



Reach Cyber Charter School  
BOARD MEETING

Pursuant to the Pennsylvania Open Meeting Laws, notice is hereby given to the members of the Reach Cyber Charter School Board and the general public that the Board will hold a meeting open to the public on:

**Date and Time:**

Wednesday, August 16, 2017 at 9:00 a.m.

**Meeting location:**

750 East Park Drive, Suite 204  
Harrisburg, PA 17111

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Below is an agenda of all items scheduled to be considered. Unless otherwise stated, items may be taken out of the order presented on the agenda at the discretion of the Chair.

Reasonable efforts will be made to assist and accommodate persons with a disability. Please contact Jane Swan at (717) 704-8437.

**AGENDA**

- I. Call to Order and Roll Call – D. Taylor
- II. Public Comment – D. Taylor

The Board welcomes participation by the members of the public both in-person and telephonically. To address an item on the agenda, before the scheduled start of the meeting, an individual must provide their name and a short description of the agenda item on which they wish to comment to the Chair, along with any materials they want to have distributed to Board. Individuals who wish to address the Board telephonically must contact the Principal or Board President by phone or by email at least twenty four (24) hours before the scheduled start of the Board meeting. If the individual wants to provide any written materials to the Board, these should be emailed to the Principal or Board President at least twenty four (24) hours before the scheduled start of the meeting.

The total time for any individual to present, either in person or via telephone, on an item on the agenda shall not exceed three (3) minutes, unless the Board grants additional time.

Individuals desiring to make a formal presentation to the Board on an item not on the agenda but desiring it be placed on the agenda must provide notice and written submissions detailing the subject of the presentation to the Principal or Board President at least fourteen (14) days prior to the meeting. Any such presentations shall not exceed fifteen (15) minutes in duration, unless otherwise permitted by the Chair.

- III. Routine Business – D. Taylor
  - a. Approval of Agenda

IV. Oral Reports

- a. Principal's Report (MSR) – J. Swan
  - i. Back to School Activities, Staffing and Training Update
  - ii. Enrollment Update
  - iii. Connections Academy Summer Leadership Conference
  - iv. School Operations Metrics (attached)
- b. Financial Report (attached) – B. Shifflet
  - i. Unaudited 2016-2017 Financial Results
  - ii. Fee Schedule Revision(s) Update

V. Consent Items

- a. Approval of Minutes from the June 21, 2017 Annual Board Meeting (attached)
- b. Approval of Staffing Report (attached)
- c. Approval of LiveSpeech Invoice(s) (attached)
- d. Approval of Connections Education Invoice for June (attached)
- e. Approval of Revised Fee Schedule from Connections Education (attached)
- f. Approval of 2017-2018 Base Salaries and Incentive Percentage and Career Ladder Positions (attached)
- g. Approval of Board President as Board Designee to Work with School Leadership to Review and Finalize Revision(s) to the Truancy Policy included in the 2017-2018 School Year State Specific School Handbook

VI. Action Items

- a. Approval of Expanded and Upgraded Technology Package (to follow) – A. Jay
- b. Approval of Membership with Charter Schools Coalition (to follow) – J. Swan
- c. Approval of Board Training and Conference Attendance for the 2017-2018 School Year – M. Arthur

VII. Information Items

- a. State Relations Update – A. Jay
- b. Partner School Leadership Team (PSLT) Update – A. Pasquinilli
- c. Teacher Professional Development Products and Services for the 2017-2018 School Year (attached) – A. Pasquinilli
- d. In-Person Board Meeting Update – M. Arthur

VIII. Adjournment and Confirmation of Next Meeting – Wednesday, September 20, 2017 at 9:00 a.m.

# 4<sup>TH</sup> QUARTER OPERATIONS METRICS

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Connections Academy works with the leadership, teachers, and other staff of the schools it supports to continually improve student achievement. The Partner School Leadership Team (PSLT) focuses its work with schools through School Improvement Plans (SIPs) focused on improving outcomes against the annual school goals and Professional Learning Communities (PLCs) through which teachers and others work through the daily challenges of meeting those goals.

Common operational threads in these school-based efforts are monitored across all schools and are a focus of efforts to support school-based operations in ways that can lead to improved student achievement. Those threads vary by time of year, and this is the 4th quarterly report for the 2016-2017 school year; April through June focused on teacher and student retention; teacher hiring, course completion results, and student participation in required state testing. Final results on school focus goals for 2016-2017 will not be reported until October, and even then many some states will not have released results due to changes in their state testing programs. (In those instances, Connections will provide proxy measures based on the formative or benchmark assessments it asks schools to administer.)

The operational metrics focused on in the 4th quarter included:

- **Teachers:** % of teachers planning to return as of 5/1, % of vacancies filled by 6/3 and 8/2
- **Students:** Withdrawal rate for the year, % planning to return as of 6/30, % participating in required state tests, and % of 2nd semester “core” courses successfully completed.

The data behind these metrics is pulled from Connexus and other operational systems that support the schools. Because data is updated daily, these metrics are informative snapshots of on-going work rather than definitive official “reports.”

The metrics shown here are compared with a group of other schools Connections supports – aggregated to give some context without sharing every school’s data. We do not support groups of truly “comparable schools” but have 3 groups with comparable calendars (“School Year Cycle” or SYC), and 3 rough groups by size. Your school is highlighted along with the SYC and a size group to which it belongs. It would also be appropriate to consider the age of the school, rate of growth, funding per pupil, enrollment caps and/or other rules affecting student demographics, etc. – but that is not done here. Please keep that in mind.

## Teachers

School	Teachers Planning to Return as of 4/1	% of Teaching Positions Filled 6/3	% of Teaching Positions Filled 8/2
Reach 2017	100%	70%	94%
Small Average	94%	89%	98%
Group 3 Average	99%	92%	99%
Connections Average	96%	94%	99%

- % of teachers planning to return as of 4/1** – Each Spring, teachers are asked to indicate if they intend to return, and partial bonus payout is offered to those who say “No” – in part to encourage them to share their plans and allow the school to fill the position. 96% of teachers said “Yes” across Connections-supported schools, up from 94% in 2016. More teachers do leave between 4/1 and the beginning of the school year, but this is a useful early indicator of teacher retention.
- % of teaching positions filled as of 6/3 and 8/2** – These metrics track progress toward the overall goal of having all teachers hired and on the job by the first day, so they can participate fully in the “on-boarding” process and be ready to go when students start returning. These snapshots as of 6/3 and 8/2 give an overview of Spring and Summer progress in hiring, and show that overall 94% of available teaching positions were filled by 6/3 (up from 92% in 2016) and 99% were filled as of 8/2 (up from 97% in 2016). Hiring efforts continue for all unfilled vacancies.

## Students

School	Final DSY Withdrawal Rate	Students planning to return as of 6/30	State Testing Participation
Reach 2017	22%	75%	63%
Small Average	25%	76%	89%
Group 3 Average	22%	80%	77%
Connections Average	25.6%	78%	87%

- Final 16-17 “During School Year” Withdrawal Rate** – The % of students enrolled during the 16-17 school year who completed at least 20 lessons but withdrew before the end of the school year. These withdrawal rates are typically higher than those of traditional brick and mortar schools, and differences between Connections-supported schools can be a result of state-specific regulatory issues and other factors. The Monthly School Report for your school shows this metric compared with the same month last year and overall, Connections-supported schools overall improved from 29.5% in 14-15 to 26.1% in 15-16 to 25.6% in 16-17. This improvement, we believe, is due to continual improvement in student and family engagement and connectedness.

- **% of students planning to return as of 6/30** – Each Spring, families are asked to indicate if they intend to return. 78% of students eligible to return (graduating seniors, for example, are not counted) replied “Yes”, up from 72% in 2016. Other students will return, and some who indicated they planned to return will not.
- **Preliminary State Testing Participation Rates** – Connections-supported schools are asked to track student participation in state-mandated testing to help ensure participation rates exceed state requirements, typically 95% for each reported sub-group (gender, ethnicity, etc.). Some states with computerized tests allow the school to verify completion directly in the test administration system. Completion of paper and pencil tests is typically tracked by the teachers proctoring those tests, which is a manual process subject to error. In all cases, testing participation rates are not official until finalized by the state. State participation data is not yet available for most states, and will be delayed in several for various reasons. Preliminary participation rates are averaging 87% across schools, an increase from the 84% average across schools in the 2016 testing window but still a decline from the 95%+ participation seen prior to 2015. Nationally, much of this is due to the “Opt-Out Movement.”

School	2nd semester core courses completed		
	K-8 core courses	HS ELA, Sci. & SS	HS Math
Reach 2017	75%	67%	55%
Small Average	83%	80%	75%
Group 3 Average	85%	81%	74%
Connections Average	85%	81%	74%

- **% of 2nd semester courses successfully completed** – Three columns show the % of 2nd semester “core” courses (English Language Arts or ELA, Science, Social Studies, and Mathematics) successfully completed (a passing grade) – with grades K-8 reported as a group, and HS (grades 9-12) reported as a group with Math broken out due to its importance. Course completion rates, especially for high school students, have been a focus across Connections-supported schools. There are many reasons for variations in course completion rates by school, ranging from state-specific enrollment regulations (some schools must enroll any student without question, others can exercise discretion), to state rules about what constitutes a passing course grade, to differences in teacher grading practices. This data is shown in comparison to the previous year.

**REACH Connections Academy**  
**Revenue and Expense Statement Fiscal Year 2017**  
**Period Ended June 30, 2017 (unaudited)**

	June-17 Actual	YTD Actual	Annual Budget	Variance - Favorable (unfavorable)
<b><u>Forecasted Enrollment</u></b>				
Funded Enrollment		812	850	(38)
<b><u>Revenue</u></b>				
Regular Ed Funding	304,081.31	6,941,132.04	6,936,199	4,933
Special Ed Funding	402,326.21	3,059,086.62	1,985,898	1,073,189
Subtotal	706,407.52	10,000,218.66	8,922,097.00	1,078,122
Title I	36,608.80	189,680.00	177,000	12,680
Title II-A	22,052.40	26,115.58	22,000	4,116
Title VI - IDEA B	-	-	-	-
E-Rate	-	-	-	-
Miscellaneous Income	-	20.00	-	20
Subtotal	58,661.20	215,815.58	199,000	16,816
<b>Total Revenue</b>	<b>765,068.72</b>	<b>10,216,034.24</b>	<b>9,121,097</b>	<b>1,094,937</b>
<b><u>Compensation Expense</u></b>				
Salaries - Administration	89,493.12	416,401.29	586,720	170,319
Benefits - Administration	17,898.62	83,280.25	117,344	34,064
Pension - Administration	2,155.23	18,445.87	58,672	40,226
Taxes - Administration	7,423.29	35,065.09	52,805	17,740
Subtotal Administration	116,970.26	553,192.50	815,541	262,349
		-		
Salaries - Teachers	306,210.55	1,166,861.03	1,473,687	306,826
Benefits - Teachers	61,242.11	233,372.22	294,737	61,365
Pension - Teachers	24,487.96	67,750.93	147,369	79,618
Taxes - Teachers	25,343.88	98,902.87	132,632	33,729
Subtotal Instructional Staff	417,284.50	1,566,887.05	2,048,425	481,538
<b>Total Compensation Expense</b>	<b>534,254.77</b>	<b>2,120,079.55</b>	<b>2,863,966</b>	<b>743,886</b>
<b><u>Connections Products and Services</u></b>				
Curriculum and Instructional Support Services	189,202.21	1,543,430.00	1,490,135	(53,295)
Student Connexus License	66,640.00	539,070.00	535,500	(3,570)
Student Technology Assistance Services	121,568.67	995,563.00	948,430	(47,133)
Enrollment/Placement/Student Support Services	80,840.37	669,900.00	612,255	(57,645)
School Operations Support Services	61,880.00	500,565.00	497,250	(3,315)
School Business Support Services	-	-	-	-
Special Ed Oversight	61,125.00	461,625.00	194,517	(267,108)
Professional Development Services	5,500.00	36,375.00	40,056	3,681
School Staff Support Services/human resources support	20,900.00	138,225.00	139,394	1,169
Facilities Support Services	2,083.33	25,000.00	25,000	-
Short term substitute teachers	12,750.00	106,350.00	-	(106,350)
Direct Course Instruction Support	174.42	17,899.47	-	(17,899)
<b>Total Connections Products and Services Fees</b>	<b>622,664.00</b>	<b>5,034,002.47</b>	<b>4,482,537</b>	<b>(551,465)</b>

**REACH Connections Academy**  
**Revenue and Expense Statement Fiscal Year 2017**  
**Period Ended June 30, 2017 (unaudited)**

	June-17 Actual	YTD Actual	Annual Budget	Variance - Favorable (unfavorable)
<b><u>Pass-Through Expenses</u></b>				
Office Supplies	4,135.66	14,000.77	25,500	11,499
Copiers/Reproduction	462.84	2,194.91	8,500	6,305
Office Postage	750.22	2,274.38	12,750	10,476
Student Testing & Assessment	49,295.74	62,626.93	42,500	(20,127)
Staff Recruiting/Background Checks	629.81	22,811.28	3,900	(18,911)
Staff Training/Prof. Dvlpmt.	18,219.97	22,428.83	24,000	1,280
Travel and Conferences	4,250.49	11,449.13	25,500	14,343
Team Building	-	621.81	-	(622)
Maintenance & Repair	1,147.16	14,665.52	8,500	(6,166)
High Speed Internet	692.51	4,782.14	20,000	15,218
Telephone	22.18	1,031.69	20,000	18,968
Office Rent (including utilities)	8,916.65	98,083.14	108,000	9,917
Expensed Equipment	10,279.17	20,957.83	-	(20,958)
Expenses Pending Allocation	(30,902.25)	-	-	-
Student Technology Support Stipend	82,702.49	222,629.67	314,118	91,488
Student Printers	-	-	35,700	35,700
Special Education Direct Services	45,094.77	190,597.32	395,220	204,623
Contracted Pupil Health Support	-	-	8,500	8,500
STEM Programmatic Expenses	(6,197.64)	16,319.29	60,000	43,681
Extracurricular Activities	-	-	21,250	21,250
<b>Total Pass-Through Expenses</b>	<b>189,499.77</b>	<b>707,474.64</b>	<b>1,133,938</b>	<b>426,463</b>
<b><u>Other School Expenses</u></b>				
Banking fees	117.20	829.35	1,000	171
External Audit	-	-	20,000	20,000
Dues	-	1,365.00	2,500	1,135
D&O Insurance	1,314.00	4,107.00	1,500	(2,607)
Legal Services	4,002.73	12,884.13	10,000	(2,884)
Board Related Expense	39.48	2,131.27	20,000	17,869
Graduation Expense	-	56.69	-	(57)
Student Activities	9,241.68	11,301.53	-	(11,302)
Other School Expense	-	10.00	-	(10)
Accounting Services	-	77,786.83	68,850	(8,937)
<b>Total Other School Expenses</b>	<b>14,715.09</b>	<b>110,471.80</b>	<b>123,850</b>	<b>13,378</b>
<b><u>Adjustments and Credits</u></b>				
Deficit Protection Credit	-	-	-	-
<b>Total Adjustments and Credits</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Program Expenses Before Depreciation</b>	<b>1,361,133.63</b>	<b>7,972,028.46</b>	<b>8,604,291</b>	<b>632,263</b>
Capital Outlay	5,858.25	111,253.54	215,000	103,746
<b>Total Program Expenses Including Depreciation</b>	<b>1,366,991.88</b>	<b>8,083,282.00</b>	<b>8,819,291</b>	<b>736,009</b>
<b>Net Increase (Decrease)</b>	<b>(601,923.16)</b>	<b>2,132,752.25</b>	<b>301,806</b>	<b>1,830,946</b>
<b>Beginning fund balance</b>	<b>2,734,675.40</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Ending fund balance</b>	<b>2,132,752.25</b>	<b>2,132,752.25</b>	<b>301,806</b>	<b>1,830,946</b>

**REACH Connections Academy  
Balance Sheet  
June 30, 2017 (unaudited)**

<b>ASSETS</b>	
<b>Cash and Short Term Investments:</b>	
Cash:Checking	\$4,528,229.33
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<b>Total Cash and Short Term Investments</b>	<b>4,528,229.33</b>
<b>Other Current Assets:</b>	
Federal Program Receivable	215,795.58
	-----
<b>Total Other Current Assets</b>	<b>215,795.58</b>
Prepaid	17,593.61
	-----
<b>Total Current Assets</b>	<b>4,761,618.52</b>
<b>Fixed Assets:</b>	
<b>Property Plant &amp; Equipment:</b>	
Computer Hardware	6,620.90
Leasehold Improvements	98,774.39
Furniture	5,858.25
Accum Depr:Computer Hardware	(256.46)
Accum Depr:Leasehold Improvements	(15,808.60)
	-----
<b>Net Fixed Assets</b>	<b>95,188.48</b>
<b>Total Assets</b>	<b>\$4,856,807.00</b>
	=====
<b>LIABILITIES</b>	
<b>Current Liabilities:</b>	
Accounts Payable	5,395.03
Accrued Expenses	21,381.11
Accrued Compensation	295,056.97
Payable to Districts	170,727.83
Due to (from) Connections Academy	2,117,220.73
Pension Payable	19,084.60
	-----
<b>Total Current Liabilities</b>	<b>2,628,866.27</b>
<b>Total Liabilities</b>	<b>2,628,866.27</b>
<b>FUND BALANCE</b>	
Invested in Capital	95,188.48
Change in Fund Balance	2,132,752.25
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<b>Ending Fund Balance</b>	<b>2,227,940.73</b>
<b>Total Liabilities and Fund Balance</b>	<b>\$4,856,807.00</b>
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Reach Cyber Charter School  
MINUTES OF THE BOARD OF DIRECTORS ANNUAL MEETING  
Wednesday, June 21, 2017 at 9:00 a.m.

Held at the following location and via teleconference  
750 East Park Drive, Suite 204  
Harrisburg, PA 17111

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**I. Call to Order and Roll Call**

Mr. Taylor called the meeting to order at 9:02 a.m. when all participants were present and able to hear each other.

Board Members Present: David Taylor, Gail Hawkins-Bush, Joe Harford and Paul Donecker (via phone);

Board Members Absent: Alex Schuh;

Guests via Phone: Jane Swan, Principal; Michael Hinshaw, school staff; Kevin Corcoran, Charter Choices, Financial Consultant; Rachel Graver, Connections staff; (in person); Dave Biondo, Board Member Candidate; Andrew Pasquinilli, Amanda Jay, Heather Woodward, Benjamin Shifflet and Megann Arthur, Connections staff (via phone).

**II. Public Comment**

There were no public comments made at this time.

**III. Routine Business**

a. Approval of Agenda

Mr. Taylor asked the Board to review the Agenda distributed prior to the meeting. The Board noted the amended citation for purpose of Executive Session to be: to discuss any matter involving the employment of a person (65 PA CSA § 708(a)(4)) – School Leader End-of-Year Review. There being no additional changes noted, a motion was made and seconded as follows:

RESOLVED, that the Agenda for the June 21, 2017 annual meeting of the Reach Cyber Charter School Board of Directors, as amended, is hereby approved.

The motion passed unanimously.

**IV. Oral Reports**

a. Principal's Report

Ms. Swan reviewed the Monthly School Report with the Board, highlighting changes from last month's report.

i. Update on Facility

Ms. Swan provided the Board with an update on the school facility expansion plans.

ii. Update on Staff Recruitment

Ms. Swan reviewed current staffing levels at the school, and specific positions that were currently in the interview process.

iii. Update on Enrollment

Ms. Swan provided the Board with an update on the most up-to-date enrollment numbers for the school.

b. Financial Report

Mr. Shifflet discussed the school's financial statements with the Board. He reviewed the revenue and expense statements, as well as the current forecast. Mr. Shifflet further noted that all financial documents had been reviewed with the school's financial consultants prior to the meeting. The Board had discussion on the school's current financial position, as well as revenue sources.

Mr. Corcoran provided the Board with an update on their search for an independent financial audit firm. He reviewed the four (4) potential firms they have identified, as well as the ranking system used to rate each firm. Mr. Corcoran made his recommendation to the Board for a firm based on the rating system. Board members discussed the potential firms, and expressed their desire to add an item to the Action Items later in the meeting to approve a firm. There being no additional discussion, a motion was made and seconded as follows:

RESOLVED, that the Consideration of Audit Firm Engagement for the 2016-2017 School Year Financial Audit be added to Action Items later in the meeting, be hereby approved.

The motion passed unanimously.

**V. Consent Items**

Mr. Taylor asked the Board Members whether there were any items from the Consent Items that they wanted moved to Action Items for discussion, or tabled. There being no items moved, a motion was made and seconded as follows:

RESOLVED, the Consent Items:

- a. Approval of Minutes from the May 31, 2017 Board Meeting;
- b. Approval of Staffing Report;
- c. Approval of LiveSpeech Invoice(s); and
- d. Approval of Board Meeting Schedule for the 2017-2018 School Year; are hereby approved.

The motion passed unanimously.

## VI. Action Items

### a. Approval of Connections Education Invoice for May

Mr. Shifflet reviewed the Connections invoices for the month of May, as drawn from the financial report presented earlier in the meeting and contained in the Board materials. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the Connections Education invoice for the month of May, in the amount of \$710,407.82, as presented, is hereby approved.

The motion passed unanimously.

### b. Approval of Directors and Staggering of Terms

Ms. Woodward referred Board members to the candidate bio included in the Board materials, and reminded them of the discussion at the last board meeting regarding the candidacy of Mr. Biondo.

#### i. Dave Biondo

Mr. Biondo confirmed his interest in serving on the Board, and the Board members expressed their desire to appoint him.

Ms. Woodward further advised the Board that all Board member terms were up for renewal at this meeting, and recommended staggering Board member terms at this meeting. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the appointment(s) of Alex Schuh and Dave Biondo to the Reach Cyber Charter School Board of Directors as Class 1 Directors for a term of one year to the 2018 Annual meeting, and Joseph Harford and Paul Donecker to the Reach Cyber Charter School Board of Directors as Class 2 Directors for a term of two years to the 2019 Annual meeting, and David Taylor and Gail Hawkins-Bush to the Reach Cyber Charter School Board of Directors as Class 3 Directors for a term of three years to the 2020 Annual meeting, are hereby approved.

The motion was approved unanimously.

### c. Approval of Officers for the 2017-2018 School Year

Ms. Woodward reviewed with the Board each Officer position as set out in the Board-adopted Bylaws, and advised the Board that all positions would be for a term until the Annual Meeting 2018. Nominations were opened for each position. Following the closure of nominations, and there being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the appointment of:

David Taylor, Board President;  
Dave Biondo, Board Treasurer; and  
Joseph Harford, Board Secretary, as presented, is hereby approved.

The motion was approved unanimously.

## Approval of Audit Firm Engagement for the 2016-2017 School Year Financial Audit

Mr. Taylor reminded the Board of the discussion held earlier in the meeting regarding the estimate of audit-related charges and the general scope of work expected by the independent audit firm. The Board briefly outlined the options, and agreed that SD Associates, P.C. (formerly Siegal Drossner) was the best choice for this year's audit work. There being no additional discussion, a motion was made and seconded as follows:

RESOLVED, that the engagement of SD Associates, P.C. for the 2016-2017 school year financial audit, as discussed, is hereby accepted.

### **VII. Information Items**

#### a. Legislative Update

Ms. Jay provided the Board with an update on recent legislative activities in the state, which may impact the school.

#### b. Partner School Leadership Team Update

Ms. Graver presented to the Board on behalf of Connections' School Leadership Team.

##### i. Results of Parent Satisfaction Survey

Ms. Graver reviewed the results of the Parent Satisfaction Survey, included in the Board materials, in detail with the Board. She noted that a third party independent vendor conducted the survey. A copy of the results of the survey was sent to the school Board's President directly from the third party vendor.

##### ii. Introduction of Andrew Pasquinilli, Lead Director of Schools

Ms. Graver introduced Mr. Pasquinilli to the Board and reviewed his background with the Board, as well as Mr. Pasquinilli's new role with the school. She further advised the Board of the additional support to be offered to school leadership with the addition of a Connections' Program Manager beginning in July 2017, and that she would be moving into that role for the upcoming school year.

Board members had a brief discussion about their desire to have an in-person meeting at the start of the next school year, and availabilities supported that to be at the September meeting.

### **VIII. Executive Session**

#### a. To discuss any matter involving the employment of a person (65 PA CSA § 708(a)(4)) – School Leader End-of-Year Review

The Board entered into an Executive Session at 9:50 a.m. The Board cited the following for entering into the Executive Session: to discuss any matter involving the employment of a person (65 PA CSA § 708(a)(4)) – School Leader End-of-Year Review. Board members entered into the Executive Session via a roll call vote. Board members present were: David Taylor, Gail Hawkins-Bush, Joe Harford, Dave Biondo and Paul Donecker. Guests present at the request of the Board were: Rachel Graver, Heather Woodward and Megann Arthur. All others left the meeting at this time.

[Mr. Harford left the meeting at 9:59 a.m.]

Open Session resumed at 10:10 a.m. via a roll call vote. No action was taken during Executive Session.

**IX. Approval of School Leader Compensation for the 2018-2019 School Year**

Mr. Taylor reminded the Board of the discussion held in Executive Session. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the School Leader compensation for the 2018-2019 school year in the amount of \$112,875.00, with a 15% bonus potential, as discussed, is hereby approved.

The motion was approved unanimously.

**X. Adjournment and Confirmation of Annual Meeting - Wednesday, August 16, 2017 at 9:00 a.m.**

Mr. Taylor inquired if there was any other business or discussion. There being no further business or discussion, he noted that the next meeting would be held on Wednesday, August 16, 2017 at 9:00 a.m. The Board being at the end of its agenda, the meeting was adjourned at 10:12 a.m.

Staffing Report

New Hires

Name	Area	Compensation	Bonus Potential	Start Date
Barna, Jacquelyn	Teacher—Secondary	\$43,000.00	0.04	8/21/17
Berman, Jennifer	Teacher—Secondary	\$45,000.00	0.04	8/21/17
Cabrera, Paula	Teacher—Secondary	\$46,000.00	0.04	8/21/17
Cole, Michael	Teacher—Secondary	\$43,000.00	0.04	8/21/17
Desmond, Sarajane	Teacher—Secondary	\$42,500.00	0.04	8/21/17
Ford, Whitney	Teacher—Special Education	\$45,000.00	0.04	8/21/17
Garber, Tiffany	Teacher—Secondary	\$42,500.00	0.04	8/21/17
Gribbin, Andrew	Teacher—Secondary	\$46,500.00	0.04	8/21/17
Hinkle, Sophia	Teacher—Secondary	\$45,000.00	0.04	8/21/17
Juka, Jill	Teacher—Secondary	\$42,500.00	0.04	8/21/17
Lang, Jennifer	Teacher—Special Education	\$41,500.00	0.04	8/21/17
Lavelle, Rachel	School--Coord. Of Counseling Services	\$53,000.00	0.04	8/21/17
Neary, Kaitlyn	Teacher—Special Education	\$41,000.00	0.04	8/21/17
Piaskowski, Jenna	Teacher—Secondary	\$41,000.00	0.04	8/21/17
Pizzo, Steven	Teacher—Special Education	\$48,500.00	0.04	8/21/17
Rafferty, Elizabeth	Teacher—Elementary	\$44,500.00	0.04	8/21/17
Reider, Steve	Teacher—Secondary	\$42,000.00	0.04	8/21/17
Rhodes, Lindsey	Teacher—Secondary	\$41,000.00	0.04	8/21/17
Schaeffer, Deborah	Teacher—Special Education	\$49,500.00	0.04	8/21/17
Sweigart, Raelee	Teacher—Secondary	\$42,500.00	0.04	8/21/17
Talipan, Toni	Teacher—Elementary	\$42,500.00	0.04	8/21/17
Thompson, Kimberly	Teacher—Special Education	\$49,000.00	0.04	8/21/17
Uniacke, Brian	Teacher—Special Education	\$39,000.00	0.04	8/21/17
Vitorio, Lauren	Teacher—Special Education	\$41,000.00	0.04	8/21/17
Webb, Judith	School—Administrative Assistant II	\$17.00/hour	0.04	8/14/17

Departing Employees

Name	Area	Last Day of Work	Reason for leaving
N/A			

Promotions/ Position Changes

Name	Former Position	New Position	Compensation	Bonus Potential	Start Date in new position
McMurray, John	Teacher—Secondary	School-- Mgr of STEM Education	\$70,000.00	0.10	7/1/17
Stuccio, Scott	School--STEM Coordinator	School—Marketing Coordinator	\$54,987.50	0.04	7/1/17

JACQUELYN FOSTER BARNA

187 Freethy Pond Road • Honesdale PA 18431

Home: (570) 352-8623 • Email: jbarna912@gmail.com

SECONDARY SOCIAL STUDIES TEACHER

BUSINESS AND COMPUTERS K-12

LANGUAGE ARTS 4-8

~ Child-Focused ~ Fair ~ Enthusiastic ~ Motivational ~

☑ Highly resourceful, passionate teaching professional committed to shaping reflective, self-directed learners who think critically and creatively.

☑ Demonstrated aptitude for designing and implementing innovative lesson plans that accommodate diverse learning styles, multicultural backgrounds, and special needs, ensuring an equitable learning environment for all students.

☑ Experienced teaching and interacting with on-grade level and gifted students and children with ADHD, learning disabilities, autism, Cerebral Palsy, developmental delays, emotional disturbances, speech disorders, mental retardation, noncompliant behavior, schizophrenia, language impairments, epilepsy, and physical challenges.

☑ Natural ability to spark students' interest and engage them through the use of manipulatives, hands-on activities, integration of technology, and cooperative learning strategies, adapting teaching techniques and utilizing students' own interests to empower children challenged by traditional paper-and-pencil methods.

TEACHING EXPERIENCE

VINEYARD CHRISTIAN CHILDCARE CENTER      OCTOBER 2015 - PRESENT

Director

Operated their school program in compliance with state requirements. Administered finances, personnel, maintenance, meal plans and preparation, transportation. Administered program objectives and activities. Worked with Group Supervisors and Assistant Group Supervisors to coordinate and plan daily activities. Planned all programs for the school year and summer. Gave written evaluation of staff on a yearly basis.

VISIONQUEST/STANDING TIMBERS ACADEMY - CLIFTON TOWNSHIP, PA JULY 2014 – OCTOBER 2015

Director of Education

August 2012 – August 2013

ALL CORE SUBJECTS

Operated their school program in compliance with state requirements. Taught at Risk Juvenile Male youth in a placement center on a daily basis supervised two teachers and three instructional aides. Used a variety of teaching methods to facilitate the leaning process, developed and evaluated daily differentiated lesson plans and instructions. Used a variety of teaching strategies as well as coordinated non-classroom interactive and experiential learning activities to facilitate the learning process. Provided Safe Crisis Management and utilized manual restraint techniques to youth who were verbally and physically threatening, out-of-control, or otherwise presenting a threat to themselves or others. Provided information, progress reports and report cards to agencies, professional staff, and home districts involved with students.

PA TREATMENT AND HEALING – HAWLEY, PA August 2013 – July 2014

Assistant Dean of Students

ALL CORE SUBJECTS

Operated the alternative education center in compliance with the agency program and contract requirements. Assisted with recruiting, selecting, training, orientation, supervision and evaluation of teaching staff. Handled completion of student intake procedures, testing, maintenance of student's files and records in a confidential manner. Provided information, progress reports and report cards to parents and referring districts. Coordinated PSSA testing, that included ordering testing material, and the administration of testing. Provided student instruction and supervision in all subject areas when needed utilizing a variety of teaching methods to facilitate the learning process.

WALLENPAUPACK AREA SCHOOL DISTRICT - HAWLEY, PA

Sept. 2011 – Jan. 2012

LONG-TERM SUBSTITUTE TEACHER

SENIOR HISTORY & WORLD CULTURES



Taught Civics and government as well as World Cultures for the fall semester at high school level. Prepared lesson plans in leading classroom instruction, providing one-on-one assistance as warranted ensuring subject matter is effectively conveyed and material is fully understood. Employed reasonable classroom management strategies to minimize disruptions and preserve continuity of learning during teacher absences. Assess and record students' performance, communicating successes as well as areas of concern to the teacher and/or parents.

WALLENPAUPACK AREA SCHOOL DISTRICT - HAWLEY, PA

September 2009 – January 2010

#### LONG-TERM SUBSTITUTE TEACHER

Substitute for 11th and 12th grade floating classroom during teacher absence, taught Senior Graduation Project. Taught students how to independently research their specific topics with the final culmination of a ten (10) minute speech. Throughout the semester taught students how to properly give informative, how-to and persuasive speeches. Educated students how to incorporate technology into their speeches. Together with the students conducted in class debates utilizing Parliamentary Procedure as well as Lincoln Douglas Debate styles. Employed reasonable classroom management strategies to minimize disruptions and preserve a continuity of learning. Assess and record students' performance, communicating successes as well as areas of concern to the administration and/or parents.

WALLENPAUPACK AREA SCHOOL DISTRICT - HAWLEY, PA

Jan. 2009 – June 2009

#### LONG-TERM SUBSTITUTE TEACHER

Substitute in 8th grade classrooms during teacher absences, interacting with students in US History. Adhere to prepared lesson plans in leading classroom instruction, providing one-on-one assistance as warranted to ensure subject matter is effectively conveyed and material is fully understood. Employed reasonable classroom management strategies to minimize disruptions and preserve continuity of learning during teacher absences. Assess and record students' performance, communicating successes as well as areas of concern to the teacher and/or parents.

WALLENPAUPACK AREA SCHOOL DISTRICT - HAWLEY, PA

Oct. 2006 – June 2012

WAYNE HIGHLANDS AREA SCHOOL DISTRICT – HONESDALE PA

#### SUBSTITUTE TEACHER

Utilized a hands-on approach toward teaching combining projects, reports, plays, and discussion into all core subject areas- including gym, music, and art.

## STUDENT TEACHING EXPERIENCE

DELAWARE VALLEY MIDDLE SCHOOL - MATAMORAS, PA                      Mar. 2008 – May 2008

### STUDENT TEACHER

Taught US History and Civics to a heterogeneous group of students with mixed abilities. Implemented creative curricula utilizing outcome-based education, cooperative learning, and alternative assessment and grading rubrics. Wrote and taught dynamic lesson plans which moved logically from a knowledge base into higher levels of critical thinking using both student-centered and teacher-centered approaches.

WALLENPAUPACK AREA HIGH SCHOOL - HAWLEY, PA    Jan. 2008 – Mar. 2008

### STUDENT TEACHER

Taught US History and World Cultures to a heterogeneous group of students with mixed abilities. Implemented creative curricula utilizing outcome-based education, cooperative learning, and alternative assessment and grading rubrics. Wrote and taught dynamic lesson plans which moved logically from a knowledge base into higher levels of critical thinking using both student-centered and teacher-centered approaches.

## TEACHING STRATEGIES

☐ Provide clear, consistent directions and follow-through, model appropriate behavior, and use positive reinforcement to keep students actively participating while exhibiting good behavior.

☐ Design creative lesson plans, supplying ample opportunities for students to construct, create, and take ownership of their own learning.

☐ Use manipulatives including journal writing, literature, movies, and reading to provide students with concrete examples of objectives and to help them explore, discover, and experience concepts for themselves.

- ☐ Design hands-on activities using a variety of materials with the purpose of creating alternate ways of learning about a specific topic to reach auditory, visual, and kinesthetic learners.
- ☐ Frequently change classroom activities to keep students engaged in the learning process.
- ☐ Integrate technology into the classroom via Web Quest, current events, PowerPoint presentations and age-appropriate educational software.
- ☐ Maintain regular communication with parents to keep them informed of their children's progress and to acknowledge achievements and address any behavioral or academic concerns

## PROFESSIONAL EXPERIENCE

AM SKIER INSURANCE AGENCY - HAWLEY, PA Apr. 2003 – Aug. 2006

### CLAIMS COORDINATOR

Camper Medical Coordinator — Visited and trained camps leaders on camper medical claims, monitor daily entry of claims entered into website system, paying all medical bills for claims.

Worker's Comp Coordinator — Receive and follow-up on worker's comp claims from start to finish.

UBS PAINE WEBBER, INC. - NEW YORK, NY May 2001 – Apr. 2003

### REGISTERED CLIENT SERVICE ASSOCIATE

Sales Assistant for two Senior Retail Sales Reps — Opening and maintaining of DVP and retail accounts, collection of funds due in clients accounts, processing of check request, wiring of funds, trade corrections. Entered Mutual Funds and Fixed Income orders and any unsolicited equity orders from clients.

## EDUCATION & CERTIFICATIONS

Bachelor of Arts in History - 1994

University of Scranton - Scranton, PA

Certificate in Secondary Education Social Studies – 2008

Certificate in Business, Computer Information Technology K-12 – 2011

Certificate in Language Arts 4-8 - 2014

East Stroudsburg University - East Stroudsburg, PA – 3.85 GPA

Pennsylvania Initial Secondary Certificate in Social Studies, Business and Computer Technology, Middle School Language Arts

## COMMUNITY SERVICE

Tutoring in Social Studies, volunteering for underprivileged children in New York City and surrounding areas,

library volunteer, school classroom volunteer, member of RunStar, volunteer coach in Wallenpaupack Youth Soccer League, member of Honesdale Soccer Club Board of Directors, volunteer coach for Honesdale Soccer Club, volunteer and board member for Homerdome Softball tournament benefitting Waymart Little League, volunteer for Vacation Bible School and after school activities for First Presbyterian Church of Honesdale.

**EDUCATION**

**Temple University**

Doctorate of Education in Educational Leadership, K-12 Concentration (4.0 GPA)	May 2018
Master of Science in Innovation Management and Entrepreneurship, Innovation & Technology Concentration (4.0 GPA)	Sept. 2014
Bachelor of Science in Mathematics with Teaching, Minor in Biology (3.9 Major GPA; 3.75 Cum. GPA)	Feb. 2013

**Other Credentials**

Apple Teacher Certification	Nov. 2016
Teaching in Higher Education Certificate, Temple University	July 2016
Interpersonal Communications Certificate, Temple University	April 2016
PA Mathematics (6800) 7-12 Teaching Certification, Instructional I	May 2013

**TEACHING EXPERIENCE**

HS Mathematics Teacher, String Theory Charter School	Aug. 2016 - Present
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- Develop students’ deep understanding of key mathematics concepts using a variety of teaching methods and providing multiple pathways to learning, including new technologies.
- Plan, set learning goals, and using use a connected sequence of ideas and information.
- Situate learning in real-world contexts and connect classroom instruction to students’ lives and to the world beyond the classroom.
- Create a non-threatening and engaging learning environment that encourages learners to think for themselves, make choices, ask questions, and take ownership of the learning process.
- Encourage students to question and analyze, rather than simply memorize facts.
- Systematically analyze the effects of my teaching in order to adjust and improve it.

Assistant Instructor of CST 1385, Temple University	Dec. 2013 – May 2014
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- Initiate and carry out the development of a community-based learning course for pre-service teachers.
- Publicize CST 1385 through student recruitment and the formation of partnerships with volunteer sites.
- Assist with in-class instruction, management of BlackBoard, grading, and office hours.

Instructor for the Girls & Math Summer Camp, Temple University	July 2013
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- Design and teach interactive lessons on college-level topics that the middle girls have never seen in school.
- Evaluate students’ understanding, assist other teachers with their lessons, and support guest speakers.

Private Math and Science Tutor, Greater Philadelphia Area (self employed)	Aug. 2007 – Present
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Math Tutor and Classroom Assistant, Temple University	Aug. 2007 – Dec. 2013
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- Assist students one-on-one and in small groups, grade exams, facilitate recitations, and proctor exams.

Art Instructor for Mentally Challenged Adults, Gratz College (volunteer)	Aug. 1995 - Present
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**TEACHING FIELD EXPERIENCE**

9 <sup>th</sup> Grade Algebra 1 Teacher, Kensington CAPA High School (student teaching)	Aug. 2012 – Jan. 2012
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10 <sup>th</sup> Grade Chemistry Teacher and Statistics Teacher, ARISE Academy High School (field experience/volunteer)	Sept. 2011 – Dec. 2011
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9 <sup>th</sup> Grade Science Teacher, Science Leadership Academy	Sept. 2011 – Dec. 2011
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6 <sup>th</sup> Grade Math Teacher, James Martin Middle School	Sept. 2009 – Dec. 2009
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5 <sup>th</sup> Grade Math Teacher, Ferguson Elementary School	Sept. 2008 – Dec. 2008
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**LEADERSHIP EXPERIENCE**

Assistant Director, Strategic Management, Fox School of Business, Temple University	Aug. 2015 – June 2016
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Assistant Director, Robin Hood Ventures	Aug. 2015 – June 2016
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STEM Coalition Coordinator, Philadelphia Mayor’s Office of Education	July 2014 – July 2015
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Assistant Director, Owl Science Summer Camp, College of Science and Technology, Temple University	July 2014
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Mentor, Owl-to-Owl Mentorship Program, College of Science and Technology, Temple University	Aug. 2013 - Present
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Founder & Director, Education United LLC	Jan. 2013 - Present
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**SYMPOSIA**

Workshop Leader, Math and Science Coalition Meetings, Philadelphia, PA	Feb. 2015; Mar. 2015
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Workshop Leader, 2014 Service Leaders Summit, Philadelphia, PA	Nov. 2014
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Workshop Leader, ATMOPAV Conference, Royersford, PA	Oct. 2014
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Discussion Panel Participant, TeenSHARP, Camden, NJ	Oct. 2014
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Poster and Presenter, 8 <sup>th</sup> Annual UTeach Conference, Austin, TX	May 2014
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Poster, 58 <sup>th</sup> Annual Meeting of the Biophysical Society, San Francisco, CA	Feb. 2014
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**COMPUTER SKILLS**

**Google Apps:** Calendar, Classrooms, Drive, Gmail, Docs, Sheets, Slides, Forms

**iOS Apps:** Pages, Keynote, Numbers, iTunes U

**Learning Management Systems:** PowerSchool, BlackBoard, eBoard

**Microsoft Office Suite:** Excel, PowerPoint, Publisher, Outlook, Word

## **PAULA A CABRERA**

1221 Central Avenue  
Columbia, PA 17512  
(717) 925-9508 (cell)  
e-mail: paulaleonard523@gmail.com

### Skills & Qualifications:

Strong Middle School teaching background through my experience working at Project Forward Leap for 14 years. I received highest honors when I graduated from HACC with a Paralegal Certificate, summa cum laude. Expertise level using Microsoft Office - PowerPoint, Word, Excel and Access. Professional experience demonstrating my Spanish speaking abilities through formal interpreting and conversation; in addition to translation of documents. Experience communicating students' progress, needs and abilities with parents.

### Education:

*Harrisburg Area Community College-Lancaster Campus, Lancaster, PA*

- **Paralegal Certificate, 4.0 GPA**, Graduation date: May 2016

*Millersville University, Millersville, PA*

- **BA Spanish, Dean's List**, Graduation date: May 2010. Concentration in Latin.
- **BS Spanish Secondary Education**

### Experience:

*VLN Partners, Home-based*

*10/2016-Present*

#### **Adjunct Spanish Teacher/Grader**

- Grade Spanish I through Spanish IV assignments
- Communicate with students via email
- Provide positive and constructive feedback to students on assignments

*Project Forward Leap Foundation, Lancaster PA*

*10/2001-5/2015*

#### **Co-Teacher, Co-Coordinator, Enrichment Facilitator**

- Co-taught Mathematics and Computer Science
- Provided instruction to students at all levels, from remedial to enrichment in whole group, small groups, and individuals
- Assisted with implementing the PFL program in Columbia Borough for students and their parents
- Co-taught Latin to 8<sup>th</sup> graders from Chester, Lancaster, Columbia, Harrisburg and Philadelphia – Developed and implemented lesson plans and classroom activities
- Residential Instructor for the on-campus 9<sup>th</sup> grade Summer program and created enrichment activities for the evenings
- Worked with students from various socio-economic backgrounds

*Buzgon Davis Law Offices, Lebanon, PA*

*3/2015-9/2015*

#### **Paralegal**

- Prepared Criminal and Civil motions to be filed in surrounding counties
- Drafted Deeds for real estate transactions, to be recorded in the local Recorder of Deeds Offices
- Requested and summarized Medical records for Personal Injury and Social Security clients
- Interpreted for Spanish speaking clients and translate letters and documents
- Prepared Corporate filings for creation of new companies and requests for fictitious name

**Michael V. Cole**  
168 Augusta Road, Sunbury PA 17801  
Cell: (215) 821-0852 E-mail: colemv@gmail.com

## **EDUCATION**

B.S. Biology, Spanish language minor, Certification in Secondary Education

*August 2001 – May 2005*

- Susquehanna University
- Selinsgrove, PA 17870
- GPA: 3.33

## **WORK EXPERIENCE**

Golden Proportions Marketing

Milton, PA 17847

*October 2015 – present*

- Online data analysis
- Online data collection
- Providing client feedback
- Improvement plans and goal setting

## **TEACHING EXPERIENCE**

Kensington Creative & Performing Arts High School

School District of Philadelphia, PA 19122

*January 2008 – June 2015*

- Visual Art levels 1, 2 & 3
- Physical Science
- Biology
- AP Environmental Science
- Anatomy
- Science Department Chairperson

## **TECHNOLOGY SKILLS**

- Microsoft Office suite, Google Drive, iOS systems

## **OTHER APPLICABLE SKILLS**

- Coordinator of organic garden at Kensington CAPA High School in conjunction with AP Environmental Science program
- Professional Developer for High School staff – presentation skills
- Cooperating Teacher for student teachers
  - LaSalle University / Temple University

Sarajane E Desmond

1240 Miller Rd, Wind Gap, PA 18091

610-905-5069

sdesmond9880@gmail.com

## Objectives

I am seeking a Pennsylvania, home-based, substitute teaching position.

## Professional Experience

Desmond Pools and Spas – Wind Gap, PA

January 2013 – present

Work with marketing team to develop new advertising strategies utilizing social media, such as Facebook and LinkedIn

Assist in scheduling of jobs and appointment for potential clients interested in in-ground and above ground pools, maintenance, and service

Balance business finances using Quickbooks and Excel Software

Wilson Area High School – Wilson, PA

December 2004-January 2013

English Teacher grades 9-12

Instruct students on current practices of writing strategies, including: MLA format, paragraph fluency, compositions, narratives, biographies, autobiographies, research paper

Instruct and prompt students in regards to reading strategies by reading aloud, asking questions, highlighting and underlining key phrases and details as student's read, and fostering a love of reading texts in and outside of the classroom

Journalism Teacher grades 9-12

Advise students during the production of both the school newspaper and the school yearbook

Teach students to gather information through research and interviews in order to write and publish newspaper articles that were suitable for the student newspaper and then turn it into a newspaper article or body copy using the 5 Ws and the H, as well as the inverted pyramid structure, allowing pertinent information to appear first in the copy



Teach and direct students when creating the design and layout of the school yearbook, by first deciding on a dominant photograph for each double-page spread and then placing smaller photographs around that dominant photo, followed by the body copy, captions, and headline

Edit both newspaper articles and yearbook copy layout for correctness and validity.

Education

East Stroudsburg University

East Stroudsburg, Pennsylvania

Masters in Education – Secondary Education/English

December 2004

East Stroudsburg University

East Stroudsburg, Pennsylvania

Bachelor of Arts in English – Writing Track

December 2002

# Whitney Ford

2600 Welsh Rd, Apartment #68, Philadelphia, PA 19152

Contact Information : Phone - 215.266.2732 Email - [whittylizabeth@gmail.com](mailto:whittylizabeth@gmail.com)



## Qualifications

- Dual Certification in **Elementary & Special Education**
- **12 years of experience** in educating, evaluating, and counseling children within school and camp environments
- **Instructional II certification** qualifications complete and *pending issue*
- **Bachelor of Science: Elementary/Special Education**, Cabrini College, Radnor, PA, *May 2009*
- Completed **Praxis I and II Tests**

## Work History

- **Teaching Experience**
  - **Agora Cyber Charter School**, King of Prussia, Pennsylvania (August 2012-Current)
    - **8<sup>th</sup> Grade Special Education Supplemental Math Curriculum Teacher** (October 2016 - Current)
      - Track and monitor progress on special education caseload goals using **EasyCBM** program
      - **Maintain IEP compliancy** records and **write detailed IEP documents**
      - Instruct small group classes in **3<sup>rd</sup> grade and 4<sup>th</sup> grade content**
      - Create engaging lesson plans following the **“I do, we do, you do” format**
    - **Middle School Extended School Year (ESY) Teacher** (Summer Months 2015-current)
      - Create instructional material across – **reading, math, writing, and emotional support**
      - Constructing a manageable schedule for students to maintain current goal progress through summer
      - **Communicate with families** on progress and course work throughout the ESY program
    - **8<sup>th</sup> Grade Special Education American History Co-teacher** (August 2015-October 2016)
      - Track and monitor progress on special education caseload goals using **AIMSweb** program
      - Modify course content to varying levels to differentiate instruction
      - Create, instruct, and document small group sessions in the areas of –**reading, math, writing and spelling**
      - **Mentor** newly hired staff through induction program
    - **7<sup>th</sup> Grade Special Education World History Co-teacher** (August 2013-August 2015)
      - Supplementing course materials with relevant **media resources**
      - **Modifying study guides**, guided notes, and re-teaching materials
      - Integrating historical character role play, and social media into **interactive lessons**
    - **7<sup>th</sup> Grade Special Education Life Science Co-teacher** (August 2013-August 2014)
      - Creating **virtual science experiments** for students to view and participate in
      - Read aloud test and quiz materials or record, to meet student need
      - **Collaborate** with co-teacher in lesson planning and student centered re-teach sessions
    - **7<sup>th</sup> and 8<sup>th</sup> Grade Special Education Math Teacher** (August 2012-August 2013)
      - Construct interactive virtual math lessons at the fifth grade instructional level
      - Track student attendance and remain in **communication with student and families**
  - **Sylvan Learning Center**
    - **Assistant to the Director of Education**, Northeast Philadelphia, PA (*January 2010-August 2012*)
      - Testing: **California Achievement Test, Phonological Awareness Test, Gray Oral Reading Test**
      - Tutoring: **math, reading, beginning reading, and writing**
    - **Tutor**, Northeast Philadelphia, PA (*October 2009-January 2010*)
      - Teaching: **math, reading, beginning reading, and writing**

<b>Student Teaching and Field Experience</b>	
<b>Kindergarten</b> , Cole Manor Elementary ( <i>March-June 2009</i> )	<b>Third Grade</b> , Andrew Hamilton Elementary ( <i>January-May 2008</i> )
<b>Elementary Life Skills</b> , Cole Manor Elementary ( <i>January-March 2009</i> )	<b>High School Life Skills</b> , The Vangaurd School ( <i>September-December 2007</i> )
<b>Kindergarten</b> , Cole Manor ( <i>November-December 2008</i> )	<b>Sixth Grade Inclusive</b> , Woodlynde School ( <i>January-May 2007</i> )
<b>Elementary Life Skills</b> , Cole Manor Elementary ( <i>September-November 2008</i> )	<b>Seventh/Eighth Grade History</b> , Woodlynde School ( <i>September-December 2006</i> )

# Tiffany Garber

## Current Address

40 Tattersall Dr.  
Burlington, NJ 08016  
267.566.9435  
tngarber@gmail.com

## Skills & Abilities

- \*Excellent communication skills
- \*Detail oriented and highly organized
- \*Self-motivated and works cooperatively within a team
- \*Effective leadership skills
- \*Highly creative
- \*Prioritizes tasks effectively
- \*Proficient computer skills
- \*Strong work ethic

## Current Employment

Accelerate Education, Pennsylvania, August 2012 to present

Health & Physical Education Teacher K-12

- Collaborate with colleagues to develop and implement effective strategies to maximize student learning and engagement
- Facilitate tutoring to students on an as-needed basis
- Grade assignments and communicate feedback
- Develop and write high school PE curriculum

Mercer County Community College, West Windsor, NJ May 2013 to present

Adjunct Health and PE Instructor (online and in person)

- Established a comfortable and open classroom setting
- Developed multiple mediums in which to communicate information to maximize learning capabilities amongst all students
- Stimulated student engagement
- Prepared activities to promote student critical thinking

## Professional Experience

Spirit Swimming, Newtown, PA, September 2007 to March 2013

Lead Coach

- Coach swimmers across a range of ages and skill levels
- Design technique and endurance-specific practices
- Instruct swimmers to demonstrate good sportsmanship

Bucks County Community College, Newtown, PA, January 2011 to August 2012

Adjunct Health Instructor

- Established a comfortable and open classroom setting
- Developed multiple mediums in which to communicate information to maximize learning capabilities amongst all students
- Stimulated student engagement
- Prepared activities to promote student critical thinking

## **Professional Experience Continued**

Agora Cyber Charter School, Wayne, PA, August 2011 to January 2012

Family Teacher Coach

- Served as liaison between school professionals and families
- Supervised weekly student progress for over 100 students
- Facilitated tutoring to students on an as-needed basis
- Identified social/emotional/environmental issues among families and communicated evaluations to appropriate school staff members
- Collaborated with colleagues to develop and implement effective strategies to maximize student learning and engagement

Edgewood Elementary (Pennsbury School District) Jan 2008 – March 2008

Student Teacher

- Developed and implemented lesson plans for physical education for students in grades kindergarten through sixth grade
- Facilitated and guided student engagement and critical thinking
- Supervised and maintained student discipline and positive classroom environment
- Stimulated peer encouragement and teamwork amongst students

Pennsbury High School March 2008 – May 2008

Student Teacher

- Developed and implemented lesson plans for physical education and health for students in grades ninth through twelfth
- Facilitated and guided student engagement and critical thinking
- Supervised and maintained student discipline and positive classroom environments
- Stimulated peer encouragement and teamwork amongst students

## **Education**

Arcadia University, May 2009 to December 2010

- Master of Science in Health Education

West Chester University, September 2003 to May 2008

- Bachelor of Science Degrees (two)  
Major: Kinesiology and Professional Studies  
Minor: Health Science

## **Certifications**

CHES (Certified Health Education Specialist) (NCHEC)

CPR, WSI, Lifeguard & First Aid (Red Cross)

## **Supportive Documentation (available upon request)**

\*Letters of recommendation

\*Academic transcripts

\*Thesis (*Adolescent Drug Use: Examining Risk, Protective Factors, and Effective Prevention Programs*)

# Andy Gribbin

## Lead Teacher

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### Andy Gribbin

3604 Cascade St  
Erie, PA 16508

814-746-4248  
mr.gribbin@gmail.com

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### Skills

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I have worked in the education field for more than 15 years. During those years I have had the opportunity to work in several school models and with different curriculums including Glencoe, IB (Internationale Baccalaureate), APEX, K12, Spider Learning and others. I have assisted with curriculum development, textbook adoptions, new curriculum implementation and reviewing, correcting and updating a new curriculum. I also had the opportunity to work with staff in training on curriculum, standards implementation and alignment.

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### Experience

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#### Agora Cyber Charter School / Lead Teacher 8<sup>th</sup> Grade Science

August 2011 - PRESENT, King of Prussia, PA

In the time I have worked with Agora I have had the opportunity to work as an 8th Grade Science teacher, Info Liaison, and Family Coach. I am presently working as a lead teacher for the school. In this position I am a team lead and assist in working with teachers and helping to lead meetings and review data. I have lead meetings to assist in training on new ideas/practice gleaned through my master's program and trends in education. In the Family coach role I had the opportunity to work with families as they began the process of starting with the school. This allowed me the opportunity to work with them directly and assist them as they began the new school. I have also had the opportunity to work in summer programs that I have had the chance to review curriculum, write labs for science grades 6-8, create syllabus and pacing guides for the middle school and review other work from staff.

#### ETS – Test rater

February 2016-present

In my position with ETS (Educational Testing Service) I have had the opportunity to assess middle school aged state tests. Within their frame work I worked as part of a team to follow the rubrics they have created to score tests

#### Sarah Reed Children's Center / Clinical Instructor/Assistant Supervisor

March 2008 - July 2011, Erie, PA

While working for Sarah Reed I had many opportunities including being the Assistant Supervisor for the Bayfront Alternative Education Program. In this capacity I helped to introduce new online grade books to the staff, worked to manage state testing, and assisted planning and managing 4Sight tests. I also worked as a clinical instructor for the partial hospitalization and summer residential programs. Last, I worked as a TSS (Therapeutic Support Staff) while employed with the agency.

## **Godwin Middle School / Science Teacher/Department Chair**

August 2002 - June 2007, Prince William County, VA

Working at Godwin Middle School in Prince William County offered many opportunities including teaching. I had the opportunity to work on the Curriculum Management System updating tests and other assessments that were used throughout the county. I was able to take part in the countywide middle school textbook adoption. I worked on teams that assisted in the vertical and horizontal articulation of the IBMYP curriculum to the Virginia Standards of Learning throughout the middle and high school levels. As Science Department Chair for my school I ran meetings, assisted in planning trainings and helping staff with their annual credit hours. I worked as the 8<sup>th</sup> grade science lead for the IBMYP which allowed me to assist the other 8<sup>th</sup> grade teachers in implementing and working with the IBMYP curriculum and properly connecting it to the standards and curriculum for the state.

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## **Education**

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### **Concordia University / Master's of Curriculum and Instruction**

November 2013 - November 2014, Portland, OR

I completed an online Master's program in Curriculum and Instruction attaining a 4.0 GPA.

### **Edinboro University / B.S. of Education**

August 1996 - May 1999, Edinboro, PA

I completed my undergraduate degree in elementary education with a cumulative GPA of 3.3.

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## **Related Experience**

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Curriculum Task Force - Agora 2015-16

Science Lab writing to go with the new curriculum - Agora 2015

Assisted on committees to assist in the improvement of curriculum at the middle school level - Agora 2014

Led Science meeting with content connections from my Masters work

School Improvement Plan team member 2012 and 2014

8<sup>th</sup> grade IBMYP team leader

Weekend training seminars for the IBMYP in '05 and '07

Regional training for IBMYP '06 in science and '07 in technology

IB Project IV days in conjunction with Garfield High School '04-'07

IB Personal Project Advisor '03, '05, '07

Gifted Screening and identification committee '05-'07

Girls track coach '03-'07; Girls soccer coach '05-'07

Textbook adoption committee '05

CMS Test writing and corrections (county wide initiative)

Summer school math remediation '03-'05

PAL Mentoring Program – student assistance within school '04

Teacher Mentor within the county system '07

Micron Challenge school liaison and task force member '07

Youth Ambassador's Conference '03-'07

School Tutoring Program '06

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## **References**

References from previous and current employer will be happily obtained.

## PROFESSIONAL EXPERIENCE

**Boys' Latin of Philadelphia Charter School, Teach For America** Philadelphia, PA  
*Sixth-Grade Latin and Language Arts Teacher* Jun. 2014-present

- Build supportive relationships with 150 students and families from low-income and minority backgrounds
- Execute culturally responsive and innovative lessons, utilizing research-based practices and technology
- Inspire two years of student growth on the MAP Language test and prepared students for the study of Latin with 60% of seventh-graders achieving on the National Latin Exam in 2017
- Implement individualized behavioral and academic support plans for students with disabilities
- Maintain and analyze data of student attendance, grades, behavior and special education interventions

**College of General Studies, University of Pittsburgh** Pittsburgh, PA  
*Administrative Coordinator* Jun. 2013-May 2014

- Provided administrative support to the dean of a college serving over 700 students, catering to non-traditional students, including community college transfers, adults and veterans
- Drafted the college's strategic plan and reports on the progress of at-risk students and student satisfaction
- Coordinated scholarship opportunities, including the creation of three new scholarships
- Oversaw all aspects of the student graduation ceremony, attended by 300 guests
- Updated website content and initiated an e-newsletter that increased communication with students
- Supervised six student workers, handling hiring, training, scheduling, performance and payroll

**Jumpstart, AmeriCorps** Pittsburgh, PA  
*Team Leader* Sept. 2008-May 2011

- Planned and led classroom sessions to promote early childhood literacy and social-emotional development
- Coached teams of 15 tutors in classroom sessions, modeling practices, providing observation and feedback
- Facilitated partnerships with sites and relationships between program members and families

## EDUCATION

**University of Pennsylvania** Philadelphia, PA  
*Master of Science, Urban Education (3.8 GPA)* Sept. 2013-May 2015  
*Pennsylvania Teaching Certificate, All subjects 4-6, English Language Arts and Reading 7-8*

**University of Pittsburgh** Pittsburgh, PA  
*Bachelor of Arts, Linguistics; Minors, Portuguese, Studio Arts* Sept. 2008-Dec. 2012  
*Certificates, Global Studies, Eastern European Studies (3.7 GPA)*  
● Council on International Educational Exchange Study Abroad in Salvador, Brazil Jan.-Jun. 2011

## LANGUAGE SKILLS

Polish (limited working proficiency), Portuguese (professional working proficiency)

## VOLUNTEER & INTERNSHIP EXPERIENCE

**Greater Pittsburgh Literacy Council** Pittsburgh, PA  
*English as a Second Language Tutor* Apr. 2013-Mar. 2014

**Girl Scouts of Western Pennsylvania** Pittsburgh, PA  
*Troop Leader* Oct. 2013- May 2014

**Benjamin A. Gilman International Scholarship Service Project** Pittsburgh, PA  
● Wrote a story-based early childhood literacy curriculum based on Brazilian culture Aug.-Dec. 2012

**Jill Juka**

346 Adams Avenue, Apt. 7, Scranton, PA 18503

jill.juka@gmail.com

570-817-7515

**Objective**

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To join a team of professionals in a secondary school, where I can impart my love for the study of mathematics, satisfy my passion for teaching others and make a difference in the lives of my students.

**Certification**

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Pennsylvania State Instructional Certificate I, Mathematics, 7-12

**Education**

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**The University of Scranton, Scranton, PA**

**Master of Science in Secondary Education- Mathematics**, December 2011, Cumulative GPA: 3.97

**Bachelor of Science in Mathematics**, Art History minor, May 2010, Cumulative GPA: 3.45

**Long-Term Substitute Teaching Experience, Scranton School District, Scranton, PA**

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Developed and implemented lesson plans for the following classes while teachers were on extended leave:

**Scranton High School (February 2017 – Present)**

-Taught five sections of Algebra 1 Part A to 9<sup>th</sup> and 10<sup>th</sup> grade students.

**Lincoln Jackson Academy (August 2016 – November 2016)**

- Taught middle school and high school students with behavioral issues in an alternative education school.

**Scranton High School (September 2015 – June 2016)**

-Taught Algebra 1 Part A to 9<sup>th</sup> and 10<sup>th</sup> grade students for the full school year.

**Scranton High School (January 2014 – June 2014)**

-Taught three honors geometry classes and two regular geometry classes to 9<sup>th</sup> and 10<sup>th</sup> grade students.

During these long-term substitute positions I:

- Fostered a safe, positive and supportive learning environment by maintaining behavioral guidelines.
- Created a comfortable classroom environment that was encouraging and adaptive to students' needs.
- Encouraged participation throughout every class to engage students and make lessons a class-wide discussion.
- Created and graded tests, quizzes, worksheets, and study guides.
- Adapted instruction/assessments for students with IEPs.
- Communicated with parents and gave progress reports.

**Adjunct Mathematics Professor, Marywood University, Scranton, PA (August 2012-December 2015)**

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- Taught eight total sections of three different undergraduate courses: Math for Contemporary Society, Analysis of Functions (Precalculus) and Math in the Liberal Arts.
- Differentiated instruction to keep students interested and involved.
- Frequently used technology to enhance instruction and created online homework assignments based on class material using Webwork homework system.
- Communicated with students frequently through email to offer additional help with homework.



### **Summer School Mathematics Teacher, Scranton School District, Scranton, PA (July-August 2012)**

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- Designed and taught business mathematics lessons to 12<sup>th</sup> grade students.
- Taught practical material which students could use in real life situations, including computational skills, personal budgeting and investments, interest rates, and future planning.

### **Student Teaching Experience**

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#### **Carbondale Area Jr.-Sr. High School, Carbondale, PA (September – December 2011)**

- Developed and implemented lesson plans for 5 classes: AP Calculus, Precalculus, Honors Pre-calculus, Financial Algebra, and SAT Mathematics.
- Created a comfortable atmosphere by always having a positive, caring attitude in the classroom.
- Motivated students by differentiating lessons and always providing meaning to the content.

### **Related Work Experience**

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#### **Math tutor, Academy Tutoring, Exeter, PA (January 2012-Present)**

- Completed over 500 hours of tutoring with students in grades 9-12.
- Tutored SAT and ACT Math, Calculus I & II, Precalculus, Trigonometry, Geometry, Algebra I and Algebra II.
- Helped students gain confidence in their mathematical skills by improving their understanding of class material and providing them with practice problems to master mathematical concepts.
- Corresponded with parents about progress of the students and frequently received positive feedback about improvement in grades.

#### **Peer Tutor, University of Scranton Center for Teaching and Learning Excellence (February-May 2011)**

- Tutored university students individually in precalculus and calculus.
- Determined which areas of the content students were having difficulties with in order to clear up misconceptions and build a better understanding of the material.
- Provided explanations of why we use certain mathematical concepts and where they come from so that the material had more value and meaning to the students.

#### **Instructional Assistant, University of Scranton Center for Teaching & Learning Excellence (Aug.2009-May 2010)**

- Worked with a professor in a student/faculty mentorship for two semesters to offer supplemental instruction for his pre-calculus classes at the university.
- Observed classes and then held workshops twice a week for students to review material from class.
- Taught students in groups and one-on-one in a classroom at the university.
- Developed study guides that covered class material before each exam.

### **Awards and Honors**

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- Earned the ETS Recognition of Excellence for scoring within the top 15% of all test takers who took the Praxis II- Mathematics Content Knowledge assessment in previous years
- Vice President of the University of Scranton Mathematics Club (2009-2010 school year)

### **Related Professional Skills**

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- Experienced with mathematical computer software (Matlab, SPSS, TeXnic Center)
- Experienced with educational technology (SmartBoard and Promethean Board)

## References

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Terry Whalen	Lincoln Jackson Academy – Supervisor	570-558-2728
Thomas Shimkus	University of Scranton – Content Supervisor	570-941-4493
Michelle Lewis	Carbondale Area Jr.-Sr. High School – Cooperating Teacher	570-282-4500
John W. McGrath	University of Scranton – Student Teaching Supervisor	570-289-4302

# JENNIFER LANG

423 Braddock Road, Pittsburgh, PA 15221 • (412) 738-2258 • lang.jennifer@mail.com

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## Secondary Educator

- Developed comprehensive curriculum and assessments.
  - Created instructional unit to prepare students for successful completion of the Keystone Literature Exam.
  - Enhanced academic opportunities for learners of all instructional levels.
  - Successfully set and met goals through regular progress monitoring and utilized results to drive student learning aligned with state standards.
  - Enhanced student understanding through integration of small group and project based learning activities.
  - Facilitated the needs of students with special needs while maintaining a traditional classroom environment.
  - Assisted students with special needs beyond normal classroom hours in order to guide them through the achievement of academic goals.
  - Provided guidance and support for students with learning disabilities and behavior disorders in accordance with IEP objectives.
  - Utilized creative activities to develop fine motor skills and to enhance understanding of history and cultural differences.
  - Incorporated cross-curricular components into lessons to successfully guide students through an understanding of relationships between the Humanities.
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### *Core competencies include:*

- Cooperative Teaching
- Flipped Classroom
- Differentiated Instruction
- Technology Integration
- One-on-One Instruction
- Online Instruction
- Organizational Skills
- Curriculum Design & Development

## PROFESSIONAL EXPERIENCE

**Long Term Substitute**, Agora Cyber Charter School, Pittsburgh, PA  
*Grades 7-12; English and Special Education (January 2015 – June 2016)*

**Substitute Teacher**, Propel Schools, Pittsburgh, PA  
*Grades K – 12; all subjects, including Special Education (May 2013 – January 2015)*

**Group Leader**; Extended School Year Program, Propel Schools, Pittsburgh, PA  
*Grade 8 (July 2013)*

**Teacher Intern**, Propel Braddock Hills High School, Braddock Hills, PA  
*Humanities 11 (January 2013 – April 2013)*

**Teacher**, Christ Lutheran School, Forest Hills, PA  
*Grades K-8; Art and Physical Education (August 2009 – June 2010)*

## EDUCATION AND TRAINING

Masters of Science, Special Education  
WESTERN GOVERNORS UNIVERSITY, Salt Lake City, UT • November 2015

Bachelor of Arts in Social Science, Teacher Preparation Program  
WESTERN GOVERNORS UNIVERSITY, Salt Lake City, UT • June 2013

Effective Online Education  
OXFORD UNIVERSITY, Oxford, UK • 2012

## CERTIFICATIONS

Social Studies, 7-12

English, 7-12

Special Education, 7-12

# Rachel Lavelle

2642 Newberry St.  
Williamsport, PA 17701

rlavelle16@gmail.com  
(570) 225-6539

## Objective

To obtain a position in school counseling where I can pursue my passion for working with students and families while utilizing my counseling experience and education.

## Education

### Bloomsburg University of Pennsylvania

- Masters of Education: Pennsylvania Certified Secondary School Counselor May 2012  
-GPA 3.97

### Kutztown University of Pennsylvania

- Bachelors of Social Work May 2007  
- Overall GPA 3.76; Social Work GPA 4.0

## Professional Experience

### Northwestern Human Services

5/31/12- present

#### Mobile Therapist/ Behavioral Specialist

- Design and direct the implementation of behavior modification intervention plans.
  - Provide counseling to address issues related to the identified child
  - Identify goals and intervention techniques
  - Develop and collect data, operationally define targeted behaviors, and develop observable and measurable goals
  - Monitor client progress, status, and performance
  - Develop individualized treatment plans
  - Provide clinical consultation to the therapeutic support staff
  - Assess the strengths and therapeutic needs of a child and family

#### Therapeutic Support Staff

8/23/10- 6/22/12

- Provided therapeutic support and behavioral interventions to child in school and home settings in an effort to prevent the need for more restrictive settings.
  - Implemented behavior modification treatment plan
  - Daily data entry, maintained daily progress notes

### Loyalsock Township High School

8/15/12- 5/4/12

#### Secondary School Counselor Intern

- Completed over 700 hours of direct and indirect counseling hours
  - Provided individual, career, and academic counseling and advising
  - Administered and interpreted mandatory state assessments and testing
  - Assisted students and families in college planning, including selection, admission, financial aid, and choosing a major
  - Developed four year plans with every student
  - Counseled students regarding course selection and scheduling according to state graduation requirements
  - Assisted students in AP support and testing
  - Proctored the SAT

- Presented group/ classroom guidance lessons in career development and exploration, study skills, resume writing, and interview preparation
- Assisted in facilitating mock interviews for all Senior students
- Developed assessment tool and evaluated quality and delivery of transition programming
- Aided teachers in IEP and 504 planning and implementation
- Provided Crisis Intervention Response to students in crisis
- Reviewed student transcripts to ensure proper class placement and graduation requirements
- Attended professional development training regarding career development, college planning and career readiness

### **Bloomsburg University**

9/11/11- 4/30/12

#### Graduate Research Assistant, Counseling and College Student Affairs

- Collaborate with faculty supervisor with tasks related to the following:
  - Aided with tasks related to new students (e.g., new student orientation, CSA mentor/mentee program, Counseling program listservs)
  - Developed a handbook for School Counseling practicum site supervisors and students
  - Assisted with projects concerning for-profit/proprietary institutions of higher education, students with disabilities in college housing, and crisis response
  - Conducted library, database, and internet research
  - Summarized literature in abstract form
  - Revised and updated course-related materials; developed material for class use

### **Central Susquehanna Opportunities, Inc.**

7/28/08- 8/13/10

#### **Pennsylvania Career Link ®**

#### Youth Workforce Specialist

- Provided supportive counseling, guidance, and determined eligibility to help youth customers realize and achieve their goals within employment, career and personal areas.
  - Assisted youth with developing, clarifying, pursuing and achieving individual career and educational goals
  - Scheduled and planned career exploration, job shadowing opportunities, internships, and paid work experiences
  - Monitored student status, progress, and performance in the program
  - Implemented county-wide Summer Youth Employment Program
  - Presented workshops on resume writing, interview skills and other employment skills
  - Completed data entry, progress notes, monthly and weekly reports in a timely manner
  - Recruited and enrolled eligible youth in “Bridges to the Future” youth program

#### EARN Workforce Specialist

- Managed a caseload of up to 30 individuals who were mandated to participate in Job Searching activities due to receiving TANF cash assistance.
  - Completed data entry, progress notes, monthly and weekly reports in a timely manner
  - Monitored client status, progress and performance in the program

## **Berks County Children and Youth Services**

5/23/07-7/25/08

### County Caseworker II

- Employed as a caseworker in the Truancy Unit
  - Investigated and assessed truancy referrals from Berks County school districts
  - Collaborated with school districts and other agencies involved with the referred child and the family
  - Assessed each child and family's needs to determine the best course of action to improve circumstances
  - Advocated on behalf of the best interests of the child
  - Assisted family in obtaining necessary resources and services to improve family and individual capacity to cope with stressors

### **Professional Affiliations**

National Career Development Association  
American School Counselor Association

### **Professional Development**

- College and Career Readiness Conference- Pennsylvania College of Technology
- Twentieth Annual Conference on Integrated Learning: The School-to-Career Connection
- Penn State School Counselor Day
- PHEEA Financial Aid Workshop for Counselors

### **References**

Kimberly Mains  
Current Clinical Supervisor  
Office: (570) 322-1216

Monica McCarty  
School Counselor/ Internship Supervisor  
Office: (570) 326-3713 ext. 1308  
Cell: (570) 971-7525

Christina Herman  
Career Development Director, Loyalsock Township School District  
Office: (570) 323- 5326 ext.1349  
Cell: (570) 337-5362

Kneary984@outlook.com

267.250.7033

Permanent address:

424 Avenue A

Horsham, PA 19044

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## **EDUCATION**

West Chester University of Pennsylvania

### **Special Education Certification**

March 2017

B.S.Ed Kutztown University of Pennsylvania

Kutztown PA

### **Major: Elementary Education**

**Concentration: Grade 4-8 math and social studies**

December 2013

## **HONORS**

National Residence Hall Honorary

Spring 2012-Present

Dean's List

Spring 2010

## **TEACHING EXPERIENCE**

### **Classroom Teacher**

New Hope Academy

Teach 8th through 12th grade math, creative writing and career studies.

September 2015 - Present

### **Student Teacher**

Twin Valley Middle School

5<sup>th</sup> grade math and science classroom

Fall 2013

### **Student Teacher**

Schyulkill Valley Middle School

6<sup>th</sup> grade language arts classroom

Fall 2013

### **Professional semester student**

Boyertown Junior High East

Spring 2013

## **WORK EXPERIENCE**

Abington and Central Bucks School Districts

### **Substitute Teacher**

2015

September 2014-June

Source4Teachers

### **Substitute Teacher**

2015

January 2014- July

MissionOne  
**BCIU Instructional Assistant** Langhorne, PA  
April 2014- June 2014

Maple Point Middle School  
Housing and Residence Life, Kutztown University  
**Community Assistant/Desk Receptionist** Kutztown, PA  
August 2010-May 2013

Village Deli/Village Tea Room  
**Cashier/waitress**  
Seasonal Summer 2010-2013

AMC Neshaminy 24 Theatres  
**Usher, concession attendant, and box office cashier**  
July 2007- August 2009

**RELATED EXPERIENCE**

Leadershape  
**Volunteer** Kutztown, PA  
Fall 2013

Volunteered in an after school program at Greenwich Elementary School.

**VOLUNTEER EXPERIENCE**

People to People  
**Leader** September 2014- present

COUL Thanksgiving/ Big Brothers Big Sisters  
**Volunteer** Fall 2009

**PROFESSIONAL DEVELOPMENT**

Tri- County Literacy Conference  
November 2012

**CAMPUS LEAD-**

**ERSHIP AND INVOLVEMENT**

Race Against Racism,  
**Committee Member** Spring 2012

Johnson Hall Council,  
**Secretary** Fall 2010-Spring 2011

Freshmen Activities Council  
Fall 2012-Spring 2011



**Student Advisor**

## Ashley S. Owen

Home Address:  
1012 Fern Dr.  
Roswell, New Mexico 88203  
Phone: (575) 637-8123  
acarter637@gmail.com

Mailing Address:  
1012 Fern Dr.  
Roswell, New Mexico 88203  
Work Phone: (575) 627-2775  
aowen@risd.k12.nm.us

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### **Mission**

To create a positive learning environment for students, develop high expectations for student success, and design and evaluate lessons for student mastery.

### **Education & Credentials**

Masters in Curriculum and Instruction of Mathematics: Graduated May 2013  
Masters in Educational Leadership and Policy: Anticipated Graduation May 2017  
University of Texas at Arlington, Arlington, TX

Bachelor of Science in Education: Graduated May 2010  
Endorsement Area: Mathematics  
Eastern New Mexico University, Portales, NM

New Mexico Public Education Department Licensure: Level III  
Pre-K - 12 Teacher: Highly Qualified in Mathematics  
NM Administration License: Anticipated May 2017

Robert H. Goddard High School, Roswell, New Mexico: Graduated May 2006

### **Teaching & Work Experience**

Connections Education  
Baltimore, MD / Home-based  
Elementary Math Curriculum Writer Independent Contractor: November 2016 - Present

Roswell Independent School District  
Roswell, NM  
January 2012 - Present: 8<sup>th</sup> Grade Mathematics Teacher

Roswell Independent School District  
Roswell, NM  
August 2010 - January 2012: 3<sup>rd</sup> Grade Teacher

Roswell Independent School District  
Roswell, NM  
October 2008 - August 2010: Pre-K - 12 Substitute Teacher

**References**

<b>Name</b>	<b>Job Title</b>	<b>Phone Number</b>	<b>Address/Email</b>
Susie Martin	Principal	(575) 626-5793	Post Office Box 614 Dexter, NM 88230
Amy McNally	Teacher	(575) 420-2020	2901 Anna J Drive Roswell, NM 88201
Albert Garcia	Teacher	(575) 317-9710	1105 E. Mescalero Rd. Roswell, NM 88201

**Additional Information**

Additional references, college transcripts, licenses, and/or letters of recommendation available upon request.

**Jenna Hepner**  
[jhepn072@gmail.com](mailto:jhepn072@gmail.com)  
734 North 6<sup>th</sup> Street  
Hamburg, PA 19526  
(484) 256-3442

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**OBJECTIVE**

To become a Secondary Social Studies teacher (Grades 7-12) or a Middle School Language Arts, Mathematics or Science teacher (Grades 6-9). Extremely interested in coaching or helping with other extracurricular activities.

**QUALIFICATIONS**

Strong experience with emotional support	Compassionate
Excellent communication and writing skills	Organized
Dedicated	Positive attitude

**EDUCATION**

KUTZTOWN UNIVERSITY OF PENNSYLVANIA Dual Degree: <b>B. S. in Education</b> Major: <b>Secondary Education</b> Concentration: <b>Citizenship Education</b>	Kutztown, PA May 2010
Dual Degree: <b>B.A. in Language Arts</b> Major: <b>German</b> Concentration: <b>Pennsylvania German Culture</b> Minor: <b>German Communication</b> GPA 3.71, Magna Cum Laude	

**CERTIFICATIONS**

	<b>Date Issued:</b>
Pennsylvania Middle Level Language Arts 7-9 Certificate	April 2012
Pennsylvania Middle Level Science 7-9 Certificate	April 2012
Pennsylvania Middle Level Mathematics 7-9 Certificate	May 2011
Pennsylvania Social Studies 7-12 Certificate	December 2010
Pennsylvania Citizenship Education 7-12 Certificate	June 2010

**HONORS**

Delta Phi Alpha- German National Honor Society  
Kappa Delta Pi- International Honor Society in Education  
Phi Alpha Theta- International Honor Society in History  
Dean's List, Seven Semesters

**TEACHING EXPERIENCE**

Reading Public Museum <b>Part-time Museum Educator</b>	Reading, PA July 2016 – Present
Hamburg Area School District <b>Day-to-Day Substitute Teacher</b>	Hamburg, PA Jan. 2017 – Present Oct. 2010 – June 2014
A+ Teachers <b>Day-to-Day Substitute Teacher</b>	Harrisburg, PA July 2016 – Present

# Jenna Hepner

Page Two

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## TEACHING EXPERIENCE (Continued)

La Academia Partnership Charter School <b>Middle School Teacher</b> Middle School Science and Social Studies	Lancaster, PA Aug. 2015 – June 2016
Hamburg Area School District <b>Long-Term Substitute Teacher</b> High School Social Studies	Hamburg, PA Nov. 2014 – June 2015
Roberto Clemente Charter School <b>Long-term Substitute Teacher</b> 7 <sup>th</sup> and 8 <sup>th</sup> Grade Mathematics	Allentown, PA Aug. 2014 – Nov. 2014
Hamburg Area School District <b>Long-Term Substitute Teacher</b> 8 <sup>th</sup> Grade Earth Science	Hamburg, PA Aug. 2013 – Jan. 2014
Hamburg Area School District <b>Short-Term Substitute Teacher</b> Sixth Grade Geography Tenth Grade World History Seventh Grade Geography	Hamburg, PA March – June 2012 March – April 2013 March – June 2014
Hamburg Area School District <b>Summer School Teacher</b> Middle Level Science and Social Studies	Hamburg, PA Summer 2011 – 2015
Pine Grove Area School District <b>Teacher Candidate</b> , Clinical Experience Taught Seventh Grade Geography on a team	Pine Grove, PA Spring 2010
Fleetwood Area School District <b>Teacher Candidate</b> , Clinical Experience Taught Ninth and Twelfth Grade Social Studies	Fleetwood, PA Spring 2010

## RELATED EXPERIENCE

Hamburg Area School District <b>Spring Season Track Volunteer</b> Measured Long and Triple Jump	Hamburg, PA 2011 - 2014
Kutztown University of Pennsylvania <b>Tutor, College Algebra</b>	Kutztown, PA Fall 2007

**REFERENCES:** Available upon request

Steven Jeffrey Pizzo  
1247 Staman Lane Columbia, PA 17612  
(717) 468-3150 ·  
STEVEN.PIZZO@yahoo.com

#### OBJECTIVE

To obtain full time employment as a special education teacher and/or elementary teacher

#### EDUCATION

Marshall University, May 1988  
WV Master of Arts, Behavior Disorders  
Charleston,  
GPA: 3.9

Alvernia College, May 1983  
PA Pennsylvania Professional Certificate  
Elementary Education, Mental and/or Physically Handicapped  
Reading,  
GPA:3.2

Alvernia College, May 1981  
PA Bachelor of the Arts, Criminal Justice  
Reading,  
GPA: 3.0

#### TEACHING EXPERIENCE

Helen Thackston Charter School- Middle School Learning Support Teacher  
Grades 6-8  
November 4, 2016- Present  
Going into and pulling out students who need help in their academic school work

#### TEACHING EXPERIENCE

Lancaster School to Work- Intermediate Unit 13  
PA Life Skills Teacher  
August 2001- August 2016  
-Prepare students for independent living, supported students through training for competitive employment, create and implement Individualized Education Plans, devise community maps and facilitate students to utilize public transportation.

Burle Alternative Education- School District of Lancaster  
PA Emotional Support Teacher  
August 2001-June 2003  
-Constructed behavioral plans, functional behavioral assessments appropriate to the students' needs, adapted lessons for the self contained class, created and instructed task analyses and provided support to the staff as a full-time mentor.

The After School Program-The Plaza at San Juan Bautista  
PA Coordinator- Master Teacher  
2014  
August 2006-June  
-Provide and focus academic instruction relating to the student's materials, identify student specific learning goals, monitor students' level performance from report cards and homework.

#### STRENGTH AND VOLUNTEERISM

2006-Present, San Juan Bautista: Tutor students, organize the food bank and thrift

store, serve in the soup kitchen, and deliver food to the local nursing homes.

References available upon  
request

## Professional Summary

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As an educator, I am focused on implementing highly effective, best instructional practices to improve student learning and heighten academic performance at all levels. Having spent the last ten years as a classroom teacher, I am knowledgeable in the implementation of PA Core standards within all subject areas. I also have a thorough understanding of developing effective curriculum, using both formative and summative assessments to develop lessons and guide progress, and recognizing and building upon student strengths. I am confident that my educational experience would make me an asset to any educational setting.

## Experience

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### **5<sup>th</sup> Grade Teacher – Williamsport Area School District**

**8/2007 - Present**

As a general education teacher, I have taught all areas of curriculum including math, ELA, science, social studies, nutrition, social skills, technology.

### **Primary Guided Reading Teacher – Williamsport Area School District**

**8/2006 – 8/2007**

As a primary guided reading teacher, I worked within 1<sup>st</sup> and 2<sup>nd</sup> grade classrooms. I was responsible for Maintaining accurate and complete records for multiple students in various classrooms and grade levels, working collaboratively with teachers to plan instruction, and assessing individual student reading levels using DIBELS and leveled reading passages.

## Education

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### **Wilkes University**

**1/2009 – 1/2011**

Degree: Master's of Science in Educational Development & Strategies

In addition to completing my Master's Degree, I have taken several additional master's level courses in the fields of both education and technology.

### **Wilkes University**

**1/2014 – 6/2014**

Additional Master's Level Courses

- 9 additional credits earned

### **Bloomsburg University**

**1/2007 – 1/2009**

Additional Master's Level Courses

- 24 additional credits earned

### **Lycoming College**

**8/2000 – 5/2004**

Degree: Bachelor of Arts in Psychology

While completing my degree in Psychology, I also completed all required classes, supervisions, and student teaching positions in order to obtain my certification in K-6 Elementary Education.



## **Skills**

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- Fluent in PA Core standards
- Seasoned at fostering collaboration
- Skillful in creating, supplementing, and aligning curriculum to meet the standards
- Well practiced in data analysis of student progress and growth, and using that data to guide future instruction
- Proficient at create exciting and motivating lessons to enhance student engagement
- Accustomed to incorporating technology by creating interactive lessons through the use of interactive whiteboards, iPads, applications, and other sources of technology
- Accomplished in differentiating curriculum to meet needs of a variety of learning styles and abilities
- Well versed in raising the bar for gifted and talented learners
- Skilled at building positive relationships with students
- Adept in keeping continuous contact and open communication with families
- Strong belief in continuous personal growth and positivity
- Experienced in both leading and participating in school-wide committees

**Steve A. Reider**  
**203 East Euclid Avenue ♦ New Castle, Pa 16105**  
**(724) 652-5468 ♦ stvreider@comcast.net**

Objective: To be considered for Teaching position at Connections Academy Cyber Charter School

Education: Westminster College, New Wilmington, PA May 2010  
Bachelor of Arts: History Major GPA: 3.80  
Minor: Secondary Education Overall GPA: 3.83  
Slippery Rock University  
Masters of Special Education (completed 27 Credit Hours) GPA 4.0  
Numerous Military Service Schools and Training  
(Listed below in Professional Development)

Experience: **Current Employment;** High School Social Studies Teacher, New Castle Area School District  
2015-2017

**Advanced Feedscrew's Inc.** 2013 - 2015  
Primary Activities and Responsibilities New Castle, PA

- Provide quality customer service to clients through electronic, telephonic, and face-to-face communication
- Conduct inspection, evaluation, recommendation and cost to repair customers extruder equipment
- Assist in quality control of product including final inspections using precise measuring tools; micrometers, calipers, depth gage, bore gage etc.
- Read blue prints, create blue prints using CAD and develop manufacturing steps for machinists to repair or manufacture new Feedscrew's
- Quote costs to manufacture new extruder equipment
- Perform HR tasks including interviewing, hiring, in-processing, performance evaluations and administrative actions in support of employee pay, health care, and workers compensation claims
- Performed duties of Safety Team Leader

**Freight Conductor, CSX** 2011-2013  
Primary Activities and Responsibilities New Castle, PA

- Ensure compliance with all train orders, signals, and railroad rules and regulations for safety, operations, and the Federal Railroad Administration (FRA)
- Review instructions from dispatchers and yardmasters, and discuss with locomotive engineer and train crew
- Inspect all equipment on cars prior to departures
- Receive and transmit information by radio and telephone
- Read and understand bulletins, work orders, and switch lists
- Assist and instruct train crews to couple and uncouple cars, operate switches, and make minor repairs to railcars, including replacing heavy couplings or air brake hoses
- Work with customers to ensure accurate movement and placement of cars
- Maintain awareness of surrounding area and suspicious activity to ensure rail safety
- Comprehend color and/or hand signals and systems
- Quickly respond (with the hand, finger, or foot) to visual symbols, signals and displays (sound, light, picture, etc.)

**Substitute Teacher / Summer School Teacher**

2010-2011

Grove City School District, George Junior Republic, Lawrence County Career and Tech Center, New Castle Area School District

- On call Substitute Teacher responsible to teach, manage, lead, and facilitate content and instruction based upon written plans from primary teacher
- Possess the ability to follow written instruction and teach unfamiliar content while managing the classroom teaching environment
- Demonstrate the ability to react quickly to teaching assignments with short notice

**Student Teacher, 7<sup>th</sup> Grade History**

Spring 2010

New Castle Junior/Senior High School

New Castle, PA

- Student teacher for seventh grade world cultures in a diverse environment
- Planned, developed, wrote and implemented daily lesson plans in accordance with state standards
- Integrated special projects into curriculum and lessons in order to foster student creativity and influence relevance to the content
- Heraldry project was “showcased” on district website
- Developed and implemented all assessments and evaluations to include alternate assessing
- Implemented classroom procedures to reinforce school rules and policy resulting in successful classroom management and a strong rapport with students
- Aided school in the conduct of security measures when district implemented metal detectors
- Performed duty as cafeteria monitor on a daily basis

**Relevant Work Experience**

1984-2004

- Many years leading and teaching military personnel including the training, professional development, counseling, and reward and discipline procedures
- Several years experience in public speaking and teaching
- Five years experience assisting in recruiting and retention for Penn State and Lock Haven ROTC programs
- Served as Safety Officer during numerous assignments
- Served as Risk Manager and applied risk reduction procedures for 18 of 20 years service in US Army

**Senior Military Science Instructor, 1<sup>st</sup> Region Army ROTC,**

2001-2004

Lock Haven University of Pennsylvania

Lock Haven, PA

- Planned, supervised and executed “Train the Trainer” program resulting in the successful training of more than 1,000 cadets
- Served as Equal Opportunity Representative for the ROTC Program
- Served as Safety and Risk Management Officer during entire tour of duty
- Established and coached the school’s first Ranger Challenge team and club
- Taught and evaluated students tasks with an emphasis on physical fitness, team building, safety, and leadership development

- Military Science Instructor,** US Army ROTC Instructor Group 1999-2001  
 Pennsylvania State University University Park, PA
- Taught, trained, evaluated and counseled students on all Pre-commissioning tasks
  - Served as Ranger Club Advisor and Ranger Challenge Coach earning a second and third place out of twenty teams 1999, 2000
  - Planned and coordinated (3) multiple day and (9) one day field training exercises providing tactical training for 220 students from five PSU campuses
  - Established and supervised fitness training program resulting in 100% pass rate
  - Planned and constructed a land navigation course resulting in increased navigation skills for PSU students and a savings of more than \$10K
- Long Range Surveillance Operations Sergeant and Platoon Sergeant** 1995-1998  
 United States Army, F Company 51<sup>st</sup> Infantry, 519<sup>th</sup> Military Intelligence Battalion, (Airborne)  
 Fort Bragg, NC.
- Operations Sergeant; Responsible to commander for identifying training requirements based upon missions and training status of units within the organization
  - Prepared and carried out training programs, directives and orders as required to maintain organizational readiness
  - Determined requirements for allocations of resources including ammunition, ranges, drop zones, aircraft, facilities and training aids
  - Planned and conducted training inspections, evaluations and tests
  - Responsible for more than \$250,000 dollars worth of military equipment
  - Platoon Sergeant; Responsible for health, welfare, training, safety, discipline, and tactical employment of a thirty-four man amphibious operations long range surveillance platoon
  - Ensured platoon was proficient in long-range high frequency communications, reconnaissance, target acquisition, battle damage assessment, amphibious operations, mission planning and debriefing
  - Ensured platoon was ready to deploy on no notice to any contingency or emergency location worldwide
- Drill Sergeant Leader,** United States Army Drill Sergeants School 1994-1995  
 United States Army Fort Jackson, SC
- Supervised, mentored and evaluated 10-15 drill sergeant candidates during a nine week recurring cycle
  - Facilitated instruction consisting of stress management, leadership, counseling, methods of instruction, general subjects, drill and ceremonies, training management and tactical training
  - Developed fitness program in which students scored 281 points out of 300 points
  - Mentored three leadership awardees and two distinguished honor graduates
- Drill Sergeant,** A Company, 2<sup>nd</sup> Battalion 39<sup>th</sup> Infantry Regiment 1992-1994  
 United States Army Fort Jackson, SC
- Drill Sergeant in a Basic Training Company consisting of between 55-60 trainees
  - Assigned Drill Sergeant Duty for 10 week training cycles, seven days a week, approximately 16 hours per day
  - Served as primary instructor for all Initial Entry Instruction graduation required tasks
  - Required duties and instruction include; drill and ceremonies, Army history, marksmanship, order and discipline, physical fitness, customs and traditions, providing guidance and leadership development
  - Maintained a 95% pass rate during tour as Drill Sergeant
  - Served as Drill Sergeant for more than 500 initial entry soldiers during tenure

Other Experience:	Multiple duty stations and positions United States Army	1983-2004																
	<ul style="list-style-type: none"> <li>• Served in positions of leadership for 18 of 20 years in service</li> <li>• Evaluated, counseled, and mentored in professional development, and maintained well being and morale of hundreds of soldiers</li> </ul>																	
Coaching Experience:	Westminster College, Assistant JV Baseball Coach Penn State University ROTC, Ranger Challenge Coach Lock Haven University of PA, Ranger Challenge Coach F Co. 51 <sup>st</sup> Infantry, U.S. Army Best Ranger Competition, Coach	2009 1999-2001 2002, 2003 1998																
Professional Development:	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">Primary Leadership Development Course</td> <td>Combat Lifesaver Course</td> </tr> <tr> <td>Basic Non-Commissioned Officers Course</td> <td>HIV Instructors Course</td> </tr> <tr> <td>Advanced Non-Commissioned Officers Course</td> <td>Ranger School</td> </tr> <tr> <td>Long Range Surveillance Leaders Course</td> <td>Drill Sergeants School</td> </tr> <tr> <td>Instructors Training course</td> <td>Airborne School</td> </tr> <tr> <td>Jumpmaster School</td> <td>School of Cadet Command</td> </tr> <tr> <td>Air Assault School</td> <td>Life Guard School</td> </tr> <tr> <td>Red Cross CPR and First Aid</td> <td>Malaysian Tracker School</td> </tr> </table>	Primary Leadership Development Course	Combat Lifesaver Course	Basic Non-Commissioned Officers Course	HIV Instructors Course	Advanced Non-Commissioned Officers Course	Ranger School	Long Range Surveillance Leaders Course	Drill Sergeants School	Instructors Training course	Airborne School	Jumpmaster School	School of Cadet Command	Air Assault School	Life Guard School	Red Cross CPR and First Aid	Malaysian Tracker School	
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Jumpmaster School	School of Cadet Command																	
Air Assault School	Life Guard School																	
Red Cross CPR and First Aid	Malaysian Tracker School																	
Professional Organizations:	American Historian Association, 3 year member American Legion, 25 year member																	
Honors:	Westminster College Dean's List, 7 semesters Pi Sigma Pi, scholastic honor society Presidents Athletic Conference, Honor Roll, Spring 2009 Brigade Instructor of the Year competition, 2 <sup>ND</sup> Place, 1999 Selected as Brigade Drill Sergeant of the quarter Selected as Drill Sergeant of the Cycle, two years Leadership Award, Basic NCO's Course/Drill Sergeant's School Commandant's List, several military Schools, 1983-2004 Numerous Military awards and decorations																	
Leadership/Activities:	Westminster College Varsity Baseball Team, Co-Captain, member Westminster College History Day, facilitator Clen- Moore Church, Vacation Bible School, assistant Lockley Kindergarten School, parent volunteer US Army, First Sergeant, Platoon Sergeant, Squad Leader, Team Leader, Drill Sergeant and Drill Sergeant Leader Big Brothers, Fort Bragg, NC, mentor	2008-2009 2006, 2007 2007, 2008 2005,06,08 1986-2004 1995-1996																
Technology Skills:	<table border="0"> <tr> <td style="vertical-align: top;">Computer:</td> <td>Proficient: MS Office programs, Windows , Internet Knowledgeable: Auto / Quick CAD, DOS, WordPerfect, Money, and Publisher</td> </tr> <tr> <td style="vertical-align: top;">Multi-Media:</td> <td>PowerPoint, video equipment and digital photography, CD-ROM applications</td> </tr> </table>	Computer:	Proficient: MS Office programs, Windows , Internet Knowledgeable: Auto / Quick CAD, DOS, WordPerfect, Money, and Publisher	Multi-Media:	PowerPoint, video equipment and digital photography, CD-ROM applications													
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Multi-Media:	PowerPoint, video equipment and digital photography, CD-ROM applications																	

**Lindsey J. Rhodes**  
17 N. Cedar St.  
Lititz, PA 17543  
Cell: (814) 571-4411 Email: lrhodes414@aol.com

### **Objective: Science Teacher**

#### Education

Jan. 2007–May 2011: Millersville University  
BSE Biology (CSPG No. 32)  
Graduating GPA: 3.00    Biology Praxis Score: 177

#### Highlights of Qualifications

- Wide variety of experience teaching a plethora of different ages/subjects/grade levels
- Ample experience working with learning support students and English language learners
- Able to improvise and modify lessons as necessary
- Bilingual, intermediate Spanish speaking, reading, writing
- Proven ability to handle high-stress situations
- Organized and able to meet deadlines

#### Classroom Experience

##### April 2016 – June 2017: 10<sup>th</sup> Grade Biology Long-Term Substitute, Elizabethtown High School, Elizabethtown School District

- Design lesson plans aligned with Keystone and PDESAS standards
- Create unique hands-on activities to increase engagement through 21<sup>st</sup> Century Learning practices
- Encourage student leadership; utilize student-directed learning techniques to enhance student understand and role within classroom
- Modify as necessary in accordance to IEP requirements (LS and ELL)
- Maintain constant, professional communication with coworkers, supervisors, and parents/guardians in a team-based approach to support student learning

##### Aug. 2013–Aug. 2015: 7<sup>th</sup>/8<sup>th</sup> Grade Science Teacher, Camp Curtin Academy, Harrisburg School District

- Design lesson plans aligned with Common Core and PDE SAS standards
- Facilitate student involvement and provide structured guidance in inquiry-based research activities
- Modify as necessary in accordance to IEP requirements
- Maintain constant, professional communication with coworkers, supervisors, and parents/guardians in a team-based approach to support student learning

##### Sept. 2012–Jun. 2013: Substitute, East Pennsboro Area and Middletown School Area School Districts

- Deliver lesson plans as instructed by classroom teacher, improvising when necessary
- Consistently communicate with superiors and classroom teachers to ensure quality
- Short-Term position, East Pennsboro Middle School, 7<sup>th</sup> grade science; April–June, 2013

#### Other Educational Experience

2016: Sylvan Learning Center, Lancaster – Tutor  
2011-2013, 2016: Summer Science Camp, Science Explorers, Hershey – Instructor  
2011-2012: Caterpillar Crossing, Mechanicsburg – Pre-Kindergarten Teacher  
2010-2011: Professional Development School of Millersville University, 9<sup>th</sup> Earth Science and 12<sup>th</sup> IB Biology, McCaskey East High School, School District of Lancaster – Student Teacher  
2008: Foundations of Education of Millersville University, 10<sup>th</sup> Grade Biology, Columbia JSHS, Columbia – Student Teacher

# Debbie Schaeffer

501 Buttermilk Hollow Road; North Huntingdon, PA; 15642;

412-874-9122; [debbie@schaefferhome.com](mailto:debbie@schaefferhome.com)

## Objective

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To be an integral part of a school district as a Special Education Teacher, promoting quality education through constant support and dedication.

## Certification

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Instructional II Certificate Elementary K-6, 5/1/2014

Instructional II Certificate Mental and/or Physical Handicapped K-12, 5/1/2014

## Education

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7/14            **Slippery Rock University**; Slippery Rock, PA

Masters of Education

8/01            **Miami University**, Oxford, Ohio

Graduate studies and license in Special Education

3/98            **Wright State University**, Dayton, Ohio

Bachelor of Science in Elementary Education

## Experience

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4/08-Present   **Agora Cyber Charter School**, King of Prussia, PA

Special Education Teacher

\*Co-Taught math for 7<sup>th</sup> & 8<sup>th</sup> Graders

\*wrote IEPs, monitored IEP progress, designed accommodations for special education students

\*Lead Math Special Education Teacher-help provide math resources to our middle school special education team

9/06- 6/08      **Pennsylvania Learners Online Regional Cyber Charter School,**  
Homestead, PA  
Special Education Adjunct and Mentor  
\*designed accommodations for middle school teacher's curriculum and mentored at risk special education students

10/02- 3/05      **Pittsburgh Zoo and PPG Aquarium, Pittsburgh, PA**  
Education Specialist  
\* Design and implement lesson plans

9/98-6/02      **New Miami Jr./Sr. High School, Hamilton, Ohio**  
Special Education Teacher, Grades 5-9  
\* 9/98-6/01 taught self-contained, cross categorical group of students  
\* 8/01-6/02 was the inclusion teacher for grades 7-8

5/97-8/98      **Teen Works Volunteer, Dayton, Ohio**  
\* Helped Dayton city kids with tutoring, mentoring, and assistance in fundraising projects

3/95-5/98      **Wright State University, Math 102 Proctor**  
\* Taught Elementary Algebra

## **REFERENCES:**

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Available upon request



# Raelee Sweigart

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322 Walnut St. Apt 2 Lemoyne Pa 17043 | (570)337-0936 | [raeleetaylor0936@gmail.com](mailto:raeleetaylor0936@gmail.com)

## Education

### **B.S. ED. IN SECONDARY EDUCATION | DECEMBER 2014 | LOCK HAVEN UNIVERSITY**

- Major: Mathematics
- Minor: Dance

### **M.A. ELL/ESL | IN PROGRESS | WESTERN GOVERNOR UNIVERSITY**

- Major: English Language Learners

## Teaching Experience

### **YORK CITY SCHOOL DISTRICT | 9<sup>TH</sup> GRADE ALGEBRA | AUGUST 2015-PRESENT**

William Penn Senior High School, York, Pennsylvania

- Teach Common Core Algebra
- Advisor for Hip-Hop club
- Co-teach with an ELL teacher

### **STUDENT TEACHER | HIGH SCHOOL | OCTOBER 2014-DECEMBER 2014**

Muncy High School, Muncy, Pennsylvania

- Taught Algebra 3, Geometry and SAT Prep
- Co-taught SAT Prep

### **STUDENT TEACHER | 8<sup>TH</sup> GRADE | AUGUST 2014-OCTOBER 2014**

Loyalsock Township Middle School, Williamsport, Pennsylvania

- Incorporated iPads daily
- Took students to Camp Susque for team building exercises

## Related Experience

### **PRE-STUDENT TEACHER OBSERVATIONS**

- C.E. McCall Middle School, 6<sup>th</sup> grade, Math 6
- Jersey Shore High School, 9<sup>th</sup> grade, observed math inclusion room for special education

### **PRE-SCHOOL TEACHER | 3-5 YEARS OLD | AUGUST 2008-MAY 2009**

Jersey Shore Area High School, Jersey Shore, Pennsylvania

- Collaborated with other students to create lesson plans

## **SNOWBOARD INSTRUCTOR| DECEMBER 2003-PRESENT**

Ski Sawmill, Morris, Pennsylvania | Ski Roundtop, Lewisberry, Pennsylvania

- Head Snowboard Instructor; Certified AASI Instructor; taught all ages and skill levels; trained new instructors; taught those with disabilities and language barriers

## **KARATE INSTRUCTOR| ALL AGES| 2007-2015**

Jerry Lepley's Karate Studio, Jersey Shore Pennsylvania

- Highest rank- Second Degree Black belt; taught all ages and skill levels

## **Work Experience**

### **TEACHER| WILLIAM PENN SENIOR HIGH SCHOOL| YORK, PENNSYLVANIA**

August 2015- Present

### **INSTRUCTOR| SKI ROUNDTOP| LEWISBERRY, PENNSYLVANIA**

December 2016- Present

### **SERVER| CORK & FORK| HARRISBURG, PENNSYLVANIA**

June 2015- September 2015

### **SERVER| WILLIAMSPORT COUNTRY CLUB| WILLIAMSPORT, PENNSYLVANIA**

October 2013- May 2015

### **INSTRUCTOR| SKI SAWMILL| MORRIS, PENNSYLVANIA**

December 2003- March 2015

## **References**

Available upon request

## Toni Marie Talipan

267Alpha Drive  
Stroudsburg, PA 18360

570-994-4762  
tonimarie23@icloud.com

### OBJECTIVE

Engaging elementary educator dedicated to motivating students to achieve their personal best. Recognizes that open communication between students, parents, and teacher is key to positive outcomes.

### EDUCATION AND CERTIFICATIONS

**State of Pennsylvania Certification** (Early Childhood Education N-3 & Elementary Education K-6) 2010

**Bachelor of Science Degree:** 2009

Elementary Education/Early Childhood Education (Dual Major)  
East Stroudsburg University, East Stroudsburg, Pennsylvania

**Master Degree:** 2011

Library Science  
Kutztown University of Pennsylvania, Kutztown, Pennsylvania

### PROFESSIONAL EXPERIENCE

**Head Start of the Lehigh Valley:** (2012-2016)

Pre-K Counts/Head Start, Allentown, Pennsylvania

Pre-Kindergarten Teacher

Pre-K Counts/Head Start, Bangor Area School District

Pre-Kindergarten Teacher

- Supervised assistant teacher: implemented conferences evaluating strengths and improvements needed and developed professional plans with assistant teacher
- Developed and implemented individualized educational lesson plans adhering to all federal, state, and local regulations within an active project based classroom setting
- Completed observations, formative and summative assessments on each child
- Individualized, created modifications and accommodations for each child using positive behavior supports when needed
- Provided direct interventions to children and families with special needs/disabilities or mental health concerns
- Completed home visits with parents and families to ensure a collaborative educational experience
- Completed parent-teacher conferences with parents and families
- STEM mentor and training coordinator, active member of the STEM team
- Followed and implemented an ECERS classroom
- CLASS trained and assessed

**Kindercare Learning Center:** (2011-2012)

Pre-Kindergarten Teacher

- Implemented lesson plans and daily classroom schedule
- Completed observations and assessments on each child
- Active member in the health and safety team

**Bangor School District:** 2011

Five Points Elementary, Bangor, Pennsylvania

Library Science, Student Teacher

- Assumed role of full time school library science teacher, wrote lesson plans and planned interdisciplinary activities.
- Implemented MARC record, the Dewey Decimal System and Destiny Library Cataloging System
- Implemented end of the year inventory system

**Bangor Childcare Center:** (2009-2010)

Pre-Kindergarten Teacher/ Assistant director

- Implemented and wrote lesson plans and classroom schedule
- Maintained daily functioning of childcare center

**Pleasant Valley School District:** 2009

Ramsey Elementary, Brodheadsville, Pennsylvania

Second Grade, Student Teacher

- Assumed role of full-time classroom teacher, wrote lesson plans and interdisciplinary activities.
- Took on managerial and disciplinary duties.
- Taught a leveled reading group

**Bangor School District:** 2009

Washington Elementary, Bangor, Pennsylvania

Fourth Grade, Student Teacher

- Assumed roll of full-time classroom teacher and wrote lesson plans
- Took on managerial and disciplinary duties.
- Taught a leveled reading group

- Co-assisted in parent-teacher conferences

**Pleasant Valley School District:** 2007

Pleasant Valley Elementary, Brodheadsville, Pennsylvania

First Grade, Professional Development School

- Worked in the school two days of the week, applying new skills and strategies and teaching lessons which were critiqued by both the host teacher and university professors, helping to refine my abilities.
- Performed Action Research: Case Study focused on one student's reading ability
- Created a Reading Research Center: leveled activities for all learners focused on one project

**RELATED EXPERIENCE**

**Redco Kids Program Health Services:** (2010-2011)

Therapeutic Support Staff (TSS)

- Worked with children with Autism and other special needs
- Implemented goals for children with behavioral problems

**Providence Community Services for Children:** (2009-2010)

Therapeutic Support Staff (TSS)

- Worked with children with Autism and other special needs
- Implemented goals for children with behavioral problems

**East Stroudsburg University Library:** (2003-2006)

Univeristy Librarian Assisstant

- Maintained Dewey Decimal Sytem throughout library
- Interated with patrons, assiting them with research

**OTHER EMPLOYMENT**

**Mount Airy Casino and Resort:** (2008-2010)

Food and Beverage Server

**East Stroudsburg Univeristy Pool:** (2004-2006)

Lifeguard

**PROFESSIONAL DEVELOPMENT INITIATIVES**

Math Family Fun  
 Science Family Fun  
 Ready, Set, Read  
 Empty Bowls

**ACADEMIC HONORS AND AWARDS**

Dean's List

Best Classroom and Best Teacher presented by Kindercare Learning Center

**REFERENCES**

Available upon request



## Kimberly R. Thompson

148 Bennington Road  
Hopwood, PA 15445  
(724) 984-7442 Cell  
kimbarae@verizon.net

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### **Objective**

My goal is to work for a school that values an individual who has a very high work ethic, who enjoys challenging herself, who wants to be a lifelong learner, who always pushes herself to be the best that she can be, and who wants to make a difference in the world in which we live.

### **Education**

I hold a Bachelor of Science degree in Psychology with a concentration in Business Management. I hold certifications in both Elementary and Special Education. I hold a Master of Education degree as a Reading Specialist. I also have past certifications in ESL testing, Crisis Intervention, and Student Assistance Programs.

### **Qualifications**

I possess a good working knowledge of how to use modern technology. I love to expand my knowledge base and therefore become more efficient with new systems on a regular basis. Some of the more common programs that I use include Microsoft Word, Excel, Power Point, Publisher, Outlook, and Google. Additionally, I've utilized communication systems such as Skype and several Instant Messaging programs. Previously, I worked with systems such as Totalview, Online Learning System, Scantron, and various others. Blackboard Collaborate and Elluminate are the online classroom systems that my previous employer used for online instruction.

### **Work Experience**

Currently for the last year, I am utilizing my Business education by working as an office administrator at Conaway Enterprises, Inc. My duties include all aspects of office management and record keeping. Windows 10 and Quickbooks are the most common programs that I use on a daily basis. However, I miss working with students and hope to get back into education again soon.

In the past, I worked eight years with Agora Cyber Charter School. The first year, I specialized in High School Special Education. The second year was spent utilizing my master's degree and working specifically with students who had been referred to the RTII program. I also instructed seniors who were struggling to graduate because they were unable to pass the state required PSSA assessments. I directed an initiative for a credit recovery class for seniors who needed only one half of a credit to graduate. During year three, I was employed as a Reading Specialist. The first quarter of the year, I worked with elementary level students. During the remainder of the year, I worked with high school level students. Teaching daily lessons, developing and assigning individualized curriculum in Compass Learning Odyssey, and maintaining daily face to face contact with my students were only a few of my roles. The remaining five years I was able to step out of the box and utilize my Psychology background. I was employed as a Family Teacher Coach and my duties included being responsible for the success of enrolled Fayette County area students. My caseload averaged between 85—120 students. This required building positive relationships with families and being innovative and doing anything necessary to motivate students such as conducting home visits, helping with assignments, creating Individualized Student Plans and Truancy Elimination Plans when necessary, setting up conferences with teachers when a student needed help, and planning social events for the students to attend and get to know each other. I also led Define U leadership sessions. Additionally, I was Site Coordinator for all local and state face to face testing including Keystones, PSSAs, and AIMS Web screening. Duties include preparation and supervision duties associated with the administration of these tests.

I have a variety of experience in the public school system. I taught for twelve years in the following subjects: two years in an Emotional Support classroom, two years in a second grade classroom, two years in an elementary Learning Support classroom—one as a team teacher in an inclusive setting, four years in a third grade classroom, and lastly as a seventh grade Reading teacher at the middle school.

I directed an evening class for teachers at Intermediate Unit 1 on the Pennsylvania State Anchors. Instruction included how to match school curriculum with the state standards and how to use that information in the classroom.

I was employed with Pressley Ridge Schools for almost two years as a Mobile Therapist and an Educational Liaison Family Preservation Specialist. Duties included building positive relationships with referred families and partnering with community agencies and schools to create action plans that ensured the student remained in the home with the biological parents/guardians. Crisis plans and behavioral plans were developed when necessary as well. Counseling with students was done individually to help develop treatment plans and gain a good working rapport with those individuals and their families.

**Related Experience**

Within Laurel Highlands School District, I served on committees to match our curriculum with state standards and anchors and have done many district presentations on that subject. I have served on committees to grade sample PSSA papers and develop sample tests. In the past, I have also been a part of an after school tutoring program to help students struggling to meet the proficient levels on the PSSA.

I was employed by the Pennsylvania PATTAN office correcting state PASA/PSSA tests for several years.

I spent several years privately tutoring children experiencing academic problems within the school setting.

**References**

Please feel free to contact any of the listed references.

Nancy Wagner – supervisor – (412)721-0818 (Now employed at Reach Cyber Charter School)

Jane Swan – cyber school principal (Now employed with Reach Cyber Charter School)

Maegan Kern Bregenser – supervisor – (412)389-6612

Donna Pfrogner – coworker – (412)389-7299

Lisa Fary – coworker – (267)312-3675

Lori Waylonis – coworker – (814)566-9187

Robert Hartsek – friend/supervisor – (724)366-9600

Lisa Potkul – friend – (412)691-1639

**Clearances**

Updated clearances can be provided upon request.

## Education

### **Shippensburg University** – Shippensburg, PA

Bachelor of Science, **Secondary Education and Social Studies**, May 2015, GPA: 3.7 *magna cum laude*

*Honors:* Phi Alpha Theta – Academic Honor Society

*Activities:* Peer History Tutoring Center volunteer

### **Harrisburg Area Community College**

General Education courses before transferring to Shippensburg University

## Experience

### **Cumberland Valley, *Building Substitute***, Mechanicsburg, PA **September 2016- Present**

- Flexible in day to day activities
- Ensure the students continue their education
- Communicate effectively and promote positive experiences for the students

### **Eagle View Middle School, *Social Studies Student Teacher*** **January 20 2015- March 6 2015**

- Developed interactive web-based lessons utilizing Google classrooms, Google docs, and
- Used strategic collaborative grouping to maximize team-building opportunities and
- Differentiated instruction to meet the needs of various learning styles and engage all students in the evaluation of primary sources

### **Big Springs High School, *Social Studies Student Teacher*** **March 6, 2015 - May 6, 2015**

- Developed authentic rubrics for individual assignments that clearly stated expectations
- Fostered meaningful rapport with students and parents through open and consistent communication

### **United States Marine Corps**

**September 22, 2002- September 22, 2006**

I served in the infantry in the Marine Corps for 4 years and was honorably discharged after achieving the rank of Corporal. I was deployed to Afghanistan and Iraq and was in charge of a team of Marines while conducting military operations. While in the Marine Corps I held a leadership billet and was responsible for training new Marines. In the Marines I learned how to think quickly under pressure, how to be a leader and a team player.

## Certifications

- Pennsylvania Professional Educator Social Studies Certification (grades 7-12)

# Lauren Vitorio

Ls81892@yahoo.com

69 Windsor Road. Hawley, PA 18428

Cell: 570-878-2116

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## Special Education Learning Support Teacher

PA Certification Elementary: Education: PK-4

PA Certification: Special Education K-8

Passionate, patient, innovative and creative educator with a deep desire to inspire and develop the minds of today's children. Utilizes hands-on, minds-on learning which is the instructional method that engages and inspires children to learn and express their creativity and to help students grow cognitively, socially, emotionally and physically. Competencies include:

- ° Creative Lesson Planning
- ° Diverse Learners
- ° Technology-based Instruction
- ° Time Management
- ° Differentiated Instruction
- ° Special Needs Students

### Education

King's College, Wilkes-Barre, PA

Bachelor of Arts in Elementary/ Special Education

NCATE Certified

Graduation: May 2014

GPA: 3.72

Liberty University, Lynchburg, VA

Gifted Education Certification

Anticipated Completion: Sept. 2017

GPA: 4.0

### Professional Experience

**Moscow Elementary Center, Moscow, PA**

December 2016 – April 2017

*Long Term Substitute Learning Support Teacher, Grade 3,*

- Collaborate with general education teachers to ensure that materials taught align with the North Pocono School District curriculum
- Integrate interactive technology into classroom
- Prepare lesson plans particularly tailored to individual learners
- Write students' IEP through the process of interacting with teachers, support staff and parents

**Kelly Services, Scranton, PA**

October 2016 – December 2016

*Substitute Teacher*

- Fulfilled substitute assignments across multiple districts and subject areas
- Effectively taught students of varied academic/age levels (grades K-8) and diverse cultural backgrounds

**Christopher Dock Mennonite Academy, Souderton, PA**

August 2014 - August 2016

*Learning Support Teacher, Grades 2-8*

- Taught small group lessons, provided push-in classroom support and assisted students during guided study halls
- Responsible for writing each student's PAS (Personalized Academic Strategy) plan on an annual basis through the process of interacting with teachers and parents. This plan states diagnosed disabilities if one is present, and the methods of accommodations and services the child receives at school

### Educational Experience

**Riverside West/ Riverside East, Taylor, PA**

Spring 2014

*Student Teaching, Grade 3*

- Completed 16 weeks of classroom instruction in an elementary and learning support classroom



- Designed two portfolios containing lesson plans, philosophy of education, specific accommodations, and lesson reflections that were based from the lesson plans used while student teaching

*Student Teaching, Grade 5, Learning Support*

- Taught fourteen students having a diversity of academic learning abilities. All instruction implemented was adapted to accommodate for the needs of the students based on their IEP

**Wilkes Barre Academy, Wilkes Bare, PA**

Fall 2013

*Pre-Student Teaching, Grade 4*

- Created in-depth lesson plans, tri-folds, PowerPoints, and hands on projects for fourth grade students focusing on the requirements of the fourth grade science curriculum
- Developed differentiated lesson plans to meet needs of all academic level learners in the classroom

**Learning Works, King’s College, Wilkes Barre, PA**

Spring 2012

*Learning Works Education Tutor, Middle School*

- Worked one-on-one with a 12-year-old ESL student on school work in all academic areas and social development tasks to achieve deeper understanding of material and organizational skills pertaining to schoolwork

**Dan Flood Elementary, Wilkes Barre, PA**

Fall 2011

*After School Tutoring Program, Elementary School*

- Tutored 1 socio-economic disadvantaged students in an after school program in all academic subjects.

**Further Education & Professional Development**

Graduate course at Eastern Mennonite University

Spring 2015

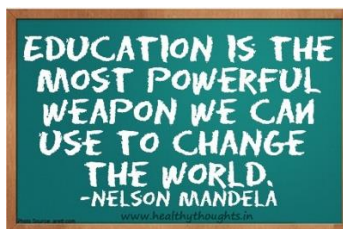
- EDCT 531: Everything Google for the Classroom in intended for current educators who are seeking further knowledge on the benefits of Google in education. The class assignments included weekly discussion posts, utilizing Google Docs, writing papers, and other components of Google.

Montgomery County Intermediate Unit Act 48 Hours seminars

- Two three-hour sessions that provided instruction in regards to utilizing iPad, iPhone and Pinterest in the classroom

**Activities**

- Private tutor for 2<sup>nd</sup> grade gifted student to advance academic learning in mathematics
- King’s College Kappa Delta Pi Education Honor Society  
*Vice President 2013 – 2014, Historian 2012-2013, Member 2011-2012*
- Delta Epsilon Sigma Honor Society Member March 2014
- Council for Exceptional Children, King’s College Chapter Member 2013-2014
- Study Abroad Trip to Europe, Kings College, PA May 2013 – June 2013  
This experience allowed for the learning and growing experience of adapting to diverse people, languages and environments



Judith Webb  
855 Myerstown Road  
Gardners, PA 17324  
(717) 528-4447

EDUCATION:

Harrisburg Area Community College August 1981 – June of 1983  
Boiling Springs High School Graduated June 1981

PROFESSIONAL HIGHLIGHTS:

- Lifesharing State Coalition 1989 to present
- Lifesharing State Coalition Leadership Team 1995 to present
- Regional Coalition for Central and South East
- Certified Investigator Course Oct 2001
- Advanced Course in Investigation Nov 2003
- Weighing Evidence and Drawing Conclusions Nov 2006
- Incident Management for Certified Investigators Dec 2006
- Root Cause Analysis 2009
- Certified Investigator Peer Review Process Oct 2012
- Facilitation of Peer Review 2011 to present
- Facilitation of Internal Investigation Education June 2013- present
- Lifesharing Conference Committee Member 2015-present

PROFESSIONAL HISTORY:

Keystone Human Services

March 19, 1983 – PRESENT

Service Director Home & Community/Lifesharing 2012 to Present Responsibilities include overseeing the two programs in both the Lancaster and Downingtown. Supervising five employees. Attending ISP Meetings, EIP Meetings, Management meetings, and regional meetings, participating in Incident Management review, State Coalition meetings, Regional Coalition meetings, completing assessments, reviewing logs, billing, completing evaluations on employees, home visits, completing monthly reviews for Lifesharing, licensing for Lifesharing, training families, recruiting families, working closely with Support Coordination in three counties, approving time cards and expense reports, holding staff meetings and providing direct support as needed.

Lifesharing Coordinator 2011-2012 Responsibilities included overseeing six Lifesharing homes, monthly meetings with families and individuals, ISP meetings, EIP Meetings, assessments, creating and reviewing teaching plans, writing SEENS, providing families with training, overseeing licensing, participating in Management meetings, attending coalition meetings, participate with each individual's interdisciplinary team, work with the school or day program the individual attends, completing the audits for licensing, write monthlies and quarterly reports, and complete billing.

Quality and Education Assistant Responsibilities included assisting with audits for licensing in both 6400 and 6500 programs including the data entry into spread sheet, reviewing and completing data entry for the Full Life Snap Shot, facilitation of orientation to new employees, tracking of employee training, licensing review in regards to training for each employee and enrolling employees into scheduled training. Review

Director of Education and Training Responsibilities included completing quality reports and special reports to present to the Quality Board, facilitate the completion of the Full Life Snap Shot, facilitate orientation for new employees and ongoing training for employees, and participate in Incident Management Reviews, collect and review data on Quality Indicators for all programs, write the Quality Plan for KFSA, help to compile the HCSIS quality report, and participate in licensing for 6400 and 6500 homes.

Service Director Family Living Responsibilities included supervising five Family Living employees and three Habilitation Aids. Attending ISP Meetings, EIP Meetings, Management meetings, and participating in Incident Management review, State Coalition meetings, Regional Coalition meetings, completing assessments, reviewing logs, billing, completing evaluations on employees, home visits, completing monthly reviews for Family Living, licensing for Family Living, training families, recruiting families, working closely with Support Coordination in two counties, and providing direct support as needed, reviewing files for completeness, holding staff meeting on a weekly basis. Approving time cards and expense reports.

Family Living Program Director Responsibilities included supervising the Family Living Coordinators, maintain a case load, home visits with family and individuals, writing assessments, ISP's, goal plans, monthly goal data, quarterly reports, attending EIP Meetings and Day Program Meetings, maintaining individual files for each person, licensing with the 6500 license, completing incident reports, submitting time cards, expense reports and service rendered reports, participating in staff meetings and maintaining training for both employees and families.

Family Living Coordinator Responsibilities included maintaining a case load of eight families, writing the IHP, assessment, goal plans, quarterlies and goal data, maintaining training of 24 hours for family and myself, completing incident reports, maintaining service rendered reports, home visits on a monthly basis, communication with County Case Management and day activity programs, attending EIP Meetings and Day Program Meetings.

Day Program Staff – Responsibilities included supervision of individuals in small group, coming up with and facilitating activities to include activities of daily living, cooking, arts and crafts and safety, write daily notes, maintain goal data and behavior data, service rendered reports, and participate as a team member on each person's interdisciplinary team.

Residential Service Worker ICF.MR Programs – Responsibilities included being a team leader for one person living in the home, writing daily notes, maintaining goal and behavior data, maintaining active treatment in the home, supervision of individuals, assisting with daily living skills and personal hygiene skills, maintain a clean and safe home, accompanying individuals to medical appointments, participate in trainings and licensing of the home, maintain open communication with natural families and others on the team.

Residential Service Worker 6400 Program – Responsibilities included assisting three individual become acquainted with community, participate on each individuals team, maintain the cleanliness of the home, provide meals for the individual and supervise while the individuals ate, write daily notes, maintain goal and behavior data, assist with daily living skill building and personal hygiene, participate in yearly training and program meetings.

REFERENCES:

Rebecca Kreicher, Service Director, 3700 Vartan Way, Harrisburg, PA 17011 Phone 717-979-7864. E-mail Bkreisch@keystonehumanservices.org

Judy Johns, 3590 Carlisle Rd, Gardners, PA 17324, Phone 717-398-7475 E-mail stuandjud@gmail.com

Linda Welsh, 2829 Eastwood Drive, York, PA 17402, Phone 717-725-0065



**CONNECTIONS**  
EDUCATION®

1001 Fleet Street, 5th Floor

Baltimore, MD 21202

Phone: (443)-873-1779

Invoice	142802
Date	7/25/2017
Page	1

## Invoice

Reach Cyber Charter School  
 Dave Biondo, Treasurer  
 750 East Park Drive, Suite 204  
 Harrisburg PA 17111

Purchase Order No.		Customer ID	Payment Terms		
1954260		0001124	NET30		
QTY	Item	Description	Unit Price	Ext. Price	
7.00	REACH LIVESPEECH	Cancellation < 24 hours - Unexcused - 30 Minutes - June 2017	\$37.35	\$261.45	
3.00	REACH LIVESPEECH	Individual Therapy - 30 minutes - June 2017	\$37.35	\$112.05	
1.00	REACH LIVESPEECH	Group Therapy (1 student) - 30 Minutes - June 2017	\$30.15	\$30.15	
1.00	REACH LIVESPEECH	Cancellation < 24 hours - Unexcused - 60 Minutes - June 2017	\$74.70	\$74.70	
1.00	REACH LIVESPEECH	Individual Therapy - 15 minutes - June 2017	\$18.68	\$18.68	

*Please note invoice number 142802 on remittance. Thank you.*

Discount	\$0.00
<b>Total</b>	<b>\$497.03</b>

**Make all checks payable to Connections Education and send to:**  
 32369 Collection Center Dr  
 Chicago, IL 60693-0323



Invoice	143199
Date	8/8/2017
Page	1

# Invoice

**Bill To:**

Reach Cyber Charter School  
 Dave Biondo, Treasurer  
 750 East Park Drive  
 Suite 204  
 Harrisburg PA 17111

IA number	Customer ID	Payment Terms		
1909248	0001124	NET30		
Qty	Service	Description	Unit Price	Ext. Price
1.00	BENEFITS	June Services	\$35,858.02	\$35,858.02
1.00	ENROLLMENT BASED	June Services	\$609,914.00	\$609,914.00
1.00	OTHER CA CHARGE	June Services	\$12,750.00	\$12,750.00
1.00	OTHER CA CREDIT	June Services	(\$10,539.81)	(\$10,539.81)

Please note invoice number 143199 on remittance. Thank you.

<b>Total</b>	\$647,982.21
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Make checks payable to Connections Education and send to:  
 32369 Collection Center Dr  
 Chicago, IL 60693-0323



Invoice	143200
Date	8/8/2017
Page	1

# Invoice

**Bill To:**

Reach Cyber Charter School-REIMB  
 Dave Biondo, Treasurer  
 750 East Park Drive  
 Suite 204  
 Harrisburg PA 17111

IA number	Customer ID	Payment Terms		
1909248	0001124R	NET30		
Qty	Service	Description	Unit Price	Ext. Price
1.00	PASS THROUGH	June Services	\$106,585.52	\$106,585.52
1.00	WITHHOLDINGS	June Services	\$11,553.06	\$11,553.06
1.00	OTHER CA CHARGE	June Services	\$82,702.49	\$82,702.49
1.00	OTHER CA CREDIT	June Services	(\$74,333.67)	(\$74,333.67)

Please note invoice number 143200 on remittance. Thank you.

<b>Total</b>	\$126,507.40
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Make checks payable to Connections Education and send to:  
 32369 Collection Center Dr  
 Chicago, IL 60693-0323





Charges for the Following Period:

June 2017

**Compensation Expenses**

Benefits - Administration	\$ 8,640.80
Benefits - Instructional	27,217.22
	<u>35,858.02</u>

**Enrollment/Unit Based Charges**

Curriculum and Instructional Support Services - Upfront Fee	65,442.21
Enrollment/Placement/Student Support Services - Upfront Fee	80,840.37
Student Technology Assistance Services - Upfront Fee	61,592.67
Curriculum and Instructional Support Services - Monthly Fee	123,760.00
Student Connexus License - Monthly Fee	66,640.00
Student Technology Assistance Services - Monthly Fee	59,976.00
School Operations Support Services - Monthly Fee	61,880.00
Special Ed Administration Services - Monthly Fee	61,125.00
Professional Development Services - Monthly Fee	5,500.00
School Staff Support Services - Monthly Fee	20,900.00
Facilities Support Services	2,083.33
Direct Course Instruction Support	174.42
	<u>609,914.00</u>

**Pass Through Expenses**

106,585.52

**Short Term Substitute Teaching Services**

12,750.00

**Withholdings**

11,553.06

**Credit for Nonbillable Earnings Paid by the School**

(10,539.81)

**ISP Payment Reimbursement**

82,702.49

**Payroll Tax Reimbursement**

(74,333.67)

***Total Amount Due***

\$ 774,489.61

## REACH Connections Academy 2017 - 2018 Budget

### Reach Cyber Charter School of Pennsylvania LLC

#### Fee Schedule

Fee	Factor	Description
<b>Upfront Fees</b>		
Curriculum and Instructional Support Services	\$425	Charged per student at time student becomes eligible for billing to districts/state
Enrollment/Placement/Student Support Services	\$525	Charged per student at time student becomes eligible for billing to districts/state
Student Technology Assistance Services	\$400	Charged per student at time student becomes eligible for billing to districts/state
<b>Monthly Fees</b>		
Curriculum and Instructional Support Services	\$130	Charged per each student enrolled at the end of the month - maximum of 9 months for a full school year <sup>1</sup>
Student Connexus License	\$70	Charged per each student enrolled at the end of the month - maximum of 9 months for a full school year <sup>1</sup>
Student Technology Assistance Services	\$63	Charged per each student enrolled at the end of the month - maximum of 9 months for a full school year <sup>1</sup>
Enrollment/Placement/Student Support Services <sup>1</sup>	\$30	Charged per each student enrolled at the end of the month - maximum of 9 months for a full school year <sup>1</sup>
School Operations Support Services	\$65	Charged per each student enrolled at the end of the month - maximum of 9 months for a full school year <sup>1</sup>
School Business Support Services <sup>1</sup>	\$16	Charged per each student enrolled at the end of the month - maximum of 9 months for a full school year <sup>1</sup>
Special Ed Administration Services	\$375	Charged per each student on an IEP at the end of the month - maximum of 9 months for a full school year <sup>1</sup>
Professional Development Services	\$125	Charged monthly for each employee employed at the end of the month - maximum of 9 months for a full school year <sup>1</sup>
School Staff Support Services	\$475	Charged monthly for each employee employed at the end of the month - maximum of 9 months for a full school year <sup>1</sup>
Employee Benefits	22.00%	per actual gross wages and bonus accrual for administration and teachers
<sup>1</sup> The Monthly Fees for "Enrollment/Placement/Students Support Services" and "School Business Support Services" are waived in their entirety for the first year of operation * measured on 9/30, 10/31, 11/30, 12/31, 1/31, 2/28, 3/31, 4/30, 5/31 (or last day of traditional school year, if earlier)		
<b>Fixed Fee Services</b>		
Facilities Support Services	\$25,000	Charged per Location

#### END OF FEE SCHEDULE

**If the Board of Trustees requests Connections to act as a pay agent for other products or services, Connections will be reimbursed at cost (i.e., with no markup or profit added). Examples would include:**

- Office Supplies and Postage
- Copiers/Reproduction
- Student Technology Support Stipend Payment Reimbursement
- Student Testing and Assessment
- Staff Recruiting
- Staff Training/Professional Development
- Travel and Conferences
- Maintenance and Repair
- High Speed Internet, Phone, Facility Operating Expense
- Office Rent
- Other School Operating Expenses Shown in the Budget

**Note: Items under Student Technology Assistance Services and Curriculum and Instructional Support Services are provided to the school and its students for use during the school year. They remain the property of Connections Academy of Pennsylvania and/or its vendors.**

Department	Employee Name	17-18 Job Title	17-18 Career Ladder	17-18 Base Annual Salary	17-18 Career Ladder Stipend	17-18 Bonus %	17-18 Potential Bonus	17-18 Total Potential Compensation
CA- Reach Cyber Admin	Hinshaw, Michael V.	Asst Principal I		\$ 71,400.00		0.10	\$ 7,140.00	\$ 78,540.00
CA- Reach Cyber Admin	Ritchie, LeeAnn B.	Asst Principal I		\$ 76,875.00		0.12	\$ 9,225.00	\$ 86,100.00
CA- Reach Cyber Admin	Wagner, Nancy	Asst Principal I		\$ 68,000.00		0.10	\$ 6,800.00	\$ 74,800.00
CA- Reach Cyber Admin	Spofford, Amanda K.	Attendance Coordinator		\$ 50,000.00		0.05	\$ 2,500.00	\$ 52,500.00
CA- Reach Cyber Admin	Lavelle, Rachel	Coord of Counseling		\$ 53,000.00		0.04	\$ 2,120.00	\$ 55,120.00
CA- Reach Cyber Admin	Parker, Rachel R.	Mgr of Counseling Svcs		\$ 68,250.00		0.10	\$ 6,825.00	\$ 75,075.00
CA- Reach Cyber Admin	McMurray III, John R.	Mgr of STEM Education		\$ 70,000.00		0.10	\$ 7,000.00	\$ 77,000.00
CA- Reach Cyber Admin	Haverl, Elisabeth A.	School Admin Asst I		\$ 30,214.00		0.05	\$ 1,510.70	\$ 31,724.70
CA- Reach Cyber Admin	Titzel, Christine N.	School Admin Asst I		\$ 30,577.18		0.05	\$ 1,528.86	\$ 32,106.03
CA- Reach Cyber Admin	Keeports, Clara M.	School Admin Asst II		\$ 35,361.36		0.05	\$ 1,768.07	\$ 37,129.43
CA- Reach Cyber Admin	Webb, Judith	School Admin Asst II		\$ 35,360.00		0.04	\$ 1,414.40	\$ 36,774.40
CA- Reach Cyber Admin	Swan, Jane M.	School Leader		\$ 112,875.00		0.15	\$ 16,931.25	\$ 129,806.25
CA- Reach Cyber Admin	Stuccio, Scott J.	STEM Coordinator		\$ 54,987.50		0.04	\$ 2,199.50	\$ 57,187.00
CA- Reach Cyber Teachers	Pizzani, Jennifer L.	Intervention Specialist		\$ 50,400.00		0.10	\$ 5,040.00	\$ 55,440.00
CA- Reach Cyber Teachers	Ehrman, Audrey	School Counselor		\$ 39,500.00		0.04	\$ 1,580.00	\$ 41,080.00
CA- Reach Cyber Teachers	Nayduch, Natasha L.	School Counselor		\$ 45,500.00		0.05	\$ 2,275.00	\$ 47,775.00
CA- Reach Cyber Teachers	Wiedman, Erik A.	School Counselor		\$ 49,875.00		0.05	\$ 2,493.75	\$ 52,368.75
CA- Reach Cyber Teachers	Baker, Jessica	Teacher - Elementary		\$ 38,000.00		0.04	\$ 1,520.00	\$ 39,520.00
CA- Reach Cyber Teachers	Bechtel, Margaret J.	Teacher - Elementary		\$ 44,000.00		0.05	\$ 2,200.00	\$ 46,200.00
CA- Reach Cyber Teachers	Bender, Emily E.	Teacher - Elementary	Coordinator Teacher	\$ 38,437.50	\$ 1,537.50	0.05	\$ 1,998.75	\$ 41,973.75
CA- Reach Cyber Teachers	Eichelberger, Milvana	Teacher - Elementary		\$ 40,500.00		0.04	\$ 1,620.00	\$ 42,120.00
CA- Reach Cyber Teachers	Hitz, Cynthia E.	Teacher - Elementary		\$ 43,575.00		0.05	\$ 2,178.75	\$ 45,753.75
CA- Reach Cyber Teachers	Kessel, Erin O.	Teacher - Elementary		\$ 47,250.00		0.05	\$ 2,362.50	\$ 49,612.50
CA- Reach Cyber Teachers	Lavin, Angela C.	Teacher - Elementary	Coordinator Teacher	\$ 48,300.00	\$ 1,932.00	0.05	\$ 2,511.60	\$ 52,743.60
CA- Reach Cyber Teachers	Leibig, Danielle M.	Teacher - Elementary		\$ 42,000.00		0.05	\$ 2,100.00	\$ 44,100.00
CA- Reach Cyber Teachers	Long, Amanda	Teacher - Elementary		\$ 39,000.00		0.04	\$ 1,560.00	\$ 40,560.00
CA- Reach Cyber Teachers	Miedel, Jamie L.	Teacher - Elementary	Lead Teacher	\$ 49,350.00	\$ 4,441.50	0.10	\$ 5,379.15	\$ 59,170.65
CA- Reach Cyber Teachers	Perri, Emily S.	Teacher - Elementary		\$ 46,125.00		0.05	\$ 2,306.25	\$ 48,431.25
CA- Reach Cyber Teachers	Purnell, Christina K.	Teacher - Elementary		\$ 51,875.00		0.05	\$ 2,593.75	\$ 54,468.75
CA- Reach Cyber Teachers	Rafferty, Elizabeth	Teacher - Elementary		\$ 44,500.00		0.04	\$ 1,780.00	\$ 46,280.00
CA- Reach Cyber Teachers	Shaffer, Kari R.	Teacher - Elementary		\$ 40,462.50		0.05	\$ 2,023.13	\$ 42,485.63
CA- Reach Cyber Teachers	Talipan, Toni	Teacher - Elementary		\$ 42,500.00		0.04	\$ 1,700.00	\$ 44,200.00
CA- Reach Cyber Teachers	Williams, Anita	Teacher - Elementary		\$ 40,000.00		0.04	\$ 1,600.00	\$ 41,600.00
CA- Reach Cyber Teachers	Barna, Jacquelyn	Teacher - Secondary		\$ 43,000.00		0.04	\$ 1,720.00	\$ 44,720.00
CA- Reach Cyber Teachers	Bost, Stephanie A.	Teacher - Secondary	Lead Teacher	\$ 50,400.00	\$ 4,536.00	0.08	\$ 4,394.88	\$ 59,330.88
CA- Reach Cyber Teachers	Berman, Jennifer	Teacher - Secondary		\$ 40,500.00		0.04	\$ 1,620.00	\$ 42,120.00
CA- Reach Cyber Teachers	Cabrera, Paula	Teacher - Secondary		\$ 46,000.00		0.04	\$ 1,840.00	\$ 47,840.00
CA- Reach Cyber Teachers	Carroll, Erica W.	Teacher - Secondary	Lead Teacher	\$ 52,500.00	\$ 4,725.00	0.10	\$ 5,722.50	\$ 62,947.50
CA- Reach Cyber Teachers	Cole, Michael	Teacher - Secondary		\$ 43,000.00		0.04	\$ 1,720.00	\$ 44,720.00
CA- Reach Cyber Teachers	Deininger, Stephanie T.	Teacher - Secondary		\$ 44,612.50		0.05	\$ 2,230.63	\$ 46,843.13

Department	Employee Name	17-18 Job Title	17-18 Career Ladder	17-18 Base Annual Salary	17-18 Career Ladder Stipend	17-18 Bonus %	17-18 Potential Bonus	17-18 Total Potential Compensation
CA- Reach Cyber Teachers	Desmond, Sarajane	Teacher - Secondary		\$ 42,500.00		0.04	\$ 1,700.00	\$ 44,200.00
CA- Reach Cyber Teachers	Frederickson, Melissa L.	Teacher - Secondary		\$ 40,000.00		0.05	\$ 2,000.00	\$ 42,000.00
CA- Reach Cyber Teachers	Garber, Tiffany	Teacher - Secondary		\$ 42,500.00		0.04	\$ 1,700.00	\$ 44,200.00
CA- Reach Cyber Teachers	Gribbin, Andrew	Teacher - Secondary		\$ 46,500.00		0.04	\$ 1,860.00	\$ 48,360.00
CA- Reach Cyber Teachers	Juka, Jill	Teacher - Secondary		\$ 42,500.00		0.04	\$ 1,700.00	\$ 44,200.00
CA- Reach Cyber Teachers	Kasales, Camilla J.	Teacher - Secondary		\$ 55,125.00		0.05	\$ 2,756.25	\$ 57,881.25
CA- Reach Cyber Teachers	Keim, Amber	Teacher - Secondary		\$ 44,500.00		0.04	\$ 1,780.00	\$ 46,280.00
CA- Reach Cyber Teachers	Kennedy, Christine	Teacher - Secondary		\$ 48,500.00		0.05	\$ 2,425.00	\$ 50,925.00
CA- Reach Cyber Teachers	Hinkle, Sophia	Teacher - Secondary		\$ 45,000.00		0.04	\$ 1,800.00	\$ 46,800.00
CA- Reach Cyber Teachers	McConnell, Kelley J.	Teacher - Secondary		\$ 49,800.00		0.05	\$ 2,490.00	\$ 52,290.00
CA- Reach Cyber Teachers	Paskowski, Jenna	Teacher - Secondary		\$ 41,000.00		0.04	\$ 1,640.00	\$ 42,640.00
CA- Reach Cyber Teachers	Pulizzi, Christine	Teacher - Secondary		\$ 51,356.25		0.10	\$ 5,135.63	\$ 56,491.88
CA- Reach Cyber Teachers	Reider, Steve	Teacher - Secondary		\$ 38,480.00		0.04	\$ 1,539.20	\$ 40,019.20
CA- Reach Cyber Teachers	Rhodes, Lindsey	Teacher - Secondary		\$ 41,000.00		0.04	\$ 1,640.00	\$ 42,640.00
CA- Reach Cyber Teachers	Sayer, Jennifer	Teacher - Secondary		\$ 45,000.00		0.04	\$ 1,800.00	\$ 46,800.00
CA- Reach Cyber Teachers	Scheib, Eric J.	Teacher - Secondary	Master Teacher	\$ 50,000.00	\$ 7,500.00	0.05	\$ 2,875.00	\$ 60,375.00
CA- Reach Cyber Teachers	Shields, Rebecca A.	Teacher - Secondary		\$ 47,775.00		0.08	\$ 3,822.00	\$ 51,597.00
CA- Reach Cyber Teachers	Smith, Cody J.	Teacher - Secondary	Lead Teacher	\$ 46,687.50	\$ 4,201.88	0.05	\$ 2,544.47	\$ 53,433.84
CA- Reach Cyber Teachers	Smith, Grace E.	Teacher - Secondary		\$ 47,150.00		0.05	\$ 2,357.50	\$ 49,507.50
CA- Reach Cyber Teachers	Stanalonis, Melissa S.	Teacher - Secondary		\$ 50,925.00		0.05	\$ 2,546.25	\$ 53,471.25
CA- Reach Cyber Teachers	Sweigart, Raelee	Teacher - Secondary		\$ 42,500.00		0.04	\$ 1,700.00	\$ 44,200.00
CA- Reach Cyber Teachers	Tomassone, David A.	Teacher - Secondary		\$ 40,462.50		0.05	\$ 2,023.13	\$ 42,485.63
CA- Reach Cyber Teachers	Unjacke, Brian	Teacher - Secondary		\$ 37,000.00		0.04	\$ 1,480.00	\$ 38,480.00
CA- Reach Cyber Teachers	Weirich, Stephanie	Teacher - Secondary		\$ 46,500.00		0.04	\$ 1,860.00	\$ 48,360.00
CA- Reach Cyber Teachers	Berger, Heather L.	Teacher - Special Edu	Lead Teacher	\$ 51,762.50	\$ 4,658.63	0.05	\$ 2,821.06	\$ 59,242.18
CA- Reach Cyber Teachers	Glasser, Sheryl A.	Teacher - Special Edu		\$ 42,025.00		0.05	\$ 2,101.25	\$ 44,126.25
CA- Reach Cyber Teachers	Palombi, Nicole M.	Teacher - Special Edu		\$ 42,537.50		0.05	\$ 2,126.88	\$ 44,664.38
CA- Reach Cyber Teachers	Perez, Sheila E.	Teacher - Special Edu	Lead Teacher	\$ 54,468.75	\$ 4,902.19	0.05	\$ 2,968.55	\$ 62,339.48
CA- Reach Cyber Teachers	Remaley, Catherine J.	Teacher - Special Edu		\$ 44,100.00		0.05	\$ 2,205.00	\$ 46,305.00
CA- Reach Cyber Teachers	Stroup, Lauren	Teacher - Special Edu		\$ 42,025.00		0.05	\$ 2,101.25	\$ 44,126.25
CA- Reach Cyber Teachers	Vitorio, Lauren	Teacher - Special Edu		\$ 41,000.00		0.04	\$ 1,640.00	\$ 42,640.00
CA- Reach Cyber Teachers	Trostle, Jeremy	Teacher - Special Edu		\$ 41,000.00		0.04	\$ 1,640.00	\$ 42,640.00
CA- Reach Cyber Teachers	Neary, Kaitlyn	Teacher - Special Edu		\$ 41,000.00		0.04	\$ 1,640.00	\$ 42,640.00
CA- Reach Cyber Teachers	Ford, Whitney	Teacher - Special Edu		\$ 45,000.00		0.04	\$ 1,800.00	\$ 46,800.00
CA- Reach Cyber Teachers	Schaeffer, Debbie	Teacher - Special Edu		\$ 49,500.00		0.04	\$ 1,980.00	\$ 51,480.00
CA- Reach Cyber Teachers	Pizzo, Steven	Teacher - Special Edu		\$ 48,500.00		0.04	\$ 1,940.00	\$ 50,440.00



## 2017–2018 Teacher Training and Professional Learning



## Mission

Connections Academy helps each student maximize his or her potential and meet the highest performance standards through a uniquely individualized learning program. Connections Academy’s high-tech, high-touch virtual “school without walls” combines the best in virtual education with very real connections among students, families, teachers, and the community.

## Training and Professional Learning Objectives

The Connections Academy teacher training and professional learning programs equip teachers with the following:

- Working knowledge of the Connections Education curriculum and how to facilitate student learning in a virtual environment
- Strategies and effective practices for virtual instruction
- Ability to effectively use the tools in Connexus®, our education management system (EMS), to communicate, monitor progress, and use data to support student learning
- Multiple forms of assessment and skills to interpret performance data to guide instruction, determine appropriate differentiation strategies, and develop personalized learning plans
- Guidance on how to use instructional resources and identify the appropriate intervention tools based on student needs
- Strategies for implementing the “instructional shifts” for college and career readiness, increased rigor in state standards, and next generation assessments
- Identification of at-risk students and instructional strategies to engage and motivate them
- Knowledge of required school year cycle teacher tasks, school processes, and policies
- Techniques to foster socialization and connectedness in a virtual school community

## Training and Professional Learning Delivery Models

Connections Academy uses several modes to deliver training and professional learning:

1. **In-Person Training:** Recognizing the tenets of effective professional development established by Learning Forward, interpersonal connections increase the impact of training for adult learners. Connections Academy’s Academic Training and Support Services team delivers on-site training by school request. This can help establish rapport and promote collegial learning communities that are continued throughout the year via remote interactions.
2. **“Train-the-Trainer”:** Each school selects at least one teacher to serve as a Training Representative to work with members of the Academic Training and Support Services team throughout the year via regularly scheduled meetings. During these meetings, the Academic Training and Support Services Specialist and the school-based Training Representative(s) use key School Year Cycle milestones, task completion data, and anecdotal feedback from school staff to determine training needs and establish a training plan. Training Representatives then train teachers at their school on school-year cycle tasks, Connexus updates, and changes to processes. To assist them in this role, Training Representatives are given access to training materials they can customize, such as PowerPoint trainings, one-page guides, and activities to reinforce learning. To ensure Training Representatives can focus on supporting the training needs of all school staff the Academic Training and Support Services team provides additional support to new teachers by offering monthly sessions specific to reviewing the key operational and instructional tasks for that month.

**3. Synchronous Web-Based Training:** In line with our commitment to use cutting-edge technology to promote learning for students, Connections Academy also implements this model for teacher training and professional learning. Connections uses Adobe Connect (LiveLesson sessions) to facilitate virtual meetings with teachers to demonstrate new Connexus functionality, present and model best practices in online teaching, and showcase available resources and tools for online teaching and learning. The technology also allows sessions to be recorded so that teachers can play them back at any time, providing teachers continuous access to pertinent information. Schools can request additional, school-specific sessions at any time.

## Research Base

Connections equips each teacher with the skills and technology needed to maximize student learning. Research, focusing specifically on online learning, echoes the critical importance of teacher quality and preparation. In November 2015, Mary F. Rice, Theron (Bill) East and Daryl F. Mellard published a [study](#) which analyzed effective teacher preparation and practice for the online learning environment. In the study, "...administrators indicated teacher preparation and ongoing support (e.g., coaching and professional development) was very critical. In fact, they agreed this topic was one of the most critical of all topics covered in the forum. Administrators considered teacher preparation and support very important because they believed that teachers are the most important component of successful online learning once devices are in students' hands and working properly."

Through Connections' award-winning<sup>1</sup> professional learning model, teachers have an opportunity to gain an understanding of their role as facilitator, implement effective online teaching practices, and develop strategies to engage virtual learners. Throughout each level of professional learning, teachers engage in reflection opportunities and share their reflections with colleagues and school leaders.

Professional learning at Connections is intensive, ongoing, and connected to practice. Teachers need to try out new ideas and strategies with their students and to reflect on the results of these strategies. Intensive professional development, especially when it includes application of knowledge to planning and instruction, has a greater chance of influencing teaching practices, and in turn, leading to gains in student learning. Presenters with various backgrounds and areas of content expertise conduct synchronous professional learning sessions on a rotating basis throughout the school year. Using the Connexus® learning management system and the Adobe® Connect™ synchronous webinar platform, the web-based tools that teachers use with their students, the Professional Learning Model deliberately incorporates activities that model the instructional resources available to deliver interactive and engaging online instruction to students. Each professional learning session includes large and small group activities, breakout rooms, chat pods, microphones, cameras, file sharing, interactive polling, and session summaries.

According to Rick DuFour and Douglas Reeves in their article, [Professional Learning Communities Still Work \(If Done Right\)](#) (October 2015), educators "...prefer professional development that helps them plan and improve their instruction, is teacher-driven, includes hands-on strategies relevant to their classrooms, is sustained over time, and recognizes that teachers are professionals with valuable insights." Teachers are most satisfied with their professional learning when they are part of a learning community that focuses on lesson planning, using data to personalize instruction, day-to-day responsibilities, designing engaging content, and ensuring that all curriculum is aligned to state and national standards.

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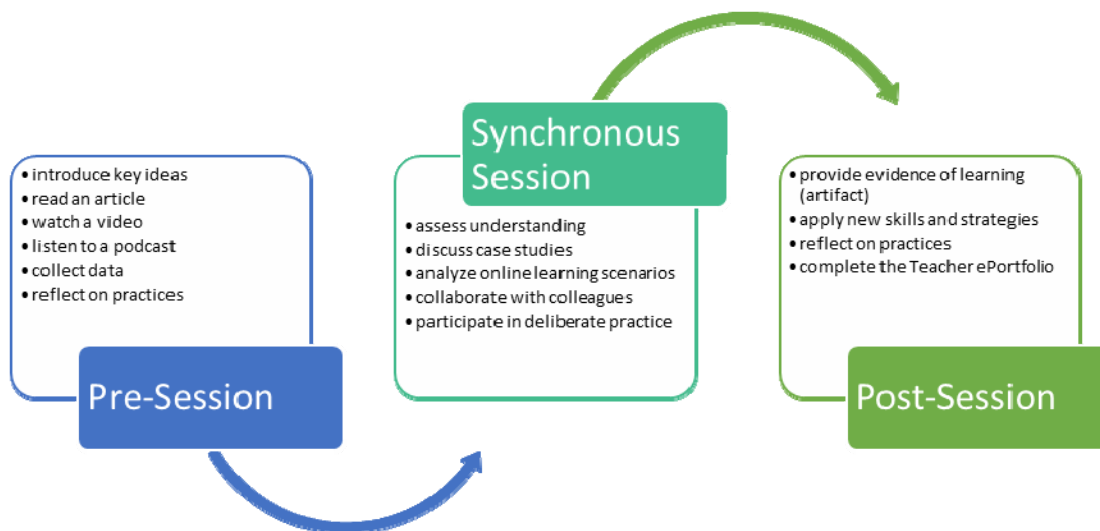
<sup>1</sup> Best Practices for Distance Learning Programming – Professional Learning Model (2015 USDLA Silver Award) and Best Professional Learning Solution for K–20 Faculty and Administrative Staff (2016 SIIA CODiE Finalist)



During each professional learning session, emphasis is placed on using data to personalize instruction and engaging all students in their learning. In February 2017, iNACOL published a white paper entitled [What's Possible with Personalized Learning? An Overview of Personalized Learning for Schools, Families & Communities](#). The authors, Bruce Friend, Carri Schneider, Susan Patrick, and Tom Vander Ark posed 10 questions aimed at identifying the benefits for personalized instruction, the root of learning at Connections. "Personalized learning tailors learning to each student's strengths, needs and interests. Students have "voice and choice" in determining what, how, when and where the learning occurs. Teachers provide the flexibility and supports to ensure mastery of the highest standards possible." The commitment to develop and collaborate professionally, as well as personalizing instruction for all students, are key components of the core standards for facilitating student learning at Connections and is evident in each of the professional learning sessions.

## Flipped Learning Model

Prior to each of the professional learning sessions, teachers engage in a pre-session activity that requires them to reflect on their current practices, watch a video of a new strategy or teaching model, read an article focusing on a research-based instructional practice, or identify tools and strategies that have the greatest impact on learning. Following each of the sessions, the post-session activity provides teachers with an opportunity to reflect on what they learned and describe, or share an example, of how they will implement a strategy or best practice as they work with and support their students.



## Teacher Orientation Course and Returning Staff Update

**Teacher Orientation Course: *Foundations of Instruction*** - All new teachers complete a self-guided, Connections Education-developed teacher orientation course. This course is delivered through Connexus and contains lessons, interactive practice activities, assessments, and online tutorials. This course covers "the basics" teachers need to know to effectively do their job, including guidance on how to establish a relationship with students, personalize instruction, effectively grade and provide meaningful feedback, monitor progress, and use our multitiered instructional model. Upon successful completion of this course

and its assessments, teachers are ready to begin. Teachers must complete this course within their first 30 days of employment with an overall score of 80% or higher.

**Returning Staff Updates** - This course is designed for teachers who are returning to Connections Academy and have already completed the Teacher Orientation Course. The returning staff update includes information about procedures, Connexus features, and instructional programs that are new or updated for the current school year. A link to the Teacher Orientation Course is included in the returning staff update for reference. To ensure they are aware of changes from the prior school year, returning teachers must complete an assessment with an overall score of 80% or higher during the first 30 days of the school year.

## Professional Learning Series

The **Professional Learning (PL) 100 series** supports new, school-based staff at established schools as they become effective facilitators of online instruction. The Professional Learning 100 series focuses on making data-driven instructional decisions, identifying risk factors that may require more intensive instructional interventions, monitoring student performance based on data available at different points in the school year, and providing teachers with strategies for giving effective feedback to students and evaluating evidence of learning. Emphasis is placed on the “instructional shifts” that are required to support the level of rigor demanded by the updated standards, and next generation assessments, as well as to prepare students for college and career success in our globally competitive world. Thoughtful engagement in discussions and activities will contribute to successful application of teaching concepts and instructional strategies.

### **New Teachers in New Schools**

Professional learning at new schools is integrated into the operational and school year cycle based training that teachers at new schools complete throughout the year with the support of the Academic Training and Support Services team. Teachers at new schools will start the PL 100 series during the school’s second year. This integrated model helps teachers at new schools focus their time on applying what they learn from the Foundations of Instruction course, following the school year cycle, familiarizing themselves with the instructional tools and data available in Connexus and developing the skills and strategies needed to become an effective online learning teacher.

The **Professional Learning (PL) 200 series** is designed for school-based staff who have completed the Professional Learning 100 series. The PL 200 series focuses on the learning sciences—deliberate practice, meaningful feedback, student engagement and motivation, multitiered intervention, and the role of mastery and transfer. PL 200 sessions are designed to engage teachers in thinking more critically about the topics presented during the PL 100 sessions and provide additional opportunities for application of skills and strategies that impact student achievement across all grade levels and subject areas. Thoughtful engagement in discussions and activities will contribute to successful application of teaching concepts and instructional strategies.

The **Professional Learning (PL) 300 series** supports school-based staff who have completed the Professional Learning 100 and 200 series in becoming effective facilitators of online instruction. The focus in PL 300 is applying instructional strategies through the content areas as teachers meet in content-area groups to discuss the learning sciences, personalized instruction, preparing students for college and careers, next generation assessments, and instructional shifts across the curriculum. Thoughtful engagement in content specific discussions and activities will contribute to successful application of teaching concepts and instructional

strategies. Participants are required to complete three required sessions and two of the four 300+ optional sessions offered throughout the series.

In addition to these required professional learning sessions, Connections also offers a variety of “optional” professional learning sessions and series throughout the school year. These sessions are available to all Connections teachers who seek to expand their professional knowledge. Sessions are designed for specific content areas, grade level teams, or experience levels. The optional learning experiences are designed as multi-part series or stand-alone sessions, depending on their content.

Professional learning sessions use evaluation surveys and collaborative tools to elicit teacher and administrator feedback.

During the 2017–2018 school year, each level of the comprehensive and systematic professional learning model will focus on a monthly theme. The table below provides an overview of the series themes and session titles.

	Themes	PL 100	PL 200	PL 300
<b>September</b>	Reflection	What is PL 100?	An Overview of Professional Learning and Reflective Practice	Fostering 21 <sup>st</sup> Century Success
<b>October</b>	Connections	Connecting with Students to Create Community	Helping Students Connect to Learning in Meaningful Ways	The Impact of Strong Teacher/Student Relationships
<b>November</b>	Ownership	The Power of Vocabulary in Building Student Ownership	Ownership: A Critical Element in Engagement	Honesty and Ownership
<b>January</b>	Questioning	Effective Questioning to Maximize Achievement	Measuring Student Learning through Questioning	Developing Empathy in a Virtual World
<b>February</b>	Practice	Practice + Reteaching: An Integral Part of Learning	Deliberate Practice and Self-Monitoring	Emotional Intelligence and Student Learning
<b>March</b>	Feedback	Feedback and Student Engagement	The Impact of Actionable Feedback on Learning	Let's Talk About Bias
<b>April</b>	Outcomes	Learning Outcomes with Meaning	Learning with the Brain in Mind	Students as Active Problem Solvers

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## Professional Learning 100 Series (2017–2018)

### Session 101: Professional Learning Overview (recorded session)

#### Core Standard for Facilitating Student Learning: *Personalize and Monitor Student Learning*

How does being a reflective practitioner enhance your role as an online facilitator? This recording will provide an overview of the Professional Learning 100 series and its focus on instructional shifts, data-driven decisions, and the Core Standards for Facilitating Student Learning. Best practices for fostering relationships with students, encouraging the synthesis and retention of information, and developing students’ conceptual understanding will be presented.



## **Session 102: Connecting Students and Teachers to Create Community**

**Core Standard for Facilitating Student Learning:** *Personalize and Monitor Student Learning*

How do relationships develop between student and teacher in a blended or online environment? The student and teacher relationship is a critical component of successful learning. The role of an online facilitator includes an additional responsibility to cultivate a sense of community among students. In this session, teachers will learn how to use synchronous and asynchronous tools and develop strategies to get to know students on a personal level. When paired with data, this knowledge will provide a complete picture of each student.

## **Session 103: The Power of Vocabulary in Building Student Ownership**

**Core Standard for Facilitating Student Learning:** *Ensure High Levels of Student Engagement*

How can your vocabulary instruction motivate students, including those with identified risk factors? All students must be exposed to vocabulary in a variety of contexts to develop deep understanding and mastery of concepts. In this session, teachers will explore the benefit of understanding vocabulary across content areas and its impact on students who are at risk for poor academic performance.

## **Session 104: Effective Questioning to Maximize Achievement**

**Core Standard for Facilitating Student Learning:** *Personalize and Monitor Student Learning and Provide Timely, Goal-Referenced, and Actionable Feedback*

How do students answer questions beyond restating information from a source? The ability to synthesize information from one or more sources to draw a unique conclusion is vital to 21st century skills and student success. Participants will explore strategies to guide students on how to gather evidence, internalize knowledge, and develop unique insights to demonstrate understanding.

## **Session 105: Practice + Reteaching: An Integral Part of Learning**

**Core Standard for Facilitating Student Learning:** *Personalize and Monitor Student Learning*

What role does deliberate practice and reteaching play in student learning? Conceptual understanding is a critical component of practice. In this session, participants will discover strategies to make practice opportunities purposeful and meaningful for students.

## **Session 106: Feedback and Student Engagement**

**Core Standard for Facilitating Student Learning:** *Provide Timely, Goal-Referenced, and Actionable Feedback and Ensure High Levels of Student Engagement*

How does feedback impact student learning? Feedback inspires students to become better learners, allows them to take ownership of their academic performance, and encourages them to be more involved in the learning process. This session will demonstrate how educators can provide precise, targeted, and actionable feedback to motivate their students.

## **Session 107: Learning Outcomes with Meaning**

**Core Standard for Facilitating Student Learning:** *Personalize and Monitor Student Learning*

What strategies encourage students to retain information? Internalization requires students to make connections between what they're learning and how it applies to the real-world. Participants will discover how to incorporate real-world connections into the online and blended environment and reflect on the impact of previous professional learning sessions.



## Professional Learning 200 Series (2017–2018)

### **Session 201: An Overview of Professional Learning and Reflective Practice (recorded session)**

**Core Standard for Facilitating Student Learning: *Personalize and Monitor Student Learning and Ensure High Levels of Student Engagement***

How does being a reflective practitioner encourage powerful connections between teachers and students? This recording will provide an overview of the Professional Learning 200 series and how each session focuses on the Learning Sciences. Best practices for encouraging growth mindset, engaging students with higher-level questions, providing effective and deliberate practice opportunities, and designing motivational feedback will be presented.

### **Session 202: Helping Students Connect to Learning in Meaningful Ways**

**Core Standard for Facilitating Student Learning: *Personalize and Monitor Student Learning and Ensure High Levels of Student Engagement***

Do your students feel connected to their teachers, their peers, and their learning? Students are most successful in a welcoming environment that fosters personalized learning and communication to create a sense of community. This session examines the nine events of learning that form the basis for effective instruction in online and blended environments.

### **Session 203: Ownership: A Critical Element in Engagement**

**Core Standard for Facilitating Student Learning: *Personalize and Monitor Student Learning and Ensure High Levels of Student Engagement***

How do students develop persistence to continue with a task when the work gets challenging? Engaged students are invested in their learning and, as a result, demonstrate perseverance, grit, and a growth mindset. In this session, teachers will discuss mindset, productive struggle, and strategies for helping students become more resilient learners.

### **Session 204: Measuring Student Learning through Questioning**

**Core Standard for Facilitating Student Learning: *Personalize and Monitor Student Learning and Ensure High Levels of Student Engagement***

Do the types of questions teachers ask impact student learning? Higher-order thinking encourages students to develop deep understanding of content. In this session, teachers will explore a variety of questioning strategies to support student curiosity and assess genuine learning.

### **Session 205: Deliberate Practice and Self-Monitoring**

**Core Standard for Facilitating Student Learning: *Provide Timely, Goal-Referenced, and Actionable Feedback***

What type of support do students need as they practice skills and learn concepts? Practice must provide students with multiple opportunities to demonstrate learning without negative consequences. In this session, teachers will explore ways to personalize student learning through self-monitoring, re-teaching, and practice techniques.



## **Session 206: The Impact of Actionable Feedback on Learning**

**Core Standard for Facilitating Student Learning: *Personalize and Monitor Student Learning and Ensure High Levels of Student Engagement***

Are your students motivated by feedback they receive? Students believe they can learn and achieve at high levels when feedback effectively supports and guides them in their learning process. In this session, teachers will discuss how they provide relevant, timely, and actionable feedback to students in online and blended learning environments.

## **Session 207: Learning with the Brain in Mind**

**Core Standard for Facilitating Student Learning: *Personalize and Monitor Student Learning***

How does having an understanding of brain research impact your instruction and interactions with students? Active learning requires cognitive presence as students go through multiple steps for processing information. In this session, participants explore the impact of working memory and executive functioning on student outcomes.

## **Professional Learning 300 Series (2017–2018)**

### **September: Fostering 21<sup>st</sup> Century Student Success (recorded session)**

**Core Standard for Facilitating Student Learning: *Develop and Collaborate Professionally and Ensure High Levels of Student Engagement***

How does understanding the whole child impact instructional decisions and student learning? Teachers will develop personal professional learning goals focused on preparing students for the 21st century world that will be reviewed throughout the series. This recording will also provide an overview of the Professional Learning 300 series including the required and choice sessions that teachers can attend.

### **October: The Impact of Strong Teacher/Student Relationships (300+)\***

**Core Standard for Facilitating Student Learning: *Personalize and Monitor Student Learning, and Provide Timely, Goal-Referenced, and Actionable Feedback***

How does a positive student teacher relationship impact student performance? When teachers invest time in learning about their student as a whole child, there are less surprises in end results. In this session, teachers will examine strategies to get to know their students beyond their academic performance and discover the impact this connection has on student learning.

### **November: Honesty and Ownership (required session)**

**Core Standard for Facilitating Student Learning: *Personalize and Monitor Student Learning and Ensure High Levels of Student Engagement***

How does integrity and self-control impact student ownership of learning? In an environment where academic honesty is vital to success, it is critical to focus on life-long social and emotional skills. In this session, teachers will discuss instructional strategies to guide students in understanding the importance of their development in these areas to prepare for a world of constant change.

### **January: Developing Empathy in a Virtual World (required session)**

**Core Standard for Facilitating Student Learning: *Personalize and Monitor Student Learning and Ensure High Levels of Student Engagement***

How can teachers embrace diversity and empower students to do the same? Planned and purposeful opportunities for recognizing and appreciating differences among us support online students in developing

empathy for their peers. In this session, teachers will discuss instructional strategies, including effective questioning and discourse, for developing empathy in an online environment.

**February: Emotional Intelligence and Student Learning (300+)\***

**Core Standard for Facilitating Student Learning: *Personalize and Monitor Student Learning and Ensure High Levels of Student Engagement***

Why is emotional intelligence a factor in academic success? When students understand how they feel, they are better able to focus on learning and instruction. In this session, teachers will explore strategies to support students in recognizing the connection between emotions and learning.

**March: Let’s Talk About Bias (300+)\***

**Core Standard for Facilitating Student Learning: *Personalize and Monitor Student Learning, and Provide Timely, Goal-Referenced, and Actionable Feedback***

How does implicit bias underlie instructional decisions? Discovering an awareness of personal beliefs is a fundamental first step. In this session, teachers will engage in activities to examine the relationship between their biases and the feedback they provide to students.

**April: Students as Active Problem Solvers (300+)\***

**Core Standard for Facilitating Student Learning: *Personalize and Monitor Student Learning and Ensure High Levels of Student Engagement***

How do teachers make the shift from teaching students to follow instructions and find information to being active problem solvers? As routine functions become more automated, jobs of the future will be filled by those candidates who can innovate, create, and engage in non-routine problem solving. In this session, teachers will discuss and explore instructional strategies that provide students with dynamic experiences in which they can learn to deploy knowledge in action, to work with others, and to pursue successful outcomes through persistence and resilience.

*\*300+ sessions: Participants choose two additional sessions to continue their learning.*

**Math, We’ve Got This! Professional Learning Series**

Math: We've Got This! is designed for new and returning math teachers. During this seven-session professional learning series, participants focus on supporting students in developing mathematical mindsets, and exploring research-based instructional strategies designed to promote discourse, develop number sense, and deepen conceptual understanding. A variety of strategies for teaching specific math concepts virtually are modeled and practiced. Teachers may choose to participate in this series as the sole focus of their professional growth or in addition to the PL 100, PL 200, or PL 300 series.

- Elementary, Part 1: Creating a Culture for Math Practices and Mindset
- Elementary, Part 2: Building Conceptual Understanding in Math
- Secondary: Fostering Effective Mathematical Practices for Secondary Students

	<b>Creating a Culture for Math Practices and Mindset</b>	<b>Building Conceptual Understanding in Math</b>	<b>Fostering Effective Mathematical Practices</b>
<b>September</b>	Overview of Series	Overview of Series	Overview of Series
<b>October</b>	Promoting Number Sense	The Importance of Place Value	Promoting Discourse
<b>November</b>	Incorporating Discourse	Decimals	Determining Algebra Readiness
<b>January</b>	Avoiding Rules that Aren’t	Fractions, Part 1	Teaching Vocabulary



	Rules		
<b>February</b>	Addition and Subtraction	Fractions, Part 2	Using Error Analysis to Build Understanding
<b>March</b>	Multiplication and Division	Geometry	Taking Secondary Math Beyond Calculations
<b>April</b>	Importance of Vocabulary in Math	Metric and Customary Measurements	Knowing When to Stop

## Creating a Culture for Math Practices and Mindset

### September: Overview of Series

How can reflection on instructional practices enhance student comfort and performance in mathematics? This recording will provide an overview of the Math, We've Got This! series which is focused on developing strategies for facilitating discourse in math lessons, helping students acquire the number sense necessary to fluently move through higher levels of math and increasing the number of strategies teachers have to help students understand the four basic operations.

### October: Promoting Number Sense

Why is a developed number sense critical to student success in mathematics? Research shows that students that can use numbers flexibly tend to be more successful. In this session, participants will investigate both why a developed number sense is important and how to help students acquire a better sense of numbers.

### November: Incorporating Discourse

How comfortable are your students talking about math? How comfortable are you in planning for and promoting discourse in your lessons? This session will focus on the importance of math discourse and how to successfully plan for promoting discourse in your math lessons.

### January: Avoiding Rules that Aren't Rules

Did you know that some of the 'rules' often taught to elementary students aren't rules at all? Some tips and tricks young students learn are not mathematically sound and can hinder students' mathematical progress in the long-term. In this session, teachers will review common rules that expire and alternate ways to teach the concepts associated with these topics.

### February: Addition and Subtraction

How do you know your students truly understand the operations of addition and subtraction and are not just replicating an algorithm? Students need a foundational understanding of the properties of addition and subtraction to feel confident manipulating numbers formally. In this session, teachers will break down the formal algorithms and investigate alternative strategies for teaching both.

### March: Multiplication and Division

Multiplication is simply repeated addition, right? How many strategies do you have for teaching long division? Being able to replicate the standard algorithm for either multiplication or division does not ensure students understand the concepts. This session will review the concepts of multiplication and division, as well as alternative strategies for algorithms for both.





## **April: Importance of Vocabulary in Math**

Isn't vocabulary acquisition for English Language Arts? Content vocabulary can be a serious roadblock to understanding content if students are not comfortable using it. In this session, teachers will investigate strategies for incorporating explicit vocabulary instruction into their math lessons.

## **Building Conceptual Understanding in Math**

### **September: Overview of Series**

How can reflection on instructional practices enhance student comfort and performance in mathematics? This recording will provide an overview of the Math, We've Got This! Series Building Conceptual Understanding in math, which is focused on developing strategies for going deeper with foundational skills such as place value, decimals, fractions, geometry and measurement.

### **October: The Importance of Place Value**

Is place value really that important? YES! A fundamental understanding of place value provides a solid conceptual base in mathematics. In this session participants will investigate the importance of place value and how to systematically include it in lessons.

### **November: Decimals**

What about decimals? The idea of part of a number can be tricky for young students, but the development of this concept starts at the beginning of formal education. This session will be spent identifying important pieces to include in instruction as it pertains to laying the foundation for decimal understanding.

### **January: Fractions, Part 1**

Aren't decimals the same thing as fractions? In this session we will review how fractions and decimals are related and the importance of understanding the whole fraction.

### **February: Fractions, Part 2**

Why do you need a common denominator to add fractions? Building on Part I, participants will apply their understanding of whole fractions and delve deeper into common misunderstandings many students have.

### **March: Geometry**

Do your students understand the relationship between area and perimeter? In this session, we will explore this relationship and strategies to grow student understanding, including how work in the primary grades can set students up for success in the intermediate grades.

### **April: Metric and Customary Measurements**

Is there a difference between a yard and a meter? Does it matter? During this session participants will investigate strategies for determining length, capacity, and volume, as well as using non-standard units to help students acquire a sense of relativity.



## Fostering Effective Mathematical Practices for Secondary Students

### September: Overview of Series

How can reflection on instructional practices enhance student comfort and performance in mathematics? This recording will provide an overview of the Math, We've Got This! Fostering Effective Mathematical Practices for Secondary Students, which is focused on developing strategies for deeper and more meaningful math discussions through the use of planned questions and math vocabulary instructional strategies to ensure students are algebra ready.

### October: Promoting Discourse

How can talking about math help students develop a better understanding of content? This session will focus on the use of talk moves that promote math discussion and the importance of creating a safe environment, identification of tasks that are conducive to discourse and planning of relevant, meaningful questions designed to extend the conversation.

### November: Determining Algebra Readiness

How can teachers determine that students are algebra ready? This session will focus on establishing math skills that are critical to being prepared for the rigors of algebra and using strategies to meet the needs of students who are not quite algebra ready.

### January: Teaching Vocabulary

What impact does vocabulary have on learning math? This session will focus on incorporating math vocabulary into lessons and using various strategies to improve math understanding.

### February: Using Error Analysis to Build Understanding

How can teachers use student's errors as a teaching tool? This session will focus on gaining a deeper understanding of the error analysis strategy and how to use it as a tool to evaluate student understanding; as well as, creating content-specific error analysis items for use.

### March: Taking Secondary Math Beyond Calculations

"When will we EVER use this?" If you have ever heard your students utter this phrase, this session will prepare you with a great answer! Focusing on making concepts connect to real world applications, participants will explore examples such as using the Pythagorean Theorem to determine the incline of boat ramps and using equations in finding rates of change, among others.

### April: Knowing When to Stop

"How do I know when I am finished?" A question often thought, if not asked by many secondary students, this question will be answered in this session. Participants in this session will focus on helping students understand the differences in common math directional vocabulary such as evaluate, solve, simplify. Additionally, time will be spent developing conceptual awareness so that students know when the solution to the problem has been found.



## Optional Professional Learning Sessions and Series (2017–2018)

	Title	Audience	Description
<b>STEM Support: Multi-Part Series</b>	Creating a Culture for Math Practices and Mindset	K–5 teachers	This series focuses on developing strategies for facilitating discourse in math lessons, helping students acquire the number sense necessary to fluently more through higher levels of math and increasing the number of strategies teachers have to help students understand the four basic operations.
	Building Conceptual Understanding in Math	K–5 teachers	This series focuses on developing strategies for going deeper with foundational skills such as place value, decimals, fractions, geometry and measurement.
	Fostering Effective Mathematical Practices for Secondary Students	6–12 teachers	This series focuses on developing strategies for deeper and more meaningful math discussions through the use of planned questions and math vocabulary instructional strategies in conjunction with other content specific instructional strategies to ensure students are algebra ready.
<b>STEM Support: Stand-Alone Session</b>	Bringing Science to Life!	K–12 teachers	Did you know that students learning in virtual education settings already have a lot in common with modern day scientists? In this session, teachers will discuss how to best utilize online collaboration techniques as well as learn about resources that share real scientific data with the public. When used together, students are able to extend their understanding of scientific concepts by collaborating, analyzing, drawing conclusions and problem solving about information presented in data sets. Teachers will learn how this approach also facilitates the inclusion of all aspects of STEM into one lesson. Designing inquiry-based, hands on science activities for the online classroom will also be discussed. These processes are very similar to how scientists collaborate on experiments from their labs all over the world. Come share in the discussion about how your students can be transformed into scientists!
<b>Exceptional Student Support: Multi- Part Series</b>	Introduction to Gifted Education	K–12 teachers	What is the role of gifted education and how can we best support gifted students in a virtual environment? This monthly series covers the fundamentals of gifted education and how to address the needs of gifted students in the virtual environment. Beginning with a conceptual understanding of the gifted child, teachers will work through sessions on the academic, emotional, and extracurricular needs of the gifted student. This series is highly recommended for all staff members who have had limited experience with GT programing, have not attained formal gifted certification, or are in need of a review on the fundamentals of gifted education.
	Making Appropriate and Legal Curriculum Modifications for Students with IEPs	K–12 teachers	Ever wonder how to make an appropriate, individualized curriculum modification for a student with an IEP? If you struggle with maintaining course integrity while still providing students with the modifications to succeed, then attend this series. In part one, we will explore the principals of curriculum modification as well as the legal principles behind it. In part two we will focus on modification practices and resources for modifying the four core academic areas. By the end of the series, participants will know how to modify a lesson.
<b>Advancing Your Instructional Practices:</b>	Developing Beneficial Time Management Routines	K–12 teachers	What role does your calendar have in developing a time management routine? Using features specific to a Google calendar will help teachers organize their responsibilities and establish beneficial time management habits. In this session,

<b>Stand-Alone Sessions</b>			teachers will identify their routine tasks and organize their calendar to best manage their time each day.
	Adobe® Connect™ Layouts: Working Smarter	K–12 teachers	How can using multiple layouts in Adobe Connect improve LiveLesson® session instruction? Creating specific layouts based on needs allows teachers to move between layouts with ease. In this session, teachers will discover instructional uses of multiple layouts to maximize their LiveLesson sessions and will have time to create layouts in their LiveLesson room.
	Using Adobe® Connect™ Breakout Rooms with Confidence	K–12 teachers	How can breakout rooms improve your instructional practice? Breakout rooms allow teachers to maximize engagement, personalize instruction, and offer collaboration among students. In this session, teachers will become familiar with the basic features of using breakout rooms and discover instructional strategies to enhance the student learning experience.
	Finding the Data After the Polls	K–12 teachers	Are you using the Adobe Connect poll pod data from your LiveLesson sessions to guide your instruction? When teachers can review data after a LiveLesson session they can purposefully plan future instructional opportunities. In this session, teachers will discover the data that is captured by the poll pods, ways to view that data and discuss instructional decisions that can be made with the data.
	Socialization and Connectedness in the Virtual World	K–12 teachers	What role does building a community of learners play in the learning process? In this session participants will explore how to create a welcoming environment in which the online facilitator fosters personalized learning and communication to create a sense of community leading to student success. Session activities will include a focus on research that indicates that students who have strong connections within their learning environment and a foundation for valuing education and communication have the ability to self-advocate which enhances their growth mindset
	Partnering with Learning Coaches	K–12 teachers	Do you want more information on how to build effective relationships with your Learning Coaches? Teachers will have the opportunity to learn about the Learning Coach Program Development team and resources - including Learning Coach Central - and how they can work with Learning Coaches to promote learning outcomes for their students. By the end of this session, participants will be equipped with ideas to support Learning Coaches, a better understanding of Learning Coach attitudes, abilities, and strategies for building better Learning Coach partnerships.

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## University Online Instruction Courses

Connections Education has established relationships with faculty members at American Public University to provide teachers with courses specifically designed to focus on online instructional practices. Connections Education offers up to \$5,250 per year per teacher per teacher in tuition reimbursement to support continuing education. Some restrictions apply including enrollment in an accredited program or degree path as well as successful completion of the course(s).



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## Connections Academy Leadership Academy

Connections Academy cultivates internal leadership candidates through a series of meetings that focus on administrative, policy, and operational issues. Candidates who have an interest in future leadership opportunities are selected through an application process. This forum promotes critical thinking in the areas of educational research, administrative practice, and supervisory proficiency as they relate to virtual school leadership. Participants will also be expected to complete a year-long action research project at their school and report on the results at the final meeting of the Leadership Academy.

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## Teacher Central

New for the 2017-2018 school year, Teacher Central is a website that is easy to navigate and serves as a one-stop shop for teachers and staff to find guidance on instructional practices, professional learning, and training resources. Each section contains links to resources to support teacher effectiveness, best practices, and tools designed to personalize the learning experience for students. The Teacher Central website supports school-based staff with a variety of recorded tutorials, presentations, guides, and links to resources in 10 key categories:

- Connexus Tools
  - Curriculum and Course Support
  - Data & Reports
  - Enrollment, Placement, and Withdrawal
  - Family Engagement
  - Multitiered Instructional Support
  - Professional Learning and Collaboration
  - School Year Cycle
  - Teacher Protocols, Policies, and Best Practice
  - Live Lesson Sessions
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## Recognitions

- In April 2015, the Connections Professional Development Model was recognized with a silver award for Best Practices for Distance Learning Programming by the United States Distance Learning Association (USDLA). This prestigious award recognizes organizations that have designed and delivered outstanding and comprehensive best practices in distance learning programming, including program content and delivery, integration of technology, presentation, and impact on participant learning. The USDLA International Distance Learning Awards are presented to five major sectors of distance education and training and include the Pre-K - 12, Higher Education, Corporate, Government, and Telehealth markets.
- In May 2016, the Connections Professional Learning Model was recognized as a CODIE Award finalist in the category of Best Professional Learning Solution for K-20 Faculty and Administrative Staff. The CODIE Awards recognize the best educational application or service designed to support PK-12 or postsecondary education institutions in the professional development of faculty and administrative staff.

# LEARNING COACH INSTRUCTIONAL SUPPORT 2017–2018

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The mission of the Learning Coach Instructional Support team is to educate, support, and encourage Learning Coaches. We help Learning Coaches to develop connections to their schools and to each other, and provide them with the tools, skills, strategies, and confidence to nurture and cultivate their student's academic performance and success.

## Training and Resources

Learning Coaches' needs are unique to their role, and we equip them with the following training and resources to provide them with the support and information needed to be effective Learning Coaches.

### Learning Coach Orientation Course

All new Learning Coaches complete a self-guided, Connections Education-developed Learning Coach orientation course. The 2017-2018 orientation course covers information about the role of the Learning Coach, preparing for the first day of school, recording attendance, running the scheduler and using the planner, and available resources.

To supplement the orientation and provide information on other necessary topics for new Learning Coaches, Learning Coach Essentials were developed. Learning Coach Essentials are a series of checklists providing additional resources to Learning Coaches on topics in more of a just-in-time format. The checklists provide additional information when it's needed and in a format that supports adult learning and multiple learning styles.

Returning Learning Coaches are provided information, via a Learning Coach Questionnaire, to remind them of the resources that are available to them, encourage them to visit Learning Coach Central, and provide them the option to review the orientation course.

### Learning Coach Resource Sessions

Each month, there are multiple LiveLesson sessions offered to Learning Coaches, with recordings made available following the sessions. The goals of these sessions are to:

- Provide Learning Coaches with instructional strategies to improve performance and support their students in the areas identified as critical to student success
- Support Learning Coaches in developing their expertise and a comfort level in using the features and functions in Connexus
- Help Learning Coaches to support their students in developing the skills needed in becoming college and career ready

Sessions are based on six main themes and branded by theme and grade band where applicable:

- Learning Sciences (specific sessions and interspersed throughout other sessions)
- Math, ELA/Writing
- Role and Responsibility of the Learning Coach
- College and Career Readiness
- Supporting High School Students
- General topics to benefit Learning Coaches

In addition to open Q&A sessions, some examples of Learning Coach Resource Sessions available are:

- Connect Learning and Fun: Clubs and Activities
- "But...I'm Not a Teacher"—How to Be a Successful Learning Coach
- You Can Do This Without Pulling Your Hair Out!
- Curriculum that Makes a Difference
- Defining the Gifted Student and the Role of Gifted Education
- Born to Learn—Embracing Struggle through a Growth Mindset
- What Was Broken with Math and Why Did They Need to Change It?
- Coaching Your Child With Learning Differences in Math
- I'm No Mathematician, How Can I Help?
- Involved and Engaged: Nurturing Student Motivation
- Overcoming Underachievement and Academic Disengagement How to Ask Questions to Help Your Student Think Deeply —
- College Applications and Your Student: What to Expect and How to Help Building Blocks to Becoming a Strong Reader: How to Support the Five Areas of Reading
- Exploring the Stages of the Writing Process
- Ace the Assessment: Helping Your High School Student Prepare
- Tips for Supporting Writing at Home
- Socialization in a Virtual School
- Coaching Your High School Student for Success

Following each session, Learning Coaches are given the opportunity to complete a survey. Information provided in the survey is used to gauge the effectiveness of the session, gain insight into the needs of Learning Coaches, and get recommendations for future session topics.

### **Learning Coach Central**

Learning Coach Central, a website designed specifically to support Learning Coaches, provides a visually appealing, user-friendly interface and is fully accessible and viewable on a mobile device or tablet. Learning Coaches will find it easy to navigate to resources and find information. The site is divided into several categories with the ability to open resource documents, tutorials, video Quick Clips, and links found within each category. These resources and categories are indicated by at-a-glance icons for easy reference. The categories include: Orientation and Tutorials, Getting Started, Daily Tasks, Resource Sessions, Resources, Instructional Support, Assessments, Staying Connected, and Student Experience. Learning Coach Central contains numerous resources providing valuable information to assist and support Learning Coaches, and new resources are developed regularly.

### **Learning Coach Link**

Learning Coach Link is a monthly communication for Caretakers and Learning Coaches distributed via WebMail message. It provides another resource for Learning Coaches to receive information about upcoming Learning Resource Sessions, links to prior sessions, instructional support tips and strategies, and Connexus tips, tricks, and updates. Learning Coach Link also gives Learning Coaches an opportunity to share their own success stories and tips with each other, as well as thank other Learning Coaches who have provided support or help to them.



## Learning Coach Success Series

Before the start of each school year, national Learning Coach Success Series sessions led by currently-enrolled parents help families prepare for their first days of school. Learning Coaches are encouraged to attend this series of sessions in addition to completing the Learning Coach Orientation and familiarizing themselves with their school-specific handbook. In addition to open Q&A sessions each week, five different topics are addressed:

- Virtual School Basics
- Roles and What to Expect
- Schedules and Routines
- Getting Acquainted with Connexus
- Tips and Tricks for Success





# Proposal for Expanded and Upgraded Technology Package for Reach Cyber Charter School

## ■ Staff Technology & Support

Connections proposes to provide Reach Cyber Charter School (Reach) with an expanded and upgraded Technology Package. Currently Reach receives our Standard Technology & Support. We propose to expand and upgrade the services and products provided to Reach.

In our new proposal Connections will provide and manage computers and other technology assets that Reach teachers and staff use and rely on. This includes providing Service Desk support, procuring equipment, imaging, managing the Operating System, providing productivity suites, managing anti-virus programs, providing system patches, providing other endpoint management services, and supporting other authorized software packages. We will provide additional support as needed to support Reach's state testing requirements.

We will provide each staff member with a laptop and headphones with a microphone for home and/or office use. All staff office workstations will be equipped with a keyboard & mouse, and 24-inch monitors (in the current package, the monitors are only 19 inches). If a staff member has work-at-home privileges, we will provide him/her one 24-inch monitor for home office use. Additionally, we will outfit each office workstation with a laptop docking station and a second 24-inch monitor. Including the laptop screen, this will allow for three monitors to be used at each workstation, and 24-inch monitors have over 59% more screen area than 19-inch monitors.

## ■ Pricing

We are committed to working with you to find the best solutions for Reach at the best value, working to find effective solutions within your budget.

Currently, Connections charges Reach \$435 monthly for School Staff Support Services.

For the expanded and upgraded Technology Package, Connections would charge Reach a monthly fee of \$475 for School Staff Support Services, an increase of \$40 per month.

## ■ Commitment

Connections is committed to your success and to a truly supportive partnership. Thank you for this opportunity, and we look forward to discussing these options and how to best support Reach's continued success.