You Know?

ANDRIA SAIA

Did you know that each year the Capital Area Education Association (CAEA) awards a scholarship to a deserving student from our region? This year, the CAEA Scholarship Committee received and reviewed 12 applications, using a rubric to score each application, based on the following criteria:

- Academics (i.e. GPA)
- The student’s commitment to chosen field of study through volunteer experiences, as well as internships
- References
- Financial aid (cost of attendance at their chosen college/university, EFC score on their FAFSA, extenuating circumstances)

Each committee member scores each application independently on the rating form and then the committee averages the scores together. The committee’s favorite part of the process is calling the scholarship recipient and offering their congratulations. This year the committee had many worthy candidates, and the difference between the top two scored applications was a mere 0.2 points!




It is with great pleasure that the CAEA Scholarship Committee announces this year’s scholarship recipient: Annie Newman of the Camp Hill School District! Annie plans to attend Penn State University (main campus) to major in Communication Sciences and Disorders, followed by her Master’s degree in

Speech-Language Pathology. Annie’s school activities include: student council, National Honors Society, Key Club, varsity field hockey, organizing her school’s Mini-Thon, and Four Diamonds Student Leadership Council. She is the Challenger baseball Buddy Club Director, and volunteers with Special Olympics, Anna’s Gift, and her church. Annie also participated in the Geisinger Holy Spirit Careers Exploration Internship during the fall semester, as well as interned with one of her district’s speech-language pathologist’s two days a week.

Annie has a passion for working with special needs students and has a very bright future ahead of her. Congratulations on the \$500 scholarship, Annie Newman!!



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IN THIS ISSUE

CAIU: #QUARANTINELIFE

CAIU WELLNESS

CAIU COMPLIMENTS

CAIU: EMOTIONAL INTELLIGENCE, PRACTICE TO #BEGREAT

KATHY GOTTLIEB

You may remember the information on Emotional Intelligence (EQ) discussed in an article in last month's issue of All In. If not, the most important points are that your emotional intelligence has a greater impact on your success than your IQ does, AND you can improve your EQ!

Emotional intelligence (EQ) is defined as our ability to recognize emotions within others and ourselves, as well as our ability to utilize our understanding of these emotions to manage our own behavior and our relationships. There are four major components of EQ: self-awareness; self-management; social awareness; and relationship management. To improve your EQ, you need to practice skills related to these four areas. Below are four more strategies to try. Remember learning a new skill takes repeated practice until you have established a new habit.



Self-Awareness Skill: Know What and Who Pushes your Buttons

Do you know who and what irks you? We all have people (the drama queen, the complainer) and situations (constant interruptions, meetings without agendas, an office that is too cold) that really irritate us! Learning to recognize these things is the first step. The second step is analyzing why these people or circumstances are triggers for us. The third step is using this information to manage our reactions to our triggers. Increasing our self-awareness helps us to maintain our composure and handle the situation constructively. Being aware of our emotional reactions leads us to develop effective self-management skills. This month, practice recognizing what “pushes your buttons.”

Self-Management Skill: Sleep on It

Practicing patience and taking time before making a decision is not always easy to do. Situations can be uncomfortable, dissatisfying, or anxiety producing, causing us to want to just “fix it” quickly to alleviate our distress. Taking time to process through a situation can bring clarity to our thoughts, which helps us gain perspective. Our decision-making is usually better because we gain more control over our emotions. This month, practice waiting “until the dust settles” to make a decision.

Social Awareness: Watch EO at the Movies

A good resource for analyzing social skills in action is watching movies. Make it a priority to watch two movies this month in order to practice your social awareness skills. Observe the interactions of the characters to identify how they are feeling, how they handle conflicts, and what their relationships are with the other characters. Rewind to watch a part again to confirm your conclusions. Using movies to practice “people watching” is often easier than trying to do it when you are participating in really live situations.

Relationship Management: Give Direct and Constructive Feedback

All relationships take work, which is why developing good relationship management skills is so important to success in your personal and work lives. One skill you can practice is giving direct and constructive feedback to other people. To do this, try these steps:

1. Identify your own feelings about the feedback you want to give.
2. Think about how you will manage your own feelings about the feedback. For example, are you angry and need to calm down before you confront the person with the feedback?
3. Think about the person receiving your feedback. What approach will work best given his/her personality? Is being short and to-the-point the best approach? Would it be better to soften your language a bit?
4. Provide the specific and constructive feedback by stating the observation or opinion and then offering a constructive solution.

If you are practicing “sleeping on it” this month, you might be able to couple it with being strategic about the feedback give.

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://inservice.ascd.org/4-questions-to-ask-yourself-to-increase-your-emotional-intelligence/>

Message from the Executive Director



The changes we have faced in the last two months were truly unprecedented. We had no framework for how to respond to a pandemic and shutdown of our communities. I feel certain that we are all “winging it” to some degree or another. Similarly, we are all feeling the pressures of this new reality, but some are feeling it far more harshly. If you are feeling the weight of the pandemic, I invite you to consider how you can celebrate some of the changes that our shared situation has brought about, and how much we will have grown when we finally emerge from our homes.

Mixing the concepts of pandemic and celebration may sound outrageously callous. Indeed, I am not referencing the suffering or loss of life. We lost my husband's mother to this awful disease, and my heart goes out to all that have been impacted by COVID-19. I am instead speaking to how the disruptive nature of change forces us to shift our perceptions or our approach to what we need to do and how we need to go about getting it done. If we let it, we can adopt a new perspective and understand that even out of tragedy comes the possibility of something different and even wonderful.

In the face of so much loss, we are seeing a spike in generosity and community mindedness, we are making an effort to connect in new ways, realizing that the boundaries of countries, states, and even communities are artificial. Many of us are exploring new ways to be creative, expanding our skills and exploring hobbies. We are even seeing the earth and nature rebounding in absence of people. So much positive change!

So – when life returns to “normal,” what will be different for you? What will you leave behind, choosing instead to lean into to the possibility that something much greater is waiting for you? What will you celebrate?

Want to read more?:

<https://blog.powertofly.com/9-positive-things-to-come-out-of-the-coronavirus-covid-19s-silver-linings-2645547458.html>
<https://www.outdoorjournal.com/news/covid-19-8-good-things-that-might-emerge-from-the-coronavirus/>
<https://www.evolve movement.ca/single-post/2019/01/05/Releasing-the-Past-Celebrating-Change-and-Looking-to-New-Beginnings>



Student Services



ALICIA MCDONALD



American Speech-Language-Hearing Association (ASHA) celebrates Better Hearing and Speech Month annually in May!
This is a month dedicated to raising awareness about communication disorders and to promote treatment that can improve the quality of life for those who experience problems with speaking understanding or hearing.

Every year, we also celebrate our highly-committed and excellent staff of ASHA-certified speech-language pathologists at CAIU. In 2020, since we are not able to be present in our physical locations to honor the month and staff, supervisors mailed each SLP a postcard greeting to express appreciation and recognize BHSM. Social media posts about BHSM will also be shared by CAIU during May.

National Teacher Appreciation Week!



CAIU celebrated and thanked our teachers during National Teacher Appreciation Week! You are appreciated more than ever!

Our teachers are working tirelessly to ensure education and support continues for all of the students we serve in Cumberland, Dauphin, Perry and northern York counties. This month, our staff continue to share the great work that they are doing.

National Nurses Week!

CAIU celebrated and thanked our nurses for all that they do to take care of our students and staff!



Early Intervention

EI Transition

Spring transition meetings were held virtually throughout May with 14 school districts for children who are exiting preschool and entering school age programming for 2020-2021 school year.

Early Intervention - Inclusion

Jamie Gordon, Inclusion Consultant, has two students in their class that, due to home situations, cannot access either of the virtual classes offered. There were other students that wanted to go back and do the art, story, or song again. As a team, we decided to record our Zoom classes with no students present in addition to our classes. We received lots of positive feedback. In addition, the staff prepared packets three weeks at a time to send home so students can be interactive with us during Zoom classes. Click [HERE](#) for a link to the most recent Zoom Class.

Early Intervention - Speech

Karen Wronski, Speech and Language Pathologist, Preschool Program had the pleasure of delivering a communication device to a student and his family. He was approved to receive it on March 26 with 17 other children, but couldn't due to the closure. Karen contacted Variety to see if they would be willing to mail the device. It took a couple of weeks for them to set up a new system of distribution, but they were just great to work with. The device was mailed to her and she set it up and delivered the device. When the student opened the package and pulled out an ipad, and turned it on. Once the student saw his words, he jumped up and down; even with his mask on, you could tell by his twinkling eyes that he was smiling.



School-Age MDS - Melrose Elementary

Tami Beckenbaugh, Kim Cain, Kristie Folckemer, and Tina Johnson classroom team at CAIU MDS in Melrose Elementary, were pleased to hear from a student's mother as she shared that their student was highlighted in a Patriot-News article on May 5, 2020. The CAIU team works so well together and has established great consistency and carryover between school, students, AND families.



DAN GLEITER photo and caption. May 5, 2020.

“Parents teach their kids during the COVID-19 schools shutdown

Bethany Waiwada's youngest son, Jarmaul Adams Jr., in third grade, is disabled and nonverbal. The computer at his school used to "speak" for him. Now Waiwada is using a laminated board that shows words and commands on buttons that he can touch, but it's not attached to a computer.”

Deaf/HH Susquehanna Twp HS

Deb Genet, our high school teacher of the deaf, surprised seniors with a basket of senior goodies during the Covid-19 school closures. Mrs. Genet and her students were excited to have some, socially distanced, face to face time during these times.

Diakon

The staff at Diakon are staying connected to their students from UMHC during this isolation period. By writing letters the old fashion way and then responding by email, they are able to stay in touch and let all the students know that they are not forgotten.



After 35 years of service, staff held a special retirement surprise for CAIU Reading Specialist, Robin Garlick! We love celebrating our people and their accomplishments. Good luck and best wishes, Robin!

For more great feedback and stories from staff and families – see the last page!



Tech Services



DAVE MARTIN

IT'S A "TEAMS" EFFORT

Living through this pandemic has created huge challenges in education. Trying to connect students and teachers in a virtual environment, while continuing with instruction and academic enrichment has been full of new experiences. But there are also challenges outside of the classroom. The work performed by central office employees, like business, administration, technology, and other support staff, needs to continue running efficiently. There are questions that need to be answered and bills that need to be paid. How do you connect the hundreds of "behind the scenes" people so day-to-day operations can continue?

Typically, if we needed a quick answer from someone, we either picked up the phone or we got out of our chair and headed to their office. But that's certainly not an option right now. Most of us have cell numbers for some of our closest co-workers, but in an organization of over 600 employees, you can't have the personal information for everyone you work with. Enter Microsoft Teams.

The CAIU and many of our member districts participate in Microsoft's Enrollment for Education Solutions (EES) program. Microsoft Teams is one of the modules included in the EES bundle, along with Word, Excel, Outlook, OneNote, Publisher and PowerPoint. Because it's a no-cost option for collaboration and communication, the CAIU started looking into Teams as a viable communications option for the virtual office environment.

If you have a Microsoft Outlook account, you also have access to Microsoft Teams. Teams provides a full host of features that make virtual workflow more efficient and expedient. In this article we'll discuss the three items that have proven beneficial during the past few months: teams, channels, and chats.

Team: Within the application you can create groups of people that work together and share information on a regular basis. That group is called a **Team**. Examples of a team would be a cabinet-level group, departmental staff, job-alike groups, or a group working on a specific project. Within a team, members can share information and hold virtual meetings.

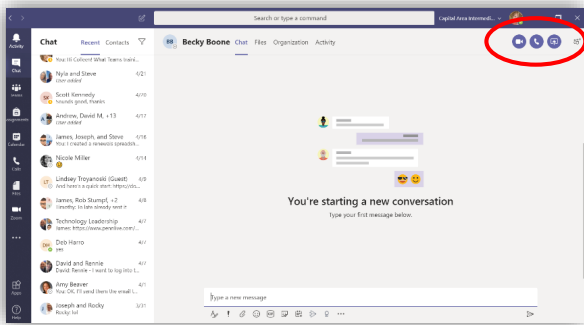
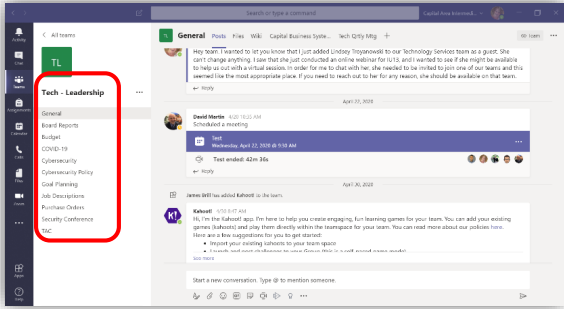
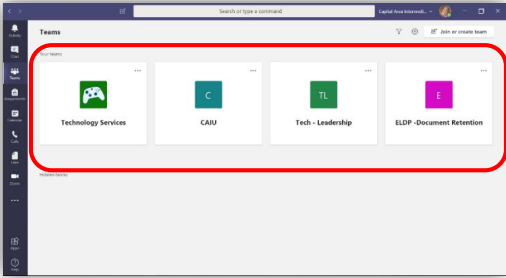
Channel: Within each team, you can separate your work into **Channels**, making it easier to find information related to a specific topic. Every team comes with a "General" channel, and all other channels can be created by the team. Some examples of channels might be *Budgets* or *Team Goals*. Within each channel, the team can share files and make posts related to the channel topic. In addition, meetings can be scheduled by channel. Anyone who has access to the channel gets an Outlook invitation to the meeting without having to invite people individually.

Chat has probably proven to be the most beneficial feature during the past few months. If you don't have a cell phone number for a co-worker, and you need an answer sooner rather than later, it can seem like an eternity until they answer your email. But with Microsoft Teams, you can "chat" with your co-workers instantly. Using the search box at the top of the Teams screen, you can start typing the name of anyone in your organization, and when it finds their email address, you can select it and start a conversation. It's really that simple. As a bonus, there are four buttons at the top right of the chat screen that can really add to the experience. If you're in a chat session and you're tired of typing, you can use the video or call button and start having a live conversation. One touch of a button, and you're talking to a co-worker. What if your discussion is around a file that you both need to view? There's a button that will allow you to share your screen with them. You can discuss the document using the chat feature or on a call. And finally, what if you need the input of another person? You can add them to your call or chat with one touch of a button.

Microsoft has been making regular upgrades to Teams over the past two months, striving to make it easier for organizations to function efficiently while we work remotely. They are also providing a number of free trainings to help people understand the basic functionality of Teams. Working remotely has been an adjustment, but with Microsoft Teams, we can be connected while we're apart.

For more information on Microsoft Teams, you can visit the following:

CAIU Tech Tips for Microsoft Teams: <https://sites.google.com/capitalareaiu.org/tech-tips/home>



Educational Services



BRIAN GRIFFITH

CAIU Virtual Learning

As of May 11, 2020 the CAIU has offered 54 virtual synchronous learning sessions since March 23 to over 1,884 educators on various topics and themes. The goal of these one-hour webinars is to assist teachers, school counselors, para-professionals, and school leaders during this time of need and change. Schools have been abruptly forced to have teachers redesign their modality of instruction to an online format. Parents have faced challenges with working from home while helping their children with instruction. Leaders have had to restructure graduations, grading, and schedules. The Reaching Every Child website receives hundreds of visits per day from families and educators across the Commonwealth, and beyond, seeking support and resources to help them with the changing landscape of learning. <http://bit.ly/CAIUresources>



PBS Collaboration

Building on the successful partnership with Harrisburg School District, WITF has expanded their educational programming connections in collaboration with CAIU, Lancaster-Lebanon IU 13, and Lincoln IU 12.

WITF publishes weekly one-page schedules of educational programming for students from PreK through high school which can be printed and included in student grab-and-go lunches. They have also created content alignment guides by subject and grade level aligning their programs and resources to state standards and districts' curriculum. By early May, seven districts across the IU 12, 13, and 15 region, including Harrisburg SD and Central Dauphin SD, had customized aligned curriculum documents published on the WITF Learning at Home website. The three IUs are active partners in linking the PBS and WITF resources to students, teachers, and schools across the region. Representatives from the three IUs and WITF meet weekly to evaluate progress and discuss the next level of support. As the school year draws to a close, the team is establishing plans to continue this valuable community partnership well beyond the current school closures.

For more information on the WITF Learning at Home resources, visit <https://www.witf.org/families-and-children/learning-at-home/>



Mari Bender, ESL Teacher

During this pandemic, our lives have changed forever. Our normal has changed, and we don't even know what that means anymore. The way our students learn has altered completely, but we are still learning together.

My high school students at East Pennsboro and I have been "zooming" and having thought-provoking conversations about the book we are reading or discussing about symbolism in the story. For the last project of the school year, I wanted my students to work on something that was meaningful and inspiring. We desperately needed to have a "pick-up-our-spirits" moment. The students were asked to choose one inspirational quote/proverb and explain what it meant to them. In addition, I asked them to think about how they have applied this quote in their personal lives.

These inspirational quotes are powerful, and they sure will make you feel thankful for what you have. I am very appreciative of their hard work and willingness to share their personal stories.



"Failure is another stepping stone to greatness." (Oprah Winfrey)

Everything happens for a reason and if you fail on your first try, try again the second time! Sometimes, mistakes can teach us something that we can use to be better in the future. I participated in a dance competition in

"Failure is another stepping stone to greatness." (Oprah Winfrey)

Everything happens for a reason and if you fail on your first try, try again the second time! Sometimes, mistakes can teach us something that we can use to be better in the future. I participated in a dance competition in Vietnam. My friends and I practiced a lot. We didn't win, but tried our best. Most importantly, we had fun and that is what matters. ~G.F.

"Do not do evil things though they may be insignificant. Do not give up good things though they may be minor matters." (Chen Shou "Hundred Biography of Three Kingdoms")

This sentence teaches me to be a human being. Even if the bad things are small, you may destroy something and cause yourself or others to lose something. No matter how small a good thing is, your heart will be satisfied and it will benefit everyone. ~S.H.

"Think thousands of times before taking a decision But - After taking decision never turn back even if you get Thousand difficulties!!" (Adolf Hitler)

This quote stands out because it relates to my own life, and I want to follow this idea. It shows me and teaches me what to do in life and not to regret my life. It also teaches me how to accept and never give up on anything easily and keep trying my best to get the result I want and accomplish what I want in this life. My mom made the decision for my family to come to the U.S. and I did not like the idea at all. It was a bad idea, but I learned to accept it because there is nothing I could do about it. Now I like it because I can have a good life and education. ~D.U.

"Dream is not that which you see while sleeping, it is something that does not let you sleep." (Dr. APJ Abdul Kalam)

These lines of Dr. Kalam always motivate me towards my goals. If I want to achieve something in life, I have to do hard work as much as possible. When I was in 7th grade, I didn't receive good marks in school. In 8th grade, I was separated from my friends who had better marks than I did, and I did not like that all. I worked so hard during the year, and I was at the top of the class by the end of the year. ~K.S.

"Be thankful for what you have; you'll ending up having more. If you concentrate on what you don't have, you will never ever have enough" (Oprah Winfrey).

As teenagers, we all have a lot of demands like I always love to get the trendy stuff, new clothes, footwear, accessories, etc. My point is that we never look back at things that we already have, but we just look for things that we don't have. If we concentrate on things we don't have, we will never have enough. Be thankful to God for giving you what you all have because some people don't have the things we do. Always be grateful for what you have. Stay happy and enjoy little things you have. ~S.K.

Confucius said, "It is not pleasure after all to practice in due time what one has learnt? It is not a delight after all to have friends come from afar? It is not gentleman after all who will not take offence when others fail to appreciate him?"

I learned this quote in middle school. The teacher asked us to memorize it. The sentence teaches us three things: we have to review the things we learn from time to time, treat friends from distant places with enthusiasm, and tolerate those who do not know ourselves. ~S.H.

"We May Encounter Many Defeats But We Must Not Be Defeated." (Maya Angelo)

This quote is important to me because I've seen many failures throughout the 16 years of my life. I've seen many people give up on things that they try to achieve, but I did not. I've had Fs in a few of my classes but, I studied again to get the grade that I wanted.



Business Services



DAREN MORAN

My Advice for Online Meetings:

As we continue to operate in the world of online meetings, I thought it would be useful to share some important tips that I have learned over the last two months. We have all witnessed or maybe even been guilty of a few of these. Saturday Night Live and other online media sources have done over the top exaggerations of how bad online meetings can go.

For all its benefits, our reliance upon video during isolation has spawned a surprising new problem: Being on so many video conferences is exhausting. That’s because many of the nonverbal cues that we typically rely upon during in-person conversations—eye contact, subtle shifts that indicate someone is about to speak—are out the window, says Laura Dudley, a behavior analyst at Northeastern University. The phenomenon has become known as Zoom fatigue, and our wellness committee is tackling that topic in this issue.

For people that do not attend online meetings, you might think these are extreme but I promise you that these simple tips can save you some embarrassment and time.

Have a clear agenda – It is important to maximize the use of your time when gathering online. The meetings have tendency to struggle to get off the ground so it is important to have a clear agenda.

Zoom meeting schedule:

1-1:05—	Waiting for the host to start the meeting
1:06—	The group discovers virtual backgrounds
1:07—	Someone really struggling with audio
1:09—	"Let me try headphones"
1:10—	Everyone holds up their cats
1:15-1:25—	Actual meeting time
1:30—	"Stay safe!"

Prepare your systems in advance – It is critical to get started on time and be respectful of other people’s times. Make sure, in advance of the meeting, your technology is ready and working.

Turn on your camera – It is important to actually have your camera on and focused on you. Having your camera on is an important part of successful communication. You will be able to give and receive non-verbal cues which are critical to any productive conversation.



Limit off topic conversations – online meeting tools are being used for social gatherings and work meetings. The line occasionally is blurred so it is important to know that work meetings should have a work focus.

Maximize time – Do not meet just to meet. If the meeting can be handled with an email or quick call, think about that as an option instead of utilizing the online meeting tool.

Dress appropriately – This goes a little further than just wearing pants. According to a study performed by psychological scientists at Northridge, Columbia and California State University, our clothing has an impact on our thoughts and our ability to think in an abstract manner. It affects not only how others perceive us, but how we perceive ourselves.

If all else fails and you need a good laugh, you can use this bingo card to have some fun during your next online meeting. I just hope you are not checking off boxes for things that you are doing.

HI, WHO JUST JOINED?	CAN YOU EMAIL THAT TO EVERYONE?	IS ____ ON THE CALL?	UH, ____ YOU'RE STILL SHARING...	HEY, GUYS, I HAVE TO JUMP TO ANOTHER CALL
(SOUND OF SOMEONE TYPING, POSSIBLY WITH A HAMMER)	(LOUD, PAINFUL ECHO/ FEEDBACK)	(CHILD OR ANIMAL NOISES)	HI, CAN YOU HEAR ME?	NO, IT'S STILL LOADING.
NEXT SLIDE, PLEASE.	CAN EVERYONE GO ON MUTE?	I'M SORRY, I WAS ON MUTE	(FOR OVERTALKERS) SORRY, GO AHEAD	HELLO? HELLO?
SO (cuts out) I CAN (unintelligible) BY (cuts out) OK?	SORRY I'M LATE (INSERT LAME EXCUSE.)	I HAVE A HARD STOP AT...	I'M SORRY, YOU CUT OUT THERE.	CAN WE TAKE THIS OFFLINE?
I'LL HAVE TO GET BACK TO YOU.	CAN EVERYONE SEE MY SCREEN?	SORRY, I WAS HAVING CONNECTION ISSUES.	I THINK THERE'S A LAG.	SORRY, I DIDN'T CATCH THAT. CAN YOU REPEAT?

HR & COMMUNICATIONS



TOM CALVECCHIO



Quarantine Catch-up for the Human Resources and Communications Teams: The Human Resources and Communications teams have been fast at work during the Pennsylvania stay at home

order. In HR, we have worked hard to maintain our “business as usual” mode, operationalizing our efforts in a virtual setting. Our team has risen to the occasion, in communicating with staff, maintaining payroll, assisting with clearances and benefits, hiring and most importantly, gaining an understanding of how the “new normal” will impact our staff members. We have established weekly meeting times with our internal group, PAIU state group, as well as our member districts, where we collaborate on the fast-paced changes to policies and procedures that have been ever-present.

The communication team has been busy with providing multiple staff updates, coordinating and providing content for the covid-19 staff resource page on the CAIU website, and assisting the internal CAIU teams as they prepared various trainings, documents, surveys and resources. The communications regional and statewide job-a-like teams have met, virtually, and have been sharing resources of all kinds that each of our districts have access to.

HR / Communication Staff Quarantine Fun Facts:

- The HR team hosted a virtual birthday party for **Irma Baughman**, In April.
- **Beth Deaven** became a Grandmother for the 9th time (Cameron) in March!
- **Jennifer Neusbaum** has made a journal entry every day during quarantine, and looks to sell her memoir to Amazon. Get a copy before it’s too late!
- **Ashley Hale** has memorized all 4 versions of The Pirates of the Caribbean movies with her 4-year-old daughter.
- **Autumn Evans** and her husband have been “nesting” in preparation for their first child, due in June! They have worked on fixing up the nursery.
- **Amy Beaver (Hazel)** is working on her official name change following her wedding in December, and working with her family to watch every Marvel© movie in order. 17 down, 6 to go!
- **Dr. Calvecchio** is pretending he is a general contractor, remodeling his bathroom. Completion date, TBD ☺



CAIU Compliments

CAIU STAFF IN ACTION

Ann Vacchiano, Pam Wilson, Kristen Oesterling: I am in a zoom progress meeting for Penn State Hershey Project SEARCH intern, Joey. This has all been a bit of a whirlwind, and guidance is changing so often. I really appreciate the work of Ann Vacchiano and her team, as we navigate this time. Joey was set to start a job at Giant in Dillsburg, but the opportunity is on hold until Giant allows job coaches/skill trainers onsite, and when CAIU staff Pam Wilson and Kristen Oesterling are allowed to support students in person, again. It is so exciting that he has an anticipated job, with room for advancement, waiting for him. I know Joey made an impression on you when you visited SEARCH. I just wanted to share the good news with you, and compliment the IU staff for their flexibility, patience, and professionalism navigating this unprecedented time. ~ **Caitlin Mento** Vocational Rehabilitation Counselor, PA Department of Labor and Industry

Scott Snyder: Thanks to Scott Snyder for going ABOVE AND BEYOND-trying to help me brainstorm edpuzzle and other resources re: how to make it work for my involved students. He emailed me back immediately and was trying to think "outside the box" with me. I really appreciate that he took the time to think about my questions and had a dialogue with me about other options. Thank you Scott! ~ **Kim Cain**, SLP

Help Desk: On behalf of our many EI Preschool speech pathologists, I would like to offer sincere thanks to our awesome CAIU Help Desk staff. During the transition to providing Continuity of Education, we all have had a very steep learning curve to adapt to tele-intervention as our new way of delivering speech therapy services to young children. We have inundated the Help Desk folks with our technology issues and questions. The staff always responds promptly, respectfully, patiently and accurately to meet our needs and allow us to rise to the new challenges of these times. THANK YOU, Help Desk, for being such a wonderful resource and asset to our organization! ~ **Jennifer Lyden**, CAIU Program Supervisor

Administrative Professionals aka SSAP: This group of women continues to amaze me with their dedication, collaboration, and positivity. This has always been true, but even more so during the COVID-19 closure. In some cases, they go above and beyond to complete their work by rearranging their schedule due to technical/connectivity issues. They work together to help each other with large projects to ensure a timely completion. This group has embraced the new 'work from home' mindset, regularly sharing ideas and tools they use to manage their new work environment. SSAP is a valuable part of the Student Services Team, working hard to support our supervisors, coaches, teachers, related service providers, and anyone who asks for assistance. They deserve a big THANK YOU for a job well done. I am so grateful to work with this dedicated group of women. The names are listed below, they include staff working at Hill Top, Preschool, School Age, Data Team, and SBAP Team. Pat Knouse, Jennifer Simpson, Amy Moyer, Tana Thomas, Jamie Portzline, Lynn Barrick, Chris Edmiston, Michelle Marshall, Kim Porr, Terry Smith, Lynn Rothermel, Hope Hoover, Patti Middleton, Ashley Hoffer, Emily Swanic, Kelly Green-Laman, Beth Flick, Lauren Mahoney, Donna Winfindale, Rosemary Braught, Leslie Barnes ~ **Vickie Armstrong**, Project Coordinator

Janice Susi: Janice is the program consultant for the OT/PT program. While Janice is always working hard to provide support to the OT's and PT's, during the COVID-19 closure, Janice has consistently gone above and beyond to help in her efforts to plan and coordinate the CoE. In addition to the support that she is giving the staff and me, she is providing therapy to students! Thank you, Janice, for all you do for our team and for the CAIU families! ~ **Kathy Gottlieb**, Program Supervisor



CAIU Wellness - Dealing with Virtual Meeting Fatigue

RENNIE GIBSON



Zoom Fatigue. It is a real thing! Are you feeling tired and anxious, worried about yet another video call?

As social distancing remains in effect across the country, we are moving from one video call to another.....all day long. A few Zoom calls for work in the morning; logging your children into their virtual classroom around lunchtime; Zoom happy hour; a FaceTime call with your parents at the end of the day. We are chained to our screen and we are experiencing the unintended effects of tiredness, anxiousness or worry.



Why so stressful?

From having to focus on 15 people at once in gallery view or worrying about how you look on camera, a number of things may cause someone to feel anxious

or worried on a video call. It requires more focus and mental energy than a face-to-face meeting might. There is this pressure to really be on and be responsive. Virtual platforms naturally put us in a position that is unnatural. A combination of having prolonged eye contact and having someone's enlarged face extremely close to you forces certain subconscious intense responses.

Not every video call actually needs to be a video call. Be thoughtful about how you're using Zoom calls and if it is necessary to video chat for all your work.

Take breaks, if possible, in between calls. Create a separate physical space where you take work video calls and personal video calls. If you're uncomfortable with how you look on camera, it's worth spending time adjusting your settings and trying different lighting in your house. Here are some tips on [Ways to look great in a Zoom meeting](#)

These are very difficult times that we are all facing for sure. Enforced lockdowns, isolation from friends and loved ones, virtual work environment, grief and loss on so many levels -- from missing milestones such as birthdays and graduations to severe illness and death.

Managing Anxiety

While some of us may feel like we are coping well right now, experts worry about emotional resiliency as the situation and threat continues. It is so important to continue to monitor our own anxiety and mental health and that of our family, friends, and colleagues.

Click [HERE](#) for signs to look for in ourselves and family members of serious anxiety and trauma.

So much of human communication is through nonverbal cues. 15% of our communication is done verbally and the other 85% of our message is sent through body language. We miss a lot of that in many video communication modes, so we may have a harder time following conversations and staying on track.

In addition, we can feel chained to a chair and the screen and that can be physically draining even though it seems like we're not doing anything physical.

Do you hate looking at yourself on the screen during calls?

Many people find it distracting to see themselves on the screen for hours at a time. I'm one of them. You may feel "exposed" in ways that we don't normally feel in group situations.

Unfortunately, "showing up" is sometimes the most effective way to be seen as an active participant in a meeting. When you leave your profile pic or avatar up with your camera off, you can be seen as "absent" from the group or halfway present and isolated from others. It is important that we try and visually show up even if we are uncomfortable with being on camera.


How can you combat Zoom fatigue?

The best way to get over this is to just do it! Jump into the deep end, so to speak, and turn on the camera, smile and bear it. It is helpful to keep in mind that most of us are uncomfortable on camera; it's something we have in common. We know that we like it a whole lot better when others have their cameras on and we should show others the same courtesy that they show us.

Help is out there for any of us that need it!

HR recently sent out an email sharing that they have increased the number of free sessions provided by our EAP. We get up to four free sessions, every two months for ourselves or anyone in our household. We encourage you to, please, take care of yourselves and your family by taking advantage of these services and resources if needed. Services are 100% confidential and available 24/7. Visit their website at: www.mseap.com or Call 1-800-543-5080.

MAZZITTI & SULLIVAN
EAP



Your EAP Benefit

- Is 100% confidential
- Covers live virtual, face-to-face, or telephonic sessions with a counselor, per person attending
- Services also cover all residents of the home
- Monthly newsletters

Work Life Services

To access online resources, please visit www.mseap.com and click "Member Login" in the top right corner. Use the access code CAIU to sign in, or create your own account. Live Chat is also available on the website!

When can the EAP help?

Mazzitti & Sullivan is here to help you through many difficult situations, including but not limited to:

- Mental & Family Related Issues
- Children & Adolescents
- Anger, Stress, & Time Management
- Grief & Loss
- Alcohol & Substance Abuse
- Elder Care Concerns
- Domestic Abuse
- Addictions
- Job-Related Stress

Our Passion is Your Success.

Your Employee Assistance Program Benefits
Provided by



- Access to additional resources such as legal, financial, support groups, housing, etc.
- Sessions are renewable as long as you have a two-month break in counseling
- Services are accessible 24/7/365

Frequently Asked Questions

When should I use my EAP?
Anytime! If you or your family are experiencing a difficult time in areas of stress, anxiety, depression, family-related issues, substance abuse, or any other problem area, we are available 24/7.

Who is covered?
All household members are welcome to use the program, even if you, as the covered employee, do not. Household members may contact us directly.

Call 1-800-543-5080
TTY/TDD 1-855-264-3248
Questions? www.mseap.com

Resources and more information:
<https://www.usatoday.com/story/news/nation/2020/04/23/zoom-fatigue-video-calls-coronavirus-can-make-us-tired-anxious/3010478001/>
<https://www.cnn.com/2020/05/05/health/anxiety-coronavirus-turns-dark-wellness/index.html?fbclid=IwAR35pV4Q3LmnYdaUKSkjQnvkwSm4baqq9M3B2kuTC2ui4iOYstnX9I4ofg>



- **Congratulate our Hill Top Graduates!**
- **Congratulate our Project Graduates!**
- **June 1st is Stand For Children Day!** Protect the rights of children and recognize their needs by donating books, clothing or food; support connections to community resources, volunteer, advocate, and otherwise support children.

OPPORTUNITIES FOR GROWTH

During the closure, check out all the PD offerings on our website:
<https://tinyurl.com/CAIUPD2020>

"Change is inevitable, but transformation is by conscious choice." ~ Heather Ash Amara

CAIU Staff! Check out all the NEW opportunities for virtual learning on New Horizons [LINK](#)

Check Out all the offerings at 48 C.A.R.A.T.S.: <https://48carats.caiu.org/48caratsDN2/LogIn.aspx>

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)
- Paraprofessional(s)
- Speech Pathologist(s)

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



Are you a Rockstar?

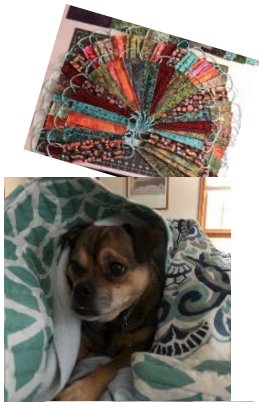
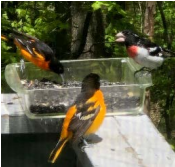


CAIU: HOW WE ARE LIVING OUR BEST #QUARANTINELIFE



So what does the CAIU Incident Command Team do to deal with the Quarantine?

Andria Saia – When I am not zooming/working, a few projects fill my day: 1. Making masks for family, friends, and the Compassion Action Network in Harrisburg; 2. Being constantly amazed by the ever-changing wildlife in my backyard, and, 3. being forced to snuggle one or more of my four legged furbabies.



Tom Calvecchio – Over the quarantine, I lived my best life by remodeling a bathroom in my house. Check out my before and after photos!



Brian Griffith - I've always been a country boy and the COVID lockdown has given me time to get outside and enjoy the things I like about living in rural Perry County. During the last three months I've been busy hatching chicks, establishing the first of two honeybee hives that are planned for this spring/summer, baking, gardening, and bird watching. Some special bird guests included a Red Headed Woodpecker, Indigo Bunting and Rose-breasted Grosbeaks. I also took some time to practice flying my drone and attempted to take some aerial photos from high above our property. One time, I looked away from the drone for a moment and when I looked back to where it had been, it was gone. It took me 15 minutes to find it. I also got it stuck in the top of a tall pine tree. I need more time at home if I'm going to become a drone master.



Amy Hazel - Since the abrupt closure of our building on March 13, I have spent most of my free time walking a tightrope, balancing working from home while providing support for my young daughters' schoolwork. Somedays we hit it out of the park. Somedays I want to burn a fourth-grade math book.

When not filling-in as teacher, I have completed a few DIY home renovation projects. I am so very grateful for YouTube tutorials that have gotten me out of more than a few unforeseen DIY disasters and for my spouse's hardware store employee discount.

Lastly, our family decided it was time to grow and help someone in need. After spending countless hours scouring pet adoption websites for our new addition, we found Catie, an orphaned 7-month old kitten that will receive more love and attention than she can handle.



Irma Baughman - My #quarantinelife includes working alongside a PAWesome new colleague!

Rennie Gibson – Quarantine Life isn't so bad! My work days are as busy as ever but I have a lot more free time! I enjoy daily walks, yoga, frisbee playing, and weightlifting in my garage gym. I've also been able to find time to paint and chill with my main man, Baron Von Gibson, my dobie.



Alicia McDonald - Other than non-stop zooms, I am enjoying my poodles, gardening & cooking, and – on sunny days – my patio “work station.”



Len Kapp – Here is a pic of me at my temporary dining room table workspace. When the stress builds, I go outside and shoot some hoops to bring it down! Funny, I don't even like basketball, but it beats smoking and drinking! LOL



Andy McCrea - Over the quarantine my son and I took this rock pile (first picture) and built a stone wall (second picture).



Daren Moran - I didn't think it was possible to consume more coffee than I do in the office but my #quarantinelife is spent consuming inappropriate amounts of coffee.

Dave Martin - After a day of being on the computer and doing video calls, I like to relax and hang out with my four boys, watch Netflix and Esports, and just relax outside. We spent this past weekend throwing Frisbee, having water balloon fights, and doing yardwork. I am also proud of my son who is graduating from high school this year and we celebrated as a family outside.



CAIU: Moments of #BeingGreat

Parent Communication to Oak Flat EI Staff



In honor of Teacher Appreciation Week, a note was shared from Lincoln's family to the Oak Flat Preschool Team.

"Hi guys! I hope you're all doing well given the circumstances. As I'm sure you're aware, it's Teacher Appreciation Week and me, being who I am ("extra" as most would say) is super disappointed that Lincoln and our family cannot show our gratitude in the way we would like to!

I wanted to take a second to thank you all from the bottom of our hearts for everything you've done for Lincoln. He is my pride and joy, and transitioning him into preschool was so hard for me. You all made that go incredibly smooth and that wasn't an easy feat (I can imagine what kindergarten will be like). Continuing to help Lincoln thrive in life and reach all of his milestones was my number one goal and that wouldn't be possible without you. He IS thriving! I am genuinely blown away with the amount of time and effort you've put into weekly emails with activities to do with our kids and your overwhelming compassion for the families you reach out to on a daily basis. Thank you SO much for helping him grow, loving him, and for helping me to help him. Words are all I can offer but that definitely isn't enough! You do a job that changes the lives of kids like mine and we couldn't do it without you!

I apologize if I left anyone out of this email and please express our gratitude for them as well. Lincoln loves you all and he truly looks forward to seeing you on Wednesdays! He celebrated his 4th birthday yesterday and we got him and his brother a large outdoor swingset/playset with lots of OT and PT activities on it to replace his weekly routine for now. You're fantastic! Seriously, thank you all so much," Alexis and Doug Asbury



Early Intervention - Lemoyne

We've been impressed by how some of the children's big sisters/brothers have been helping their siblings during ZOOM meetings. I'll try to get a picture next week. My husband is also being schooled by listening to songs we're using. He's a fan of "We Are the Dinosaurs". He never really knew what I did at school until I started ZOOMING at home! Rebecca Boone, Early Intervention Teacher

Hershey Primary EI Classroom



Mary Fair, early intervention teacher at Hershey Primary, shares pictures that families sent to her during the earlier part of the closure when lots of connecting and extending activities were occurring. Macy painted a pig to align with the farm theme and children's book, 'Mrs. Wishy-Washy,' about animals that cannot stay out of the mud.

Many of our preschool children are participating in extra experiences and getting support from their siblings. The second picture sent is of Aaron and his three older sisters who are getting ready to do a STEM activity and make a



volcano explode.

Class location and the wonderful families are two of three parts which make for a successful learning experience for our students. The third is the commitment, caring and knowledge of the team. This group of women work together flawlessly to ensure safe and positive learning for all. This is true when we are meeting in person and has flowed through to this unusual situation of teaching from home. Over the past weeks, we have had multiple phone/text conversations, several Zoom meetings and countless emails supporting parents with general activities and individualized support. Pam Fry, Ashley Beccone, Joanne Kliss, Wendy Wallace and Shelly Lingle are the members that make up this TT(terrific team). Also, the support we are receiving from Jean Grey, Terry, and Eric have helped us to be successful and navigate this new experience.

Occupational Therapy - EI

Lynn Shafer, OTR/L, shares a story about her preschool friend, Carter. They have been together since January at a daycare in Camp Hill, and for the past several weeks have been doing therapy sessions via Zoom. His mom sent an email message (below) last week accompanied by several great pics of Carter in action that totally made my day!



"Also, Carter decided the triangles left over from the flower yesterday looked like teeth, so we made a t-Rex. I drew the pupil on the eye and cut out the t-Rex, but he drew the eye, cutout the eye, and colored it green. It was a proud moment. ☺"

Cutting and coloring are challenging tasks for him, and it was so cool to see that he initiated and completed those activities at home in such a creative way. I think it was also encouraging for his mom to see his excitement and participation in tasks that can be a struggle at home, and that they worked together to create it. His skills looked great in the pics too! I have so enjoyed working with him and his family!



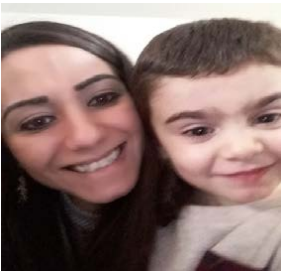
Early Intervention - Foose

This week, keeping my families' structures in mind, we have been singing a Mother's Day song at the end of our zoom sessions since we can't make crafts for them this year. There have been various levels of participation, but today one of our kids ran up to their mom and gave her a big hug and kiss during the song. It was just a sweet, heartwarming moment that my team was thankful to be able to see on zoom. The mom emailed me asking for the name of the YouTube song! It was encouraging to our team, so I thought I would pass it along ☺ Just in general, it has been so sweet seeing several moms and dads really join in, sing songs with us and help their kids learn during this time!

Joelle Nye, teacher

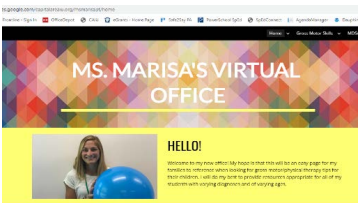
El - Lemoyne Preschool

Since the schools shut down, my team and I began learning apps including Zoom, Talking Points, See Saw, and Jabber as a way to transition to virtual learning. We also started emailing families resources on a weekly basis. On April 20, 2020, a mom of one of my preschool aged students reached out to me. She was concerned that her son, Michael, a very social and happy child was reverting back to old behaviors and becoming distant. He was no longer asking to use the potty. He had been doing so well with potty training both at home and at school. He was no longer excited to see his cousins virtually which he had always enjoyed doing. His mother was worried.



We discussed some options such as providing visuals at home and we were starting zoom classes that same week. During zoom classes, he has the biggest smile. He constantly says "Friends!" and is so excited to see familiar faces every week. On May 7, 2020 we held his annual IEP meeting. His mother was happy to share that since starting the zoom classes he has started to say "potty" and using the potty again. He seems happier now and is excited each week to see his friends and he is now asking to see his cousins virtually. His mother feels it is due to getting back to the routine of "going to school" even if it is virtually.

We know how this has affected us as adults but it is even harder for our students who struggle to understand what is happening in our world today. It was nice to hear some good results from one of our families about the positives of our weekly zoom classes.- Rima Wilson, Teacher, Lee Ann LeTersky, EPP, Stacy Paul, SLP, Kristi Kuren, OT, Emily Robenolt, PT



Physical Therapy - Marisa Magaro, PT, DPT

I have been able to make a personal website and various fun google slides as a means of preparing my families for their individual PT sessions. <https://sites.google.com/capitalareaiu.org/msmarisapt/home>

One big benefit that I am thankful for, is the opportunity to connect more with my students' families. When the student is at school, I communicate with families in writing, rarely getting to communicate over the phone or face to face. Seeing the parents' of my students and being able to educate them or coach them through various gross motor skills that I would work on with their children at school has been so rewarding and I believe is leading and/or will lead to better outcomes as far as reaching their IEP physical therapy goals. This time is facilitating the carryover at home that is often not seen because

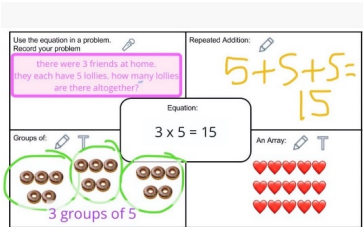
the parents are able to provide the hands on practice and my role is simply the preparation to set them up with ideas to make the skill fun and the feedback on how to make the skill more or less difficult to make it effective. I have to give a shout out to the families who are participating in the direct sessions. These parents are on the floor, rolling around with their kids to make the therapy session successful. Without the parents' willingness to get down on the floor and participate, the majority of my sessions would not be as successful. Also here is a picture a family shared with their obstacle course that has been set up in their living room for a week, because all of their children are enjoying this gross motor activity.



Hill Top Academy - Emotional Support

During this whole new adventure of online learning I was unable to reach the student I worried about the most. The first few weeks I reached out countless times by email, and phone. Other team members reached out as well. We requested a laptop to be sent to his home... and I continued to collaborate with my team on how we could possibly reach this student.... we refused to give up. BUT....This week my heart felt full!! Our team worked so hard and we did it!!! Two nights ago we were able to connect with him via zoom on his laptop that was sent, and I walked

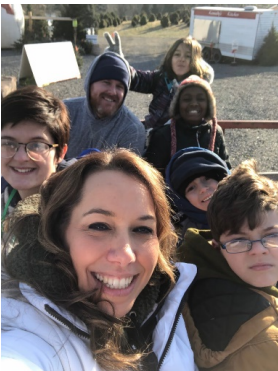
him through everything he needed to know to access our online learning platform (and did a few practice sign in's to make sure he definitely could do it on his own!) well... after we were done learning how to sign on, he did not want to sign off. He was talking our ears off... telling us about books he read, new YouTube videos he likes, showed us a dance, and also asked us how we have been and what we have been doing to stay busy while we have to stay home...we enjoyed every second of catching up with him. He signed on to zoom the next day (all on his own!) for class and the excitement on his face to see his friends and other staff members was PRICELESS!!! I am so glad that we kept trying... because as a team we SUCCEEDED!! Never give up.. ever....even when you feel there are no more ideas to try.



I also attached two pictures ... one was a social work activity and one was a math activity. Both were completed by 4th grade students. Our students are AMAZING and are capable of so much! I'd like to give a big shout out to my team: Sandra Mercer, Michaela Fickes, Shannon Mellott, Jen Plant, and Meghann Centeno. Thank you ladies for ALL you do on a daily basis! I sincerely love my job, my students, and the people I work with. Nicole Redcross

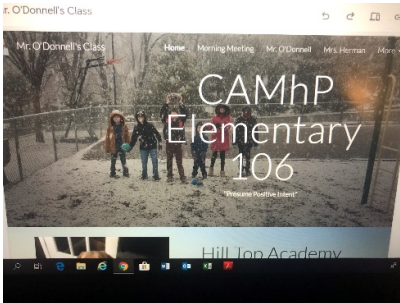


Hill Top Academy - CAMhP



When we began this journey of online learning, I barely knew how to share a document in a google drive! LOL! To see our team work together and figure out how to provide a virtual Elementary CAMhP Classroom online has filled my heart with joy. I have seen our students not only progress academically, but socially and emotionally as well! We are seeing family engagement occurring that would have never occurred within the classroom setting. I have found that at times our students are able to express their needs online more appropriately than they were within the classroom, and we are receiving feedback from family about what is effectively working within the home setting as well! I have family members helping their students during group therapy sessions and asking for more resources to help discuss emotions and feelings, and practicing these skills within the home setting now. By going online, we are learning new skills that we can incorporate into the classroom setting when we return. My greatest online moment thus far has been when a grandparent shared with our team that, "her grandson had found his people and his home when he came into our classroom." She thanked us for all that we had done for her

grandson and for the progress that he has made. By the end of the Zoom session, we were all in tears!! Kelly Herman, Social Worker



Social Work - East Pennsboro SD

Tracy Geist is the CAIU social worker assigned to my district class. Tracy has been key in helping support these kids. Some of my kids she is checking in and communicating with daily. The more caring human contact and guidance they can get right now the better. Tracy and I have held weekly social groups with my students through zoom meetings. She has also met with students individually as needed through video conferences.

Many of these kids are currently stuck, detached from the strongest support they have during the school year by not being able to see their teachers, counselors, and other school staff that are there for them. Most are also disconnected from any social outlet they had. The vast majority of students on my caseload have shown a significant increase in mental health struggles, and I am sure it is the same through all our buildings. The support Tracy has been providing to our students throughout this pandemic has been invaluable. Dave Blom. Emotional Support Teacher, East Pennsboro School District

Dr. Tracy Geist has been instrumental in supporting East Pennsboro Elementary School during the pandemic and closure of school. Tracy and I conduct regular Zoom group meetings with at risk students weekly. We work closely together to be sure they are supported academically, emotionally and socially. In addition to conducting groups, Tracy is a valuable resource for staff and parents by offering support. She sends resources to help all of us deal with the pandemic. She is always willing to talk with parents when they have questions about how to help their children. Tracy has reached out to numerous parents to help with food and shelter during the pandemic. I have a facility dog that Tracy helped us to obtain. We collaborate regularly on how to best partner with the dogs to support students during this difficult time. I could not do my job as effectively during this closure without her! Betsy Fox. School Counselor, East Pennsboro School District

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