



All-in!

NEWSLETTER

Executive Director's Report
August 2023

CAIU Board of Directors

Jean Rice, President
Judith Crocenzi, Vice President
David Barder
Richard Bradley
Paula Bussard
Scott Campbell
Alyssa Eichelberger
Melanie Gurguiolo
Barbara Geistwhite
Dennis Helm
Jaime Johnsen
John Kaschak
Lindsay Koch
Phillip Lehman
Jason Miller
Patrick Shull
William Swanson
Ford Thompson
Micheal Wanner

CAIU Executive Team

Dr. Andria Saia
Executive Director
Dr. Kevin Roberts
Assistant Executive Director
Maria Hoover
Director of Educational Services
Dr. Andrew McCrea
Director of Student Services
Daren Moran
Director of Business and Operations
David Martin
Director of Technology Services
Blake Wise
Manager of Human Resources

Our Mission

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

Our Vision

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

Inside this issue

- 3 From the Executive Director's Desk:
You Are the Magic: The Key to Helping Kids Feel Like They Belong
- 4-5 Giving Voice to our Values:
Closing the Gap: How Online Learning is Helping to Fill the Teacher Shortage
- 5 Noteworthy: Safety Spotlight
- 6-8 Noteworthy: Intentional Actions Yield Results
- 8 Focused on Safety: Jeremy Freeland joins CAIU
- 9 Mission Moments
- 10 Trainings and Events; Compliments
- 11 New Hires

Front cover photo: The annual Chili Cook-Off at Fall Fest is popular with staff and attendees.

Do you have a story about staff or students living our values out loud, being great, and changing lives? Share your Giving Voice to Our Values stories, student successes, #begreat and #changinglives moments and more! Email stories for All-In or social media to communications@caiu.org.

Deadline for September All-In: Friday, Sept. 1

All-in!
NEWSLETTER

Executive Director Report
All-In! Newsletter
August 2023
2023-2024, Issue 2
©Capital Area Intermediate Unit



CAIU Main Office
55 Miller Street
Enola, PA 17025
www.caiu.org
Email: info@caiu.org
Phone: 717-732-8400

Please like us on social media!





You are the *magic* the key to helping kids feel like they *belong*

The new school year is upon us, and with it comes a renewed opportunity to do all we can to ensure that all students feel like they belong. Schools, and more accurately, the staff that work in schools, play an incredibly important role in creating an environment in which there is a sense of community. As belonging has demonstrated, that it is one of the most effective responses to rising rates of disengagement, social isolation, loneliness and even mental health. The need to engage in the work is clear and compelling.

Are you wondering what school belonging is? Researchers define school belonging as “the extent to which children feel individually welcomed, respected, included, and supported by others within the school social environment.” It also reflects a student’s involvement and affiliation with their school community. Factors related to school belonging are academic achievement and motivation, social relationships, school climate, participation in extra-curricular activities and feelings about self-efficacy and plans for the future. Belonging is considered a fundamental human need right above physical need and safety.

What happens when one does not feel belonging? In the absence of belonging, studies demonstrate that students face poorer academic outcomes, poor psychological adjustment, decreased well-being, issues with identity formation, and negative impacts to mental and physical health. When a student lacks a strong sense of belonging, they are frequently described as feeling alienated and disconnected.

What are the benefits to belonging? Increased well-being, personal development and improved mental health that exists long into adulthood. A feeling of belonging in school even has lifetime benefits of increased career satisfaction, earnings and

community involvement.

What is your magic? Staff have the power to ensure students feel that they belong. It is deceptively simple to do.

Build strong connections with students. Students want to be known by their teachers, feel accepted in the classroom and feel like a valued member. Leaders in educational settings should make sure that all students find at least one person they can have a connection with that is built on mutual respect and acceptance.

Foster peer-to-peer friendships. Peers have a tremendous influence on each other. Staff can help to encourage interactions and facilitate opportunities for students to get to know one another.

Include parents. Evaluate if your parents feel they are included. Ensure communication is clear, in the native language of the parent and given in a method that is accessible to all. Perhaps more importantly, make sure parents have an easy way to communicate to the school. Involve parents in a meaningful way and encourage them to be involved in their child’s academics.

Engaging activities. Consider engaging in activities and approaches that strengthen student competencies (ability to relate to others, identify with cultural heritage, establish a sense of identity and a connection to a place). Provide opportunities for students to connect and practice social-emotional skills.

There is no one strategy for building belonging in all students. They are complex, unique individuals, and their sense of belonging at any given time can vary. It is critical that the students understand that it is perfectly normal to not always feel a sense of belonging every day and that it is generally temporary and can be overcome. Human relationships are formed with interaction – with connection as our first priority, we can make the magic happen.

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

Closing the Gap: How online learning is helping to fill the *teacher shortage*

By Holly Brzycki

Supervisor of Online Learning, CAOLA

The teacher shortage has been a growing concern for schools worldwide, with many struggling to find qualified educators to fill their classrooms. However, online learning brings hope to many schools trying to provide students with a quality and equitable education. With its flexibility and accessibility, online education has become integral in helping schools manage teacher shortages. This article will explore how online learning provides teaching support to school entities and increases course options, creating student equity.

Evolution of online education

For more than 25 years, online learning and teaching have existed in Pennsylvania (PA) (Article XVII-A charter schools, 1997). Since then, online learning has undergone many changes and innovations. It is an integral part of education, helping schools manage the teacher shortage by providing educators with curriculum and instruction in subjects experiencing shortages. Today's platforms are user-friendly and offer a variety of features that make learning more engaging and effective. Schools are using online courses to give students more flexible schedules and provide additional resources for struggling learners. Online learning is flexible enough to bridge the gap for teachers who are absent short or long-term due to illness or other reasons.

A solution to traditional teacher shortages

The teacher shortage in traditional schools is a real and pressing issue in the United States. Across the nation and in Pennsylvania, schools are struggling to find enough qualified teachers to fill all their classrooms. However, despite a traditional teacher shortage, there is no shortage of online teachers. Currently, the online teaching job market is experiencing a boom. Online learning companies that hire teachers are sharing that they have multiple applicants for open positions. Representatives from Accelerate Education, Edison Learning, eDynamic Learning, and Strongmind report that they have anywhere from 10 to 57 applicants for every open teaching position. This point emphasizes that schools can turn to online learning to fill their empty teaching positions temporarily or permanently with quality online teachers. These companies employ Pennsylvania-certified teachers and offer Pennsylvania Common Core-aligned curricula. Online learning companies require teachers to adhere to strict grading and communication standards aligned with the National Standards for Quality Online Teaching (NSQT).

Experts providing guidance and support

Many Intermediate Units (IU) in PA offer online learning options to their member districts. IU programs



like the Capital Area Online Learning Association (CAOLA), operating out of the Capital Area Intermediate Unit 15, help districts manage online learning tailored to the schools' needs. IUs have seen an increase in schools offering online learning to students when they cannot secure a traditional teacher. Director of Curriculum & Instruction/Educational Technologies at Carbon Lehigh Intermediate Unit #21, who oversees eLearn21, a CAOLA partner, shared:

"When several schools were faced without filling teaching positions in more specialized subject areas like world language, having a viable and vetted online learning program allowed students in those schools to continue their studies and progress forward in their academics. An additional value that our intermediate unit was able to provide within this context was onboarding, orientation, and logistical support for these scenarios that were previously unfamiliar to the districts. They have been immensely appreciative of a partnership in resolving these teacher shortage needs."

Districts that decide to use online learning options to fill their teacher

needs appreciate the support that the local IU's can provide. Moving to online instruction involves making many logistical decisions. The IU's provide their expertise to help the process move smoothly.

"In the fall of 2022, the Southern Tioga School District found itself short of certified teachers in a tested high school subject area. Knowing that we can provide content and teacher-of-record oversight, we engaged with Equip Online Learning, a CAOLA partner, to offer the two sections of this class in a hybrid format. The students would report to the classroom, be supervised by a teacher, and complete the work online. Our myCyber Campus teacher provided scheduling oversight and real-time support and guidance for the students. With a few emails to sort out any confusion, we have been up and running for the year. We have worked on communication with all parties to keep the process running smoothly". Principal myCyber Campus, Southern Tioga School District, eEQUIP and CAOLA member.

This fall, many schools faced shortages in core subjects and turned to online learning to give students continuity in learning. The lead teacher for ELANOnline at Eastern Lancaster County School District explains how his district, through Lancaster Lebanon IU13's LLVS program, is using online learning to address the teacher shortage in his district:

"Like many school districts, we have been faced with the problem of staffing shortages and open teaching positions. This spring, we had an open teaching position in our math department with no candidates to fill it. Almost 90 students were faced with a semester of vital algebra content without a certified teacher to lead them through it. The online curriculum provided by our existing ELANOnline

virtual academy (EOL) powered by Lancaster-Lebanon Virtual Solutions (LLVS) with CAOLA was utilized in a new way to provide instruction within the building facilitated by our own local teachers. By using the vendor course from LLVS, EOL gave the school the flexibility to overcome the obstacles and provide our students with an equal opportunity at a high-quality education during these trying times." Lead Teacher of ELANOnline for Secondary for Eastern Lancaster County School District, LLVS, and CAOLA member.

Increased course options

Not only does online learning assist with the teacher shortage, it allows students to take courses not offered at their school. Students can explore new subjects and expand their academic horizons. One of the great benefits of online learning is that it provides students with more choices. In a traditional school, students are limited to the courses offered at that school but with online learning, they can take over 400 K-12th grade courses. This gives them a much more comprehensive range of options when choosing a course of study. Offering more courses creates equity by giving students more opportunities to take advanced placement and career pathway courses that may not be offered due to teacher shortages or limited financial resources.

Next Steps

The teacher shortage is a real and pressing problem in PA. In response, many schools are turning to online learning to help manage the shortage. Online learning can allow

schools to offer more courses and programs that otherwise would not be possible due to the shortage. This can help students receive the necessary courses to graduate on time and prepare for their future careers. Most Intermediate Units in PA manage online learning programs for their member districts. Reach out to your local Intermediate Unit to learn about online learning options for your school. Intermediate Units have managed online learning programs for over a decade and are experts in quality online curricula. Their support provides advocacy, saves you money through consortium pricing, and offers best practices for implementing online learning.

CAOLACon 2024

Celebrating Our 15th Year Anniversary!



WIND CREEK BETHELEHEM

77 WIND CREEK BLVD, BETHLEHEM, PA 18015

MARCH 13-15, 2024





Intentional Actions

By Andrew McCrea, Ph.D.
Student Services Director

yield results

A number of articles have appeared in *All-In* over the past few years on the topic of strategic planning and goal setting. These articles have primarily focused on the process used to develop a plan and the associated goals. As the CAIU moves into the third year of our current strategic plan and goal setting process, we are now in a position to outline how we have implemented our goal work, the results we have accomplished so far, and how those results guide us as we move forward.

In the summer of 2022, the Student Services team wrote three long-term goals. These goals aligned with the broader goals of the whole organization: increasing our staffing ratio (reducing vacancies), retaining staff after they are hired, improving the efficiencies of our systems, and growing our student programming. Specific 2022-23 goals were then

developed with these long term goals in mind. Work groups met on a monthly basis to implement action steps that supported each goal and, over the course of the year, a number of accomplishments were manifested.

Student Services worked closely with the Human Resources Department to increase the number of career events attended by 12. Existing internship work with Messiah University was adjusted to include greater training and to incorporate presentations on the many job options throughout the IU. Additional high school internship programs were established with Carlisle High School and Cumberland Perry CTC. In addition, we increased the number of third party contractors used to fill positions and initiated the use of a staff recruiting firm. While the long term goal for staffing ratio has not yet been met, many new staff were

hired within the Student Services department last year, including 23 new teachers, 28 new specialists, and 35 support staff. The practices developed last year will continue and, as necessary, become part of our standard operation. As the department looks toward the 2023-2024 academic year, the focus of this goal will shift from mainly recruiting to the post-hiring experience, onboarding, training, and support offered in the first days, weeks, and months on the job, as well as, providing long-term personalized professional development opportunities for employees.

From a systems perspective, a great deal of work was completed on the development and testing of what will become the replacement for aging programs such as Central Referral, Time Log, and Billing. The final development of the software and

transition to the program continues to progress and will continue to be a focus for 2023/2024. In the Early Intervention program, a massive amount of time and effort was put forth to critically analyze and revise processes for referrals and assessments. Data was collected both internally and externally from other Early Intervention providers. Adjustments were made to a host of procedures and a very different, “clinic-based” approach, has been trialed and continues to be fine-tuned.

Overall, there were 41 different goals written in 2022/2023 from the many programs included in the Student Services Department. The development of each of these goals facilitated a process where each program area had a growth area that would have an immediate impact on the day-to-day work that so many staff are doing, as well as, to allow staff to write their own goals that were directly linked to a program goal. The following example shows how the work of two individuals changed the opportunities for students in their program, supported their overall program goal, and aligned to Student Service and Intermediate Unit goals.

In the spring of 2022, the staff at Loysville Youth Development Center (LYDC) went through the process of analyzing the strengths and needs of their program and developed two main foci as they move forward. One of those focus areas was improving how students

are prepared for post-secondary employment and education. Two staff members, Alison Howard and Meggan Morrison, worked to create the opportunity for students who had earned their graduation credentials, but would remain at LYDC, to begin taking college courses through Harrisburg Area Community College (HACC). Students are placed at LYDC



LYDC teachers Meggan Morrison (left) and Alison Howard.

through the court system, therefore, some will remain for months (or more) after they have completed their high school requirements. Until last year, those students had limited options for continued educational credentials. Action steps for this goal included solving a number of logistical issues, initiating the program, monitoring and supporting students as they progressed through courses, and presenting the work at a conference. Four students were able to earn credits over the course of the year, and one was enrolled at Shippensburg University upon exiting LYDC. Reflecting on this work, Ms. Howard and Ms. Morrison started the year with a clear purpose that was strategically

aligned to the bigger focus of the LYDC program. In addition, it was aligned to the goals and purposes of both the Student Services department (growing our student programming) and the Intermediate Unit as a whole (systems/making it easier to do business with us). This alignment of goals helps to ensure that efforts within the organization are not only complementary but

serve as catalysts to the overall success of the organization.

As we move into the 2023/2024 school year, the CAIU, Student Services, and all of our programs have or, will consider, the results of our goal work from last year to

craft our growth focus for the next 10 months. To some, working on goals may seem removed from our day-to-day responsibilities, as extra or in addition to our core jobs. When done well, the work and results of our goals build the quality of our programming and our work experiences.

As shown through the accomplishments of 2022/2023, we have made positive change in a number of areas from our recruiting to our systems to our student programs. Persistent emphasis on setting relevant goals and remaining centered on the work is the vehicle with which we continue to do #great things and #change lives.

Focused on *safety*

By Lauren Gross

Marketing & Communications Specialist

There's a new face roaming the halls at the CAIU Enola office. Jeremy Freeland, Supervisor of Safety and Security, started on July 3.

Jeremy comes to us from Mechanicsburg Area School District, where he was the Supervisor of School Safety, CAOLA Grade K-12 supervisor, and was responsible for district policy, health services and a myriad of other duties. I was the kitchen drawer," he joked.

One of his duties was to oversee threat assessment, which he enjoyed due to his work with students as a building administrator for 15 years. In the fall of 2022, he heard CAIU Executive Director Andria Saia speak at a PDE conference regarding a new safety position that all IUs state-wide were to implement as an additional support to schools. "I was intrigued. I didn't know about the resource, so I asked Dr. Saia about it. She said the position at the CAIU was currently vacant. I said, 'I think I'm your guy,'" he recalled.

Over the course of the autumn and winter, the position at the CAIU was more formalized, and when posted, Freeland applied. "I love being a resource for so many different people. I've had people come to me and say, 'Help me create a training,' and I love to do that," he said.

Starting in the slow of summer allowed him an opportunity to work on some big plans to be rolled out over the coming months. "I want to review what we do as an organization internally, regarding physical health, behavioral health, and communications plans. I like having a process." Freeland said. He adds "safety isn't something we ignore, but it isn't always someone's primary focus. Having the vision the CAIU does to establish this position is exceptional."

Freeland has bigger goals beyond the IU. "I want to see what we can do for all 24 IU districts. What resources can we provide? How do we best equip them to keep their districts safe?"

"The four steps of a crisis are prevention, preparation, response, and recovery, and all of those require creating positive relationships with first responders, emergency management agencies, police, fire and other EMS. How do we become friends with them on a good day, so they're not strangers to us on a bad day."



Starting in September, Jeremy Freeland, Supervisor of Safety and Security, plans to have a **monthly safety tip**. Make sure to look for his tip next month!

Have a question? Have an idea for a safety tip? Email him at jfreeland@caiu.org, call him at Ext. 8169 or drop by the Admin Services wing to talk to him!

**REFER FAMILY
OR A FRIEND**



**AND WE'LL
PAY YOU \$250***



**CLICK HERE
FOR DETAILS**

FOR AVAILABLE POSITIONS VISIT
WWW.CAIU.ORG/EMPLOYMENT

* YOU WILL RECEIVE A **\$250.00 AMAZON GIFT CARD** AFTER
THE NEW EMPLOYEE HAS BEEN SUCCESSFULLY ONBOARDED.

Mission Moments

At the CAIU, we encourage our staff to #begreat and change their own lives through the pursuit of additional degrees, trainings, and certifications. This month, we are delighted to congratulate two staff members on the incredible achievements of defending their dissertations and attaining their doctorates!

On May 18, Dr. Irene Reedy, Student Services Supervisor, earned an Ed.D. from American College of Education when she successfully defended her research study, *"The School Leader's Role During the COVID Pandemic: A Qualitative Case Study."*

Her dissertation was a case study of school leaders' roles during the COVID-19 pandemic, looking at the ways transformational leadership practices and concepts of self-efficacy guided leaders' actions during this time. Her study collected principal perceptions,

which provided insights into the first-hand experience of principals who lived through leading



CAIU Staff Irene Reedy (left) and Jill Neuhard.

schools in the unique pandemic environment. Her findings suggested school leaders use reflective practices to engage in self-care and develop a sense of empowerment towards self-advocacy.

On July 11, 2023, Dr. Jill Neuhard, Educational Services Supervisor, earned an Ed.D. from Shippensburg University when she successfully defended her research study, *"Micro-credentialing and Digital Badging As A Form of Professional Learning for Educational Specialists: A Phenomenological Study."*

Her phenomenological study uncovered the perceptions of four educational specialists who completed a micro-credential and earned a digital badge as an alternate form of professional learning. The data revealed four themes: support in earning a digital badge, motivation and engagement indicators, COVID-19, and technology issues. The implications included considerations for leaders involved with and planning for professional learning and recommendations for future research.

Champions 4 Children

THANK YOU! Champions 4 Children thanks all of the donors, sponsors and golfers who helped to make this year's golf outing the most successful yet! Mark your calendars and plan to attend next year's golf outing on Thursday, Aug. 1, 2024. More details to come!

If you have a question or would like to be involved next year, please email: championsforchildren@caiu.org.

CHAMPIONS for Children

RECORD AMOUNT RAISED!!

CHAMPIONS for Children

\$15,000

TOTAL RAISED FOR C4C

Training and events

The Capital Area Intermediate Unit (CAIU) hosts numerous innovative events and conferences throughout the year. Our team of consultants, staff, and specialists values and supports lifelong learning.

All events and conference offerings are available in the [Frontline Registration System](#) or in Eventsforce.

Check out our [Events & Conference](#) page often to see what opportunities are available to you!

Here are some of our upcoming trainings:

8/28/2023 to 8/30/2023 - [Refugees In Our Schools](#)

Audience: Educators and Non-Core Educators (Elementary and Secondary Educators)

8/30/2023 to 5/17/2024 - [Central Office Leadership Teams for MTSS](#)

Audience: For new and established district-level teams; Superintendents, directors, principals, central office

9/1/2023 to 5/3/2024 - [Morning Math Mixer](#)

Audience: Educators interested in mathematics education K-12

9/13/2023 - [Novice MTSS Leadership Teams - Day 1](#)

*Audience: For new school teams. Principal, school leaders * see team requirement description*

9/14/2023 to 9/15/2023 - [Educational Interpreter and Translator Training- CAIU Title III Consortium Members](#)

Audience: Multilingual/Bilingual individuals who are interested in serving as educational interpreters and translators

Upcoming Events

The third Annual Fall Fest will be held on

Saturday, Oct. 28, from 11 a.m. to 3 p.m. at the CAIU, 55 Miller St., Enola.

For more information on attending or being a vendor at this event, please see the flyer on the back page!



You received a Compliment!

Here at CAIU we like to brighten someone's day with a Compliment. CAIU Compliments is a Capital Area Intermediate Unit initiative that allows CAIU staff the opportunity to share words of thanks, tout successes, or tell a story about what makes us great as an organization, our people.

Sue Voigt, Educational Services Supervisor, #Expertise. Sue is an expert in everything Federal Programs, grant evaluation, and is also a great team member. She is a leader in the state and well respected. Recently, she led the group at PAIU-CC in State College, and is always ready to give pertinent information regarding state initiatives. Thank you, Sue!
Maria Hoover, Director of Educational Services

Ami Healy, Supervisor of Training and Consulting, #Expertise. Ami is a great leader and leads a very respected team in the region. Amidst staffing challenges in our school districts, Ami is always on top of new initiatives and develops professional development opportunities for regional staff specific to their needs. Her team is very engaged in working to ensure that teachers are equip with strategies to support student growth and acheivment. Thank you Ami!
Maria Hoover, Director of Educational Services

Shaquana Robinson, EPP, Partnership, Shaquana is the heart and soul of the CAELC and she is always kind and uplifting to everyone. She goes above and beyond for all our students and families. She is selfless and embodies all of CAIU's core values. Recently, she supported one of our families and shared her time and resources without any hesitation. Shaquana radiates warmth and she always puts a smile in all our faces!
Stephanie Kramer, SLP

Welcome *New Hires!*



Jennie Davis is an inclusion consultant. She is a native of Delaware and loves the beach.



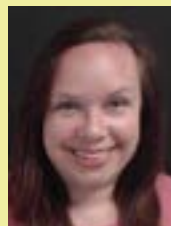
Jason Derr is Principal at Hill Top Academy. He enjoys motorcycle riding.



Jeremy Freeland is supervisor of Safety and Security at the Enola office. He is an avid musician.



MeriBeth Furlong is a science teacher at KSCA. She visited the Galapagos Island and met 'Lonesome George,' the last remaining Galapagos Tortoise of his species before he passed away.



Brianna Henderson is an S/L Therapist. She recently went cliff jumping in Bermuda.



Diana Johnson is a program secretary at the Enola office. She is an avid walker and weight lifter.



Colleen Lesh is an inclusion consultant. She has a dog that is a retired police animal (Belgian Malinois breed.)

WELCOME
to the best
TEAM EVER



Kenneth McKeever is a social studies teacher at KSCA. He played professional beach volleyball in the 1990s.



Olivia Monday is a COTA at the Enola office. She loves to sing.

YOU'RE *one of*
US NOW



Shannon Ulrich is a teacher at Middle Paxton. She has ridden her bicycle cross-country.



Carly Weed is a S/L pathologist. She is in a Justin Bieber documentary.

Bethany Chasteen is a program secretary at the Enola office. She loves to travel.

Craig Mikosz is an accountant at the Enola office. His hometown has the largest Christmas store.

Michelle Thomas is a PowerSchool Specialist at the Enola office. She has been to 13 countries as a military spouse.



Fall fest

A Fun Family Event!

• Save the date •
OCTOBER 28, 2023

11am-3pm

55 Miller Street, Enola, PA

A FREE family-friendly event to celebrate our staff, families, and community. All proceeds benefit Imagination Library, Operation Warm, and Champions for Children. Come dressed up in your favorite costume and be a part of our costume parade! All activities are free; food can be purchased from food trucks. We are inviting local vendors, crafters and artisans to sell their goods. Vendors you belong at Fall Fest. Sign up for a booth, donate a raffle basket, or just make a donation.

BE A VENDOR AT CAIU FALL FEST 2023!

JOIN US in doing all the good we can for all.



DJ Music | Food Trucks | Flea Market & Crafts | Trunk-or-Treat | Pumpkin Painting
Inflatable Activities | Goat Petting | Face Painting | Balloon Artist and MORE!!

The Capital Area Intermediate Unit provides expertise in the development, coordination, and delivery of a diverse array of services and educational programs for children in Cumberland, Dauphin, Perry and Northern York Counties.

Capital Area Intermediate Unit
717.732.8400 | info@caiu.org



No Rain Date