



**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 19, 2020 at 9:00 a.m.

Meeting Location:

Via Teleconference due to State Precautions regarding Public Health and Safety
During COVID-19 Pandemic

1(800) 747-5150; Code 703-4511#

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 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 the 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. School Leader’s Report – J. Swan
 - i. Student Progress Benchmark Assessments
 - ii. Back to School Activities, Staffing and Training Update
 - iii. Enrollment and Staffing Update / COVID-19 Related Changes
 - iv. Connections Academy Summer Leadership Conference
 - v. Reports and Grants Update
 - vi. Student Teacher Program Update
 - b. Financial Report (attached) – K. Yeselavage
 - i. Unaudited 2019-2020 SY Financial Results
- V. Consent Items
 - a. Approval of Minutes from the June 17, 2020 Annual Board Meeting (to follow)
 - b. Approval of Staffing Report (to follow)
 - c. Approval of OBL Invoice(s) for June (attached)
 - d. Ratification of Renewal Statement of Agreement (SOA) with OBL (to follow)
 - e. Ratification of CSI Improvement Plan (attached)
- VI. Action Items
 - a. Approval of Board Training and Conference Attendance for the 2020-2021 School Year – M. Arthur
- VII. Information Items
 - a. State Account Relations (STAR) Update – L. Johnson
 - i. Policy Maker Outreach Project – S. Stuccio
 - b. Partner School Leadership Team (PSLT) Update – M. Brown
 - i. School Operations Metrics (attached)
- VIII. Strategic Planning
 - a. Strategic Planning Progress Report (attached) – J. Swan
 - b. Review and Consideration of Diversity and Inclusion Proposal (to follow) – J. D. Smith
 - c. Review and Consideration of MOUs for 2020-2021 School Year – S. Stuccio
 - i. Carnegie Science Center (attached)
 - ii. Reach and ABC 27 Weather Education Campaign (attached)
 - iii. Univision (attached)
- IX. EXECUTIVE SESSION – D. Taylor/ J. Swan
 - a. Pursuant to 65 Pa. C.S. §§ 708(a)(1) – to discuss any matter involving the employment, appointment, termination of employment, terms and conditions of employment, evaluation of performance, promotion or disciplining of any specific prospective public officer or employee or current public officer or employee

- b. Pursuant to 65 Pa. C.S. §§ 708(a)(5) – to review and conduct agency business which, if conducted in public, would violate a lawful privilege or lead to the disclosure of information or confidentiality protected by law, including matters related to the initiation and conduct of investigations of possible or certain violations of the law and quasi-judicial deliberations

- X. Adjournment and Confirmation of Next Meeting – Wednesday, September 16, 2020 at 9:00 a.m.

Reach Cyber Charter School
Revenue and Expense Statement-Unaudited Financial Statements
For the Period Ended June 30, 2020

	June-20 Actual	YTD Actual	Annual Forecast	Annual Budget	Forecast vs Budget	Forecast vs. Budget Variance
<u>Forecasted Enrollment</u>						
Forecasted ADM			3,612	3,942	(330)	-8.4%
Forecasted Total Enrollment			5,094	6,046	(952)	-15.7%
Forecasted Funded Enrollment			3,748	3,892	(144)	-3.7%
<u>Revenue</u>						
State Funding	1,583,650.35	55,944,419.72	55,944,419.72	54,781,728.00	1,162,691.72	2.1%
Federal Funding	293,543.29	1,716,104.25	1,716,104.25	1,752,427.00	(36,322.75)	-2.1%
Other Funding	3,883.29	211,270.89	211,270.89	21,000.00	190,270.89	906.1%
Total Revenue	1,881,076.93	57,871,794.86	57,871,794.86	56,555,155.00	1,316,639.86	2.3%
<u>Program Expenses</u>						
Compensation Expense						
Administration Staff	792,355.15	4,595,927.18	4,595,927.18	5,013,020.00	417,092.82	8.3%
Instructional Staff	5,285,335.38	21,305,747.85	21,305,747.85	22,560,802.00	1,255,054.15	5.6%
Total Compensation Expense	6,077,690.53	25,901,675.03	25,901,675.02	27,573,822.00	1,672,146.98	6.1%
Fee Based Expenses						
Enrollment/Unit Based Fees	2,139,314.95	21,161,363.30	21,161,363.30	23,213,988.00	2,052,624.70	8.8%
Total Fee Based Expenses	2,139,314.95	21,161,363.30	21,161,363.30	23,213,988.00	2,052,624.70	8.8%
Other School Expenses						
Assessment	2,407.50	74,721.51	74,721.51	482,000.00	407,278.49	84.5%
Employee Related	19,320.60	245,578.18	245,578.18	489,000.00	243,421.82	49.8%
Facilities	93,054.04	888,164.52	888,164.52	668,120.00	(220,044.52)	-32.9%
Governance	1,842.49	278,851.05	278,851.05	197,500.00	(81,351.05)	-41.2%
Instructional	49,234.06	518,512.94	518,512.94	743,260.00	224,747.06	30.2%
Professional Services	117,007.51	455,326.54	455,326.54	315,000.00	(140,326.54)	-44.5%
Student Related	715,521.33	2,726,651.80	2,726,651.80	2,667,000.00	(59,651.80)	-2.2%
Pending Allocation	(23,593.75)	-	-	-	-	0.0%
Total Other School Expenses	974,793.78	5,187,806.54	5,187,806.54	5,561,880.00	374,073.46	6.7%
Total Program Expenses	9,191,799.25	52,250,844.87	52,250,844.86	56,349,690.00	4,098,845.14	7.3%
Net Increase (Decrease)	(7,310,722.32)	5,620,949.99	5,620,950.00	205,465.00	5,415,485.00	
Beginning fund balance	22,507,083.39	9,575,411.07	9,575,411.07			
Ending fund balance	15,196,361.07	15,196,361.07	15,196,361.07			

Reach Cyber Charter School
Balance Sheet- Unaudited Financial Statements
June 30, 2020

ASSETS

Cash and Short Term Investments:

Cash:Checking	\$	2,277,746.39
Cash:Money Market Account		13,552,848.48

Total Cash and Short Term Investments		15,830,594.87
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Other Current Assets:

Current State Receivables - FY20		6,954,957.19
Grant Receivables		90,547.66
SHARRS Receivable - FY20		50,000.00
Prepaid Rent		39,997.18
PY State Receivables - FY19		27,728.08
Other Prepaid		15,826.12
Allowance for Doubtful Accounts		(142,340.91)

Total Other Current Assets		7,036,715.32
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Fixed Assets:

Property Plant & Equipment:

Computer Hardware		48,121.10
Leasehold Improvements		223,325.99
Furniture		103,706.34
Accum Depr:Computer Hardware		(45,521.18)
Accum Depr:Leasehold Improvements		(79,226.71)
Accum Depr: Furniture		(40,722.26)

Net Fixed Assets		209,683.28
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Other Assets:

Security Deposit		8,916.65
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Total Other Assets		8,916.65
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Total Assets		\$ 23,085,910.12
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LIABILITIES

Current Liabilities:

Accrued Compensation	\$	4,008,781.30
Due to (from) Pearson Online & Blended Learning		3,028,930.94
Accrued Expenses		369,390.33
Pension Payable		163,772.77
Payable to District		108,990.44

Total Current Liabilities		7,679,865.78
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Total Liabilities		7,679,865.78
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FUND BALANCE

Invested in Capital		209,683.28
Reserved Fund Balance		4,552,904.25
Undesignated Fund Balance		10,643,456.81

Ending Fund Balance		15,406,044.34
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Total Liabilities and Fund Balance		\$ 23,085,910.12
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Reach Cyber Charter School
Schedule of Revenue- Unaudited Financial Statements
For the Period Ended June 30, 2020

	June-20 Actual	YTD Actual	Annual Forecast	Annual Budget	Actuals vs. Budget Variance
Revenue					
State Funding					
Regular Education Funding	952,922.64	34,529,763.48	34,529,763.48	35,942,309.00	(1,412,545.52)
SHARRS Funding	54,309.48	54,309.48	54,309.48	-	54,309.48
State- Prior Year	-	(722.79)	(722.79)	-	(722.79)
Special Education Funding	576,418.23	21,361,069.55	21,361,069.55	18,839,419.00	2,521,650.55
Total State Funding	1,583,650.35	55,944,419.72	55,944,419.72	54,781,728.00	1,162,691.72
Federal					
Title I	-	887,144.00	887,144.00	1,072,000.00	(184,856.00)
Title IIA	-	99,413.83	99,413.83	153,000.00	(53,586.17)
Title III	1,284.00	1,284.00	1,284.00	-	1,284.00
IDEA	281,481.37	581,314.90	581,314.90	466,000.00	115,314.90
Title IV	9,001.40	67,506.00	67,506.00	60,000.00	7,506.00
CSI	-	77,665.00	77,665.00	-	77,665.00
Erate	1,776.52	1,776.52	1,776.52	1,427.00	349.52
Total Federal & Other Programs Funding	293,543.29	1,716,104.25	1,716,104.25	1,752,427.00	(36,322.75)
Other Funding					
Interest Income	3,883.29	197,707.40	197,707.40	10,000.00	187,707.40
Student Activities Income	-	13,563.49	13,563.49	11,000.00	2,563.49
Total Other Funding	3,883.29	211,270.89	211,270.89	21,000.00	190,270.89
Total Revenue	1,881,076.93	57,871,794.86	57,871,794.86	56,555,155.00	1,316,639.86

Reach Cyber Charter School
Schedule of Fees- Unaudited Financial Statements
For the Period Ended June 30, 2020

	June-20 Actual	YTD Actual	Annual Forecast	Annual Budget	Forecast vs Budget
SCHEDULE OF COMPENSATION:					
Administrative Compensation					
Salaries - Administration	587,385.70	3,420,106.05	3,420,106.05	3,686,044.00	265,937.95
Benefits - Administration	129,224.86	752,423.34	752,423.34	810,930.00	58,506.66
Pension - Administration	29,194.39	162,057.38	162,057.38	184,302.00	22,244.62
Taxes - Administration	46,550.20	261,340.40	261,340.40	331,744.00	70,403.60
Total Administrative Compensation	792,355.15	4,595,927.18	4,595,927.18	5,013,020.00	417,092.82
Instructional Compensation					
Salaries - Teachers	3,911,636.19	15,828,820.57	15,828,820.57	16,588,825.00	760,004.43
Benefits - Teachers	861,802.22	3,476,698.48	3,476,698.48	3,649,541.00	172,842.52
Pension - Teachers	194,234.29	765,200.33	765,200.33	829,441.00	64,240.67
Taxes - Teachers	317,662.68	1,235,028.47	1,235,028.47	1,492,995.00	257,966.53
Total Instructional Compensation	5,285,335.38	21,305,747.85	21,305,747.85	22,560,802.00	1,255,054.15
Total Compensation	6,077,690.53	25,901,675.03	25,901,675.02	27,573,822.00	1,672,146.98
SCHEDULE OF FEES:					
Enrollment/Unit Based Fees					
Curriculum and Instructional Support Services	657,177.07	6,454,950.00	6,454,950.00	7,182,191.00	727,241.00
Direct Course Instruction Support	(0.80)	117,913.30	117,913.30	-	(117,913.30)
Enrollment/Placement/Student Support Services	321,927.40	3,664,350.00	3,664,350.00	4,238,552.00	574,202.00
Facilities Support Services	2,083.33	25,000.00	25,000.00	25,000.00	-
Professional Development Services	38,012.50	344,625.00	344,625.00	365,977.00	21,352.00
School Business Support Services	60,021.28	528,000.00	528,000.00	567,716.00	39,716.00
School Operations Support Services	243,836.45	2,145,000.00	2,145,000.00	2,306,347.00	161,347.00
School Staff Support Services/Human Resources Support	144,447.50	1,309,575.00	1,309,575.00	1,390,714.00	81,139.00
Short Term Substitute Teachers	13,350.00	145,350.00	145,350.00	-	(145,350.00)
Student Connexus License	262,593.10	2,310,000.00	2,310,000.00	2,483,758.00	173,758.00
Student Technology Assistance Services	395,867.12	4,116,600.00	4,116,600.00	4,653,733.00	537,133.00
Total Enrollment/Unit Based Fees	2,139,314.95	21,161,363.30	21,161,363.30	23,213,988.00	2,052,624.70
Total Fee Based Expenses	2,139,314.95	21,161,363.30	21,161,363.30	23,213,988.00	2,052,624.70

Reach Cyber Charter School
Schedule of Other Expenses- Unaudited Financial Statements
For the Period Ended June 30, 2020

	June-20 Actual	YTD Actual	Annual Forecast	Annual Budget	Forecast vs. Budget Variance
SCHEDULE OF OTHER SCHOOL EXPENSES:					
Assessment					
Student Testing & Assessment	2,407.50	74,721.51	74,721.51	482,000.00	407,278.49
Total Assessment	2,407.50	74,721.51	74,721.51	482,000.00	(407,278.49)
Employee Related					
Staff Recruiting/Background Checks	558.40	13,629.04	13,629.04	50,000.00	36,370.96
Staff Training/Prof. Dvlpmt	11,202.00	170,592.26	170,592.26	250,000.00	79,407.74
Travel and Conferences	7,560.20	61,356.88	61,356.88	155,000.00	93,643.12
Total Employee Related	19,320.60	245,578.18	245,578.18	489,000.00	243,421.82
Facilities					
Capital Outlay	-	111,892.64	111,892.64	145,000.00	33,107.36
Copiers/ Reproduction	1,534.57	8,258.11	8,258.11	19,000.00	10,741.89
Internet	916.15	12,154.56	12,154.56	26,000.00	13,845.44
Maintenance & Repairs	2,427.97	19,280.87	19,280.87	30,000.00	10,719.13
Office Postage	1,613.20	13,097.08	13,097.08	24,000.00	10,902.92
Office Supplies	7,147.54	31,567.77	31,567.77	53,000.00	21,432.23
Office Rent	39,997.18	432,937.68	432,937.68	191,000.00	(241,937.68)
Small Office Equipment	38,661.09	243,008.00	243,008.00	140,000.00	(103,008.00)
Telephone	756.34	15,967.81	15,967.81	8,000.00	(7,967.81)
Total Facilities	93,054.04	888,164.52	888,164.52	668,120.00	(220,044.52)
Governance					
Accreditation	-	1,973.00	1,973.00	-	(1,973.00)
Banking Fees	146.23	4,370.68	4,370.68	5,000.00	629.32
Board-Related Expenses	584.78	1,322.82	1,322.82	20,000.00	18,677.18
Dues	1,111.48	75,872.55	75,872.55	48,000.00	(27,872.55)
D&O Insurance	-	2,418.00	2,418.00	4,500.00	2,082.00
Insurance Expenses	-	192,894.00	192,894.00	100,000.00	(92,894.00)
Total Governance	1,842.49	278,851.05	278,851.05	197,500.00	(81,351.05)
Instructional					
Other Curriculum	4,576.30	93,348.72	93,348.72	90,000.00	(3,348.72)
Math Time to Talk	32,160.00	32,160.00	32,160.00	-	(32,160.00)
STEM Programmatic Expenses	12,497.76	393,004.22	393,004.22	653,260.00	260,255.78
Total Instructional	49,234.06	518,512.94	518,512.94	743,260.00	224,747.06
Professional Services					
Accounting Services	85,224.01	322,538.19	322,538.19	240,000.00	(82,538.19)
Legal Services	31,783.50	113,953.27	113,953.27	75,000.00	(38,953.27)
Other Consultants	-	18,835.08	18,835.08	-	(18,835.08)
Total Professional Services	117,007.51	455,326.54	455,326.54	315,000.00	(140,326.54)
Student Related					
Community Coordinators	2,750.00	18,250.00	18,250.00	10,000.00	(8,250.00)
Contracted Pupil Health Support	-	5,000.00	5,000.00	12,000.00	7,000.00
School Discretionary Targeted Outreach	6,578.40	34,573.12	34,573.12	50,000.00	-
Graduation Expense	21,877.34	36,948.00	36,948.00	45,000.00	8,052.00
Student Technology Support Stipend	336,252.85	960,342.13	960,342.13	1,071,000.00	110,657.87
SPED Related Services	342,914.90	1,518,398.04	1,518,398.04	1,329,000.00	(189,398.04)
Student Activities	5,147.84	153,140.51	153,140.51	55,000.00	(98,140.51)
Total Student Related	715,521.33	2,726,651.80	2,726,651.80	2,667,000.00	(59,651.80)
Pending Allocation					
Expenses Pending Allocation	(23,593.75)	(0.00)	-	-	-
Total Pending Allocation	(23,593.75)	(0.00)	-	-	-
Total Other Expenses	974,793.78	5,187,806.54	5,187,806.54	5,561,880.00	374,073.46



Pearson

INVOICE

Customer Bill-to:
Reach Cyber Charter School
750 East Park Drive
Suite 204
Harrisburg, PA 17111

Attention:
Accounts Payable

Customer Ship-to:
Reach Cyber Charter School
750 East Park Drive
Suite 204
Harrisburg, PA 17111

**Connections Education LLC dba
Pearson Online & Blended Learning
K-12 USA**
10960 Grantchester Way
Columbia, MD 21044
Tel: 1-800-843-0019
Email:
poblsalesops@pearson.com
Tax ID No:
68-0519943

Invoice Number : 91000005771
Date : 03-AUG-2020
Due Date :
Payment Terms :
Customer Account : 3924545
Project Number : 82037947
Currency : USD
Shipment Terms :
Purchase Order Number : REACH
Number of Pages : Page 1 of 2

Total Ordered Quantity (No. Of Items) : 2	REMITTANCE INFORMATION	
Net Amount : USD \$3,074,018.33	Make Checks Payable to:	Bank Wire to:
Tax Total : USD \$0.00	Pearson Online & Blended Learning	Bank Name : Bank of America N A
Invoice Total : USD \$3,074,018.33	32369 Collection Center Drive	Bank Address :
Amount Due : USD \$3,074,018.33	Chicago, IL 60693-0323	ABA ACH No : 071000039
		ABA Wire No : 026009593
		SWIFT Code : BOFAUS3N
		A/C No : 8188290225
		Bank Account Name : Connections Education LLC dba Pearson Online & Blended Learning K-12 USA



Pearson

Invoice Number: 91000005771							Page 2 of 2
Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82037947	REACH	Direct Charges	8		2,622,326.83	0.00	2,622,326.83
82037947	REACH	Pass Through	27		451,691.50	0.00	451,691.50

To pay your invoice online: Visit <https://ipay2.bizsys.pearson.com/register> to register.
 Already registered? Access your online account by visiting <https://ipay2.bizsys.pearson.com>

Invoice Total	Subtotal	Total Tax	Invoice Total
	USD	USD	USD
	\$3,074,018.33	\$0.00	\$3,074,018.33



Pearson

INVOICE

Customer Bill-to:
Reach Cyber Charter School
750 East Park Drive
Suite 204
Harrisburg, PA 17111

Attention:
Accounts Payable

Customer Ship-to:
Reach Cyber Charter School
750 East Park Drive
Suite 204
Harrisburg, PA 17111

**Connections Education LLC dba
Pearson Online & Blended Learning
K-12 USA**
10960 Grantchester Way
Columbia, MD 21044
Tel: 1-800-843-0019
Email:
poblsalesops@pearson.com
Tax ID No:
68-0519943

Invoice Number : 91000005814
Date : 12-AUG-2020
Due Date :
Payment Terms :
Customer Account : 3924545
Project Number : 82037947
Currency : USD
Shipment Terms :
Purchase Order Number : REACH
Number of Pages : Page 1 of 2

Total Ordered Quantity (No. Of Items) : 2	REMITTANCE INFORMATION	
Net Amount : USD \$-45,087.39	Make Checks Payable to:	Bank Wire to:
Tax Total : USD \$0.00	Pearson Online & Blended Learning	Bank Name : Bank of America N A
Invoice Total : USD \$-45,087.39	32369 Collection Center Drive	Bank Address :
Amount Due : USD \$-45,087.39	Chicago, IL 60693-0323	ABA ACH No : 071000039
		ABA Wire No : 026009593
		SWIFT Code : BOFAUS3N
		A/C No : 8188290225
		Bank Account Name : Connections Education LLC dba Pearson Online & Blended Learning K-12 USA



Pearson

Invoice Number: 91000005814							Page 2 of 2
Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82037947	REACH	Direct Charges	-1		45,086.58	0.00	-45,086.58
82037947	REACH	Other Charges	-1		0.81	0.00	-0.81

To pay your invoice online: Visit <https://ipay2.bizsys.pearson.com/register> to register.
 Already registered? Access your online account by visiting <https://ipay2.bizsys.pearson.com>

Invoice Total	Subtotal	Total Tax	Invoice Total
	USD	USD	USD
	\$-45,087.39	\$0.00	\$-45,087.39



Pearson

Charges for the Following Period:

Jun-20

Compensation Expenses

Benefits - Administration	62,946.08
Benefits - Instructional	283,904.42
Credit for Nonbillable Earnings Paid by the School	(32,151.38)
Withholdings	85,441.22
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	400,140.34

Enrollment/Unit Based Charges

Direct Course Instruction Support	(0.80)
Facility Support Services	2,083.33
Monthly Fee per School Staff Member	182,460.00
Monthly Fee per Student	1,402,997.42
Short Term Substitute Teaching Services	13,350.00
Upfront Fee per Student	538,425.00
	<hr/>
	2,139,314.95

Additional Services

LIVE SPEECH MAY'20	32,794.00
LIVE SPEECH JUN'20	26,120.00
Math Time To Talk SY19-20	32,160.00
	<hr/>
	91,074.00

Pass Through Expenses

Miscellaneous	398,401.66
	<hr/>
	398,401.66

Total Amount Due

\$ 3,028,930.95

REACH CYBER CS

750 East Park Drive

CSI School Plan | 2020 - 2021

MISSION STATEMENT

Reach Cyber Charter School's mission is to help each student maximize his or her potential and meet the highest performance standards through a uniquely individualized learning program through flexible pacing and 21st Century Learning including STEM opportunities.

VISION STATEMENT

Reach Cyber Charter School's vision is to inspire and nurture all students for future success.

EDUCATIONAL VALUE STATEMENTS

STUDENTS

- Participate in school regularly and be prepared with all materials, including homework and a positive attitude.
- Put forth best effort that includes paying attention and participating in class discussions, and asking for help when needed.
- Cooperate with other students and adults involved in lessons and classes.
- Respect the rights and property of others and follow all school rules. This includes showing respect by not acting in a hostile manner or creating fear in others.
- Use appropriate language to communicate with adults and other students and be responsible for my own behavior.

STAFF

- Involve parents in all aspects of their child's education, including initial personalized learning plan and any changes
- Provide information to parents in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
- Provide to each parent an individual student report about the performance of their child on the state assessments in at least math, language arts, and/or reading.
- Make every effort to maintain regular contact with parents

ADMINISTRATION

- Involve parents in planning, reviewing, and improving the school's program
- Involve parents in developing the school-wide program plan, in an organized, ongoing, and timely way.
- Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
- Provide opportunities (upon request) for regular meetings so that parents can provide suggestions, and participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
- Provide to each parent an individual student report about the performance of their child on the state assessments in at least math, language arts, and/or reading.

PARENTS

- Ensure that child(ren) participates in school regularly.
- Establish a time and quiet place for child(ren) to complete schoolwork.
- Ensure that child(ren) participates in all required state testing
- Support the school in its efforts to maintain proper discipline.
- Read school communications and respond when necessary.
- Attend school functions, support school activities, and make every effort to maintain regular contact with teachers.
- Actively participate in decisions relating to the education of my child(ren).
- Show an interest in my child(ren)'s well-being and encourage my child(ren) to do his/her best.
- Share information and concerns about my child(ren) and about the school, and work together with the school to resolve problems.

COMMUNITY

- Offer opportunities for students and families and staff to get involved
- Support the success of the school, its students, staff, and families
- Provide social services to families who need assistance

STEERING COMMITTEE

Name	Position	Building/Group
Greg McCurdy	Director of Special Education	Reach Cyber CS
LeaAnn Ritchie	Building Principal	Reach Cyber CS
Jane Swan	School Leader/CFO	Reach Cyber Charter
Rachel Graver	Director of MTSS	Reach Cyber Charter
Jordann Smith	Director of Career Pathways	Reach Cyber CS
John McMurray	Director of STEM Education	Reach Cyber CS
Christine Miller	Secondary Principal	Reach Cyber CS
Corey Groff	Elementary Principal	Reach Cyber CS
Kelley McConnell	Director of Data/Assessment	Reach Cyber CS
Tara Rader	Parent	Reach Cyber CS
Kimberly Kropf	Parent	Reach Cyber Charter School
BreeAnn Anderson	Parent	Reach Cyber CS
James Godbolt	Parent	Reach Cyber Charter

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Align curriculum, assessments and instruction to PA standards.	Career Standards Benchmark English Language Arts Mathematics
Implement a multi-tiered system of supports for academics and behavior	Essential Practices 3: Provide Student-Centered Support Systems Regular Attendance

ACTION PLAN AND STEPS

Evidence-based Strategy

Active learning is a general term for teaching and learning strategies that engage and involve students in the learning process. Research has shown that not everyone learns in the same way. Teachers know that they need to use a variety of activities to meet the learning styles of their students. (National Dropout Prevention Center)

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Career Exploration & Readiness Growth	By the conclusion of the 20-21 SY, 85% of Reach students will demonstrate, through the collection of artifacts in grades 5, 8, and 11, meaningful engagement in career exploration and preparation aligned to the Career Education and Work (CEW) standards
Test Score Growth-ELA	Students will meet or exceed 39% PSSA/Keystone ELA as determined by Exit Criteria Aggregate Gains.
Test Score Growth - Math	Students will meet or exceed 15.7% PSSA/Keystone Math as determined by Exit Criteria Aggregate Gains.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
<p>Collection of Artifacts at grades 5,8,11-Artifact trackers will be set up with teachers to enter completed information as noted below. Training will be provided to teachers to track information. 5th Grade Ed Tech: UNIT 2 LESSON 6 Title: What do you want to be when you grow up? Artifact: Portfolio (powerpoint presentation); UNIT 15 LESSON 5 Title: *Research a Career Artifact: Portfolio (research paper); Grade 8,Art 8 B - UNIT 4 LESSON 6 Topic: What will be your career focus? Artifact: Portfolio (adobe pdf career rubric) *Teacher modified for all career pursuits, outside of Art cluster, 8th Grade Ed Tech: UNIT 2 LESSON 7 Title: Present your Study Strategies & Career Goals (Individual Career Plan) Artifact: Portfolio (powerpoint) Grade 11: Career Planning and Skill Development two options: Topic: Planning for Financial Cost UNIT 4 LESSON 5 Artifact: Portfolio CEW Standard: 13.3.11 D Develop a personal budget based on career choice. Topic:</p>	<p>2020-09-30 - 2021-06-04</p>	<p>Rachel Parker, Director of MTSS</p>	<p>School counselors, spreadsheet, data view collection files,</p>

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Searching for a Job UNIT 5 LESSON 1-7 Artifact: Portfolio	2020-07-01 - 2020-09-30	JD Smith, Director of Career Pathways	Smart futures Alignment, Curriculum alignment documents.
Evaluating current career education curriculum to PA Career Education Standards. Review the Career Planning and Skill Development courses and Smart Futures course as they align to CEW Standards, ie: Topic: Planning Your Future UNIT 4 LESSON 1-4 Artifact: Portfolio CEW Standards: 13.1.11 B Analyze career options based on personal interests, abilities, aptitudes, achievements and goals. 13.1.11 D Evaluate school-based opportunities for career awareness/preparation. 13.1.11 E Justify the selection of a career 13.1.11 F Analyze the relationship between career choices and career preparation opportunities.	2020-07-01 - 2020-09-30	JD Smith, Director of Career Pathways	Smart futures Alignment, Curriculum alignment documents.
Training and Retraining on USA Test Prep including training new teachers on the use of the program, creating benchmarks, progress monitoring, and student data review reports	2020-09-02 - 2020-06-04	Kelley McConnell	Computers, USATest Prep, Learning Management system (Connexus) reports

Anticipated Outcome

Artifacts Collected for grades 5, 8, 11; Reach career education curriculum will be fully aligned to PA Career Education Standards; Scope and sequence of CEW standards aligned PA courses per Curriculum alignment documents. Teachers will complete training as determined by evaluation tool Students will take quarterly benchmarks as determined by reports in USA Test Prep

Monitoring/Evaluation

Staff will collect artifacts from students in grades 5, 8, 11; Completed Curriculum Alignment document. USA Test Prep reports of benchmark results.

Evidence-based Strategy

Provide a tiered system of instructional and behavioral supports and interventions. (Effective practices from Center on Innovation page, 11, strength of evidence strong.)

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Daily Contacts	100% of staff will make a minimum number of required synchronous contacts per day (small group/individual LL, phone call, face to face) that include evidence of strategies implemented based on student need (behavior, attendance, academics, etc.)
Engagement Goal	100% of full academic year students will meet engagement goals as measured by completion of monthly Curriculum Based Assessments (90%), quarterly based interim assessments (75%), and weekly lesson completion (85%).

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Training and Retraining on USA Test Prep, including training new teachers on the use of the program, creating benchmarks, progress monitoring, and student	2020-08-27 - 2021-06-30	Kelly McConnell, Director of Data	USA Test Prep, Computers, USA Test Prep representatives

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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data review reports.

<p>Students will participate in monthly curriculum, phone, LiveLessons; Monthly based assessments (a structured, teacher-led communication to ensure student understanding of the curriculum)Students will learn about expectations through teachers, family mentors, the online learning course and regular communication with Reach staff. . By September 30, 2020, 50% of FAY students will meet engagement goals as measured by completion of monthly Curriculum Based Assessments (90%), quarterly based interim assessments (75%), and weekly lesson completion (85%). By December 31, 2020, 75% of FAY students will meet engagement goals as measured by completion of monthly Curriculum Based Assessments (90%), quarterly based interim assessments (75%), and weekly lesson completion (85%).By March 31, 2020, 90% of FAY students will meet</p>	<p>2020-09-27 - 2021-06-04</p>	<p>Christine Miller and Corey Groff, Principals</p>	<p>Curriculum, computers, course materials, LMS</p>
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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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engagement goals as measured by completion of monthly Curriculum Based Assessments (90%), quarterly based interim assessments (75%), and weekly lesson completion (85%).By June 20, 2020, 100% of full academic year students will meet engagement goals as measured by completion of monthly Curriculum Based Assessments (90%), quarterly based interim assessments (75%), and weekly lesson completion (85%).

<p>Students will complete weekly Lessons:By September 30, 2020, 50% of FAY students will complete weekly lessons(85%).By December 31, 2020, 75% of FAY students; By December 31, 2020, 75% of FAY students will complete 85% of weekly lessons;By March 31, 2020, 90% of FAY students will complete 85% of weekly lesson; By June 20, 2020, 100% of full academic year students will complete 85% of weekly lessons.</p>	<p>2020-09-07 - 2021-06-04</p>	<p>Christine Miller and Corey Groff, Principals</p>	<p>Curriculum, Computers, Course Materials, LMS</p>
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Anticipated Outcome

Staff will report on PD evaluations that they feel comfortable with use of USA Test Prep; USA Test Prep will be used appropriately to monitor student progress on benchmarks for learning. All students will participate in USA Test Prep assessments; Students will participate in LiveLessons; Improved engagement will result in improved scores on USA Test Prep assessments and state assessments.

Monitoring/Evaluation

Director of Data and/or CEO will collect evaluations from staff who attend training for USA Test Prep to ensure full understanding; Director of Data and/or CEO will review USA Test Prep implementation

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By the conclusion of the 20-21 SY, 85% of Reach students will demonstrate, through the collection of artifacts in grades 5, 8, and 11, meaningful engagement in career exploration and preparation aligned to the Career Education and Work (CEW) standards (Career Exploration & Readiness Growth)</p>	<p>Active learning is a general term for teaching and learning strategies that engage and involve students in the learning process.</p>	<p>Evaluating current career education curriculum to PA Career Education Standards. Review the Career Planning and Skill Development courses and Smart Futures course as they align to CEW Standards, ie: Topic: Planning Your Future</p>	<p>07/01/2020 - 09/30/2020</p>
<p>Students will meet or exceed 39% PSSA/Keystone ELA as determined by Exit Criteria Aggregate Gains. (Test Score Growth-ELA)</p>	<p>Research has shown that not everyone learns in the same way.</p>	<p>UNIT 4 LESSON 1-4 Artifact: Portfolio CEW Standards: 13.1.11 B</p>	
<p>Students will meet or exceed 15.7% PSSA/Keystone Math as determined by Exit Criteria Aggregate Gains. (Test Score Growth - Math)</p>	<p>Research has shown that not everyone learns in the same way. Teachers know that they need to use a variety of activities to meet the learning styles of their students.</p>	<p>Analyze career options based on personal interests, abilities, aptitudes, achievements and goals. 13.1.11 D Evaluate school-based opportunities for career awareness/preparation.</p>	
	<p>Teachers know that they need to use a variety of activities to meet the learning styles of their students. (National Dropout Prevention</p>	<p>13.1.11 E Justify the selection of a career 13.1.11 F Analyze the relationship between career choices and career preparation opportunities.</p>	

Measurable Goals

**Action Plan
Name**

**Professional
Development Step**

**Anticipated
Timeline**

Center)

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By the conclusion of the 20-21 SY, 85% of Reach students will demonstrate, through the collection of artifacts in grades 5, 8, and 11, meaningful engagement in career exploration and preparation aligned to the Career Education and Work (CEW) standards (Career Exploration & Readiness Growth)</p>	<p>Active learning is a general term for teaching and learning strategies that engage and involve students in the</p>	<p>Training and Retraining on USA Test Prep including training new teachers on the use of the program, creating benchmarks, progress monitoring, and student data review reports</p>	<p>09/02/2020 - 06/04/2020</p>
<p>Students will meet or exceed 39% PSSA/Keystone ELA as determined by Exit Criteria Aggregate Gains. (Test Score Growth-ELA)</p>	<p>learning process. Research has shown that not everyone learns in the same way.</p>	<p>Teachers know that they need to use a variety of activities to meet the learning styles of their students.</p>	
<p>Students will meet or exceed 15.7% PSSA/Keystone Math as determined by Exit Criteria Aggregate Gains. (Test Score Growth - Math)</p>	<p>Teachers know that they need to use a variety of activities to meet the learning styles of their students. (National Dropout Prevention</p>		

Measurable Goals

**Action Plan
Name**

**Professional
Development Step**

**Anticipated
Timeline**

Center)

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>100% of staff will make a minimum number of required synchronous contacts per day (small group/individual LL, phone call, face to face) that include evidence of strategies implemented based on student need (behavior, attendance, academics, etc.) (Daily Contacts)</p>	<p>Provide a tiered system of instructional and behavioral supports and interventions. (Effective practices from Center on Innovation page, 11, strength of evidence strong.)</p>	<p>Training and Retraining on USA Test Prep, including training new teachers on the use of the program, creating benchmarks, progress monitoring, and student data review reports.</p>	<p>08/27/2020 - 06/30/2021</p>
<p>100% of full academic year students will meet engagement goals as measured by completion of monthly Curriculum Based Assessments (90%), quarterly based interim assessments (75%), and weekly lesson completion (85%). (Engagement Goal)</p>			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>100% of staff will make a minimum number of required synchronous contacts per day (small group/individual LL, phone call, face to face) that include evidence of strategies implemented based on student need (behavior, attendance, academics, etc.) (Daily Contacts)</p>	<p>Provide a tiered system of instructional and behavioral supports and interventions. (Effective practices from Center on Innovation page, 11, strength of evidence strong.)</p>	<p>Students will participate in monthly curriculum, phone, LiveLessons; Monthly based assessments (a structured, teacher-led communication to ensure student understanding of the curriculum) Students will learn about expectations through teachers, family mentors, the online learning course and regular communication with Reach staff. . By September 30, 2020, 50% of FAY students will meet engagement goals as measured by completion of monthly Curriculum Based Assessments (90%), quarterly based interim assessments (75%), and weekly lesson completion (85%). By December 31, 2020, 75% of FAY students will meet</p>	<p>09/27/2020 - 06/04/2021</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		<p>engagement goals as measured by completion of monthly Curriculum Based Assessments (90%), quarterly based interim assessments (75%), and weekly lesson completion (85%).By March 31, 2020, 90% of FAY students will meet engagement goals as measured by completion of monthly Curriculum Based Assessments (90%), quarterly based interim assessments (75%), and weekly lesson completion (85%).By June 20, 2020, 100% of full academic year students will meet engagement goals as measured by completion of monthly Curriculum Based Assessments (90%), quarterly based interim assessments (75%), and weekly lesson completion (85%).</p>	

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>100% of staff will make a minimum number of required synchronous contacts per day (small group/individual LL, phone call, face to face) that include evidence of strategies implemented based on student need (behavior, attendance, academics, etc.) (Daily Contacts)</p>	<p>Provide a tiered system of instructional and behavioral supports and interventions. (Effective</p>	<p>Students will complete weekly Lessons:By September 30, 2020, 50% of FAY students will complete weekly lessons(85%).By December 31,</p>	<p>09/07/2020 - 06/04/2021</p>
<p>100% of full academic year students will meet engagement goals as measured by completion of monthly Curriculum Based Assessments (90%), quarterly based interim assessments (75%), and weekly lesson completion (85%). (Engagement Goal)</p>	<p>practices from Center on Innovation page, 11, strength of evidence strong.)</p>	<p>2020, 75% of FAY students; By December 31, 2020, 75% of FAY students will complete 85% of weekly lessons;By March 31, 2020, 90% of FAY students will complete 85% of weekly lesson; By June 20, 2020, 100% of full academic year students will complete 85% of weekly lessons.</p>	

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

Assurance of Quality and Accountability

The Building Administrator, Superintendent/Chief Executive Officer and President of the School Board will affirm the following statements.

We affirm that our school has developed a School Improvement Plan based upon a thorough review of the essential practices to advance educational programs and processes and improve student achievement.

We affirm that the action plans that we will be implementing address our specific school needs, include strategies that provide educational opportunities and instructional strategies for all students and each of the student groups, increases the amount and quality of learning time, and provides equity in the curriculum which may include programs, activities, and courses necessary to provide a well-rounded education. These plans address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

We, the undersigned, hereby certify that the school level plan has been duly reviewed by the Building Administrator, Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure that this plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Includes **at least one evidence-based strategy that meets one of the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student outcomes**
- Has sufficient **LEA leadership and support to ensure successful implementation**

With this Assurance of Quality & Accountability, we request the Pennsylvania Department of Education grant formal approval to implement this plan.

School Board Minutes or Affirmation Statement

2020-06-17;

Signature (Entered Electronically and must have access to web application).

Superintendent/Chief Executive Officer

Jane Swan

2020-06-26

School Improvement
Facilitator Signature

Building Principal Signature

LeeAnn Ritchie

0020-06-26

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

ELA proficient/Advanced: Increase in growth from the previous year, from 50% to 54.5%

ELA Growth: Increase in growth from the previous year, from 50 to 54.5%

Math proficient/advanced: increased 2.9% over the previous year

Biology/Science proficiency increased 4.7% between 2018-2019.

Regular attendance: all student groups met the performance standard, increase of 21.1%

Demonstrated 6% growth from September 2019 to March 2020 in overall USA Test Prep Keystone ELA diagnostics

USA Test Prep ELA grade 5: demonstrated 4% growth from September 2019 to March 2020

USA Test Prep ELA grade 6: Demonstrated 6% growth from September 2019 to March 2020

USA Test Prep Algebra grew 8% from September to March

USA Test Prep Math grade 4 grew 14% from September to March.

USA Test Prep Math grade 7 grew 13% from September to March.

USA Test Prep Biology grew 8% from September to March.

Challenges

Career standards benchmark not met: all student group did not meet the performance standard, Reach was at 80.2%

ELA proficient/advanced: did not meet interim target

ELA growth: did not meet the standard demonstrating growth of 70

Math proficient/advanced: did not meet interim target

Math Growth: did not meet the standard demonstrating growth of 70

No demonstrated growth in 7th grade ELA between September 2019 and March 2020 on USA Test Prep

ELA proficient/advanced on Future Ready Index: did not meet the interim target

ELA growth on future ready index: did not meet the standard demonstrating growth

Math proficient/advanced: did not meet interim target

Math growth: did not meet the standard demonstrating growth

Relatively low (3%) demonstrated growth in 3rd grade math between September 2019 and March 2020 on USA Test Prep

Science/Biology on Future Ready Index did not meet the interim target, Reach is currently at 37.02%

Strengths

Industry Based Learning above state average at 44% on Future Ready Index

Black students met growth standard in ELA

Black students saw math growth improvement over the previous year: 50.6% to 63.6%

Economically disadvantaged students improved 2.4% over the previous year in Future Ready Index Math proficient/advanced

Economically disadvantaged students improved 1% over the previous year in Future Ready Index Math proficient/advanced

Focus on Continuous Improvement of Instruction: Added additional supplemental program of USA Test Prep to support alignment of standards and progress monitor growth.

Focus on Continuous Improvement of Instruction: Implemented weekly data driven instruction PLC to analyze data and inform instruction.

Focus on Continuous Improvement of Instruction: Implementation of iObservation to systematically provide feedback for improving instructional practices.

Stakeholders indicate that the school has rigorous professional development which should be continued to be leveraged to align curriculum and instruction.

Parents indicate frequent and meaningful contacts with students which can continue

Challenges

Science/Biology on Future Ready Index did not meet the growth standard of 70, Reach is currently at 63.3

Career standards benchmark did not meet performance standard, Reach was at 80.2% on Future Ready Index

Black students did not meet interim ELA targets (proficiency 27.8% for ELA)

Black students did not meet interim Math targets (proficiency was 4.8% for Algebra)

Students with disabilities saw growth but did not meet interim Math targets (8.7% proficiency)

Students with disabilities saw growth but did not meet interim ELA targets (19.3%)

Provide Student-Centered Support Systems: Improvement of schoolwide positive behavior interventions and supports through family mentor team

Provide Student-Centered Support Systems: Improvement of multi-tiered system of supports for academics and behavior through intervention team

Focus on Continuous Improvement of Instruction: Improvement of Career Standards benchmark focus, given that Reach did not meet performance standard.

Rigidity of curriculum content is identified as an area of concern, which could greatly impact our progress in aligning curriculum to state standards.



Strengths

to be leveraged in an effort to improve multi-tiered systems of support and intervention

Families indicated that students feel safe, welcome, and supported at the school. This student engagement and comfort in the learning environment can support us in strengthening our tiered system of instructional and behavioral supports and interventions.

Most Notable Observations/Patterns

We have identified consistent patterns and trends in continuing to develop a multi-tiered system of support and aligning our curriculum and instruction to Pennsylvania state standards.

Challenges	Discussion Point	Priority for Planning
<p>Provide Student-Centered Support Systems: Improvement of multi-tiered system of supports for academics and behavior through intervention team</p>	<p>If RCCS implements a multi-tiered system of supports for academics and behavior and educators develop skills relative to differentiating instruction and providing all students, including students with complex support needs, with meaningful access to high expectations, rigor, and grade level standards/curriculum, then student engagement and performance will improve.</p>	
<p>Rigidity of curriculum content is identified as an area of concern, which could greatly impact our progress in aligning curriculum to state standards.</p>	<p>If the school's instructional materials and assessments are aligned to the PA standards in every subject and grade level, and teachers deliver rigorous instruction and assessment, then students will improve math and ELA achievement.</p>	

ADDENDUM B: ACTION PLAN

Action Plan: Active learning is a general term for teaching and learning strategies that engage and involve students in the learning process. Research has shown that not everyone learns in the same way. Teachers know that they need to use a variety of activities to meet the learning styles of their students. (National Dropout Prevention Center)

Action Steps	Anticipated Start/Completion Date
<p>Collection of Artifacts at grades 5,8,11-Artifact trackers will be set up with teachers to enter completed information as noted below. Training will be provided to teachers to track information. 5th Grade Ed Tech: UNIT 2 LESSON 6 Title: What do you want to be when you grow up? Artifact: Portfolio (powerpoint presentation); UNIT 15 LESSON 5 Title: *Research a Career Artifact: Portfolio (research paper); Grade 8,Art 8 B - UNIT 4 LESSON 6 Topic: What will be your career focus? Artifact: Portfolio (adobe pdf career rubric) *Teacher modified for all career pursuits, outside of Art cluster, 8th Grade Ed Tech: UNIT 2 LESSON 7 Title: Present your Study Strategies & Career Goals (Individual Career Plan) Artifact: Portfolio (powerpoint) Grade 11: Career Planning and Skill Development two options: Topic: Planning for Financial Cost UNIT 4 LESSON 5 Artifact: Portfolio CEW Standard: 13.3.11 D Develop a personal budget based on career choice. Topic: Searching for a Job UNIT 5 LESSON 1-7 Artifact: Portfolio</p>	09/30/2020 - 06/04/2021

Monitoring/Evaluation

Anticipated Output

Staff will collect artifacts from students in grades 5, 8, 11; Completed Curriculum Alignment document. USA Test Prep reports of benchmark results.

Artifacts Collected for grades 5, 8, 11; Reach career education curriculum will be fully aligned to PA Career Education Standards;Scope and sequence of CEW standards aligned PA courses per Curriculum alignment documents. Teachers will complete training as determined by evaluation tool Students will take quarterly benchmarks as determined by reports in USA Test Prep

Material/Resources/Supports Needed

PD Step

Comm Step

School counselors, spreadsheet, data view collection files,

no

no

Action Steps**Anticipated Start/Completion Date**

Evaluating current career education curriculum to PA Career Education Standards. Review the Career Planning and Skill Development courses and Smart Futures course as they align to CEW Standards, ie:
 Topic: Planning Your Future UNIT 4 LESSON 1-4
 Artifact: Portfolio CEW Standards: 13.1.11 B Analyze career options based on personal interests, abilities, aptitudes, achievements and goals. 13.1.11 D Evaluate school-based opportunities for career awareness/preparation. 13.1.11 E Justify the selection of a career 13.1.11 F Analyze the relationship between career choices and career preparation opportunities.

07/01/2020 - 09/30/2020

Monitoring/Evaluation**Anticipated Output**

Staff will collect artifacts from students in grades 5, 8, 11; Completed Curriculum Alignment document. USA Test Prep reports of benchmark results.

Artifacts Collected for grades 5, 8, 11; Reach career education curriculum will be fully aligned to PA Career Education Standards; Scope and sequence of CEW standards aligned PA courses per Curriculum alignment documents. Teachers will complete training as determined by evaluation tool Students will take quarterly benchmarks as determined by reports in USA Test Prep

Material/Resources/Supports Needed**PD Step****Comm Step**

Smart futures Alignment, Curriculum alignment documents.

yes

no

Action Steps

Anticipated Start/Completion Date

Training and Retraining on USA Test Prep including training new teachers on the use of the program, creating benchmarks, progress monitoring, and student data review reports

09/02/2020 - 06/04/2020

Monitoring/Evaluation

Anticipated Output

Staff will collect artifacts from students in grades 5, 8, 11; Completed Curriculum Alignment document. USA Test Prep reports of benchmark results.

Artifacts Collected for grades 5, 8, 11; Reach career education curriculum will be fully aligned to PA Career Education Standards; Scope and sequence of CEW standards aligned PA courses per Curriculum alignment documents. Teachers will complete training as determined by evaluation tool Students will take quarterly benchmarks as determined by reports in USA Test Prep

Material/Resources/Supports Needed

PD Step

Comm Step

Computers, USA Test Prep, Learning Management system (Connexus) reports

yes

yes

Action Plan: Provide a tiered system of instructional and behavioral supports and interventions. (Effective practices from Center on Innovation page, 11, strength of evidence strong.)

Action Steps**Anticipated Start/Completion Date**

Training and Retraining on USA Test Prep, including training new teachers on the use of the program, creating benchmarks, progress monitoring, and student data review reports.

08/27/2020 - 06/30/2021

Monitoring/Evaluation**Anticipated Output**

Director of Data and/or CEO will collect evaluations from staff who attend training for USA Test Prep to ensure full understanding; Director of Data and/or CEO will review USA Test Prep implementation

Staff will report on PD evaluations that they feel comfortable with use of USA Test Prep; USA Test Prep will be used appropriately to monitor student progress on benchmarks for learning. All students will participate in USA Test Prep assessments; Students will participate in LiveLessons; Improved engagement will result in improved scores on USA Test Prep assessments and state assessments.

Material/Resources/Supports Needed**PD Step****Comm Step**

USA Test Prep, Computers, USA Test Prep representatives

yes

no

Action Steps**Anticipated Start/Completion Date**

Students will participate in monthly curriculum, phone, LiveLessons; Monthly based assessments (a structured, teacher-led communication to ensure student understanding of the curriculum) Students will learn about expectations through teachers, family mentors, the online learning course and regular communication with Reach staff. . By September 30, 2020, 50% of FAY students will meet engagement goals as measured by completion of monthly Curriculum Based Assessments (90%), quarterly based interim assessments (75%), and weekly lesson completion (85%). By December 31, 2020, 75% of FAY students will meet engagement goals as measured by completion of monthly Curriculum Based Assessments (90%), quarterly based interim assessments (75%), and weekly lesson completion (85%). By March 31, 2020, 90% of FAY students will meet engagement goals as measured by completion of monthly Curriculum Based Assessments (90%), quarterly based interim assessments (75%), and weekly lesson completion (85%). By June 20, 2020, 100% of full academic year students will meet engagement goals as measured by completion of monthly Curriculum Based Assessments (90%), quarterly based interim assessments (75%), and weekly lesson completion (85%).

09/27/2020 - 06/04/2021

Monitoring/Evaluation

Director of Data and/or CEO will collect evaluations from staff who attend training for USA Test Prep to ensure full understanding; Director of Data and/or CEO will review USA Test Prep implementation

Anticipated Output

Staff will report on PD evaluations that they feel comfortable with use of USA Test Prep; USA Test Prep will be used appropriately to monitor student progress on benchmarks for learning. All students will participate in USA Test Prep assessments; Students will participate in LiveLessons; Improved engagement will result in improved scores on USA Test Prep assessments and state assessments.

Material/Resources/Supports Needed

PD Step

Comm Step

Curriculum, computers, course materials, LMS

yes

yes

Action Steps

Anticipated Start/Completion Date

Students will complete weekly Lessons:By September 30, 2020, 50% of FAY students will complete weekly lessons(85%).By December 31, 2020, 75% of FAY students; By December 31, 2020, 75% of FAY students will complete 85% of weekly lessons;By March 31, 2020, 90% of FAY students will complete 85% of weekly lesson; By June 20, 2020, 100% of full academic year students will complete 85% of weekly lessons.

09/07/2020 - 06/04/2021

Monitoring/Evaluation

Anticipated Output

Director of Data and/or CEO will collect evaluations from staff who attend training for USA Test Prep to ensure full understanding; Director of Data and/or CEO will review USA Test Prep implementation

Staff will report on PD evaluations that they feel comfortable with use of USA Test Prep; USA Test Prep will be used appropriately to monitor student progress on benchmarks for learning.All students will participate in USA Test Prep assessments; Students will participate in LiveLessons; Improved engagement will result in improved scores on USA Test Prep assessments and state assessments.

Material/Resources/Supports Needed

PD Step

Comm Step

Curriculum, Computers, Course Materials, LMS

yes

yes

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the conclusion of the 20-21 SY, 85% of Reach students will demonstrate, through the collection of artifacts in grades 5, 8, and 11, meaningful engagement in career exploration and preparation aligned to the Career Education and Work (CEW) standards (Career Exploration & Readiness Growth)	Active learning is a general term for teaching and learning strategies that engage and involve students in the learning process.	Evaluating current career education curriculum to PA Career Education Standards. Review the Career Planning and Skill Development courses and Smart Futures course as they align to CEW Standards, ie: Topic: Planning Your Future UNIT 4 LESSON 1-4	07/01/2020 - 09/30/2020
Students will meet or exceed 39% PSSA/Keystone ELA as determined by Exit Criteria Aggregate Gains. (Test Score Growth-ELA)	Research has shown that not everyone learns in the same way.	Artifact: Portfolio CEW Standards: 13.1.11 B Analyze career options based on personal interests, abilities, aptitudes, achievements and goals. 13.1.11 D Evaluate school-based opportunities for career awareness/preparation.	
Students will meet or exceed 15.7% PSSA/Keystone Math as determined by Exit Criteria Aggregate Gains. (Test Score Growth - Math)	Teachers know that they need to use a variety of activities to meet the learning styles of their students. (National Dropout Prevention Center)	13.1.11 E Justify the selection of a career 13.1.11 F Analyze the relationship between career choices and career preparation opportunities.	
By the conclusion of the 20-21 SY, 85% of Reach students will demonstrate, through the collection of artifacts in grades 5,	Active learning is a general term for teaching	Training and Retraining on USA Test Prep including training new teachers on the use of	09/02/2020 - 06/04/2020

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>8, and 11, meaningful engagement in career exploration and preparation aligned to the Career Education and Work (CEW) standards (Career Exploration & Readiness Growth)</p> <p>Students will meet or exceed 39% PSSA/Keystone ELA as determined by Exit Criteria Aggregate Gains. (Test Score Growth-ELA)</p> <p>Students will meet or exceed 15.7% PSSA/Keystone Math as determined by Exit Criteria Aggregate Gains. (Test Score Growth - Math)</p>	<p>and learning strategies that engage and involve students in the learning process.</p> <p>Research has shown that not everyone learns in the same way. Teachers know that they need to use a variety of activities to meet the learning styles of their students. (National Dropout Prevention Center)</p>	<p>the program, creating benchmarks, progress monitoring, and student data review reports</p>	
<p>100% of staff will make a minimum number of required synchronous contacts per day (small group/individual LL, phone call, face to face) that include evidence of strategies implemented based on student need (behavior, attendance, academics, etc.) (Daily Contacts)</p> <p>100% of full academic year students will meet engagement goals as measured by completion of monthly Curriculum Based Assessments (90%), quarterly</p>	<p>Provide a tiered system of instructional and behavioral supports and interventions. (Effective practices from Center on Innovation page, 11, strength of evidence</p>	<p>Training and Retraining on USA Test Prep, including training new teachers on the use of the program, creating benchmarks, progress monitoring, and student data review reports.</p>	<p>08/27/2020 - 06/30/2021</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
based interim assessments (75%), and weekly lesson completion (85%). (Engagement Goal)	strong.)		
100% of staff will make a minimum number of required synchronous contacts per day (small group/individual LL, phone call, face to face) that include evidence of strategies implemented based on student need (behavior, attendance, academics, etc.) (Daily Contacts)	Provide a tiered system of instructional and behavioral supports and interventions. (Effective practices	Students will participate in monthly curriculum, phone, LiveLessons; Monthly based assessments (a structured, teacher-led communication to ensure student understanding of the curriculum)Students	09/27/2020 - 06/04/2021
100% of full academic year students will meet engagement goals as measured by completion of monthly Curriculum Based Assessments (90%), quarterly based interim assessments (75%), and weekly lesson completion (85%). (Engagement Goal)	from Center on Innovation page, 11, strength of evidence strong.)	will learn about expectations through teachers, family mentors, the online learning course and regular communication with Reach staff. . By September 30, 2020, 50% of FAY students will meet engagement goals as measured by completion of monthly Curriculum Based Assessments (90%), quarterly based interim assessments (75%), and weekly lesson completion (85%). By December 31, 2020, 75% of FAY students will meet engagement goals as measured by completion of monthly Curriculum Based Assessments (90%), quarterly based interim	

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		<p>assessments (75%), and weekly lesson completion (85%).By March 31, 2020, 90% of FAY students will meet engagement goals as measured by completion of monthly Curriculum Based Assessments (90%), quarterly based interim assessments (75%), and weekly lesson completion (85%).By June 20, 2020, 100% of full academic year students will meet engagement goals as measured by completion of monthly Curriculum Based Assessments (90%), quarterly based interim assessments (75%), and weekly lesson completion (85%).</p>	
<p>100% of staff will make a minimum number of required synchronous contacts per day (small group/individual LL, phone call, face to face) that include evidence of strategies implemented based on student need (behavior, attendance, academics, etc.) (Daily Contacts)</p>	<p>Provide a tiered system of instructional and behavioral supports and interventions. (Effective practices from Center on Innovation page, 11, strength of</p>	<p>Students will complete weekly Lessons:By September 30, 2020, 50% of FAY students will complete weekly lessons(85%).By December 31, 2020, 75% of FAY students; By December 31, 2020, 75% of FAY students will complete 85% of weekly lessons;By March 31, 2020, 90% of FAY students will</p>	<p>09/07/2020 - 06/04/2021</p>
<p>100% of full academic year students will meet engagement goals as measured by completion of monthly Curriculum Based</p>			

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Assessments (90%), quarterly based interim assessments (75%), and weekly lesson completion (85%). (Engagement Goal)	evidence strong.)	complete 85% of weekly lesson; By June 20, 2020, 100% of full academic year students will complete 85% of weekly lessons.	

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Career Benchmark Training	Teachers of grades 5, 8, 11; School counselors	Overview of career benchmark artifact collection

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Exit ticket, evaluation	09/07/2020 - 12/30/2020	Jd Smith, Director of Career Pathways

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

Professional Development Step	Audience	Topics of Prof. Dev
USA Test Prep Training	Teachers, Specialists, Staff	Level 1: Introduction to USA Test Prep; Level 2: Advanced USA Test Prep

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Exit ticket	08/25/2020 - 10/01/2020	Kelly McConnell, Director of Data

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

Professional Development Step

Audience

Topics of Prof. Dev

Contact Training

teachers, administration, staff

How to use contact report and accuracy of contact logging

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

Exit ticket

08/25/2020 - 06/30/2021

Christine Miller, Corey Groff, Principals

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

Professional Development Step

Audience

Topics of Prof. Dev

Train Staff on Diversity and Inclusion

All staff

Anti-racism, socio-economic status, generational, equity, empathy, race, systemic racism, systematic oppression

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

Employee evaluation and improved student and family engagement as measured by improved responses on needs assessment

07/01/2020 - 06/04/2021

JD Smith

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

Teaching Diverse Learners in an Inclusive Setting

ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>By the conclusion of the 20-21 SY, 85% of Reach students will demonstrate, through the collection of artifacts in grades 5, 8, and 11, meaningful engagement in career exploration and preparation aligned to the Career Education and Work (CEW) standards (Career Exploration & Readiness Growth)</p> <p>Students will meet or exceed 39% PSSA/Keystone ELA as determined by Exit Criteria Aggregate Gains. (Test Score Growth-ELA)</p> <p>Students will meet or exceed 15.7% PSSA/Keystone Math as determined by Exit Criteria Aggregate Gains. (Test Score Growth - Math)</p>	<p>Active learning is a general term for teaching and learning strategies that engage and involve students in the learning process.</p> <p>Research has shown that not everyone learns in the same way. Teachers know that they need to use a variety of activities to meet the learning styles of their students. (National Dropout Prevention Center)</p>	<p>Training and Retraining on USA Test Prep including training new teachers on the use of the program, creating benchmarks, progress monitoring, and student data review reports</p>	<p>2020-09-02 - 2020-06-04</p>
<p>100% of staff will make a minimum number of required synchronous contacts per day (small group/individual LL, phone call, face to face) that include evidence of strategies implemented based on</p>	<p>Provide a tiered system of instructional and behavioral</p>	<p>Students will participate in monthly curriculum, phone, LiveLessons; Monthly based</p>	<p>2020-09-27 - 2021-06-04</p>

Measurable Goals**Action Plan Name****Communication Step****Anticipated Timeline**

student need (behavior, attendance, academics, etc.) (Daily Contacts)

100% of full academic year students will meet engagement goals as measured by completion of monthly Curriculum Based Assessments (90%), quarterly based interim assessments (75%), and weekly lesson completion (85%). (Engagement Goal)

supports and interventions. (Effective practices from Center on Innovation page, 11, strength of evidence strong.)

assessments (a structured, teacher-led communication to ensure student understanding of the curriculum) Students will learn about expectations through teachers, family mentors, the online learning course and regular communication with Reach staff. . By September 30, 2020, 50% of FAY students will meet engagement goals as measured by completion of monthly Curriculum Based Assessments (90%), quarterly based interim assessments (75%), and weekly lesson completion (85%). By December 31, 2020, 75% of FAY students will meet engagement goals as measured by completion of monthly Curriculum Based Assessments (90%), quarterly based interim assessments (75%), and weekly lesson completion

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
		<p>(85%).By March 31, 2020, 90% of FAY students will meet engagement goals as measured by completion of monthly Curriculum Based Assessments (90%), quarterly based interim assessments (75%), and weekly lesson completion (85%).</p> <p>By June 20, 2020, 100% of full academic year students will meet engagement goals as measured by completion of monthly Curriculum Based Assessments (90%), quarterly based interim assessments (75%), and weekly lesson completion (85%).</p>	
<p>100% of staff will make a minimum number of required synchronous contacts per day (small group/individual LL, phone call, face to face) that include evidence of strategies implemented based on student need (behavior, attendance, academics, etc.) (Daily Contacts)</p> <p>100% of full academic year students will meet engagement goals as measured by completion of monthly Curriculum Based Assessments (90%),</p>	<p>Provide a tiered system of instructional and behavioral supports and interventions. (Effective practices from Center on Innovation page, 11,</p>	<p>Students will complete weekly Lessons:By September 30, 2020, 50% of FAY students will complete weekly lessons(85%).By December 31, 2020, 75% of FAY students; By December 31, 2020, 75% of FAY</p>	<p>2020-09-07 - 2021-06-04</p>

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
quarterly based interim assessments (75%), and weekly lesson completion (85%). (Engagement Goal)	strength of evidence strong.)	students will complete 85% of weekly lessons;By March 31, 2020, 90% of FAY students will complete 85% of weekly lesson; By June 20, 2020, 100% of full academic year students will complete 85% of weekly lessons.	

COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Update on Progress towards CSI Benchmarks	steering committee and full board/community will get quarterly newsletter; staff members will get weekly progress report delivered during staff huddle; parents and students will receive quarterly benchmark report delivered.	Updates on progress toward CSI benchmarks
Anticipated Timeframe	Frequency	Delivery Method
07/01/2020 - 06/04/2021	quarterly	Newsletter Presentation Brief

Lead Person/Position

Principals

Communication Step

Audience

Topics/Message of Communication

Townhall Meetings

Families and Caretakers

updates on school data, performance, etc.

Anticipated Timeframe

Frequency

Delivery Method

08/01/2020 - 06/04/2021

Virtual Townhall Meeting quarterly

Webinar

Lead Person/Position

Principals

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Monthly Board meeting/Quarterly Newsletter	Update on Progress towards CSI plan benchmarks	Written	Steering Committee and Full Board (Community included)	Monthly
Progress Report delivered/shared/discussed at Staff Huddle	Update on progress towards CSI Plan benchmarks	Virtual meeting	all staff	weekly
Quarterly benchmark report delivered to family's homes	Update on progress toward CSI Plan benchmarks	written	parents and students	quarterly

4TH QUARTER OPERATIONS METRICS

Pearson Online and Blended Learning (POBL) works with leadership teams, teachers, and other staff members of the schools it supports to continuously improve student achievement. The Partner School Leadership Team (PSLT) and Partner School Success (PSS) teams work to support schools through School Improvement Planning, Advisory Committees, Professional Learning Communities (PLCs), and weekly communication with each school's leader to support all stakeholder working through the daily challenges of successful school operations.

Common operational trends in these school-based efforts are monitored across all schools with priorities placed on the metrics summarized below. These metrics are timely, and align with both the school year cycle, and align to the Core Standards for Facilitating Student Learning; a guide of best practices and recommendations for a Connections Academy school. The Core Standards group teacher and school operational tasks into these more broadly defined categories:

- **Professional Responsibilities:** Second semester core course passing rates, cohort results, and SPED document compliance (IEP required reviews).
- **Instructional Expertise:** Summary of Connections-offered professional learning sessions.
- **Student Engagement:** On time and completed Welcome Calls, student and Learning Coach contacts, completed end of year contacts, and “final” during school year withdrawals.
- **Data Driven Instruction:** Rtl tier status, Curriculum Based Assessment (CBA) completion, formative assessment “post-test” completion.
- **School Operations:** Open teaching positions filled, teacher retention, and students indicating they would return for the 20/21 school year.

Quarter 4 encompasses the time period between April 1, 2020 and June 30, 2020. The metrics shown here are compared with a group of other Connections Academy schools – aggregated to give some context without sharing every school's data. There are no truly “comparable schools” but we have grouped them by student start date noted in the tables by “Group”, and, also by size (small 0-799, medium 800-2999, large 3000+ students). Additionally, year over year comparison data is provided where available to highlight specific trends. Many other factors contribute to and should be considered when evaluating successful school operations (age of the school, its rate of growth, its funding per pupil, enrollment caps and/or other rules affecting student demographics, etc.); that information is not provided in this report.

Professional Responsibilities

	ELA Course Pass Rates			Math Course Pass Rates		
	K-5	6-8	9-12	K-5	6-8	9-12
Reach 19-20	92%	89%	89%	89%	81%	84%
Reach 18-19	88%	85%	82%	85%	77%	79%
Medium Avg.	93%	85%	86%	91%	83%	83%
Group 3 Avg.	92%	86%	85%	89%	80%	82%
Connections Avg.	93%	85%	86%	91%	83%	84%
	Science Course Pass Rates			Social Studies Course Pass Rates		
	K-5	6-8	9-12	K-5	6-8	9-12
Reach 19-20	88%	89%	88%	87%	85%	86%
Reach 18-19	88%	81%	84%	85%	80%	86%
Medium Avg.	92%	89%	89%	90%	88%	89%
Group 3 Avg.	91%	87%	88%	90%	84%	88%
Connections Avg.	93%	88%	88%	91%	87%	89%

- Percentage of 2nd semester “final” core courses on track for successful completion** – This shows the percentage of 2nd semester core courses marked as successfully completed (those with a passing score). The “final” grades reported for the second semester reflect an increase in the average of all Connections-supported partner school in all subject/grade levels reported above (increases range from 1-5%).

	4 HS Cohorts % On Track	2020	2021	2022	2023
Reach 19-20	76%	72%	74%	76%	80%
Connections Avg.	60%	60%	56%	60%	67%

- Cohort Summary Report – HS Cohorts % On Track** – Average “on track for graduation” rates of 4 cohorts active during the 18/19 school year (Classes of 2020, 2021, 2022, 2023). Rate for each cohort year is calculated as (# EOY Grad Status = Early or On Time) / (All Students Ever Enrolled in the Cohort and not Validated by State as Excluded from Denominator). Efforts to improve this metric for each school continue by focusing on withdrawn students and enrolled student support to ensure supportive efforts are occurring to both keep students on track and help them in credit recovery efforts where needed. These four cohort years will remain “active” until the close of quarter 1 of the 2020-2021 school year to accurately reflect summer credit recovery and fall graduation efforts which are included as “on track” graduates for the 2019-2020 school year.

	Compliant IEP Review
Reach 19-20	100%
Reach 18-19	100%
Medium Avg.	97%
Group 3 Avg.	98%
Connections Avg.	98%

- **Percentage of special education students with a compliant IEP review** – Special education students are required to have an annual review of their Individual Education Plan (IEP) at or before their current IEP due date. Additionally, at least every three years, special education students are required to have a re-evaluation meeting that is at or before their current re-evaluation due date. This metric reports on the average of both compliant reviews and re-evaluations across schools.

Instructional Expertise

- **Professional Learning Sessions Offered**

Connections has offered an extensive professional learning program for the last several years. This year’s overview shared with Boards demonstrated a commitment to flexibility and meeting the unique needs of individual teachers. Instead of assigned course levels and a specified learning path, the Professional Learning course features a calendar for teachers to choose sessions most relevant to their needs. Sessions began in October 2019, and due to this flexibility, participation was not be easily tracked across all schools. Reporting for Quarters 2-4 have focused on highlighting available choices rather than reporting on specific participation.

Sessions offered in April and May 2020 include: Vocabulary Beyond Memorization, Developing Empathy in a Virtual World, New Teacher SYC Series - K-7 Student End-of-Year Tasks, We've Got This, Elementary II, We've Got This, Elementary II, Fostering Ownership to Promote Academic Integrity, Distracted Students in a High Tech World, MWGT Secondary, RTI/MTSS Q&A: End-of-Year RTI Tasks, Finding Data After the Polls, Practice and Reteaching, Intro to Gifted: Defining the Gifted Student, Practice and Reteaching, and New Teacher SYC Series - Setting Section Stages to Complete at EOY.

Student Engagement

	On Time Welcome Calls	Welcome Calls Complete	Student Contacts Met	LC Contacts Met	End of Year Contact	DSY WD
Reach 19-20	89%	100%	91%	87%	83%	19%
Reach 18-19	93%	99%	87%	94%	86%	24%
Medium Avg.	94%	100%	90%	81%	94%	23%
Group 3 Avg.	91%	100%	92%	75%	93%	21%
Connections Avg.	94%	100%	89%	80%	93%	23%

- **Percentage of students receiving a “Welcome Call” on time, and percentage of all completed Welcome Calls** – Welcome Calls to students by teachers (or designated school staff members) have been shown to correlate strongly with student retention and parent satisfaction; a Welcome Call is “on time” if completed within 7 calendar days of enrollment. We continue to focus on successful Welcome Call completion throughout the year as many Connections schools do continuously enroll, even up through the last week of the school year. Schools that do not have open enrollment may see fluctuations in their reported rate due to student withdrawals. On time completion and total completions across all schools remains a focus of teachers and efforts are reflected in the high completion rates in both of these areas.
- **Student & Learning Coach Contacts Met** – Although contacts happen in other ways (webmail, LiveLesson, etc.), Connections recommends a phone (or individual synchronous) contact between teachers and students every 14 days and learning coaches at least three times per year. Student and Learning Coach contacts met rates remains on par with end of year completion in 2018-2019.
- **Completed End of Year Contact** – As part of the school year cycle communication process at each school, teachers complete an End of Year call with all students prior to the last day of school. During this call, teachers discuss recommended placement, suggest ways to prevent summer learning loss, and attempt to help families finalize their plans for returning the next school year.
- **Final 19-20 “During School Year” Withdrawal Rate** – The percentage of students enrolled during the 19-20 school year who engaged by completing 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 such as continuous enrollment. Connections-supported schools continue to seek ways to increase student engagement thereby lowering withdrawal rates.

Data Driven Instruction

	Tier I	Tier II	Tier III	CBA "Met" K-8	CBA "Met" 9-12	Post Test Completion
Reach 19-20	80%	4%	2.5%	84%	77%	NA
Reach 18-19	83%	5%	0.0%	88%	83%	34%
Medium Avg.	84%	6%	3.0%	88%	79%	55%
Group 3 Avg.	84%	6%	1.0%	79%	69%	35%
Connections Avg.	85%	5%	1.7%	84%	77%	47%

- **Percentage of students identified for Response to Intervention (Rtl) tiers** – Rtl is a systematic way of connecting instructional components that are already in place in a class. It integrates assessment data and resources efficiently to provide more support options for every type of learner. Based on the Rtl framework, a percentage of students (approximately) will be identified at each tier level to receive increasingly structured and frequent interventions; Tier I – 80-90%, Tier II – 5-10%, and Tier III – 1-5%. Tier III here does not include students with an active IEP in ELA or Math. We recognize that Rtl continues to be a process that varies widely by state and was developed for a brick and mortar setting. Connections departments dedicated to the Rtl process continue to work with school leaders, teachers and Rtl support representatives to make modifications.
- **Percentage of students with CBAs Met** – Connections-supported schools ensure student learning is authentic partly through a minimum number of “curriculum-based assessments” (CBAs) – usually 1:1 phone calls during which a teacher probes the student’s understanding of a specific part of the curriculum. This metric is the percentage of students at the school meeting this criteria by the end of the school year.
- **Percentage of students assigned a “formative” Post-Test who completed it** – This metric emphasizes the importance of getting test results for students so that schools can identify who may be in need of academic interventions. Across all Connections supported schools the average participation rate for the Reading and Math assessments is 47% which represents a decrease from post-test completion the prior year and will continue to be a focus across schools. We have recognized the continued decrease in participation and are exploring other assessment platforms/options to better meet our educator needs.

School Operations

	Teachers Hired by 6/30	Teachers Returning	Students Returning
Reach 19-20	NA	100%	86%
Reach 18-19	81%	100%	80%
Medium Avg.	94%	98%	86%
Group 3 Avg.	93%	98%	84%
Connections Avg.	94%	98%	85%

- Percentage of teaching positions filled as of 6/30** – 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. This snapshot as of 6/30 gives an overview of spring progress in hiring. Hiring efforts continue for all unfilled vacancies.
- Percentage of teachers planning to return as of 4/1** – Each spring, teachers are asked to indicate if they intend to return to their teaching position for the next school year. 98% of teachers said “Yes” across Connections-supported schools, up from 96% in 2019. More teachers do leave between 4/1 and the beginning of the school year, but this is a useful early indicator of teacher retention.
- Percentage of students planning to return as of 6/30** – Each Spring, families are asked to indicate if they intend to return. 85% of students eligible to return (graduating seniors, for example, are not counted) replied “Yes”; this represents a 5% increase over the response rate in 2019. Efforts continue each year to increase student retention.

Reach Cyber School Strategic Plan -- 2019-2022

SMART Goal 1								
Goal Target Area: Improve Student Academic Outcomes								
Goal 1: Students will meet or exceed PSSA/Keystone ELA and PSSA/Keystone Math scores as set forth in the Reach CSI Plan.								
Strategies, Indicators, and Progress Measures								
Strategy 1a: Reach will train teachers on how to review and analyze interim assessment data to make instructional decisions in support of Goal 1 and the CSI Plan.								
Strategy 1b: Reach will evaluate educational tools available for screening and progress monitoring.								
Implementation Indicator	Baseline Measure		Progress Measure		Progress Measure		Progress Measure	
	Measure	Description	Projected Date	Actual Results	Projected Date	Actual Results	Projected Date	Actual Results
Annually review supplemental instructional tools			Annually in April/May					
Programs to supplement instruction and support Multi Tiered Systems of Support (MTSS) - Easy CBM, Nearpod, Achieve 3000, USA Test Prep (1a, 1d)	Number of Signed agreements for licensing and training in identified supplemental programs.	Identified program tools to improve reading, math and science scores on state assessments	February 2020		June 2020		October 2020	
Outcome Indicator								
PSSA/Keystone ELA (19-20): Goal 37.5%			Fall 2020					
PSSA/Keystone Math (19-20): Goal 13.5%			Fall 2020					
Increase Graduation Rate (19-20): Goal 67.7%			January 2021					
Link to School Action Plan:								

SMART Goal 2								
Goal Target Area: Grow and Strengthen STEM Program								
Goal 2: Reach's student participation in STEM programs and activities and performance in advanced STEM courses will meet or exceed the performance metrics outlined in the school's charter.								
Strategies, Indicators, and Progress Measures								
Strategy 2a: Reach teachers will infuse STEM content and concepts across content areas in all grades K-12								
Strategy 2b: Reach will increase cocurricular and extracurricular STEM opportunities for students in all grade bands								
Strategy 2c: Develop and Strengthen Community Partnerships focused on partnerships that grow student and staff STEM learning opportunities								
Strategy 2d: Increase Public Awareness of Reach's STEM focus								
Strategy 2e: Reach will develop a strong network of Community Coordinators who will be able to articulate Reach's STEM focus throughout the commonwealth								
Implementation Indicator	Baseline Measure		Progress Measure		Progress Measure		Progress Measure	
	Measure	Description	Projected Date	Actual Results	Projected Date	Actual Results	Projected Date	Actual Results
Gifted STEM opportunities (1c)	Number of gifted-targeted STEM opportunities	Reach will increase programming and opportunities specifically targeted and designed for identified Gifted students to ensure all students have an opportunity to grow and achieve at high rates	May 2020		October 2020			
STEM Shell Courses	Identify and create STEM courses	1b:STEM team will create project based learning opportunities in a shell course for 19-20	August 2020					
Outcome Indicator								
% of Reach students participating in STEM opportunities each year for the next three years.			33% by June 2020	1100 attended back to school STEM events-growth of 600 since last year; plus all received STEM kits and are engaging in STEM courses with coaches, as well as projects within regular courses	35% by June 2021		38% by June 2022	
% of Reach students earning a B or better on completed Advanced STEM courses			75% by June 2020	63% earned a B or more 18-19 school year	78% by June 2021		80% by June 2022	
Link to School Action Plan:								

SMART Goal 3								
Goal Target Area: Integration of HR and Business Services								
Goal 3: Reach will work with OBL to create and implementation plan for the transition of HR services by January 1, 2021 and School Financial Services by July 1, 2020.								
Strategies, Indicators, and Progress Measures								
Strategy 3a: Reach will hold regular meetings to transition HR services from POBL to Reach Cyber Charter School staff.								
Strategy 3b: Reach will hold regular meetings to transition School Financial Services from POBL to Reach Cyber Charter School staff.								
Implementation Indicator	Baseline Measure		Progress Measure		Progress Measure		Progress Measure	
	Measure	Description	Projected Date	Actual Results	Projected Date	Actual Results	Projected Date	Actual Results
Review and implement HR systems			December 2020					
Review and implement SFS systems			June 2020					
Hire Director of HR			April 2020					
Hire Accounting Specialist			April 2020					
Hire Payroll Personnel			Summer 2021					
Review Benefit Packages			April 2020		September 2020			
Wellness Package	Program in place with fitness trackers purchased for current staff and expected SY growth		June 2020					
Outcome Indicator								
Link to School Action Plan:								
SMART Goal 4								
Goal Target Area: Improve Partnerships for Success								
Goal 4: Increase educational opportunities for staff, students and Board members through strengthened and new partnerships								
Strategies, Indicators, and Progress Measures								
Strategy 4a: Expand Family Mentor Program to engage and support families in onboarding and developing strong online learning practices.								
Strategy 4b: Reach will implement Career Pathways for an increase in student retention, graduation rate and math achievement.								
Strategy 4c: Board Development and Succession Planning								
Strategy 4d: Build strong relationships with organizations throughout the commonwealth to extend student and staff learning and career opportunities								
Implementation Indicator	Baseline Measure		Progress Measure		Progress Measure		Progress Measure	
	Measure	Description	Projected Date	Actual Results	Projected Date	Actual Results	Projected Date	Actual Results
Implementation of OverDrive to increase reading academic outcomes			July 2020					
Implementation of Career Pathways Badges via ABC Keystone, Certipoint and Credly			May 2020		August 2020		November 2020	
Implement trauma informed training			January 2021					
Partnership agreements (1b, 2C)	Number of Agreements	Agreements in place for STEM and/or career and colleges partnerships	January 2020		June 2020		October 2020	
Board Recruitment and Development	The Board will review their practice and policies around board recruitment							
Board Recruitment and Development	The board will continue to seek board candidates to compliment their composition and to fill any vacancies as they arise.							
Outcome Indicator								
Link to School Action Plan:								

SPONSORSHIP AGREEMENT

Carnegie Institute d/b/a Carnegie Museums of Pittsburgh for its component Carnegie Science Center having an address of One Allegheny Avenue, Pittsburgh, PA 15212 ("CMP" or "Museum") is very pleased to have you participate as a sponsor in the upcoming event, exhibit and/or program described below (collectively, "Sponsored Activity" or "Activity") in accordance with the terms and conditions of this Sponsorship Agreement ("Agreement"). If the terms and conditions set forth in this Agreement are acceptable, please sign the Agreement where indicated and return the Agreement to the CMP contact person identified below.

PART A: SPONSORSHIP INFORMATION

SPONSOR INFORMATION:

Name of Company, Organization or Individual: Reach Cyber Charter School ("Sponsor")

Address: 750 East Park Drive, Suite 204

City: Harrisburg State: PA Zip: 17111 Phone: 717.704.8437 ext. 8474

Contact Person: Scott Stuccio Email: Sstuccio@reach.connectionsacademy.org

MUSEUM INFORMATION:

SPONSORED ACTIVITY(IES): Miniature Railroad & Village® (also referred to as "Exhibit")

DATE(S): August 1, 2020 – July 31, 2021

Location(s)/Component(s): Carnegie Science Center

CMP Contact Person: Daryl Cross Email: CrossD@carnegiemuseums.org Phone: 412.622.5799

CONSIDERATION:

SPONSORSHIP FEE (TOTAL): \$ 25,000

SPONSORSHIP FEE SCHEDULE: \$ 25,000 by July 1, 2020

SPONSORSHIP ACKNOWLEDGEMENTS:

1. MEDIA/MARKETING ELEMENTS

- Sponsor is recognized with logo and link on Museum website during Term; the manner, placement, and format of link to be mutually agreed; Sponsor hereby gives Museum permission for such linking activity to Sponsor's website.
- Sponsor is recognized in one (1) press release during Term, with timing, wording, and placement to be determined by Museum.
- Sponsor is recognized in one (1) Explore brochure during Term, with timing, wording, and placement to be determined by Museum.
- Sponsor is recognized in in one (1) e-card during Term with timing, wording, size, and placement to be determined by Museum.
- Sponsor is recognized in two (2) e-newsletters during Term, with timing, wording, and placement to be determined by Museum.
- Sponsor is recognized in eight (8) social media posts during Term, with timing, size, location, channel, and wording to be determined by Museum.

CREDIT LINE (IF ANY): Miniature Railroad & Village® Presented by Reach Cyber Charter School

2. MUSEUM RELATED ELEMENTS:

- Sponsor receives one hundred (100) Museum general admission passes valid during Term.

- Sponsor may reserve private access to a Carnegie Science Center classroom facilities on two (2) mutually acceptable dates and times during Term; all hard costs (except the rental fee for the space), including but not limited to custodial and security services, as well as food services costs will be the sole responsibility of Sponsor.
- Sponsor receives one (1) Reach Cyber Charter School Day: on a mutually agreeable day during Term, regional Reach Cyber Charter School families receive complimentary general admission to Museum (exclusive of parking, catering, or all Museum add-ons such as special exhibitions or films), for up to 100 visitors.
- Sponsor receives minimum one (1) tours of the Exhibit for up to ten guests on a mutually agreeable date, during Term.
- Sponsor receives one (1) private show in Buhl Planetarium on a mutually agreeable date, during Term

3. ONSITE ACTIVITIES, SIGNAGE, HANDOUTS AND/OR GIVEAWAYS BY SPONSOR:

- Sponsor is recognized on signage at entrance to 2nd floor Exhibit during Term, with size, location, and wording to be determined by Museum.
- Sponsor is recognized on “under construction” signage during the annual fall closure period, with size, location, and wording to be determined by Museum.
- Sponsor recognized with logo on one (1) digital panel located inside the Exhibit for a period of one (1) year during Term, following the installation of the digital panel; with size, location, and wording to be determined by the Museum. Sponsorship recognition will begin no later than November 1, 2020.
- Sponsor may be on-site at Museum on two (2) mutually acceptable date(s) during Term to exhibit or hand out items or printed materials; table location to be determined by Museum; any materials distributed or activity done by Sponsor while on-site must be pre-approved by Museum; costs for services (except the table set-up up fee), including but not limited to linens and parking, will be the sole responsibility of Sponsor.

IF SPONSOR EMPLOYEE(S) OR REPRESENTATIVE(S) WILL BE ON-SITE AT MUSEUM CONDUCTING AN ACTIVITY(IES) AS PART OF THE SPONSORSHIP ACKNOWLEDGEMENTS, THEN PLEASE REFER TO THE ONSITE ACTIVITY REQUIREMENTS IN THE ATTACHED STANDARD TERMS & CONDITIONS.

4. **TERM:** This Agreement shall begin on the Effective Date and shall continue thereafter in full force and effect until midnight on June 30, 2021 (“Term”), unless sooner terminated in accordance with the terms of this Agreement.
5. **EXCLUSIVITY IN CATEGORY:** During the Term, Sponsor shall be the exclusive Sponsor of the Sponsored Activities in the category of: Cyber Education
6. **CMP MARKS (IF ANY):** To be designated by CMP, if any.

TERMS AND CONDITIONS:

By executing this Agreement, Sponsor agrees to be bound by this Agreement including the Standard Terms & Conditions set forth on the next page(s) of this Agreement and any and all attachments hereto, which are hereby fully incorporated herein. The signatories to this Agreement hereby acknowledge the sufficiency of the consideration for this Agreement and warrant that they have read and agree to all of the terms and conditions of this Agreement, and have full power and authority to sign for and legally bind themselves (if an individual) or their respective companies or organizations.

EFFECTIVE THIS ____ DAY OF _____, _____ (the “Effective Date”).

REACH CYBER CHARTER SCHOOL

CARNEGIE INSTITUTE FOR CARNEGIE SCIENCE CENTER

By: _____

By: _____

Print Name: _____

Print Name: _____

Title: _____

Title: _____

Date: _____

Date: _____

Tax ID # _____

(ss# or TIN/EIN)

CMP Staff Representative: _____ (initials)

PART B: STANDARD TERMS AND CONDITIONS

1. The Parties: CMP and Sponsor are sometimes each referred to herein as a "Party" and collectively as the "Parties".

2. Sponsorship Acknowledgments: CMP agrees to provide the Sponsorship Acknowledgments identified in Part A of this Agreement in connection with the Sponsored Activity during the Term, unless shorter durations are indicated in Part A, in return for the timely receipt of the Sponsorship Fee/Consideration identified in Part A of this Agreement and in consideration of Sponsor's good reputation and standing. Sponsor understands and agrees that no Sponsorship Acknowledgment shall consist of or include: (i) messages containing qualitative or comparative language, price information or other indications of savings or value; (ii) endorsements of Sponsor's products or services; or (iii) inducements to purchase, sell or use any of Sponsor's products or services, such as for example, savings coupons or buy one get one free promotional offers. If in the future circumstances change such that it is no longer feasible, in the opinion of the Museum, to continue to provide the Sponsorship Acknowledgments identified in Part A, or any portion(s) thereof, CMP will provide substitute acknowledgments that, in its opinion, most closely fulfill the intentions described.

3. Media/Marketing Elements: The credit line, if any, identified in Part A of this Agreement and/or Sponsor's name and/or logo as mutually agreed by Sponsor and Museum, will be included in the Media/Marketing Elements in a manner recognizing Sponsor as a sponsor of the Sponsored Activity, in a format to be mutually agreed upon between the parties, taking into account space and other like constraints which may vary from element to element.

4. Onsite Signage, Displays, Handouts, Giveaways and Other Property of Sponsor: Sponsor shall be permitted to conduct the activities, if any, identified in Part A of this Agreement at CMP in connection with the Sponsored Activity at the dates and times identified in Part A or to be mutually agreed upon by the Parties. Any and all signage, handouts, displays, giveaways, product placements or other materials, items or other property of any kind to be displayed, used or provided by Sponsor in connection with such activities must be pre-approved by CMP. In no event shall Sponsor distribute materials of any kind to children under the age of 18 or solicit children under the age of 18 for personal information. Sponsor shall be solely responsible for any and all transportation and storage relating to any such signage, handouts, displays, giveaways, products, materials, items and other property. Notwithstanding any other provisions of this Agreement, Sponsor shall be solely responsible and liable for all property brought onto CMP premises by Sponsor, including any and all damage, theft or loss relating thereto.

5. On-Site Activity Requirements. For those Sponsorship Acknowledgments that include Sponsor employee(s) or other Sponsor representative(s) being on-site at CMP to conduct an activity(ies) as part of the Sponsorship Acknowledgments, the following requirement(s) shall apply:

(a) CMP Staff Representative Required. Sponsor's main contact under this Agreement for on site activities conducted by Sponsor employee(s) or representative(s) shall be

Liz Hoyt-Brown, Assistant Director, Corporate Advancement & Stewardship, Advancement and Community Engagement, Carnegie Museums of Pittsburgh (Phone: 412.237.3353 / Email: HoytBrownE@carnegiemuseums.org)

Steve Kovac, Senior Director, Visitor Services and Operations, Carnegie Science Center (Phone: 412.237.1614 / Email: KovacS@CarnegieScienceCenter.org)

("CMP Staff Representative").

The CMP Staff Representative will monitor Sponsor's activities while Sponsor is on CMP's premises, for purposes of, among other things, complying with CMP's policies and procedures and Sponsor shall follow the CMP Staff Representative's instructions in these regards.

(b) Background Check Clearances Required.

(i) Any of Sponsor's employee(s) or representative(s), including any owner/proprietor of Sponsor, on CMP's properties conducting an activity(ies) as part of the Sponsorship Acknowledgments must have applied for and received the background check clearances specified under Pennsylvania Act 153 of 2014, as amended ("Act 153"), 23 Pa. C. S. Section 6344(b), or satisfy the conditions for provisional employment specified in 23 Pa. C. S. Section 6344(m). It is understood and agreed that anyone who has not received clearances under Act 153 or who does not meet the conditions for provisional employment under Act 153 shall not be permitted to conduct activities on CMP's properties as part of the Sponsorship Acknowledgments.

(ii) Sponsor is solely responsible for taking the necessary steps to ensure that Sponsor's employees or other representative(s), including any owner/proprietor of Sponsor, conducting activities on CMP's properties as part of the Sponsorship Acknowledgments apply for and receive the requisite clearances prior to any such persons commencing any such activities on CMP's properties. Sponsor is also solely responsible for obtaining and maintaining copies of the requisite clearances (and applications for clearances) of such persons.

(iii) **Sponsor shall provide the CMP Staff Representative with a sworn declaration** confirming that all of Sponsor's employee(s) or other representative(s), including any owner/proprietor of Sponsor, conducting activities on CMP's properties as part of the Sponsorship Acknowledgments have received the background check clearances specified by Act 153 or are qualified provisionally under Act 153. The form of declaration is attached as **PART B: Exhibit 1**.

(iv) Sponsor hereby releases CMP and agrees to defend, indemnify and hold CMP harmless, from and against any and all injuries, losses and/or damages (including reasonable attorneys' fees and costs) resulting from Sponsor's failure to comply with this Section 5 or from the interactions of Sponsor's employee(s) or representative(s) with minor children while conducting activities on CMP's properties as part of the Sponsorship Acknowledgments. The terms of this Section 5(b)(iv) shall survive the expiration or termination of this Agreement.

6. Exclusivity in Category: If applicable, during the Term of this Agreement, Sponsor shall be the exclusive sponsor of the Sponsored Activity in the Category as specifically identified in Part A of this Agreement.

7. Consideration. In exchange for the Sponsorship Acknowledgments and other rights granted to Sponsor herein, Museum shall receive from Sponsor the Sponsorship Fee in the total amount and according to the payment schedule set forth in Part A of this Agreement together with any and all other In-Kind Consideration, if any, identified in Part A of this Agreement.

8. Sponsor Marks. Sponsor hereby grants to Museum, for the Term of this Agreement, a limited, non-exclusive license to use and/or display the corporate and trade name(s), trademark(s), service mark(s), logo(s), symbol(s), design(s), decal(s), artwork(s) and other proprietary designation(s) of Sponsor (collectively "Sponsor Marks") for the purposes of effecting Museum's rights and obligations under this Agreement and thereafter for historical

and archival purposes in connection with the documenting of the occurrence of the Sponsored Activity. Museum shall not have the right to sublicense except that Museum may permit its designees (which shall be subject to the terms of this Agreement) to produce materials for or on behalf of Museum for the purpose of effecting the Museum's rights and obligations under this Agreement. Sponsor shall have the right to review and pre-approve of the uses of the Sponsor Marks hereunder. Any of the Sponsor Marks used or displayed in connection with this Agreement shall be and remain the sole and exclusive property of the Sponsor. All use of Sponsor's Marks, and all goodwill associated therewith, shall inure exclusively to the benefit of Sponsor.

9. CMP Marks. CMP hereby grants to Sponsor, for the Term of this Agreement, a limited, non-exclusive license to use and/or display CMP's name, trademark(s), service mark(s) and/or logo(s) identified in Part A of this Agreement (collectively "CMP Marks") solely for the purpose of identifying that Sponsor is a sponsor of the Program in accordance with the terms of this Agreement provided, however, Sponsor shall have no right to create merchandise for sale or distribution or other product giveaways that incorporate or otherwise display any of the CMP Marks without the prior written explicit agreement of CMP. Sponsor shall not have the right to sublicense except that Sponsor may permit its designees (which shall be subject to the terms of this Agreement) to produce materials for or on behalf of Sponsor for purposes of effecting the Sponsor's rights and obligations under this Agreement. Sponsor shall not use the CMP Marks for any purpose other than as described in this Agreement. CMP shall have the right to review and pre-approve of all uses of the CMP Marks hereunder. Sponsor must provide CMP with a sample of all proposed uses of the CMP Mark and CMP shall have at least five (5) business days to review and approve or disapprove the proposed use. Sponsor shall not make any proposed use of the CMP Marks without CMP's approval. Any of the CMP Marks used or displayed in connection with this Agreement shall be and remain the sole and exclusive property of CMP. All use of the CMP Marks, and all goodwill associated therewith, shall inure exclusively to the benefit of CMP.

10. Term and Termination. The Term of this Agreement is as set forth in Part A of this Agreement hereof. Either Party may terminate this Agreement in the event the other Party materially breaches this Agreement and does not cure such breach within fourteen (14) days after written notice of such breach is given by the non-breaching Party to the allegedly breaching Party. The Parties agree to engage, during such termination notice period, in a good faith effort to effect a mutually agreed upon cure. CMP shall also have the right, without liability to Sponsor, to immediately stop Sponsor's participation in the Sponsored Activity on verbal notice at the Activity in the event that Sponsor's goods/materials and/or Sponsor's actions are in material breach of this Agreement or otherwise inconsistent with the reputation, standing or mission of the CMP in its sole discretion.

11. Content and Materials Provided by Sponsor. Sponsor represents and warrants that all content, including without limitation the Sponsor Marks, products, giveaways, handouts, signage and/or any and all other items and materials provided by Sponsor for use in connection with the Sponsorship Acknowledgements, shall not contain any matter that is obscene or libelous; is unsafe; violates any applicable law, rule or regulation; and/or infringes, misappropriates or otherwise violates the copyrights, trademark rights, patent rights, rights of publicity or privacy, or other rights of any third party. The terms of this Section shall survive the expiration or termination of this Agreement.

12. Indemnification.

(a) Sponsor shall defend, indemnify and hold harmless CMP and its agents, officers, directors, employees and representatives from and

against any and all damages, personal injuries, property damage, bodily injuries, liabilities, costs and expenses, including reasonable attorneys' fees and costs, arising out of, based on or in any other manner related to the following (including any and all claims, actions, lawsuits and/or demands by third parties): (i) activities undertaken, performed or conducted by Sponsor or its agents, officers, directors, employees, representatives, or others acting on behalf of Sponsor, in connection with the Sponsorship Acknowledgements or otherwise pursuant to this Agreement (including any and all activities relating to the sale, serving or distribution of alcohol by or on behalf of Sponsor); (ii) the material breach of this Agreement by Sponsor or its agents, officers, directors, employees or representatives; or (iii) the negligent or willful misconduct of Sponsor or its agents, officers, directors, employees or representatives, all except to the extent covered by subsection (b) of this Section.

(b) CMP shall defend, indemnify and hold harmless Sponsor and its agents, officers, directors, employees and representatives from and against any and all damages, personal injuries, property damage, bodily injuries, liabilities, costs and expenses, including reasonable attorneys' fees and costs, arising out of, based on or in any other manner related to the following (including any and all claims, actions, lawsuits and/or demands by third parties): (i) activities undertaken, performed or conducted by CMP or its agents, officers, directors, employees, representatives, or others acting on behalf of CMP, in connection with the conduct of the Sponsored Activity or otherwise pursuant to this Agreement (including any and all activities relating to the sale, serving or distribution of alcohol by or on behalf of CMP); (ii) the material breach of this Agreement by CMP or its agents, officers, directors, employees or representatives; or (iii) the negligent or willful misconduct of the CMP or its agents, officers, directors, employees or representatives, all except to the extent covered by subsection (a) of this Section.

(c) Each Party shall provide the other Party with prompt written notice of any claim, demand or action for which such Party is seeking or may seek indemnification hereunder. The Parties agree to render to each other such assistance as may reasonably be requested in order to ensure a proper and adequate defense. The indemnifying party shall not have the right to settle any claim if such settlement contains a stipulation to, or an admission or acknowledgement of, any wrongdoing on the part of an indemnified party. The indemnified parties shall not make any settlement of any claims, which might give rise to liability of an indemnifying party, without the prior written consent of the indemnifying party.

(d) IN NO EVENT WHATSOEVER SHALL CMP BE LIABLE TO SPONSOR FOR ANY INDIRECT, SPECIAL CONSEQUENTIAL OR INCIDENTAL DAMAGES, HOWEVER CAUSED, ON ANY THEORY OF LIABILITY, AND WHETHER OR NOT CMP HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES. Any claims or causes of action against CMP arising in any manner out of this Agreement must be brought within three (3) months following the expiration or termination of this Agreement.

(e) The terms of this Section shall survive the expiration or termination of this Agreement.

13. Insurance Requirements:

(a) For the Term of this Agreement, Sponsor will, at its own expense, maintain the following insurance, with a reputable insurer acceptable to Museum, in full force and effect: (i) worker's compensation coverage to the extent required by law at the statutory limits and employer's liability insurance at a minimum of \$500,000 each accident and bodily injury and \$500,000 bodily injury by disease each employee; (ii) commercial general liability insurance sufficient to cover claims for personal injury, bodily injury (including death) advertising injury and property damage with a minimum limit of \$1 million per occurrence and a \$2 million aggregate for the products/completed operations and operations exposures; and

(iii) business automobile insurance for owned, hired and non-owned vehicles with a minimum limit of \$1,000,000 per occurrence on a combined single limit basis; and (iv) commercial excess/umbrella insurance with a minimum limit of \$5,000,000 per occurrence with a \$5 million aggregate. If Sponsor is providing or serving alcoholic beverages in connection with any events included as part of the Sponsorship Acknowledgements or otherwise in connection with the Sponsorship Acknowledgements, liquor liability insurance in the amount of \$2,000,000 is required.

(b) Sponsor shall provide CMP a certificate of insurance certifying that coverage as required by this Agreement has been obtained and shall remain in force as specified by this Agreement. Sponsor must provide to CMP such proof of insurance prior to the provision of any Sponsorship Acknowledgements. Upon request, a copy of all or portions of policies will be provided to CMP.

(c) CMP shall be named as an Additional Insured on the general liability, automobile policies, umbrella liability, products liability and liquor liability policies. A copy of the additional insured endorsement providing coverage must accompany the certificate of insurance. All coverage afforded to CMP by Sponsor's required coverages shall be on a primary and non-contributory basis. A waiver of subrogation endorsement in favor of CMP shall be provided on all policies, including without limitation the worker's compensation policies.

(d) Thirty (30) days' notice shall be given to CMP if Sponsor's insurance policies are cancelled, or not-renewed, or any limits or coverages are reduced.

(e) The fulfillment or non-fulfillment of the insurance obligations hereunder shall not relieve Sponsor of any liability assumed by Sponsor hereunder or in any way modify Sponsor's obligations to indemnify CMP.

(f) The terms of this Section shall survive the expiration or termination of this Agreement for the time period stated in this Section.

14. Force Majeure. Museum shall not be responsible for events beyond its reasonable control, such as public emergency or necessity, legal restrictions, labor disputes, strikes, boycotts, casualties, government restrictions, acts of God, unforeseen commercial delays or for any reason, including but not restricted to mechanical breakdowns beyond the control and without the fault of Museum that impair or otherwise cause Museum to be unable to provide any one or more Sponsorship Acknowledgements or to provide the Sponsorship Acknowledgements at the time specified if any ("Force Majeure Occurrence"). In the event of a Force Majeure Occurrence, Museum shall not be liable to Sponsor except to the extent of allowing a pro-rated reduction of the Sponsorship Fee commensurate with the Sponsorship Acknowledgements not received by Sponsor or suitable "make goods". The terms of this Section shall survive the expiration or termination of this Agreement.

15. Applicable Law/Jurisdiction/Disputes: This Agreement shall be governed and enforced under the laws of the Commonwealth of Pennsylvania without regard to conflicts of laws principles. Any controversy, claim or dispute arising out of or relating to this Agreement or the breach hereof, shall be submitted to arbitration in the City of Pittsburgh in accordance with the rules of the American Arbitration Association then in effect and judgment upon the award rendered by the arbitrator(s) may be entered in any court having jurisdiction thereof. Any decision by the arbitrator(s) in accordance with this section shall be conclusive on the issues presented for arbitration and no appeal shall be allowed therefrom. This provision shall not impair or be in lieu of the rights of either Party to seek injunctive relief in a court of competent jurisdiction. Any such legal action, suit or proceeding arising out of or relating to this Agreement or the breach hereof shall be instituted in an appropriate state or federal court located in Allegheny County, Pennsylvania and each Party hereto irrevocably consents to such jurisdiction and venue and

waives all objections thereto. The terms of this Section shall survive the expiration or termination of this Agreement.

16. Relationship of Parties. This Agreement shall not be construed to create or imply any relationship between the Parties other than that of independent contractors. Each Party hereby acknowledges full responsibility for the payment of its own expenses in connection herewith, including but not limited to any and all taxes. The Parties shall fully comply with all applicable laws, regulations and ordinances in the course of their performance of their services, commitments and obligations under this Agreement.

17. Miscellaneous: The failure of either Party at any time to enforce any of the provisions of this Agreement will in no way constitute or be construed as a waiver of such provision or of any other provision hereof, nor in any way affect the validity of, or the right thereafter to enforce, each and every provision of this Agreement. The payment or acceptance of fees or charges for any period after a default shall not be deemed a waiver of any right. This Agreement, together with any and all exhibits hereto, constitute the entire understanding of the Parties with respect to the subject matter hereof and may not be amended except by a written agreement executed by both Parties. This Agreement shall be binding upon the Parties and their respective heirs, successors and assigns. Notwithstanding the foregoing, neither Party shall have the right to assign this Agreement, in whole or in part, whether by operation of law or otherwise, without the prior written consent of the other Party. All notices hereunder shall be in writing, shall be delivered to the addresses and contact persons identified in Part A of this Agreement and shall be effective: (i) when personally delivered; (ii) when delivered by private courier (with confirmation of delivery); (iii) when transmitted via fax (with receipt confirmed); or (iv) three business days following deposit in the U.S. mail, postage prepaid, registered or certified, return receipt requested. The terms of this Section shall survive the expiration or termination of this Agreement.

PART B: Exhibit 1

DECLARATION

1. I, _____, am the _____ of _____ ("Sponsor").
print or type name print or type job title print or type name of Sponsor

2. I hereby certify that all employees and representatives of Sponsor, including any owners/proprietors of Sponsor, who are expected to and/or assigned to conduct activities on Carnegie Institute's properties as part of the Sponsorship Acknowledgements have received clearances under Act 153 or are qualified as a provisional employee under Act 153.

3. I have received from and am maintaining, the documentation specified under Act 153 to confirm that each Sponsor employee and representative, including any owner/proprietor of Sponsor, who is expected to and/or assigned to conduct activities on Carnegie Institute's properties as part of the Sponsorship Acknowledgements has either secured all clearances specified under Act 153 or is qualified as a provisional employee under Act 153.

I hereby swear and affirm that the information set forth above is true and correct. I understand that false statements made herein are made subject to the penalties of 18 Pa.C.S. § 4904.

Signature of Declarant

REACH CYBER CHARTER SCHOOL & ABC27 WEATHER:

COMPREHENSIVE 2020-2021
EDUCATIONAL CAMPAIGN



REACH CYBER
CHARTER
SCHOOL

REACH CYBER CHARTER SCHOOL: SCIENCE WITH SCOTT!

Reach Cyber Charter School is bringing the science lab into the homes of abc27 families with 'Science with Scott' -- a fun, engaging, educational lesson or experiment each month with Scott Stuccio and Brett Thackara!

- 12x 3-4 minute segments on Good Day PA (+ digital copy).
- 12x abc27 News Facebook Posts (251,000+ followers) to follow each segment.
- Dedicated 'Science with Scott' webpage on GoodDayPA.com to house Reach Cyber Charter School logo, fixed display ads, and segments from the show for continued viewing by Reach Cyber students.
- BONUS: 5-10x promos to air the week of each segment (after we've collected enough b-roll).



**REACH CYBER
CHARTER
SCHOOL**

ABC27 LIVE WEATHER EVENTS: COME LEARN WITH US!

Join Dan Tomaso and Adis Juklo for a day of weather, science, and most of all— fun— as we bring the abc27 Weather Team to the students of Reach Cyber Charter School!

- Exclusive recipient of **two** live, mobile weather community engagement events.
- Events will be streamed live on abc27.com and housed on your dedicated page for continued viewing by Reach Cyber students.
- 100,000 Impressions on all abc27 platforms to promote stream

****Dates & Locations TBD – can coordinate with weather team****



**REACH CYBER
CHARTER
SCHOOL**

REACH CYBER CHARTER SCHOOL: CAMPAIGN SUMMARY

Science with Scott Segment:

- 12x 3-4 minute segments on Good Day PA (+ digital copy).
- 12x abc27 News Facebook Posts (251,000+ followers) to follow each segment.
- Dedicated 'Science with Scott' webpage on GoodDayPA.com to house Reach Cyber Charter School logo, fixed display ads, and segments from the show for continued viewing by Reach Cyber students.
- BONUS: 5-10x promos to air the week of each segment (after we've collected enough b-roll).

Abc27 Live Weather Events:

- Exclusive recipient of two live, mobile weather community engagement events.
- Events will be streamed live on abc27.com.
- 100,000 Impressions on all abc27 platforms to promote stream before events.
- Events will be captured and house on abc27.com for continued viewing by Reach Cyber students.

Total Campaign Investment: \$15,900

Signature: _____

Date: _____



Reach Cyber and Univision Marketing Campaign

JUNTOS ALCANZAMOS | TOGETHER WE REACH

Campaign Details

Product Cyber School
Sched Dates 2 month campaign
Advertiser Reach Cyber
Order Number 74753
Total: \$3,240.00

2 events posts - telling followers to tune in to anticipated live
 Fb Boost - boost for events post to target audience
 Fb Live- up to 30 min (15 recommended) 1st story
 Fb Live boost target audience
 2 events posts - telling followers to tune in to anticipated live
 Boost - boost for events post to target audience
 Fb Live up to 30 min (15 recommended) 2nd story
 Fb Live boost target audience
 Conexion 5 min segment

Date 2 month campaign

		Social Digital Campaign & Community Outreach Campaign	Wk 1 8/17	Wk 2 8/24	Wk 3 8/31
		Adults 25-54			
Social Digital Package					
	Total: \$3,240.00				
	1st Month	HURRICAN MARIA FAMILY STORY			
	Two (2) Univision 65 Events Post FB	TWO (2) EVENT POST WITH BOOST PROMOTING INTERVIEW			
	FB Events Post Boost	EVENTS POST BOOST TO TARGET AUDIENCE			
	Univision 65 Pre-recorded LIVE FB	PRE-RECORDED FACEBOOK LIVE			
	Live Boost	FACEBOOK LIVE BOOST TO TARGET AUDIENCE			
	2nd Month	GRADUATE SUCCESS STORY			
	Two (2) Univision 65 Events Post FB	TWO (2) EVENT POST WITH BOOST PROMOTING INTERVIEW			
	FB Events Post Boost	EVENTS POST BOOST TO TARGET AUDIENCE			
	Univision 65 Pre-recorded LIVE FB	PRE-RECORDED FACEBOOK LIVE			
	Univision 65 Video Boost	BOOST TO TARGET AUDIENCE			
	Conexion Interview	5 MIN INTERVIEW ON CONEXION			

Sign _____



Proposal Employee Count: 315

valid through September 30, 2020

	PEPM	Annualized	Activation Fee
Core HR / Benefits / Payroll	\$26.00	\$ 98,280	\$ 47,000

Core HR / Payroll (Tax, Garnishment and New Hire Administration)

- ✓ One unified database for all HCM activities, Single Sign On
- ✓ Real-time payroll
- ✓ Manual & off-cycle checks
- ✓ Role based employee & manager self service
- ✓ Company intranet & communications portal
- ✓ Online pay statements and W2's - data never purged
- ✓ 163 configurable workflows
- ✓ Cognos Business Intelligence
- ✓ Federal, State, and Local tax filing
- ✓ Printing of live checks
- ✓ Point-in-time reporting
- ✓ Automated interfaces to 3rd parties - Health, GL, etc.
- ✓ Document management & storage
- ✓ Manage PTO requests & balances
- ✓ Compliance reporting - OSHA, EEO, Vets100, etc.
- ✓ Over 300 standard reports
- ✓ Complete audit trail
- ✓ Unlimited Garnishment payments
- ✓ Unlimited New Hire Reporting
- ✓ Affordable Care Act (ACA) - Reporting, Compliance, Forms Printing, IRS Filing

Benefits

- ✓ Automated life event management for employees
- ✓ Online setup and management of OE events
- ✓ Quickly change benefit costs year-over-year
- ✓ Self-bill and reconciliation reports
- ✓ Web-based open enrollment for employees
- ✓ Messaging to employees during enrollment process
- ✓ Attach documents and links to enrollment materials
- ✓ Optional carrier connections

Talent Acquisition

Recruiting

- ✓ Manage recruitment on-line
- ✓ Create job requisitions
- ✓ Approve requisitions
- ✓ Post open positions
- ✓ Build a candidate database
- ✓ Find qualified candidates
- ✓ Integration with background screening Partners
- ✓ Access social networking sites
- ✓ Manage interviews and offers
- ✓ Hire and onboard
- ✓ Analyze recruiting results
- ✓ View key analytics such as time to hire and cost to hire
- ✓ Maintain all compliance related data
- ✓ All compliance related reporting
- ✓ Integrates with electronic calendar for scheduling
- ✓ Integrates with 3rd party job boards

Onboarding

- ✓ Pre-Hire Employee Notification
- ✓ New Employee Wizard
- ✓ Orientation Wizard
- ✓ Electronic I-9 Form, Federal and State W-4 Forms
- ✓ Employee Verification (eVerify)
- ✓ Process New Hires (Pending Hire)
- ✓ Digital Signature
- ✓ Electronic Document Storage

Time Management

- ✓ Eliminate paper time sheets and create schedules
- ✓ Clock in/out or transfer labor codes
- ✓ View timesheet details for current/previous periods
- ✓ Allow employees to communicate to swap shifts
- ✓ Confirm individual availability
- ✓ Bid on open shifts
- ✓ Notify employees of their assigned shifts
- ✓ Enter timesheet data and submit for approval
- ✓ View accruals and balances
- ✓ Approve/deny PTO requests
- ✓ View complete attendance history
- ✓ Full mobile capability
- ✓ Create and edit templates and schedules using drag-and-drop capabilities
- ✓ Use matching functions to identify candidates for shift coverage
- ✓ Promote transparency and encourage collaboration among employees
- ✓ Access analytics (overtime, in/out, scheduled hours, etc.)
- ✓ Business rules automation
- ✓ Proactive OT management

Cost for Optional Additional Services

Interface Files (e.g. Carrier Connections to Benefit Providers)	\$2,000 per file
Historical Data Conversion	\$5,000 per data type

Student Teaching/Practicum Agreement

This agreement by and between Chestnut Hill College (hereafter referred to as “College”) and the REACH CYBER CHARTER SCHOOL (hereafter referred to as “REACH”) recites as follows:

WHEREAS, the College seeks to provide opportunities to its students which allow them to student teach or have a practicum experience in a school setting;

WHEREAS, REACH CYBER CHARTER SCHOOL is able and willing to provide such opportunities to the College students who meet appropriate requirements;

WHEREAS, the College and REACH CYBER CHARTER SCHOOL have identified REACH CYBER CHARTER SCHOOL as appropriate to provide such student teaching or practicum opportunities.

NOW WHEREFORE, in consideration of the mutual promises contained herein, the parties enter into the Agreement as follows:

1. **Definitions.**

- a. For ease of reference, the following words shall have the following meanings:

“Student Teacher” shall mean a College student enrolled at the College and assigned by it to teach at REACH, as part of his/her preparation to enter the teaching profession.

“Practicum Student” shall mean a College student at the pre-student teaching level assigned to REACH CYBER CHARTER SCHOOL with a less-than-full responsibility for instruction or instruction related activities.

“Student Teacher” and “Practicum Student” shall herein be individually and collectively referred to as “Student”

“Cooperating Teacher” shall mean an employee of the REACH to whom a student teacher or practicum student is assigned for a certain in-school experience.

“College Supervisor” shall mean the College employee who is in charge of the course of study or specific experience for which the College Student is assigned to **REACH.**

2. **Placement of Student Teachers and Practicum Student.** The placement process shall be a cooperative effort involving both the College and REACH CYBER CHARTER SCHOOL; however, the College shall initiate the placement of

the Students. Requests for Student teacher assignments should be placed in writing and forwarded to _____.

Teachers are eligible to serve as a Cooperating Teacher if they hold the Instructional II certificate and have had a minimum of three years of successful teaching experience in the public schools.

Assignment of Student Teachers and Practicum Students shall be made by the REACH CYBER CHARTER SCHOOL_____. Such assignment shall be made after consultation with the Cooperating Teacher and Principal under whom the assignment shall be completed.

3. **Calendar.** Students shall be required to comply with the calendar of REACH _____ and the daily schedule of the individual school in which the experience will be completed. Any deviation from said schedule shall be approved by the Cooperating Teacher, the Principal, and the College Supervisor.
4. **Professional Standards.** Both parties to this agreement have a right and an obligation to insist on standards of professional decorum on the part of the Student Teachers and Practicum Students that are consistent with the prevailing standards in the school community and the educational profession.

Neither party shall discriminate in the choice of schools, College Supervisors, Cooperating Teachers, Student Teachers, and Practicum Students on the basis of race, religion, color, national origin, age, disability or sex **or on any other basis prohibited by federal, state or local law**. Nor shall such opportunity be denied on the grounds that a College Student is blind, deaf or physically disabled in some other manner, provided that s/he is capable of performing the responsibilities of the assignment.

5. **Student Teacher and Practicum Student Supervision.** Students shall be subject to the rules and regulations of REACH CYBER CHARTER SCHOOL and under the direction and control of the Cooperating Teacher, Principal and other administrative personnel while they are on the premises. The following points have specific reference to the various types of supervisory responsibility:

- a. The Cooperating Teacher may not leave the classroom with the Student Teacher or Practicum Student in charge of the class. The Cooperating Teacher shall, at all times, retain responsibility for the class and the program of instruction.
- b. Students may not be used as a substitute for their Cooperating Teacher
- c. Students are not to be compensated for any responsibilities which constitute all or part of a field experience program.
- d. Cooperating Teacher will complete **written** evaluations as are prescribed by the College.
- e. The College Supervisor will have access, at all reasonable times, to visit the classroom(s) to which the Student is assigned for the purpose of observation and supervision.

Chestnut Hill College shall direct ensure that Student Teachers to shall submit the following documents to the School before the College permits that Student Teacher to begin training provide services to the School under this Agreement: (1) an FBI and state report of criminal history record information as provided for in Section 111 of the Pennsylvania School Code of 1949; (2) an official clearance statement regarding child injury or abuse as required by 23 Pa. C.S. § 6354 et seq.; and (3) all documents in compliance with the employment history review process delineated in Act 168, 24 P.S. §1-111.1. The College shall be solely responsible for the costs of complying with this Paragraph, and the College shall have no claim against the School for any delay or any consequential damages resulting from any delay caused by the requirements of this Paragraph.

6. Termination or change of assignment. Either REACH CYBER CHARTER SCHOOL or the College may, at any time, change or terminate the assignment of any student teacher or practicum student. However, before either a change or termination, both parties must notify the other party in writing and make reasonable efforts to consult with one another.

7. REACH CYBER CHARTER SCHOOL shall advise College in a timely fashion of any change in its personnel, operation, or policies which may affect the student experience.

8. REACH CYBER CHARTER SCHOOL shall provide a safe environment for the training to be provided to the Students under this Agreement, including complying with all federal, state and local mandates/guidance to protect against the spread of coronavirus. REACH shall promptly notify the College of any REACH employees or other Student teachers or practicum students from other institutions who test positive for the coronavirus, or any injury to a Student or of any event or problem which may threaten a Student's successful completion of the assignment.

9. REACH CYBER CHARTER SCHOOL shall indemnify the College, and its respective officers, directors, agents, employees and students, and to hold each of them harmless from any claims, causes of action or damages, including reasonable attorney fees resulting from participation in the program and attributable to the negligence of REACH CYBER CHARTER SCHOOL or to its breach of this agreement.
10. The College shall indemnify REACH CYBER CHARTER SCHOOL, and its respective officers, directors, agents, employees, and to hold each of them harmless from any claims, causes of action or damages, including reasonable attorney fees resulting from College's participation in the program and attributable to the negligence of the College or to its breach of this agreement.
11. The Student is responsible **for maintaining his/her** personal health care coverage.
12. This agreement shall be effective immediately upon execution by both parties and continue for a term of one (1) year.
13. This agreement may be revised or modified only by written amendment by both parties.
14. If either party wishes to terminate this agreement, it is understood that written notice of 30 days will be given to the other party, barring extenuating circumstances.

15. Final Grade. The final grade of a student teacher will be determined by the College supervisor with input from the Cooperating Teacher.

16. This Agreement shall be interpreted under the laws of the Commonwealth of Pennsylvania

IN WITNESS WHEREOF, the parties, **intending to be legally bound**, hereto have caused this Agreement to be duly executed on the dates **listed below**. first written above.

REACH CYBER CHARTER SCHOOL

By: LeeAnn Ritchie _____

Title: Lead Principal _____

Dated: August 6, 2020 _____

CHESTNUT HILL COLLEGE

BY: David Woodford: _____

Title: Vice President for Financial Affairs

Dated: _____



Reach Cyber Charter School
MINUTES OF THE BOARD OF DIRECTORS ANNUAL MEETING
Wednesday, June 17, 2020 at 9:00 a.m.

Meeting Location:

Via Teleconference due to State Precautions regarding Public Health and Safety
During COVID-19 Pandemic

1(800) 747-5150; Code 703-4511#

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. The meeting was open to the public and held via teleconference due to state precautions regarding public health and safety during the COVID-19 pandemic.

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

Board Members Joined During Meeting: Dave Biondo (via phone);

Board Members Absent: Alex Schuh;

Guests: Jane Swan, School Leader; Pat Hennessey, Board Counsel; Karen Yeselavage, Jordann (J.D.) Smith, Scott Stuccio, Rachel Graver, LeeAnn Richey, Nancy Wagner, John McMurray, Alicia Swope, Kelly McConnell, Cory Groff, Heather Berger, Devon Rushanan, Greg McCurdy, Christine Miller, Rachel Parker, Clara Keeports, Sarah Malis, Karen Eppinger, Kristin Hovorka, Erik Wiedman and Amanda Stofford, School Staff; Kevin Corcoran, Charter Choices, Financial Consultant; Laura Johnson, Melissa Brown, Gary Corkran and Megann Arthur, Online and Blended Learning (OBL) 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. At the school's request, the Board added Proposed Revisions to Attendance Policy to the School Leader's oral updates, as well as potential consideration of the associated proposal to the Board's Consent Agenda later in the meeting. There being no additional changes noted, a motion was made and seconded as follows:

RESOLVED, that the Agenda for the June 17, 2020 Annual Meeting of the Reach Cyber Charter School Board of Directors, as amended, is hereby approved.

The motion passed unanimously.

IV. Oral Reports

a. School Leader's Report

Ms. Swan provided the Board with a detailed review of the data included within the Monthly School Report (MSR), including comparative data of demographics of students enrolled.

i. Annual Act 44 Director of Safety Report on Safety and Security at the School

Ms. Swan asked Mr. McCurdy to present this to the Board as the Director of Safety and Security for the school. Mr. McCurdy reviewed the annual report, advising that the primary school facility had changed entirely from hard keys to a fob system; he further detailed visitor procedures and security systems in place.

[Mr. Biondo joined the call at 9:16 a.m.]

Mr. McCurdy reviewed fire safety measures in place, as well as COVID-19 related sanitation measures that have been added to processes being put in place at the office. He also highlighted areas of focus with regards to student safety throughout the school year.

Proposed Revisions to Attendance Policy

At Ms. Swan's request, Ms. McConnell and Ms. Spofford presented this item to the Board. Ms. McConnell provided background to the proposed changes, including more consistency for attendance and truancy tracking, as well as benefits the revised policy would provide for state reporting. She advised that the school would no longer ask parents to enter attendance, but instead have it tracked by Ms. Spofford's team. Ms. Spofford further highlighted additional nuances within the proposed revisions, and advised that the school leadership team members had met with a group of parents to request review of the proposed revisions, and reported that they were very well received.

ii. CSI Status Update

Ms. Swan presented this item to the Board. She provided a review of the CSI Plan draft, as included in the Board materials. Ms. Swan advised that the school's priorities have remained the same, measurable goals have remained consistent, and some minor changes have been made to the action plans for accomplishing each goal.

iii. COVID-19 Response Update

Ms. Swan reviewed the school's response to the ongoing COVID-19 pandemic. She reviewed the school's Response Plan, and communications received from the PDE regarding school plans.

iv. Graduation Update

Ms. Swan provided the Board with an update on this item. She detailed the virtual graduation ceremony, and thanked the members of the Board for their support of the school's end of year activities.

b. Financial Report

Ms. Yeselavage reviewed the school's financial statements with the Board. She reviewed the revenue and expense statements, advising on changes since the previous months' statements. Ms. Yeselavage further reviewed with the Board the school's balance sheet and current forecast.

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 additional changes noted, a motion was made and seconded as follows:

RESOLVED, the Consent Items:

- a. Approval of Minutes from the May 20, 2020 Board Meeting;
- b. Approval of Staffing Report;
- c. Approval of OBL Invoice(s) for May;
- d. Approval of Board Meeting Schedule for the 2020- 2021 School Year; and
- e. Approval of Proposal for Revisions to Attendance Policy; are hereby approved.

The motion passed unanimously.

VI. Action Items

a. Approval of Renewal Statement of Agreement (SOA) with OBL

Ms. Swan asked Ms. Hennessey to provide an update on this item. Ms. Hennessey provided a brief update on the status of the negotiations, advising that an extension beyond the current June 30 agreement deadline was not necessary, that the final details should be completed soon after the meeting. The Board also reviewed the previous designation of the Board President to finalize and execute the final Agreement. There being no further discussion, this item was tabled for consideration at a future meeting.

b. Approval Budget for the 2020-2021 School Year

Ms. Yeselavage reviewed the proposed 2020-2021 school year budget outline and Budget Notes documents with the Board, also reminding them of the budget development process to date that included School Leadership and the Board Treasurer. She further reviewed the accompanying fee schedule from the school's primary service provider (OBL) with the Board. She advised the Board that the 2020-2021 Fee Schedule being presented summarizes the basis for all charges from Online & Blended Learning (OBL) to the school under the Statement of Agreement (SOA), and that the basis for all charges is drawn directly from the Budget. Mr. Biondo confirmed his support of the proposed budget, and his recommendation of the budget for approval. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the budget and fee schedule for the 2020-2021 school year and all assumptions provided therein, as presented, is hereby approved.

The motion passed unanimously.

c. Approval of Board Designee to Work with School Leadership to Finalize and Submit the CSI School Improvement Plan

Ms. Swan reviewed the draft CSI School Improvement Plan documentation earlier in the meeting, and included in the Board materials, including the school's areas of focus and measurable goals. Board members briefly discussed the Plan documentation, and indicated their support of the documents, and submission to the state by applicable deadlines. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the Draft CSI School Improvement Plan and Authorization for School Leadership to finalize and submit the Plan by the June 30 deadline, as discussed, is hereby approved.

The motion passed unanimously.

d. Approval of Directors

Ms. Arthur advised the Board that two Board member terms were up for renewal at this meeting: David Taylor and Gail Hawkins Bush. Following previous confirmation that Mr. Taylor and Ms. Hawkins Bush wished to continue on the Board, discussion was held on the renewal of their terms. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the appointment of David Taylor to the Reach Cyber Charter School Board of Directors, as Class 3 Director, for a term of three (3) years to the 2023 Annual Meeting, as discussed, is hereby approved.

FURTHER RESOLVED, that the appointment of Gail Hawkins Bush to the Reach Cyber Charter School Board of Directors, as a Class 3 Director, for the term of three (3) years to the 2023 Annual Meeting, as discussed, is hereby approved.

The motion passed unanimously.

e. Approval of Officers for the 2020-2021 School Year

Ms. Arthur 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 2021. Nominations were opened for each position. The Board discussed the advantages of adding a Vice President, so another Officer was able to assist in time-sensitive items if Mr. Taylor was unavailable. 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;
Joseph Harford, Vice President and Secretary; and
Dave Biondo, Board Treasurer; are hereby approved.

The motion was approved unanimously.

COVID-19 Response Plan

Ms. Swan reminded the Board of her review earlier in the meeting of the school's Covid-19 Response Plan, as required by the state for all charter schools. The Board expressed their support of the school's proposed Plan, and thanked Ms. Swan and her team for their work on the Plan. Board members also confirmed with

School Leadership that appointing a Board Designee to finalize would be the best next step. There being no additional discussion, a motion was made and seconded as follows:

RESOLVED, that the Board President as Board Designee to work with School Leadership to Finalize and Submit the School's Covid-19 Response Plan by Applicable Deadlines, as discussed, is hereby approved.

The motion passed unanimously.

VII. Information Items

a. Results of Parent Satisfaction Survey

Ms. Swan reviewed the results of the Parent Satisfaction Survey, included in the Board materials, in detail with the Board. Board members had discussion on the survey results as compared to the previous year.

b. State Account Relations (STAR) Update

Ms. Johnson provided the Board with an update on recent legislative activities in the state, which may impact the school. The Board had discussion on the current educational climate and both challenges and opportunities to all recent events and circumstances in the world currently.

c. Partner School Leadership Team (PSLT) Update

Ms. Brown presented to the Board on behalf of Online & Blended Learning's (OBL) School Leadership Team. She advised that the annual summer conference for Connections Academy school leaders will be virtual and held next week. Ms. Brown further highlighted instructional coaching and other areas of focus from OBL to support CA school leaders moving forward.

VIII. Strategic Planning

There were no updates at this time.

IX. EXECUTIVE SESSION – Pursuant to 65 Pa. C.S. §§ 708(a)(1) – to discuss any matter involving the employment, appointment, termination of employment, terms and conditions of employment, evaluation of performance, promotion or disciplining of any specific prospective public officer or employee or current public officer or employee

The Board entered into an Executive Session at 10:13 a.m. upon a motion being made, seconded and confirmed via roll call vote of all Board members present. The Board cited the following for entering into the Executive Session: to discuss any matter involving the employment, appointment, termination of employment, terms and conditions of employment, evaluation of performance, promotion or disciplining of any specific prospective public officer or employee or current public officer or employee, pursuant to 65 Pa. C.S. §§ 708(a)(1). Board members present were: David Taylor, Joe Harford, Paul Donecker, Gail Hawkins Bush and Dave Biondo. Guests present at the request of the Board were: Pat Hennessey, Melissa Brown and Megann Arthur. All others left the meeting at this time.

[Ms. Brown and Ms. Arthur left the meeting at 10:30 a.m.]

The Board noted their intent to continue in Executive Session, citing the following purpose: Pursuant to 65 Pa. C.S. §§ 708(a)(5) – to review and discuss agency business which, if conducted in public, would violate a

lawful privilege or lead to the disclosure of information or confidentiality protected by law, including matters related to the initiation and conduct of investigations of possible or certain violations of the law and quasi-judicial deliberations.

There being no further discussion and upon a motion being made, seconded and confirmed via roll call vote of all Board members present, the Board resumed Open Session at 10:50 a.m. No action was taken during Executive Session.

X. Approval of School Leader Compensation for the 2020-2021 School Year

Mr. Taylor reminded the Board of the discussion held in Executive Session regarding the School Leader's performance, title change to reflect position based on statewide standards and practices, and the recommended compensation for the upcoming school year. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the School Leader evaluation and recommended rating, compensation for the 2020-2021 school year in the amount of \$141,099.70, with a 20% bonus potential, and title change to CEO, as discussed, is hereby approved.

The motion was approved unanimously.

XI. Adjournment and Confirmation of Next Meeting – Wednesday, August 19, 2020 at 9:00 a.m.

Mr. Taylor inquired if there was any other business or discussion. There being no further business or discussion, a motion was made and seconded as follows:

RESOLVED, that the next meeting date is August 19, 2020 at 9:00 a.m., to be held at the school location and/or via teleconference, based on state recommendations regarding public health and safety, is hereby approved; and

FURTHER RESOLVED, that the Board being at the end of its agenda, the meeting was adjourned at 10:51 a.m., is hereby approved.

The motions passed unanimously.

REACH Staffing Report

New Hires

First Name	Last Name	Area	Compensation	Bonus Potential	Start Date
Marcus	Kelly	Math Specialist	\$59,500.00	4%	8/25/2020
Amy	Owen	Math Specialist	\$64,000.00	4%	8/25/2020
Shameka	Bennett	Social Worker	\$57,500.00	4%	8/25/2020
Kellie	Bongivengo	Teacher - Special Education	\$53,000.00	4%	8/25/2020
Kimberly	Aliberto	Teacher - Special Education	\$59,500.00	4%	8/25/2020
Lisa	Morgan Drake	Teacher - Secondary Electives	\$57,500.00	4%	8/25/2020
Zachary	Duncan	Teacher - Secondary Social Studies	\$60,000.00	4%	8/25/2020
Shanae	McDevitt	Teacher - Secondary Science	\$55,500.00	4%	8/25/2020
Lauren	Fix	Teacher - Special Education	\$57,000.00	4%	8/25/2020
Felicia	Batrack	Teacher - Special Education	\$51,000.00	4%	8/25/2020
Shannon	Boandl	Teacher - Special Education	\$54,000.00	4%	8/25/2020
Jenna	Becker	Teacher Secondary Social Studies	\$54,500.00	4%	8/25/2020
Diane	Desmond	Teacher - Special Education	\$52,000.00	4%	8/25/2020
Kayla	Switzer	Teacher - Secondary ELA	\$56,500.00	4%	8/25/2020
Daniel	Liken	Teacher - Secondary ELA	\$51,000.00	4%	8/25/2020
Jollene	Pratte	Teacher - Secondary Math	\$59,500.00	4%	8/25/2020
Suzanne	Watson	Teacher - Secondary Math	\$59,000.00	4%	8/25/2020
Rickale	Jackson	Family Mentor	\$50,000.00	4%	8/25/2020
Andrea	Swarat	Family Mentor	\$55,500.00	4%	8/25/2020
Rachel	Fediuk	Family Mentor	\$51,500.00	4%	8/25/2020
Denise	Alsop-Rhoades	Family Mentor	\$58,500.00	4%	8/25/2020
Lauren	Busch	Teacher - Special Education	\$54,000.00	4%	8/25/2020
Danielle	Tabin	Teacher - Special Education	\$52,000.00	4%	8/25/2020
Kelly	Matejka	Teacher - Special Education	\$52,000.00	4%	8/25/2020

Tyler	Murray	Teacher - Special Education	\$49,000.00	4%	8/25/2020
Kelsey	Petti	Teacher - Elementary	\$52,000.00	4%	8/25/2020
Lynden	Celinscak	Teacher - Elementary	\$55,000.00	4%	8/25/2020
Rachel	Rhody	Teacher - Elementary	\$57,000.00	4%	8/25/2020
Lindsey	Armour	Teacher - Elementary	\$56,500.00	4%	8/25/2020
Kaitlin	Sherman	Teacher - Elementary	\$51,000.00	4%	8/25/2020
Sharon	Noto	Family Mentor	\$58,000.00	4%	8/25/2020
Caitlin	Clarke	School Counselor	\$52,000.00	4%	8/25/2020
Maureen	Angelopoulos	Teacher - Secondary ELA	\$57,500.00	4%	8/25/2020
Melissa	Barton	Math Intervention Specialist	\$53,500.00	4%	8/25/2020
Michelle	Trachtenberg	Math Intervention Specialist	\$60,500.00	4%	8/25/2020
Alyssa	Missmer	Family Mentor r	\$51,000.00	4%	8/25/2020
Elizabeth	Guadagnino	Teacher - Elementary	\$53,000.00	4%	8/25/2020
Faith	Best	Family Mentor	\$51,000.00	4%	8/25/2020
Erin	Foster	Teacher - Secondary ELA	\$49,000.00	4%	8/25/2020
Christine	Mills	Teacher - Elementary	\$56,500.00	4%	8/25/2020
Alexandria	Flamino	Teacher - Special Education	\$52,000.00	4%	8/25/2020
Sonya	Barge	Teacher - Elementary	\$54,000.00	4%	8/25/2020
Ashley	Nat	Teacher - Elementary	\$55,000.00	4%	8/25/2020
Meesha	Harris	School Counselor	\$57,500.00	4%	09/15/200
Kristen	Hilliard	Teacher - Elementary	\$55,000.00	4%	8/25/2020
Jennifer	Klos	Teacher - Secondary Science	\$59,500.00	4%	8/25/2020
Victoria	Kukuk	Teacher - Elementary	\$56,500.00	4%	8/25/2020
Megan	Weintraub	Teacher - Elementary	\$57,500.00	4%	8/25/2020
Micale	Ellison	Teacher - Elementary	\$49,000.00	4%	8/25/2020
Sara	Billman	Teacher - Elementary	\$51,000.00	4%	8/25/2020
Cara	Brady	Teacher - Elementary	\$55,500.00	4%	8/25/2020
Marybeth	Zepka	Teacher - Special Education	\$59,000.00	4%	8/25/2020
William	Closson	Teacher - Special Education	\$70,000.00	4%	8/25/2020
Lea	Huck	Teacher - Elementary	\$52,000.00	4%	8/25/2020
Sadie	Harold	Math Intervention Specialist	\$56,500.00	4%	8/25/2020
Lauren	Marley	School Counselor	\$53,500.00	4%	8/25/2020
Leah	Brooks	Teacher - Special Education	\$58,500.00	4%	8/25/2020

Alyssa	Perkins	Teacher - Special Education	\$53,000.00	4%	8/25/2020
Morgan	Anthony	Teacher-Secondary Math	\$53,000.00	4%	8/25/2020
Simon	Ainsworth	Teacher-Secondary Math	\$55,000.00	4%	8/25/2020
Amy	Reinhart	Family Mentor	\$56,000.00	4%	8/25/2020
Schante'	Frazier	Family Mentor	\$59,000.00	4%	8/25/2020
Sharese	Jefferson	School Counselor	\$51,500.00	4%	8/25/2020
Elisa	Capozoli	Teacher –Elementary	\$56,500.00	4%	8/25/2020
Jennifer	Baker	Teacher –Elementary	\$59,500.00	4%	8/25/2020
Brittney	Cressman	Teacher –Elementary	\$54,000.00	4%	8/25/2020
Grace	Scavicchio	Teacher - Special Education	\$52,000.00	4%	8/25/2020

Departing Employees

Name	Area	Last Day of Work
John McMurray	Director of STEM	07/30/2020
Natalie Cochran	Math Intervention Specialist	06/12/2020
Stephanie Gehman	Family Mentor	06/12/2020

Promotion / Position Changes

Name	Former Position	New Position	Compensation	Bonus Potential	Start Date
Dan Purnell	Family Mentor	Manager of Family Services	70,000.00	8%	07/27/2020
Hillary Kinney	HR Coordinator	HR Generalist	55,500.00	5%	07/28/2020

Marcus Kelly

354 Spahr Street
Pittsburgh, PA 15232
412.370.8864
mrmarcuskelly@gmail.com

PROFILE

15+ years of experience teaching mathematics to students with diverse backgrounds, ability levels, and ages

Demonstrate ability to communicate effectively with parents, students, and colleagues to facilitate a culture of lifelong learning for all stakeholders

Value professional learning and growth by continually taking advantage of seminars, continuing studies and collaboration with colleagues

Accomplished teacher who consistently designs innovative curricula and experiential learning activities to best engage various student populations

Experience developing new curricula in order to build and maintain a strong mathematics program

EDUCATION

Duquesne University

2004

B.S. in Secondary Education

Mathematics

GPA 3.24

Kappa Delta Epsilon - Education Honor Society

The George Washington University

2012

M.A. in Education and Human Development

Educational Leadership and Administration

GPA 4.0-Summa Cum Laude

LICENSURE

Pennsylvania Certifications

Mathematics Level II

Principal K-12 Level I

Virginia Certifications

Mathematics Level II

Principal K-12 Level I

PROFESSIONAL EXPERIENCE

Administrative

WESTINGHOUSE ARTS ACADEMY CHARTER SCHOOL 2018-2020 Wilmerding, PA

Associate Principal (January 2018-January 2020)

- *Canvas and Skyward Coordinator*
- *Master Schedule Creator*
- *Curriculum Mapping Coordinator*
- *Attendance and Truancy*
- *Teacher Evaluations and Coaching*
- *Student Discipline and Handbook*
- *Served on the Planning Committee*
- *Art Programs Coordinator*
- *Mentor for new teachers*
- *Oversee School Security team*
- *Student Activities Coordinator*
- *Graduation Creator and Coordinator*

Instructional

Mathematics Teacher (August 2017-December 2017)

- Served on the inaugural staff of the school.
- Worked with the members of the staff to create a school where students would be successful in academics and grow in the arts.
- Participated in various trainings on curriculum, blended learning, learning platforms, and data driven instruction.
- Taught all levels of mathematics in a blended environment.
- Facilitated academic growth through online learning, live class sessions, small group instruction, and one-on-one tutoring.
- Chaperoned various events at the school.
- National Honor Society Sponsor
- Sponsored Walk Because You Matter for suicide prevention

ACHIEVEMENT HOUSE CYBER CHARTER SCHOOL 2015-2017 Exton, PA-Home Office

High School Mathematics Teacher (2015-2017)

- Use Blackboard Collaborate, Moodle, Microsoft Office Suite, PowerPoint Mix, and various other programs to create video lessons, live class content, homework assignments, assessments, and virtual activities for students.
- Taught Geometry (Approximately 60 students)
- Taught Pre-Calculus (Approximately 10 students)
- Co-Taught Algebra 1 (Approximately 80 students).
- Co-Taught Algebra 2 (Approximately 30 students).
- Taught Algebra 1 Part B (Approximately 15 students)
- Participate in best-practice sharing for cyber environment.
- Participate in schoolwide initiatives to enhance student engagement in the cyber environment.

Marcus Kelly

354 Spahr Street
Pittsburgh, PA 15232
412.370.8864
mrmarcuskelly@gmail.com

PROFESSIONAL EXPERIENCE- *Extra-Curricular and leadership*

Westinghouse Arts Academy Charter

- National Honor Society Sponsor
- Sponsored Walk Because You Matter for suicide prevention
- Chaperoned various events

Achievement House Cyber Charter

- Served as a member of the Professional Development team in relation to the school improvement plan

Schiller Middle School

- Served as the Gymnasium Manager for all winter athletic events

Grassfield High School

- Presented during staff developments on mathematics, classroom management, and SMART technologies
- Coached the Debate Team, State Qualifiers - three seasons
- Assisted in coaching the Forensic Team, State qualifiers - two seasons
- Co-Sponsored Dynamis Hi-Y, Building leadership AND volunteerism in Young Christian Men
- Co-Sponsored the United Nations Club
- Served on the Senior Scholarship Selections Committee, Student Congress Selections Committee

Freedom Area High School

- Served as a member of the Freshmen Class Advisory Committee
- Served as the Gymnasium Manager for all winter athletic events
- Led a team in the Project based learning initiative during the transition from period to block scheduling

PITTSBURGH PUBLIC SCHOOL DISTRICT Pittsburgh, PA

2013-2015

High School and Middle School Mathematics Teacher

Schiller Middle School—2014-2015 School Year

- Taught three block Mathematics Sections
- Served as a homeroom teacher
- Winter Athletics Gym Manager

Westinghouse High School—2013-2014 School Year

- Taught three sections of Geometry
- Taught one section of Elementary Functions—Pre-Calculus
- Taught one section of SAT Preparations-mathematics
- One duty period of cellphone collection and safety

CHESAPEAKE CITY PUBLIC SCHOOLS Chesapeake, VA

2008 –2013

High School Mathematics Teacher

Grassfield High School

- Taught on a four by four block schedule
- Geometry Straight, one semester
- Taught Geometry Parts, two semesters
- Taught Geometry Parts Inclusion with a Special Education Co-Teacher
- Taught Math Analysis (Pre-Calculus)
- Taught SAT Preparations, a co-taught course with an English teacher
- Served as an active member of the Geometry team collaborating to create SMARTboard presentations, projects, pacing guides, lessons, and assessments
- Attended staff development workshops on teaching strategies, classroom management, SMART technology, Standards of Learning Exams (SOLs), mathematics, and leadership

PROFESSIONAL EXPERIENCE - Community

Professional Presentations

- Staff development on classroom management, instructional technology, and mathematics
- Presented a Standards of Learning to SAT presentation at the District Mathematics Meeting
- Presented a SMART board in the Mathematics Classroom Presentation at the Tidewater Council of Mathematics Teachers Conference 2011.

- Hugh O'Brian Youth Leadership**— Serve on a Committee to organize and implement the **World Leadership Congress (WLC)** for 400+ High School Sophomores from all over the world
- **Selected the 2015 World Leadership Congress Seminar Chair**
 - Section Leader (Los Angeles 2010, Chicago 2011, 12, 13)
 - World Leadership Congress Facilitator (2006, 08, 09 Washington D.C.)

Amy L. Owen
26 Ashmar Dr.
Duncannon, PA, 17020
717-979-1576
Davy1077a@aol.com

EDUCATION: M. Ed. in Teaching and Curriculum, July 2005
The Pennsylvania State University – Capital Campus
GPA: 4.0

B.S. in Mathematics Education, May 2000
The Pennsylvania State University
GPA: 3.96

**PROFESSIONAL
EXPERIENCE:**

Online Teacher

Secondary Math Teacher, November 2006 – present
Commonwealth Charter Academy; Harrisburg, PA

- Used a variety of technology-based teaching techniques
- Excellent communication and customer service skills
- Exceptional analytical and problem solving skills
- Taught online lessons using Adobe Connect LiveLesson platform and Zoom Room
- Adapted teaching methods and materials to meet students' varying needs
- Conduct online tutoring sessions
- Develop and edit Honors Geometry curriculum using Edio learning management system
- Dedicated to providing the most comprehensive and accessible classes possible
- Grade assessments in multiple learning platforms
- Monitor student progress and contact students and parents via phone, webmail, text, and chat
- Proctor statewide PSSA and Keystone testing
- Conduct marketing Info sessions and Great Start sessions for newly enrolled families
- Wellness coordinator for the School District from 2007 - 2013

Traditional Classroom Teacher

Secondary Math Teacher, November 2001 – November 2006
Lower Dauphin High School; Hummelstown, PA

- Plan and execute daily lessons for Geometry and Algebra classes
- Write and align curriculum
- Maintained an accurate recording of student grades and monitored learning performance to provide feedback on progress
- Research and utilize a variety of learning materials, manipulatives and resources to support student learning and engagement

Sylvan Learning Center Math Tutor, 2007-2008

- Tutored all levels of high school math
- Monitored and recorded student performance

Fulbright ETA (English Teaching Assistant), July 2000 – August 2001

Sangsan Boys' High School; Jeonju, South Korea

- Created and taught English Conversation lessons to grade 10 and grade 11 students
- Tutored Korean students individually in English conversation and grammar

HONORS/

ACTIVITIES:

Nominated for Who's Who Among America's Teachers in 2004 and 2005
Phi Kappa Phi Honor Society
Fulbright Fellowship
Evan Johnson Memorial Award (Mathematics Department)
President's Freshman Award
National Merit Scholarship
Susquenita High School Valedictorian

**HOBBIES &
VOLUNTEER
ACTIVITIES:**

AFAA Certified Group Fitness Instructor
Licensed Body Pump Instructor
Licensed Zumba Instructor (2009-2017)
CPR/AED Certified
Volunteer with Perry County Animal Rescue

REFERENCES:

Mr. Gregory Gettle, supervisor and former Principal of Commonwealth Connections Academy; 717-821-0391

Mr. Kerry Wiest, supervisor and Assistant Principal at Commonwealth Charter Academy; 717-710-3300 ext. 11378

Mrs. Laurie Henry, Master Teacher/Supervisor from 2008-2012; 717-645-6606

Mrs. Nancie Hart, Group Fitness Director/Supervisor at Gold's Gym; 717-319-1809

Shameka Bennett, MSW, BSL

1916 Wallace Street
Philadelphia, PA, 19130
Telephone: 267-909-0622
Email: Sbennett4780@yahoo.com

Education:

West Chester University, West Chester, PA
9/07-5/09 MSW
Temple University, Philadelphia, PA
9/00-5/03 B.A. Major: Psychology

Experience:

6/14- Present **Foundations Behavioral Health**,
Philadelphia, PA

BSC

- The lead of the clinical wrap around team
- Consults with school personnel
- Created treatment plans to assist with decreasing behavioral concerns
- Observe and Collect behavioral data
- Created behavioral modification to assists clients to thrive

11/16-4/ 17 **Community Council**, Philadelphia, PA

BSC

- ⊘ Design, utilization treatment team, behavior management treatment plan for children/adolescents.
- ⊘ Collaborate with the treatment team in accordance with client needs.
- ⊘ Services are provided in the child/family home or school setting.
- ⊘ Observe & Collect behavioral data across all settings.
- ⊘ Clinical lead on case.

2/15-2/17 **RHD**, Philadelphia, PA

BSC

- ⊘ Design, utilization treatment team, behavior management treatment plan for children/adolescents.
- ⊘ Collaborate with the treatment team in accordance with client needs.
- ⊘ Services are provided in the child/family home or school setting.
- ⊘ Observe & Collect behavioral data across all settings.
- ⊘ Clinical lead on case.
- ⊘ Assist client and family to community resources.

4/14-9/16 **WORDSWORTH**, Philadelphia, PA

BSC/MT

- Clinical lead on case.
- Services are provided in the child/family home or school setting.
- Completed treatment goals for children and family to follow.
- Provide expertise in behavior management and data collections techniques for children/adolescents.
- Collaborated with the BSC and treatment team in accordance with client needs.

8/13-8/14 **St. Malachy**, Philadelphia, PA

School Social Worker

- Family Consultation.
- Counseling students from K-8.
- Peer Mediation/Conflict Resolution.
- Referral to outside resources.
- Crisis Intervention.

4/12-2/14 **Children's Crisis Treatment Center**, Philadelphia, PA

BSC/MT

- Provide expertise in behavior management and data collections techniques for children/adolescents.
- Design, utilization treatment team, behavior management treatment plan for children/adolescents.
- Services are provided in the child/family home or school setting.
- Participate in inter-agency service planning meetings.
- Clinical lead on case.

7/11-3/12 **Unemployed**

9/09-6/11 **Catapult Learning**, Philadelphia, PA

School Social Worker

- Encouraged parents in being involved in their children's academic and/or behavioral progress through family counseling.
- Family Consultation.
- Counseled individually one on one with students related to academics and/or behavioral concerns.
- Referred students to outside counseling.
- Assisted students and parents with community resources and support.
- Crisis Intervention

3/10-8/10 **Holcomb Behavior Health**, Upper Darby, PA

Mobile Therapist

- Provided intensive therapeutic services to children and families in their home or the community.
- Completed treatment goals for children and family to follow.
- Assessment of strengths and therapeutic needs of the child and family.

- Collaborated with the BSC and treatment team in accordance with client needs.

9/08-8/09 **Maternity Care Coalition**, Upper Darby, PA

Social Work Intern

- Coordinated and referred women needing more intensive follow up to other appropriate programs such as community health, child abuse prevention, D&A treatment and more intensive home visiting programs.
- Maintained contact with families by telephone or site to site and communicated with target area families and their children, directs them to needed services and family support services.
- Kept careful records of all contacts made and follow-up as necessary.
- Kept accurate records of services received by clients.

9/07-5/08 **Edison High School**, Philadelphia, PA

Social Work Intern

- Completed one on one counseling high school students.
- Focused on 9th graders transitioning from middle to high school.
- Referred students to community agencies.
- Crisis Interventions.

4/05-8/07 **Pathway's PA**, Philadelphia, PA

SCOH Worker

- Participated in conducting home visits in accord with required client service contact levels per county agency in collaboration with DHS.
- Maintained accurate and current required reports and documentation in accord with state.
- Provided case management services that include the coordination of social, medical, and housing supports.

9/03-1/05 **Children's Outreach Services Program**, Philadelphia, PA

BHRS Case Manager

- Facilitated clients and families in gaining access to necessary social, medical, education, and other appropriate services.
- Conducted needs analysis with families and team to coordinate access to appropriate community-based services.
- Collaborated with treatment team and completion of all necessary documentation required for authorization of services.

8/02-9/03 **Warren E. Smith Horizons**, Philadelphia, PA

Therapeutic Staff Support

- Worked with clients with a variety of behavioral diagnoses including ADHD, ODD, and on the Autistic Spectrums in a classroom setting.
- Helped client maintain appropriate behavior in school using a treatment plan.
- Encouraged client to stay on task.
- Awarded client using the token economy system.
- Used the PECS Systems.
- Documented progress on a daily basis using DAP format notes.

Kellie Elizabeth Bongivengo

156 Shenango Road ☐ New Castle, PA 16105
(724) 355-0460 ☐ kelbongivengo@gmail.com

Objective: To obtain a full-time teaching position in Elementary and/or Special Education.

Certification:

Pennsylvania- Early Education (PK-4)	January 2015
Pennsylvania- Special Education (PK-8)	January 2015
North Carolina- Elementary Education (PK-6)	July 2015

Education:

Slippery Rock University - Slippery Rock, PA Bachelor of Science in Education Dual Certification in Early Education (PK-4); Special Education (PK-8) QPA: 3.61	December 2014
Butler Area High School - Butler, Pennsylvania	June 2010

Teaching Experience:

W.M. Irvin Elementary - Concord, NC 4 th Grade Teacher – August 2019-Present 3 rd Grade Teacher – August 2015-July 2019	August 2015-Present
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- Awarded 2019-2020 Teacher of the Year
- Ranked in the top 25% of teachers in the state for growth on the End-of-Grade Test
- Improve communication and collaboration between the school and the community
- Develop strategies to make the curriculum rigorous and relevant to the IB Framework
- Select materials and develop lessons that counteract stereotypes and incorporate diversity
- Collect and analyze student performance data to improve effectiveness
- Demonstrate the relationship between core content and 21st century content
- Communicate clear objectives and expectations for behavior using a PBIS Matrix
- Attend, participate, and plan units/lessons in PLC's with a team and administrators

New Castle Area School District - New Castle, PA Substitute Teacher	March 2015-June 2015
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- Enforce rules for behavior and district policies to maintain order among students
- Communicate clear objectives to students for all lessons and projects
- Discuss assigned duties with administrators and classroom teachers to coordinate instructional efforts

Butler Area School District - Butler, PA Substitute Teacher	February 2015-June 2015
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- Meet with other professionals to discuss individual students' needs and progress
- Instruct students individually and in groups, using various teaching methods
- Establish clear objectives for all lessons and communicate those to students

Kellie Elizabeth Bongivengo

Student Teaching:

George Washington Intermediate School - New Castle, PA August 2014-October 2014
General Education: Grade 3 - 26 students

- Created and taught dynamic math, reading, and social studies lessons by personalizing them to the particular needs of my students
- Facilitated reading groups by differentiating them according to reading level
- Collaborated with cooperating teacher for feedback and progress evaluation

Student Teaching: *(continued)*

Harry W. Lockley Early Learning Center - New Castle, PA October 2014-December 2014
Learning Support: Grades K-2 - 12 students

- Developed lesson plans with appropriate modifications and accommodations to address individual needs of students
- Designed and used assessment tools for math and reading such as AIMSweb and DIBELS
- Utilized IEP Writer to organize Special Education Documents

Related Experiences:

ALC Tutoring Program Lead Teacher - Concord, NC January 2017-Present

- Organize students in grades 3-5 into small groups based on data
- Implement small group instructional focus in Reading and Math

Mastery Connect School Training Team - Concord, NC August 2017-June 2018

- Collaborate with the Administrative Team to lead professional development sessions
- Train colleagues on how to use data to help guide and improve instruction

Beginning Teacher Leadership Network - Concord, NC August 2017-June 2018

- Collaborate with educators within the county to discuss policy
- Construct and present a policy revision presentation to the Cabinet

Professional Development:

Tech Infused Classroom	December 2019
Michael Bonner Book Study	March 2019
DLC: Leadership, Data & Assessment, Digital Citizenship	March 2019
Ron Clark Academy Experience	October 2018
iReady: Using the Digital Resource	September 2018
Restorative Circle Training	August 2018
Mastery Connect Data Workshop	September 2017
Standards Based Grading	August 2017
MClass Training	August 2017
International Baccalaureate Training	July 2017
Greg Tang Math Workshop	February 2017
MTSS/PBIS Workshop	September 2016

Kimberly Aliberto

kim.aliberto@yahoo.com

89 Brittany Lane
Glenmoore, Pa 19343
(610) 804-3263

Objective: To work full time in a quality program in need of a dedicated, enthusiastic teacher (special education or math)

Education:

- **Master's Degree-** Special Education at West Chester University West Chester, Pa
GPA: 4.0 Graduation: May 2012
- **Graduate Certification-** Autism Certification at West Chester University West Chester, Pa
GPA: 4.0 Graduation: May 2009
- **Undergraduate-**B.S. in Special Education at West Chester University West Chester, Pa.
Honors Program
GPA: 3.77 Graduation: December 2004

Certification:

- PA certified: Special Education K-12
- Highly Qualified Status in Middle School Mathematics (6-9) and Middle School English (6-9)
- Autism Certificate through West Chester University
- Teaching Assistant of Adapted Aquatics through The Aquatic Council of the American Association for Active Lifestyles and Fitness

Summary of Qualifications:

- Highly motivated teacher with over fifteen years of experience working with children with disabilities at the elementary through high school level, experienced in special education law, extremely organized, enthusiastic, committed, and passionate about education and educating today's youth.

Professional Work Experience:

Downingtown Area School District

August 2017-Present

- **Downingtown Middle School- Full Time**
- 7th-8th grade Learning Teacher working with students with Emotional Disturbance, Autism Spectrum Disorders, Other Health Impairments, and learning disabilities (caseload ranging from 19-25 students)
- Co-taught Algebra for two years
- Co-taught Pre-Algebra for two years
- Taught direct instruction classes (Math Lab, Math Skills Lab, Math, English, Writing Lab, Executive Functioning Lab)
- Wrote and implemented Reevaluations, IEPs, FBAs, and PBSPs

Downingtown Area School District

August 2014-June 2017

- **Downingtown Middle School- Full Time**
- 7th-8th grade Emotional Support Teacher working with students with Emotional Disturbance, Autism Spectrum Disorders, Other Health Impairments, and learning disabilities (caseload ranging from 19-24 students)
- Wrote and implemented Reevaluations, IEPs, FBAs, and PBSPs
- Co-Ran a whole staff in-service with the goal to raise awareness of what Autistic Support and Emotional Support programs mean and interventions that work best with those types of students

Chester County Intermediate Unit, Kennett Square, Pa

August 2012- June 2014

- **Unionville High School- Full Time**
- High School Life Skills Teacher- Long Term Substitute
- 9th grade through age 21 Life Skills program working with students with Autism Spectrum Disorders, Intellectual Disabilities, and Other Health Impairments (caseload of 6 students and shared 4 students)
- Wrote and implemented Reevaluations, IEPs, Functional Behavior Assessments and Plans
- Co-taught Life Skills and Reading with Autistic Support
- Worked cooperatively with therapists and other faculty/staff
- Communicated with parents and hosted IEP/RR meetings
- Special Education Advisor for Best Buddies (after school friendship club)

- Proctored SATs

Penn-Delco School District, Aston, PA

- **Pennell Elementary- Full time** **September 2005-June 2012**
- 1st-5th grade Supplemental Learning Support working with students with Autism Spectrum Disorders, Mental Retardation, Emotional Disturbance, and learning disabilities (caseload ranging from 5-18 students)
- Wrote and implemented Reevaluations, IEPs and Functional Behavior Assessments and Plans
- Co-taught 5th grade science and social studies
- Extended School Year instructor (2006, 2008, 2010)
- Technology Committee
- Data Committee
- Walk-Through Committee
- Homebound Instructor for a high school student with Autism
- After school tutor for grades 4-5
- Science Explorers after school science program for grades 1-5
- Junior Varsity and Varsity high school cheerleading coach

- **Northley Middle School- Full Time** **January 2005- June 2005**
- Long Term Substitute- 6th grade Itinerant/ Resource Learning Support
- working with students with learning disabilities, Autism Spectrum Disorders, and emotional disturbances

Chester County Intermediate Unit, Downingtown, PA

June 2012-August 2012

- ESY teacher at the Learning Center (Emotional Support) for students ranging in age from 15-18 years old
- Instructional assistant in the ASPIRE program, college prep program for students diagnosed with an Autism Spectrum Disorder or an anxiety disorder (August 2012)

Elwyn Connections Program- Elwyn, Pa- Part time

September 2004-June 2004

- **Autistic Support Teacher- Full time Substitute**
- Ages 16-21-Taught two days a week for one school year in a community based life skills program, Connections, for individuals with Autism.

Trainings/Curriculum

- Schoology
- Positive Actions
- Saxon Math
- SRA Reading and Writing
- Introduction course to Wilson Reading Program- DCIU
- Project Read
- SRA Connecting Math Concepts
- Journeys Reading Program
- Being a Writer
- Dragon Naturally Speaking
- Proficient in IEP online tools- IEP Plus, IEPWriter and AIMSWeb
- Gradebook online tool
- Ongoing training with Differentiated Instruction

References

- Mrs. Theresa Grim- Math Teacher (DMS)- 610-761-9526
- Mrs. Christine Burgess- Learning Support Teacher (DMS)- 484-947-9561
- Mrs. Vanessa Thornton- English Teacher (DMS)- 610-716-9348

Lisa Morgan Drake

Contact

14400 Carl Street
Mount Union PA 17066

814-386-1058

lisamorgandrake@gmail.com

Education

MASTER DEGREE IN INSTRUCTIONAL TECHNOLOGY

Wilkes University
2014-2016

BACHELOR DEGREE IN EARLY CHILDHOOD, ELEMENTARY, & SPECIAL EDUCATION

Juniata College
2008-2012

Skills

Google & Apple Suite
Microsoft Office
Creativity
Design
Curriculum Work
Course Development
Collaboration
Training & Support

Work Experiences:

Instructional Coach (K-12)

Huntingdon Area School District, Huntingdon, PA

July 2016-Present

- Create and provide organized, individual and/or group learning opportunities for teachers as needed related to educational technology
- Facilitate and plan monthly meetings with administration
- Create online training modules and resources for teachers and staff
- Provide support in analyzing student assessment data.
- Assist teachers with instructional decisions based on technology utilization assessment data.
- Assist teachers in creating, modifying and finding digital materials or software that are in alignment with curriculum.
- Manage time and schedule flexibility to maximize teacher schedules and learning.
- Assist with the development of district curriculum, instruction and assessments.
- Assist teachers in aligning their teaching with appropriate standards, curriculum and assessments.
- Accomplishments: PENN Literacy Trained, authored two articles for PIIC, and presented two sessions at the statewide coaches' conference

Kindergarten Teacher

Standing Stone Elementary School, Huntingdon, PA

June 2013-July 2016

- Plan, evaluate, and instruct lessons
- Administer assessments and maintain a grade book
- Implement technology, music, and art to teach basic skills
- Research and attend professional development to stay abreast of current topics
- Individualize and differentiate instruction to meet the needs of all students
- Participate as a member of School Wide Positive Behavior Support Team
- Work with IT staff to manage and support the iPad cart
- Worked on kindergarten math curriculum team
- Member of STEM team & report card committee

Special Education Coordinator/Teacher

Stone Valley Community Charter School, Huntingdon, PA

August 2012-June 2013

- Provided Learning Support, Autistic Support, and Emotional Support services to students K-5
- Responsible for management and organization of special education files
- Planned and facilitated IEP, Evaluation, and Re-Evaluation meetings
- Managed outside services i.e. Occupational Therapy and Speech and Language Services

Zachary Duncan

Secondary Social Studies Teacher

Zachscottduncan@yahoo.com • (484) 258-5201 • 231 Merwood Drive, Morgantown PA, 19543

Objective: To positively influence and challenge young persons to develop critical thinking skills, a sense of self-worth, and also a passion for life-long learning.

Certifications

Instructional II Social Studies 7-12

Certified 2014

ESL Program Specialist (PK-12) Certification

Anticipated June 2020

SAP K-12 Trained

Certified Fall 2017

Administrative I Principal PK-12

Certified 2013

Classroom Experience:

Southern Middle School 2019- Present

- 7th Grade Team Leader and Social Studies Teacher
- Implementing remedial programs of Language Arts and Mathematics
- Member of the ESL Program Specialist Cohort through Alvernia University

Northwest Middle School 2012- 2019

- 6th and 7th Grade Social Studies Teacher
- Developed and lead professional development
- SAP Team Leader
- Reading Apprenticeship and Writing Connections Team Leader
- Committee member of the School-Wide Positive Behavior Support System as well as the School Data Committee
- Advisor to Northwest Middle School STEM K'Nex Design Challenge Team, Environmental Club, Theatre Club, Girls on the Run, the Chef Sprout Cooking Program, Assistant Boy Scout Leader of Troop 223

Reading Intermediate/High School 2008- 2012

- 9-12 Grade Social Studies Teacher
- Parent-Teacher Liaison of Communication
- Member of the Partners in Education Committee, School Climate Committee, and the School Improvement Committee
- Taught Social Studies within the Lighthouse Alternative Education Program
- Advisor to the Student Council Committee

Education

ESL Certification

Alvernia University,
Anticipated 2020

Masters of Education

Cabrini College, 2012

Bachelors of Science in Social Studies Education

Millersville University, 2008

Related Experiences:

Inside Berks Business Educational Intern 2014, 2016

- Developed an understanding of current trends in local businesses to give perspective to students interested in future careers
- Created curriculum focused the history and migratory patterns of Raptors (Hawk Mountain), as well as industrial manufacturing of batteries (East Penn)

History Preservation Trust of Berks County 2013-2015

- Helped excavate, categorize, and research artifacts recovered from an 18th-century property

Civil War Reenactor 2003- 2015

- Reenacted historical Civil War battles and engagements
- Took part in living histories and parades educating guests about the lives led by Civil War soldiers
- Guest speaker to the Downingtown and Reading School districts



Shanae Marie McDevitt

Professional Profile

Science educator who is passionate about facilitating student learning through real world application, scientific dialogue, and building classroom community.

Certifications

Biology 7-12

Pennsylvania | 2015 - Present

Life Science 7-12

Texas | 2016 - Present

Secondary 6-12

New Mexico | 2018 - Present

Key Skills

Microsoft Office Suite

Verbal and Written Communication

Organization and Prioritization

Data Collection and Management

Get in touch!

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484-645-0022

Email:

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Address:

1204 Morgan Avenue, Drexel Hill
PA 19026

Educational Experience

Substitute Teacher

Connections Education | January 2018 - Present

- Support students and parents with alternate instructional strategies and provide assistance with daily assignments and projects.
- Communicate with parents, students and other teachers on a regular basis to develop and update individualized learning plans and schedules.
- Provide feedback on student work, suggest instructional approaches and strategies, monitor completion of assignments, and verify student learning.

Lead STEM Instructor

STARBASE, Austin | 2015 - 2017

- Research, develop, and review STEM curriculum that incorporates effective practices in teaching and learning, integrates application of "real world" experiences, and broadens students' awareness of STEM careers.
- Design, develop, and deliver training for STARBASE program.
- Collect, enter, analyze, and interpret outcome data from student and program evaluation for reports.

Academic History

Arcadia University

Master of Education in Science | 2015

Graduated with 3.9 Grade Point Average

- Organize *Engineering is Elementary* course and instructed service teachers in using materials
- Analyze qualitative data (i.e., interviews, lessons) collected from pre-service science education program
- Code qualitative data (videos of high school Biology teachers lessons) for *Educational Testing Services*

Delaware Valley University

Bachelor of Science in Preprofessional Biology | 2013

Graduated with 3.8 Grade Point Average

- President, Graduating Class of 2013
- Vice President, Service Fraternity *Alpa Phi Omega*
- Recipient of Founders Days Award

Lauren M. Fix

631 Deer Watch Rd. Bridgeville, PA. 15017 Laurenmh14@comcast.net

TEACHING EXPERIENCE:

St. Philip School, Crafton, PA

2019- Present

Middle School Science Teacher

- Establish and Organize Pennsylvania Junior Academy of Science for grades 7-8
- Utilize iPads daily to enhance lessons, participation, content and student skills. Example: Use of a Nearpod for a lesson
- Apply Grade 6-8 Next Generation Science Standards in planning, teaching, and assessing Example: Assigned a 3D cell model project
- Writing and following Growth Plans for students
- Utilize elements of Google Classroom to teach students virtually. Example: Set up Google Forms to give quizzes and tests.

Peters Township School District, Peters Township, PA

2017-2019

Pennsylvania Junior Academy of Science Sponsor

- Coordinator of Pennsylvania Junior Academy of Science for grades 7-8

St. Patrick School, Canonsburg, PA

2014 – 2019

Middle School Science Teacher

- Coordinator of the Science program for grades K-8
- Establish and Organize Pennsylvania Junior Academy of Science for grades 7-8
- Applied Grade 4-8 Next Generation Science Standards in planning, teaching, and assessing
- Utilized Google Classroom for projects and assignments to promote technology, literacy and develop typing skills. Example: Completion of science fair projects
- Established and taught STEM to grades 4-6. Example: Create a catapult
- Coordinator of Student Council
- Wrote and followed Growth Plans for students

Imagine Penn Hills Charter School, Penn Hills, PA

2013- 2014

Instructional Assistant Teacher (Co-Teaching Model)

- Co-taught 45-3rd graders Math and Reading
- Taught Science and Character Education
- Taught 1st grade reading literacy

McKeesport Area School District, McKeesport, PA

2011– 2013

Substitute Teacher/ Building Substitute

- Executed the lesson plans in the room assigned for the teacher who is absent
- Administered tests, tutored, and prepared content for teachers.
- Administered the PSSA

After School Program Instructor

- Worked with over 150 students in an after-school program Example: Read a novel and completed a project
- Assisted students with homework

Long Term Substitute

- Taught reading and math to 8 students in a 6th grade learning support classroom.
- Completed progress monitoring in reading and math for 23 students.
- Oversaw the completion of several IEP's.
- Collaborated with four other general education teachers who taught 15 of the 23 students in reading and math.

Felicia J. Batrack
1128 Arkansas Avenue,
Pittsburgh, Pennsylvania 15216
FJBatrack@gmail.com
412-726-2854

OBJECTIVE _____

To obtain a teaching position within Reach Cyber Charter School.

PROFESSIONAL EXPERIENCE _____

New Academy Charter School Pittsburgh PA

June 2017-Present

Special Education Teacher

Responsibilities include: Teaching student ages 12-20 years old removed from public school systems for behavioral or court adjudicated reasons. Managing a caseload and writing IEPs for Special Education students with Emotional Disturbance, Learning Disabilities, or Other Health Impairments. Additional duties include transporting students from their residence to school each day in a company van.

ACME Service Providers Greensburg PA

October 2016-June 2017

Direct Care Professional

Responsibilities include: Assisting senior citizens and adults with Intellectual Disabilities and/or Autism, transporting them to community events in a company van, modeling independent living skills (e.g., cooking/cleaning) and social/emotional skills in a group home setting.

YMCA Camp Tree Hill

June 2014-August 2018 (seasonal)

Monroeville PA

Camp Counselor

Responsibilities include: Implementing behavioral interventions for children ages 6-12 that require differentiated instruction in a camp setting. Counselors are responsible for engaging students in positive social interactions with peers and adults, as well as promoting positive self-esteem and physical activity.

EDUCATION _____

California University of Pennsylvania California

PA

Bachelor of Science in Education

Dual Certificate (PK-4 Elementary Education/PK-8 Special Education)

Date of Graduation: May 12, 2017

Felicia J. Batrack
1128 Arkansas Avenue,
Pittsburgh, Pennsylvania 15216
FJBatrack@gmail.com
412-726-2854

PROFESSIONAL AFFILIATIONS _____

Yes, You Can Dance (Dance class for adults/seniors with special needs) *Volunteer*
Council of Exceptional Children (CEC) *Member*
Pennsylvania State Education Association (PSEA) *Member*
Best Buddies Inc, *Former Member*

PERSONAL REFERENCES _____

Peter Kane, *Data Coordinator* (New Academy Charter School).....412-952-5545
Nicholas Racculia, *Professor* (St. Vincent College/ACME Service Providers).....412-735-1437
Corina Berkoben, *Elementary Education Teacher* (FR School District).....724-396-8676

Shannon M. Nolan-Boandl

44 Hibernation Road
Lake Ariel, PA 18436

(570) 702-7977
snolan@keystone.edu

Professional Profile

Professional educator with a broad background in early childhood education and development.

- Developing curriculum and lesson plans
- IEP knowledge
- Understanding developmental disorders
- Maintain educational flow within a classroom
- Effective communicator
- Policy and procedure implementation
- Computer literacy
- Teacher collaboration within classrooms
- PA academic standards
- Reporting and record keeping
- Administered PSSA and TerraNova
- Girls Assistant Volleyball Coach 2017-2020
- Girls Assistant Basketball Coach 2017-2019
- Boys Assistant Volleyball Coach 2017-2019

Career Highlights

- Regularly received positive feedback from superiors
- Consistently scored exemplary on PA State Evaluations

Employment History

Substitute Teacher, Western Wayne School District, Lake Ariel, PA March 2016 - present

- Co-teaching
- Developed curriculum and lesson plans
- Progress monitoring
- IEP writing and monitoring
- Teacher collaborations
- Administered PSSA and TerraNova

Learning Support Student Teacher, Evergreen Elementary, Western Wayne School District, Lake Ariel, PA March 2016 - present

- Co-teaching
- Developed curriculum and lesson plans
- Progress monitoring
- IEP writing and monitoring
- Teacher collaborations
- Observed PSSA and PASA

Kindergarten Student Teacher, North Primary Center, Wallenpaupack School District, Hawley, PA Jan 2016 - March 2016

- Developed curriculum and lesson plans
- Support students individual developing needs
- Supplied one-on-one teaching, while maintaining overall classroom focus
- Progress monitoring
- Practiced positive reinforcement methods to redirect negative behavior

Assistant Teacher, Treasure House, Blakely, PA , Oct 2012 - Dec 2015

- Co-teaching
- Developed curriculum and lesson plans
- Teacher collaborations
- Tutoring
- Assigned acting center director
- Company procedures and policies
- Incident reporting and logging

Camp Counselor, YMCA, Honesdale, PA June 2010 - Aug 2012

- Supervising children
- Plan daily activities and day trips
- Safety policy and procedures
- Incident reporting and logging

Lackawanna College, Scranton, Pennsylvania

Associates Degree in Education, 2012

Keystone College, La Plume, Pennsylvania

Bachelor's of Science in Child and Family Studies, 2015

Education Certification, 2016

About Me

Dedicated, organized, and compassionate teacher with two years of classroom experience in a Title 1 high school in a district where 70% of students are economically disadvantaged. My strengths include purposeful lesson planning, collaborating with peers, and developing relationships with students in order to serve them the best that I can. I am seeking a position where I can continue to be an impactful and effective teacher in a secondary setting.

<p>Education</p> <ul style="list-style-type: none"> LIBERTY UNIVERSITY ONLINE Master of Arts: History Expected July 2020 Lynchburg, VA CALIFORNIA STATE UNIVERSITY, EAST BAY Single Subject Teaching Credential: Social Science June 2018 Hayward, CA CALIFORNIA STATE UNIVERSITY, EAST BAY Bachelor of Arts: History U.S. History Option 3.3 GPA March 2017 Hayward, CA OHLONE COLLEGE Associate of Arts: Human Development 3.3 GPA May 2015 Fremont, CA 	<p>Strengths</p> <ul style="list-style-type: none"> Diverse lesson planning Dedication and attention to detail Technology integration, including Google Suite and Microsoft Office Communication and interpersonal skills Classroom management 	<p>Licensure</p> <ul style="list-style-type: none"> Pennsylvania: Instructional I, Social Studies <i>Application in progress, expected Summer 2020</i> Oregon: Preliminary, Social Studies <i>Valid, exp. June 21, 2023</i> California: Preliminary Single Subject, Social Studies <i>Valid, exp. July 1, 2023</i>
	<p>Professional Development and Duties</p> <ul style="list-style-type: none"> Gilder Lehrman Teacher Seminar, July 2019 AVID Summer Institute: Secondary Implementation, August 2019 Served in District Licensed Communication Group, 2019-2020 Served on in-building communication committee, 2019-2020 	

Professional Experience

Salem-Keizer Public Schools | Salem, OR

High School Teacher: Social Studies and AVID Elective program

August 2018-Present

- Planned lessons for 3-4 different classes at a time including U.S. History, Government, Economics, and AVID 9.
- Implemented lessons supported by technology, language acquisition supports, primary sources, interactive notebooks, and graphic organizers in order to support all students' learning, including English Language Learners and students below grade-level.
- Modified and accommodated curriculum and learning environment for students on Individualized Education Plans, 504 Plans, and Modified Diplomas in order to support their academic journey in the least restrictive environment.
- Enforced a positive behavior intervention system in order to foster a positive learning environment and promote student accountability.
- Developed strong relationships with students and staff to promote academic support and built strong rapport with students in order to support their emotional needs as a low-income, under-resourced, and diverse population.

New Haven Unified School District | Union City, CA

Substitute Teacher

September 2017- June 2018

- Maintained class routines, order, and expectations of established class culture.
- Served as a long-term substitute concurrently while student teaching: planned lessons that maintained course pace, satisfied state standards, and assessed student progress toward content knowledge and Common Core skills.

City of Fremont: Police Department | Fremont, CA

Police Public Service Assistant III: Equipment Room

September 2013-August 2018

- Executed the collection and issuing of police equipment to and from patrol personnel
- Transported police vehicles to and from the city corporation yard and other outside vendors

Public Service Assistant II: Business Services

April 2014-July 2017

- Managed a multi-million-dollar police radio inventory
- Maintained accurate files of department invoices

Dick's Sporting Goods | Fremont, CA

Customer Service Specialist

September 2014-August 2015

- Supervised multiple front-end cashiers per shift, balanced registers, assembled nightly cash deposit
- Processed high value purchases, warranties, and returns

Education

West Chester University, Honors College

Graduation Year: 2018

- Secondary Education major (7-12): English Literature, Special Education
- Additional Certification: Special Education PK-8
- Autism Education minor, Communication Studies minor
- Cumulative GPA: 3.67
- Extracurricular Involvement
 - WCU Club Quidditch Team Founder, President 2014-2017
 - WCUR Student Radio Station 2016-2018, Production Manager 2017-2018
 - Honors Student Association 2013-2018
- Awards and Recognition
 - 2018 recognized as Outstanding Teacher Education Senior
 - 2017 founded "Active Voices" mental health speak-out program
 - 2017 initiated into Lambda Pi Eta, National Communication Studies Honor Society
 - 2016 selected by Honors College for study abroad in South Africa to complete a Case Study on the "Born Free" generation
 - 2015 initiated into Sigma Tau Delta, International English Honor Society
 - 2015 initiated into Kappa Delta Pi, National Education Honor Society
- Community Service
 - Ronald McDonald House Charities Meal Preparation 2016-2018
 - Aid To South Africa 2013-2016, study abroad volunteer experiences 2016

Prior Work Experience

New Story Schools and Services

August 2019 - Present

- Autism Support Teacher
- Subjects Taught
 - Life Skills, Vocational Skills, Career Readiness, Social Skills, Cooking, Music, Art, Math, Reading
 - Essentials for Living Curriculum
- \$48,380.80/year
- Working with students with significant behavioral and cognitive needs. Managing a caseload of seven students and communicating home daily to all families under my caseload. Creating specialized lesson plans

and teaching materials based on each student's IEP with a primary focus on mastery of essential, functional skills for independence and success beyond school.

Manheim Township School District

August 2018 – May 2019

- High School Learning Support Teacher
- Special Skills
 - Reading, Social Skills, Career Exploration, Executive Functioning Skills
- \$50,524/year
- Working with students of diverse cultural, socio-economic, and religious backgrounds and learning needs. I build strong relationships with my students, paraprofessionals, and parents of the students that I work with. I have strong communication skills and communicate effectively and in a timely manner with colleagues and parents. I am self-reflective and willing to grow.

Skills

- Google Drive Programs
- Proficiency in Microsoft Office
- Cooperative Leadership Experience
- Public Speaking and Presentation
- Effective and Positive Communication with Public Figures, Supervisors, Families, and Peers

I have several years of experience working with children across all ages both in and out of the school setting, and I take pride in growing from my experiences. As a special educator, I recognize my ability to build rapport and work responsibly and effectively with exceptional children. I strongly believe in the implementation of Universal Design for Learning principles in my classroom and in the realm of specialized education, I firmly believe in differentiation of shared group activities and community-based instruction. Thank you for taking the time to read my resume, and I hope that you consider me for the position.

References

Samantha Lang
Instructional Coordinator
New Story Lancaster
3710 Hempland Rd.
Mountville, PA 17554
slang@newstory.com

Courtney Shepler
Emotional Support Teacher
Manheim Township High School
115 Blue Streak Boulevard
Lancaster, PA 17601
courtneyshepler88@gmail.com

George Hadfield
Supervisor, Student Teaching
Octorara Area High School
226 Highland Road
Atglen, PA 19310
ghadfield@octorara.org

Kayla Carney Switzer

+1 570-578-2220

kayla.switzer26@gmail.com

412 N. 9th Street, Selinsgrove, PA 17870

Objective

Seeking an educator position that allows for my pedagogical skills to be used to help raise the achievement of students in both academic and character education, while continuing to develop my skills as an educator.

Professional Statement

I believe it is my job to support all my students so that they receive the best education possible. I believe in holding my students to high expectations and challenging them to be the best version of themselves. It is important to foster a love of learning and a love of life in my students. I believe in lifelong learning and am committed to staying updated on the most innovative strategies as well as constantly challenging myself to improve.

EDUCATION

B.S. SECONDARY EDUCATION & B.A. HISTORY

Minor Educational Technology

Bloomsburg University
2008-2012

M.ED. CURRICULUM & INSTRUCTION

Bloomsburg University
2012-2013

ED.D. EDUCATIONAL LEADERSHIP

Immaculata University
2015-2021
All but Dissertation – May 2020

TECH SKILLS

Microsoft Suite

Office 365 Suite

Interactive Boards

Apple Suite

Sapphire

Kahoot! and similar programs

Quia

DyKnow

CERTIFICATIONS

CITIZENSHIP (HISTORY) 7-12

SOCIAL STUDIES 7-12

ENGLISH 7-12

MID-LEVEL MATH 6-9

Bloomsburg University
2012

ENGLISH LANGUAGE LEARNING K-12

Bloomsburg University
2013

ADMINISTRATIVE I
Immaculata University
2020

PROFESSIONAL EXPERIENCE

ENGLISH AND HISTORY TEACHER / *Selinsgrove Area High School, Selinsgrove, PA*

August 2014-present

- Teach grade 10 English honors, 10-12 English, and grade 9-10 history using Common Core Standards for ELA, History, and Geography
- Prepare objectives, outlines, assessments, and lessons for courses of study following curriculum guidelines or requirements of the state and school
- Write curriculum including, but not limited to, grade 12 Humanities, grade 10 honors English, and grade 9-11 English; improve already established history curriculum
- Collaborate with other professionals to discuss individual students' needs and progress including team teaching some classes for both gifted students and students with IEPs
- Incorporate technology into the classroom through blended learning and by using 1-to-1 student program
- Adapt teaching methods and instruction to meet students' varying needs and interests
- Attend professional meetings, educational conferences, and teacher training workshops to maintain and improve professional competence including but not limited to Text Dependent Analysis training, technology training, and writing training
- Serve as class advisor for the recently graduated senior class to plan prom, graduation, and other class events as well as fundraise (2014-2018)
- Serve on the Student Assistance Program (SAP) team used to mobilize school resources and remove barriers to learning
- Establish classroom management by providing and modeling expectations and developing routines
- Foster positive relationships and open communication with students and their families

Intermediate School

- Processed behavioral referrals and helped mediate issues between students and staff
- Attended grade level meetings, department head meetings, and IEP meetings
- Worked with principal and assistant principal to solve greater issues in the school such as staff changes

High School

- Formatted and improved district *All Hazards Emergency Handbook* to ensure ease of access and use for all district staff
- Participated in grade level meetings, department head meetings, and IEP meetings
- Created online data collection form for SAP program to increase ease of teacher referrals as well as collection of student data; teach SAP team how to implement the form
- Created activities manual for activity and club sponsors to easily access vital district information
- Worked to improve curriculum in the high school
- Attended school board meetings

TEACHING INTERN/ *American International School of Budapest, Nagykovácsi, HU* July 2013-June 2014

- Co-taught and created lessons for the ESL classroom as well as assist with the ESL curriculum
- Planned, prepared, and developed various teaching aids including but not limited to bibliographies, charts, and graphs
- Prepared lesson materials, bulletin board displays, exhibits, equipment, and demonstrations
- Supervised students in classrooms, halls, cafeterias, school yards, and gymnasiums
- Chaperoned school field trips to neighboring countries including Austria, Poland, Switzerland, and Russia
- Tutored and assisted children individually or in small groups to help them master assignments and to reinforce learning concepts presented by teachers
- Enforced administration policies and rules governing students
- Attended staff meetings
- Prepared lesson outlines and plans in assigned subject areas and submit outlines to teachers for review
- Managed a study block of approximately 80-100 students
- Scheduled classes for the following school year

REFERENCES

DR. LORINDA KRAUSE

Retired Principal - Selinsgrove Area High School

Cell: 570-898-0705 · lorinda.krause@gmail.com

BRIAN C. PARISE

Principal - Selinsgrove Area High School

Office: 570-372-2230 · Cell: 570-765-3190 ·

Personal: 570-238-9594 · bparise@seal-pa.org

PAUL ROMAN

Assistant Principal – Selinsgrove Area High School

Office: 570-372-2230 · proman@seal-pa.org

REBECCA BOLLINGER

English Teacher - Selinsgrove Area High School

Cell: 570-419-2071 · rbollinger@seal-pa.org

OTHER POSITIONS

- ASSISTANT SWIM COACH/ Selinsgrove Stingrays Summer 2017 & Summer 2019
- ASSISTANT SWIM COACH/ AIS Budapest 2013-2014
- ASSISTANT TRACK AND FIELD COACH – THROWING/ AIS Budapest 2014
- SAT PROCTOR/ Selinsgrove 2017-present

DANIEL LIKEN
Secondary English Language Arts Teacher (20)

5850 N. FAIRHILL ST
PHILADELPHIA, PA 19120
tua92336@temple.edu
(215) 531-2802

PERSONAL INFORMATION

General Information

How did you learn about this position? **PAREAP**

Contact Information

First Name	DANIEL	Middle Name	Anthony
Last Name	LIKEN	Other Name	
Email	tua92336@temple.edu	Have you worked here before?	No
Primary Phone	2155312802	Mobile Phone	

Address

Street	5850 N. FAIRHILL ST	City	PHILADELPHIA
State	Pennsylvania	Zip Code/Postal Code	19120

Work Authorization

Are you legally able to work in the U.S.? **Yes**

Equal Opportunity Information

Providing this information is strictly voluntary. You will not be subject to adverse action or treatment if you choose not to provide this information. If you choose not to provide this information, please select 'Decline to Identify.' Instructions: answer the ethnicity question first followed by the question on race. Mark one or more races to indicate what you consider yourself to be.

Gender	Male	Ethnicity	Not Hispanic/Latino
American Indian or Alaska Native		Asian	
Black or African American		Native Hawaiian or Other Pacific Islander	
White	Yes		

BACKGROUND INFORMATION

Background

Conviction of a crime is not an automatic bar to employment. The district will consider the nature of the offense, the date of the offense, and the relationship between the offense and the position for which you are applying.

Have you ever been convicted of a violation of law other than a minor traffic violation? **No**

If yes, please explain

Have you ever had a professional certificate revoked or suspended? **No**

If yes, please explain

Have you been **No**
convicted of any
offense for physical
or sexual abuse of a
child?

If yes, please explain

Have you ever had a **No**
charge of child abuse
against you
substantiated?

If yes, please explain

Have you ever been involuntarily terminated or asked to resign, or resigned in lieu of termination from the
employment of another school district?

No

If yes, please give the name of the district, the date and the reason for the resignation or termination

EDUCATION

Undergraduate Institution #1

Type of School	College/University	Name of School	Other: Temple
City	PHILADELPHIA	State	Pennsylvania
Degree	Bachelor of Science	GPA	3.41

Graduate Institution #1

Name of School	City/State
GPA	Semester Hours Credit
Degree	

Major/Course of Study

Undergraduate	Secondary English Ed	Master's
Specialist's		Doctorate
Publications		Activities/Honors

JOB SKILLS

Activities

List activities you are willing to sponsor

A variety of clubs; yearbook staff; drama presentations; school newspaper; cross country and wrestling sports.

If appointed to the **Yes**
staff, are you willing
to accept
assignments where
your services are
needed?

Certification Information/Professional Certificate #1

Certification Area	English 7-12	Certification Area Type	Licensed
Grade Level	7-12	Expiration Date	06/2021

Certification Information/Professional Certificate #2

<i>Certification Area</i>	Social Studies 7-12	<i>Certification Area Type</i>	Licensed
<i>Grade Level</i>	7-12	<i>Expiration Date</i>	07/2021

Certification Information/Professional Certificate #3

<i>Certification Area</i>	<i>Certification Area Type</i>
<i>Grade Level</i>	<i>Expiration Date</i>

REFERENCES

Please provide at least 3 professional references. Note references will not be contacted until after an interview. Please notify the hiring manager if we need to delay contacting references for any reason.

Glenn Batdorf

<i>Title</i>	Coach	<i>Relationship</i>	
<i>Address</i>	1801 N broad st	<i>City</i>	PHILADELPHIA
<i>State</i>	Pennsylvania	<i>Zip</i>	19122
<i>Email</i>	glenn.batdorf@temple.edu	<i>Phone</i>	2158344300
<i>From</i>	01/2015	<i>To</i>	Present

Karen Dean

<i>Title</i>	Principal	<i>Relationship</i>	
<i>Address</i>	201 Spring Lane	<i>City</i>	philadelphia
<i>State</i>	Pennsylvania	<i>Zip</i>	19128
<i>Email</i>	kdean@philasd.org	<i>Phone</i>	2154874465
<i>From</i>	01/2015	<i>To</i>	Present

Lisa Kelly

<i>Title</i>		<i>Relationship</i>	
<i>Address</i>	201 Spring Lane	<i>City</i>	Philadelphia
<i>State</i>	Pennsylvania	<i>Zip</i>	19128
<i>Email</i>	likelly@philasd.org	<i>Phone</i>	2152071577
<i>From</i>	01/2015	<i>To</i>	Present

EMPLOYMENT HISTORY

Please complete this section with your employment history or you may upload your resume in the next section.

Present Position

If you are currently unemployed, please type "NA" in all required fields.

<i>Present Title</i>	Teacher	<i>Salary</i>	45,000
<i>Name of Employer</i>	Charter High School for Architecture and Design	<i>Employer's Address</i>	105 S. 7th St.
<i>Employer's City</i>	PHILADELPHIA	<i>Employer's State</i>	Pennsylvania
<i>Employer's Zip Code/Postal Code</i>	19106	<i>Start Date</i>	09/02/2019
<i>Supervisor Name</i>	Nicole Saylor	<i>Supervisor Phone Number</i>	6107304354
<i>Supervisor Email</i>	nsaylor@chadstaff.org		
<i>Duties and Responsibilities</i>	Teacher for English II, Honors English II, Journalism, and Enrichment.		
<i>Reasons for Leaving</i>	The school has lost its charter and will be closing in June.		
<i>May we Contact this</i>	Yes		

Employer

Work Experience #1

Employer

*Employed from
(mm/yyyy)*

*Employed to
(mm/yyyy)*

Title

Reason For Leaving

Address

Supervisor Name

Phone Number

*May we Contact this
Employer*

Work Experience #2

Employer

*Employed from
(mm/yyyy)*

*Employed to
(mm/yyyy)*

Title

Reason For Leaving

Address

Supervisor Name

Phone Number

*May we Contact this
Employer*

Work Experience #3

Employer

*Employed from
(mm/yyyy)*

*Employed to
(mm/yyyy)*

Title

Reason For Leaving

Address

Supervisor Name

Phone Number

*May we Contact this
Employer*

ATTACHMENTS

Attachments

Resume

[Daniel Liken - Resume.docx](#)

Cover Letter

[Daniel Liken - Cover Letter.docx](#)

DISCLAIMERS AND AFFIRMATION

District Policy

Reach Cyber Charter School does not discriminate on the basis of race, color, national origin age, sex or disability, in admission or access to, or treatment or employment in its programs and activities. Any person having inquiries concerning the School's compliance with the regulations implementing Title VII of the Civil Rights Act of 1964 (Title VI), Section 504 of the Rehabilitation Act of 1973 (Section 504), or Title II of the Americans with Disabilities Act of 1990 (ADA), may contact Human Resources or the CEO.

Application Confirmation Statement

I affirm that all information set forth in this application is accurate, truthful and complete. If I am employed by Reach Cyber Charter School, I will abide by all Board of Education and school policies, work on assigned committees, and continue my professional growth to the best of my ability and within reasonable and personal standards. I grant permission for school officials to obtain a personal record check from the federal,

state, county, and/or local law enforcement agencies and Division of Family Services; also a credit history check may be made. I release individuals listed as references and current or former employers from any liability for information given in response to a request for an employment reference. I understand that I will be required to take a drug test and physical exam prior to assuming any position for which I may be employed. In the event that I am employed by Reach Cyber Charter School and in the further event that I have provided false or misleading information in this application or in subsequent employment interviews, I understand that my employment may be terminated at any time after the discovery of the false or misleading information. I understand that this application will be considered active for one year from date of submission.

I agree to the terms above **Affirm**

Initials **DAL**

Affirmation Date **06/13/2020**

Daniel Liken
5850 N. Fairhill St.
Philadelphia, PA 19120
(215) 531-2802 / Dan_liken@yahoo.com

Professional Objective

To obtain an English Language Arts or Social Studies teaching position in either middle or high school.

Education

Temple University, Philadelphia, PA
Bachelor of Arts. Secondary English Education
May 2015

Awarded: Dean's List, Spring 2015

Philadelphia Montgomery Christian Academy, Erdenheim, PA (High School)
June 2007

Awarded: Christian Leadership Award, 2006 – 2007

Certification

Instructional I English 7-12 (06/01/15)
Instructional I Social Studies 7-12 (07/01/15)

Pennsylvania Induction Program (05/30/16)

Experience

Classroom Teacher (September, 2019 – Present)
Charter High School for Architecture and Design
105 S. Seventh St.
Philadelphia, PA 19106

10th Grade English Language Arts
11th and 12th Grade Journalism
9th and 10th Grade Enrichment

Classroom Teacher (September, 2016 – June, 2019)
The City School
910 N. 6th St.
Philadelphia, PA

9th and 10th Grade English Language Arts
12th Grade Senior Paper
Publications

Classroom Teacher (September, 2015 – June, 2016)
E. W. Rhodes Elementary
2900 W. Clearfield St.
Philadelphia, PA

7th Grade English Language Arts / Social Studies

Student Teacher (January – April 2015)
Lankenau High School
Roxborough, PA

Field Experience

AVID tutoring program (2012 – 2014)
Edison High School, Lincoln High School, Franklin High School

Co-teacher (2012 – 2013)
Edison High School - ninth and tenth grade Poetry

Classroom Aide (2014)
Carver HSES

Other

Camp staff director (2005 – 2007)
Geiger Memorial Brethren Church

Class Instructor of Aikido at Temple University (2011 – 2013)
Class Instructor of Aikido at Doshinkan Dojo (2013- 2015)

Personal Achievements

Received Black Belt ranking in Doshinkan Aikido (November 2012)

June 13, 2020

5850 N. Fairhill St.
Philadelphia, PA 19120
215-531-2802 / tua92336@temple.edu

Hiring Committee
Reach Cyber Charter School

To Whom It May Concern,

I am interested in joining the Reach Cyber Charter School community. I am seeking an English Language Arts or Social Studies teaching position in grades seven through twelve. I heard about your open positions from the PAReap website.

I have had the opportunity to collaborate with other professional teachers during my student teaching at Lankenau High School and teaching full time the past five years in Philadelphia. I have enjoyed using that collaboration to improve my own practice, and I look forward to continuing to improve my practice within your school.

I am sure that I will become a valued member of the school community because I'm committed to students succeeding, full of energy, friendly, and consistently reflective of my practice. I would welcome the chance to further explain my candidacy in an interview and I wholeheartedly appreciate your time.

Sincerely,

Daniel Liken

Jollene K. Pratte

70 Saint Andrews Drive
Beaver Falls, PA 15010

E-mail: jkpratte@yahoo.com

Cell: (724) 561-2379

EDUCATION

Bachelor of Science, Cum Laude, May 2005
Major: Mathematics. GPA: 3.289
Cumulative GPA: 3.625
Westminster College, New Wilmington, PA

Teaching Certification, July 2006
Concentration: Applied Mathematics
Cumulative GPA: 4.0
Robert Morris University, Moon, PA

Master of Science, December 2019
Instructional Leadership
Cumulative GPA: 4.0
Robert Morris University, Moon, PA

PA Instructional I Mathematics 7-12 Certificate, July 2006
PA Instructional II Mathematics 7-12 Certificate, June 2012

RELEVANT EXPERIENCE

Lincoln Learning Solutions, Rochester, PA

6-8 Mathematics Subject Matter Expert, 8/2013 – 5/2020

- Created interactive online lessons using ever-changing learning management systems.
- Designed standard-based mathematics online content for grades 6-12, with a focus on grades 6-8.
- Developed practice and assessment material in line with various levels of mathematics content.
- Provided educational support to students through Collaborate sessions, email communication, and feedback from graded assignments during my role as teacher facilitator.

Western Beaver Junior/Senior High School, Industry, PA

Long-term substitute, 8/2012 - 3/2013

- Taught middle school math, second-year algebra, and integrated geometry courses.
- Provided lessons that are aligned to the Common Core standards.
- Provided tutoring time, during and after school.

Beaver Falls High School, Beaver Falls, PA

Mathematics Teacher, 8/2007 – 8/2011

- Taught varying levels of algebra and statistics, focusing on a student-centered environment.
- Used many sources of technology such as computers, calculators, the Smartboard, and Apangea Program.
- Prepared students for the PSSA by classroom instruction, tutoring, differentiated instruction, and 4-sight testing.

Huntington Learning Center, Cranberry Township, PA

Floor Teacher, 3/2007 – 6/2008

- Assisted students in supplemental reading, writing, math, or phonics material.
- Provided immediate feedback to each student's work.

Western Beaver Junior/Senior High School, Industry, PA

Long-term substitute, 12/2006-6/2007

- Taught geometry, trigonometry, and calculus classes.
- Provided tutoring time, during and after school.
- Prepared students for credited University of Pittsburgh calculus tests.

Hopewell Junior High School, Aliquippa, PA

Per Diem Middle School Mathematics Teacher, 8/2006-12/2006

- Taught 7th grade remedial math classes.
- Facilitated Carnegie Learning Cognitive Tutor program twice a week.

Student Teaching, Lincoln High School, Ellwood City, PA

10th Grade Geometry Student Teacher, Spring 2006

- Taught Academic and Honors level classes.
- Facilitated study sessions during and after school.

- Created a positive, productive, and respectful learning environment.

ACTIVITIES & LEADERSHIP

SERVICE:

Young Lives, Mentor (2008-2011) -Provided guidance and encouragement to teen mothers within the Beaver Falls community.

COACHING:

Blackhawk Area Soccer Association, Assistant Coach (2019) - Assisted boys in the fundamentals of soccer and encouraged teamwork.

Beaver Falls Jr. High Volleyball, Assistant Coach (2010) - Assisted girls in the fundamentals of the volleyball and encouraged teamwork.

Suzanne Watson

1151 Sarah Street, Bethel Park, PA 15102

717-919-1256 • suzzi.watson@gmail.com

Summary: National board certified mathematics teacher with 16 years of experience teaching and tutoring in public school and private environments.

Certifications:

- ❖ *National Board Certification* 2010
Mathematics, Adolescents and Young Adults
- ❖ *Pennsylvania State Professional Certification, Level II* 2011
Mathematics, 7 - 12

Education:

- ❖ 12 Graduate Credits in Education 2006 – 2008
Wilkes University
- ❖ Bachelor of Arts, Mathematics with Teacher certification 2001 – 2005
Messiah College, Grantham, PA

Professional Experiences:

- ❖ Canon McMillan High School – Canonsburg, Pa August 2019 – Present
Long-term Substitute – teaching Algebra 1a, Geometry, and Academic Geometry
- ❖ Independence Middle School – Bethel Park, Pa May 2019 – June 2019
7th and 8th Grade Mathematics Teacher
- ❖ A.P. Calculus – Bethel Park High School – Bethel Park, Pa April 2019
- ❖ *Mathematics Tutoring* 2012-Present
One-on-one lessons with more than 20 clients for over 400 hours from elementary through career.
- ❖ *East Pennsboro Area School District - Enola, PA* 2005-2011
 - Taught Algebra II, Geometry, Applied Math IV, Pre-Calculus Statistics, A.P. Calculus, and PSSA Prep Class
 - Mathematics Department Leader 2008 - 2010
 - Created and taught PSSA prep class
 - Trained in Learning Focus Schools and eSchool
 - Took classes through Classrooms for the Future
 - Teaching in the 21st Century: The Need for Change
 - Teaching Authentic Mathematics in the 21st Century
 - Tutored homebound students
 - Previewed, picked, and piloted new books
- ❖ *Northern Area School District - Dillsburg, PA* 2004
 - Student Teaching

Rickale Jackson

Philadelphia, PA

rickalejackson7_57t@indeedemail.com

2155314391

Work Experience

Behavioral Health Technician (BHT)

Fairmount Behavioral Health System

October 2019 to Present

(Total hours worked per week 20-40) Lead patients in therapeutic and recreational activities. Give medications and other treatments to patients. Monitor patients' vital signs, such as their blood pressure. Help with admitting and discharging patients

BHRS Coordinator

Omni Health Services - Philadelphia, PA

January 2020 to March 2020

(Total hours worked per week 40) Schedule and assign Mobile Therapist/Behavior Specialist Consultant cases. Review and assign all cases. Monitor outstanding billing issues. Monitor and ensure Assignment of cases for Psychiatric and Psychological evaluation. Complete discharge/transfer summary documentation on a timely basis.(Laid off Covid-19)

Toddler Teacher/Assistant Director

Romper Room Daycare - Philadelphia, PA

January 2019 to September 2019

(Total hours worked per week 40) Making sure that there was a safe working environment for children. Worked closely with the staff to create programs that meet the state and federal requirements. Managed state and federal requirements. Completing training and other paper work and keeping them up to date. Keeping order, no hazards are present, and clean.

Assistant Teacher

INDEPENDENCE CHARTER SCHOOL - Philadelphia, PA

October 2018 to May 2019

(Total hours worked per week 20) Worked along side classroom teachers . Grading papers and also putting grades into the system. Help with assistance when children when the needed help. Worked with small groups of 5 to better help there learning ability. I mainly worked with K-4th graders.

TSS Worker

Merakey - Philadelphia, PA

May 2018 to December 2018

(Total hours worked per week 30) Work in school setting support children that have difficulty coping with everyday life. Worked with kids on the autism spectrum. Also helped kids be able to be in school on there own without my help.

Office Administrator

Hampton by Hilton - Lock Haven, PA
January 2017 to December 2017

(Total hours worked per week 20) As a office administrator I worked behind the scenes at the hotel. My main job was getting paper work out, answering phones, cleaning area, and also making a few reservations. I also help putting together staff meeting and created staff schedule.

Resident Assistant

Lock Haven University of Pennsylvania - Lock Haven, PA
January 2017 to May 2017

(Total hours worked per week 40) My duty's are to create a community among residents living in the dorms. As a RA you must be a positive role model to residents and peer staff members. I have to enforces the rules and policies of the University.

Senior Camp Counselor

Calverley New Breed (Church) - Philadelphia, PA
June 2016 to August 2016

(Total hours worked per week 40) As senior counselor my job was help assist with activities, trips, and planning. My duty was also being a leader for the other counselors. I was responsible for children safety and well being.

Camp Counselor (Seasonal)

P.H.A.C.C.S - Philadelphia, PA
June 2015 to September 2015

(Total hours worked per week 25) I was a camp counselor at P.A.C.C.S and I worked with Children with autism. My job was to help them build social skill and interact with others. My duty were planing activities, supervisor, and communicate with T.S.S workers.

Education

Bachelor's in Social Work

Lock Haven University of Pennsylvania - Lock Haven, PA
August 2014 to December 2019

Skills

- Microsoft (4 years)
- Excel (4 years)
- Customer Service (6 years)
- Research (2 years)
- Team Management (3 years)
- Sales (3 years)
- Leadership Training (1 year)
- Childcare Provider
- Child Care
- Early Childhood

Certifications and Licenses

Mandated Reporter

Present

CPR/First Aid

Present

Driver's License

Additional Information

References

- Jabari Stone

Resident Assistant- Lock Haven University of Pennsylvania

Known- 2 years

267-235-0041

- Tasha Cochran

Director of P.A.C.C.S

Known- 4 years

215-313-4286

ANDREA SWARAT

2363 Blue Jay Dr. Nazareth, PA 18064 – (484)767-8455 andreaswarat@gmail.com

PROFESSIONAL PROFILE

*Valley Youth House, Bethlehem, Pennsylvania
Youth Education Program Instructor, October 2010 – June 2014*

- Implemented drug and alcohol prevention programs in Lehigh and Northampton County at both the elementary and middle school level
- Created and implemented anti-bullying classroom curriculum at both the elementary and middle school levels
Power of 10 Facilitator
- Worked with the faculty and administration of Lehigh and Northampton County schools, recruited middle and high school students to form Power of 10
- Trained Power of 10 members as peer educators, developed tobacco education curriculum, and coordinated peer education sessions with local elementary schools
- Coordinated school and community events to educate the public on tobacco use, spoke with state elected officials regarding tobacco legislation, and assisted school districts in developing comprehensive tobacco policies
Club Ophelia Coordinator
- Created and implemented curriculum for a weekly club for girls 6th -8th grade that focused on female empowerment, developing strategies to combat bullying and relationship building
- Trained Club Ophelia Mentors that were identified as positive female role models by their high school, to be paired with middle school participants
- Educated participants about relational aggression using stories that illustrate female bullying
- Identified and processed bullying situations from participants life experiences in efforts to effectively confront and overcome female aggression

*Airborne, Inc. Elmira, New York
Passenger Services Representative, August 2005 – April 2007*

- Hosted domestic and international flights on Gulfstream private jets
- Responsible for executing emergency procedures should any safety situation arise
- Attended a variety of trainings in accordance with company safety standards and federal aviation laws

*New World Aviation, Allentown, Pennsylvania
Passenger Service Representative, June 2004 – August 2005*

- Required to have in dept knowledge on a variety of Gulfstream aircraft
- Responsible for executing emergency procedures should any safety situation arise
- Provided appropriate accommodations associated with luxury travel
- Attended a variety of trainings in accordance with company safety standards and federal aviation laws

*Penfield High School, Penfield, New York
School Counselor/Crisis Intervention Counselor August 2003 – June 2004*

- Primary Counselor assigned to 8:1:1 Self-Contained Pilot Program
- Help students develop academic plans in accordance with their skills, talents and strengths
- Responsible for program development and implementation
- Instructional Support Team Member
- Conducted IEP mandated counseling
- IEP Development, Student scheduling
- Behavior Intervention Plan development
- Group counseling facilitator

- Communicate with teachers, parents and administrators on an ongoing basis about behavioral and academic problems
- Assist school administrators and educators with planning and carrying out school-related programs and events

*Baker Victory Services, Lackawanna, New York
Critical Care/Special Services Cottage Director December 2002 - August 2003*

- Primary Therapist for residents
- Cottage was designated to males ranging from ages 14 – 18 that have failed in the foster care system, labeled emotionally disturbed, mandated to a locked treatment facility
- Delivered Critical Care level services, which is the highest level of therapeutic care in the state of New York on an individual and group basis
- Maintained contact with family members, court representatives, county workers, school personnel and other individuals involved in client's treatment
- Worked closely with Baker Victory School administration and staff regarding appropriate interventions for each individual student
- Testified in court proceedings on various issues involving residents on behalf of Baker Victory Services

*Office of International Student Programs, Canisius College
Graduate Assistant August 2001- December 2002*

- Worked alongside the Director of International Student Programs
- Created educational materials for Canisius students interested and/or registered for a study abroad experience
- Prepared the Pre-Arrival Guide for International students and Departure Guide for domestic students traveling abroad
- Assisted the Director in coordinating the International New Student Orientation

EDUCATION

*Canisius College, Buffalo, New York
Master of Counseling and Human Services, December 2002*

- Provisional K – 12 New York State School Counselor Certification
- Graduate Assistant – Office of International Student Programs
- Chi Sigma Iota member – national counseling honor society
- Internships- Mill Middle School, Baker Victory Services - Teen Mothers' Group Home, North Tonawanda Senior High School

*State University of New York College at Brockport, Brockport, New York
Bachelor of Science in Social Work - Minor in Women's Studies*

- Graduated Cum Laude
- SUNYAC Scholar Athlete
- Internships- St. Joseph's Villa - Intensive Case Management, Society for the Protection and Care of Children – Supervised Visitation/Foster Care

Rachel Fediuk, MBA

758 East Ruscomb Street
Philadelphia, PA 19124

215-360-7991
rachelfediuk@gmail.com

Education

Gwynedd Mercy University, Gwynedd Valley, PA
Master of Business Administration, Strategic Management & Leadership
Graduation: December 2018

Holy Family University, Philadelphia, PA
Bachelor of Arts, Psychology
Graduation: May 2016

Skills

Salesforce, Colleague, Blackthorn, Fonteva, Naviance, Parchment, PowerCampus, PowerFaiids

Professional Experience

Campus Guest Experience and Events Manager

Gwynedd Mercy University *Gwynedd Valley, PA* *September 2018-Present*

- Work with the Admissions team and other departments to create an exceptional guest experience for each prospective student/family
- Supervise the Admissions Office Coordinator to ensure a positive first impression
- Supervise 40-50 professional student ambassadors who serve as the campus tour guides
- Ran the implementation of the office's new event management tool
- Establish daily visit and major Admissions events schedule
- Collaborate and communicates with faculty and staff
- Manages pre- and post- data collection and analysis and maintains thorough visit data
- Creates campus guest publications, maps and letters
- Oversees and manages the fiscal year budget for the Events and Guest Programming
- Coordinates and manages all campus communication necessary to ensure successful events- faculty/ staff, food services, facilities, security, etc
- Aids in the Orientation planning for incoming students
- Uses qualitative and quantitative data to further refine efforts to recruit and serve campus visitors
- Works closely with guidance counselors to create group visits for potential students
- Responsible for managing Gwynedd Mercy's general admissions account to respond quickly and efficiently to email from prospective students, applicant, and their families.
- Revises all admissions letters/email in communication flow plan for potential editing regarding campus visit opportunities

Undergraduate Admissions Counselor

Gwynedd Mercy University Gwynedd Valley, PA January 2017- September 2018

- Recruit high school students by participating in college fairs and high school visits for territories of Philadelphia, northern New Jersey, and New York.
- Manage personal travel schedule and recruitment meetings to effectively meet with potential students on behalf of the University
- Manage office calendar for other counselors to meet with their applicant pool
- Serves as advisor for Griffin Ambassadors which allows for tours to be given to prospective students and their families
- Create workshops and training programs for Griffin Ambassadors to teach them new skills and new information that they can use on tour
- Representative on behalf of Gwynedd Mercy University for the Philadelphia Association of Catholic Colleges (PHACC)
- Serve as head chair for Maguire Scholarship Committee and Cristo Rey Scholarship Committee
- Serve as co-chair for Admissions Office General Admissions Committee
- Serve as member for the Presidential Scholarship Committee
- Serve as the liaison between the Admissions Department and the Financial Aid Department
- Aids in developing recruitment strategies through analyzing year to year enrollment data through our enrollment consulting firm, Ruffalo Noel Levitz
- Reviews admissions applications, evaluated credentials, and makes admissions decisions
- Counsels student applicants concerning admissions, financial aid and career options
- Aid in organizing on campus recruitment events as such Open House and Accepted Students' Day
- Provides admissions presentations to visitors during campus daily tours and at on campus and off-campus events
- Work closely with high school guidance counselors to answer questions about majors and career paths that are offered

Upward Bound Staff Member

Gwynedd Mercy University Gwynedd Valley, PA June 2017-July 2017

- Create seminar lessons for students involved with the Upward Bound Program
- Create lesson plans that focused on the college search process and financial aid
- Engage students to start thinking about their career plans and offer guidance to those who needed it
- Help students write personal statements and college essays
- Mentor students on their college options
- Aid in helping students find scholarship opportunities and financial aid information

Leadership

- *Supervisor of Admissions Office Coordinator* *September 2018-Present*
- *Advisor for Griffin Ambassadors* *August 2018-Present*
- *Representative for PHACC* *August 2018- Present*
- *Chair of Cristo Rey Scholarship Committee* *January 2017-Present*
- *Chair of Maguire Scholarship Committee* *January 2017-Present*
- *Chair of General Admissions Committee* *January 2017-Present*
- *Member of the Presidential Scholarship Committee* *January 2017-Present*

Affiliations

Collegiate Information and Visitor Services (CIVSA) – September 2018- Present
Pennsylvania Association for College Admission Counseling (PACAC) – January 2017- Present
Philadelphia Association of Catholic Colleges (PHACC)- January 2017- Present
National Association for College Admission Counseling (NACAC)- January 2017- Present

References

Susan Jaskewicz

High School Counselor
Reach Cyber Charter School, 750 E. Park Drive, Harrisburg, PA 17111
267-664-1749
smjaskewicz@gmail.com

Wivina Churma

Former Director of Gwynedd Mercy University
Gwynedd Mercy University, 1325 Sumneytown Pike, Gwynedd Valley, PA 19437
412-337-2049
Wivinaaysonchmura@gmail.com

Daniel Freed

Assistant Director of Admissions
Gwynedd Mercy University, 1325 Sumneytown Pike, Gwynedd Valley, PA 19437
267-328-8354
Freed.d@gmercyu.edu

Melissa Preston

Associate Director of Admissions
Holy Family University, 9801 Frankford Avenue, Philadelphia PA 19114
267-341-3321
mpreston10@holyfamily.edu

Denise Alsop-Rhoades

Outpatient Mental Health Therapist

Venus, PA

denisealsoprhoades3_wq8@indeedemail.com

814-354-7357

- Hands-on experience in different areas in the social service field. Working in a positive environment for both personal and professional growth.

Authorized to work in the US for any employer

Work Experience

Oil City

RCC-Regional Counseling Center - Oil City, PA

August 2019 to Present

I work with students in both group settings as well as individual sessions. I am able to use a therapeutic goal(s) as well as objectives to continue treatment for progression of services. Each student attends a group the I lead as well as contact made with parents weekly for family sessions either by phone or face to face to review their child's treatment areas.

Resource Teacher Glade Run Lutheran Services

Glade Run Lutheran Services - Utica, PA

March 2018 to Present

Resource Teacher

Glade Run Lutheran Services - Utica, PA

Present

I provide resources to students who need support in a Private school setting for emotional, behavioral and social setting. I am able to help as well as teach current curriculum in a K-12 setting. I am trained in TCI as well as being the trainer for the schools.

Outpatient Therapist

Clarion Family Therapy - Clarion, PA

March 2015 to March 2018

Responsibilities

I counsel clients using a treatment plan that is created and goals set by therapist and client. I am contacting clients to assure that they meet their scheduled appointments not only with therapist but with doctor also. I create and develop a chart that is the tool for their goals and the process to begin the needed changes for a better mental, physical and emotional health.

Accomplishments

I have an impact by letting each client know that if I don't know the answer, I will find it and make the extra effort to call them even after the session. I also have helped to connect them to the area services and resources that they need.

Skills Used

I use graphs, charts, and the internet to research as well as marketing our company. I use "people skills" to maintain relationships with outside resources for the well being of the clients.

Counselor

Clarion University of Pennsylvania
March 2016 to May 2016

Responsibilities

I worked as a 40% part time counselor for students who needed guidance and counseling with stress of college, academics, relationships and other life issues.

Accomplishments

I felt I was able to empower students to use daily skills and techniques to help them cope and maintain a level of balance in their lives.

Skills Used

CBT, REBT and talk therapy

Program Director

Venango Training Development Center - Seneca, PA
October 2012 to July 2013

Assist in administering, supervising and managing MH/ID Aging Programing for the Center. I also assist in overseeing the implementation of MH/ID/Aging Programing, by providing direction and support to the Assistant Program Directors, Program Specialist and Direct Care Workers. Prepare a monthly HH/ID/Aging Program Supervisor Reports that are viewed by and submitted to Board of Directors. Supervised 6 programs with a outcome of each program area.

My title is Mobile Therapist (MT)

Family Psychological Associates. The Contact - Knox, PA
September 2009 to October 2012

Work with individual clients and support their behavioral needs as per a treatment plan. Work with families in the home and community. The goal is to make families and clients self-sufficient. I started in September 2009 to present. The Contact number is 814-797-0291. Contact: Rhonda.

Family Psychological, Main Street, Knox, Pa 16232. My title is Mobile Therapist (MT)

Work with individual clients and support their behavioral needs as per a treatment plan. Work with families in the home and community. The goal is to make families and clients self-sufficient by transferring our skills to the client and family. I began work September 19, 2009 to present.

T.S.S. (Therapeutic Staff Support)

Family Therapy Services, Inc
August 2000 to August 2006

August 26, 2000-August 2006

Work with a student on an individual basis and need. Help in conducting educational and behavioral goals that IEP states.

Brookville Behavioral (Family Therapy Services, Inc.) (814) 849-2844
T.S.S. (Therapeutic Staff Support) Contact; Sara Craig or Glenn Tetro

Teachers Aid, Socialization Aid, Home Visitor and Teacher

Jefferson /Clarion Head Start - Brookville, PA

August 1991 to August 1998

Brookville Pa 15825 1-(800)628-6150 (August 1991-August 1998)

Teachers Aid, Socialization Aid, Home Visitor and Teacher

I implemented daily activities to preschool children in both the classroom settings and community. Provided

Instructional activities and provided services to benefit both child and family. I helped to maintain a safe, nurturing environment for children along with my team.

Assistant Group Supervisor

Clarion Day Care Services - Clarion, PA

May 1990 to August 1993

Implement daily lessons and plans, help in everyday needs for children (Feeding, potty training, hygiene)

Cranberry School District, Education Drive, Seneca PA (814) 676-8787

Child specific Aid Contact; Betty Nupher

Guest Supervisor

Clarion Holiday Inn - Clarion, PA

May 1986 to February 1989

Checked guests into rooms, made reservations, scheduling and deposit of daily money. I was management on duty one night a week. I was in charge of all employees in the hotel. As a Guest Service Supervisor, I was in charge of 5 employees at the desk and supervised them accordingly.

Education

Bachelor of Arts in Psychology

Ashford University - Clinton, IA

June 2009 to Present

Masters in Education

Teaching the Art of Technology

September 2010

AA in Early Childhood

Clarion University - Clarion, PA

January 1996 to January 1998

Keystone High School - Knox, PA

Early Childhood

Clarion University - Clarion, PA

Skills

- I am proficient on a computer, using Word, Excel as well as marketing using different social media. (8 years)
- Therapy
- Mental Health
- Documentation
- Case Management
- Counseling
- Organizational Skills
- Behavioral Therapy
- Cognitive Behavioral Therapy
- Experience Working With Students
- Special Education
- Individual / Group Counseling

Certifications and Licenses

Private teaching certification

Present

I am certified to teach in a Private school setting, Special Education K-12

Teaching Certificate

Driver's License

Additional Information

I have recently passed a credentialing class referred to as Family Development Credential Class through Temple University for Empowerment Skills for Family Workers. I also am the Volunteer Coordinator for Clarion County Special Olympics, Clarion, Pa

Mrs. Lauren Busch

TEACHING STYLE & BELIEFS

- Growth Mindset
- Responsive Classroom Management
- School Wide Positive Behavior Plan
- Differentiated Instruction
- Flexible Learning Centers

CERTIFICATIONS

**Early Childhood: PreK – 4
&
Special Education: PreK - 8**

Employment Experiences

Butler Area School District | October 2019 – February 2020

- Short Term Learning Support Teacher: 6th Grade
- Short Term Multiple Disability Teacher: K-1st

EHUE: Pine Richland School District | August 2018 – June 2019

- Building Substitute: Grades 4th – 6th
- Short-Term Learning Support Teacher (Wilson Trained)

The Gardner School: Northbrook, IL | March 2018 – May 2018

- Lead Teacher: Preschool 4 year olds

Swift Child Care: Skokie, IL | August 2017 – March 2018

- Lead Teacher: 2 and 3 year olds

North Shore Montessori: Deerfield, IL | January 2017 – May 2017

- Teacher Assistant
- Infant – Elementary Afterschool Enrichment

Student Teaching

**Early Childhood | McQuiston Elementary, Butler Area, PA |
1st Grade | August 2016 – October 2016**

- Adapted lessons for higher, on, and below reading levels
- Facilitated morning meetings and closing circles
- Integrated the senses (VAK) into high frequency words
 - Administered weekly assessments to monitor progress

**Special Education | McQuiston Elementary, Butler Area, PA | October
2016 – December 2016**

- Assessed students biweekly through progress monitoring
- Modified weekly curriculum test
- Assisted in Initiative Weekend Backpack Program

Student Teaching Taskstream Portfolio

<https://w.taskstream.com/ts/harclerode1/LaurensEFolio.html>



724-640-0340



laurenbusch@gmail.com



109 N Maple Drive
Butler, PA 16001

**ADDITIONAL
Praxis 5155: PA Grades 4-8 Math
& Science**

**EDUCATION
Bachelors | December 17, 2016
Slippery Rock University of PA**

**CLEARANCES
Act 151 – Child Abuse History
Act 34 – Criminal History Record
Act 114 – FBI Fingerprinting
Act 168 – Sexual
Misconduct/Abuse Disclosure
TB Test**

Education

Bachelors of Science in Education Geneva College, Beaver Falls PA	Graduated May 2019 Fall 2016-Spring 2019	GPA 3.7/4.0
PreK-12 Special Education / PreK-4 Elementary Education / Concentration in Reading Methods (Minor)		
Associates in Science in Education PreK-4 Community College of Beaver County, Monaca PA	Summer 2015-Spring 2016	GPA 4.0/4.0
Freedom Area School District	Graduated June 2014	

Work History

Middle and High School Learning Support Teacher

New Brighton Area School District, New Brighton PA	August 2019-Present
<ul style="list-style-type: none"> Taught resource math class and supported 10th grade students individually during study hall, co-taught 5 different courses with general education teachers, wrote IEPs and conducted IEP meetings for all 18 students on my caseload, communicated regularly with students' families about their progress in class 	

7th Grade Learning Support Long Term Substitute

Freedom Area Middle School, Freedom PA	May 2019-June 2019
<ul style="list-style-type: none"> Follow students' IEPs by implementing their goals, administer assessments while following their accommodations 	

Reading Intervention Tutoring

Baden Memorial Library, Baden PA	June 2019-Present
<ul style="list-style-type: none"> Formally administered Student J the BRI assessment, planned bi-weekly tutoring lesson plans to tailor meet the student's reading needs 	

Religious Education Administrator

St. Felix Church, Freedom PA	May 2017-Present
<ul style="list-style-type: none"> Oversee the Sunday School program on a weekly basis, meet with teachers, review lesson plans 	

Related Experience

Student Teaching

- 2nd grade at Freedom Elementary School, Freedom PA Spring 2019
- 5th grade Learning Support at Freedom Middle School, Freedom PA Spring 2019

Tutoring

- Kindergarten students at Central Elementary School, Beaver Falls PA Spring 2019

Special Education Field Placement

- 4th grade Learning Support at New Brighton Elementary School, New Brighton PA Fall 2018
- High School Multiple Disabilities Room at The Watson Institute Fall 2018

Elementary Education Field Placement

- 1st grade at Patterson Primary School, Beaver Falls PA Spring 2018

Volunteerism

Vacation Bible School Director

January 2015-Present

St. Felix Church, Freedom PA

- Meet with volunteers, plan nightly events, make time schedules, supervise student arrival/dismissal time

Religious Education Teacher (various grades)

September 2011-Present

St. Felix Church, Freedom PA

- Plan weekly lessons and carry them out with students

Other

- Have experience in IEP Writer
- Completed Mandated Reporter Training along with PA state clearances
- Trained in CPR and First Aid
- PSSA certified for the 2019-2020 school year

Kelly Matejka

19 South Mercer Avenue, Sharpsville, PA 16150

724-456-3833

Kellymatejka96@gmail.com

Objective To obtain a full-time position utilizing professional, as well as interpersonal skills.

Education Bachelor of Science, Education May 2018
Slippery Rock University, Slippery Rock, PA

Professional Work Experience

Sharon City School District, Sharon, PA (9/2018 – Present)

- Special Education Teacher-
Lead intervention sessions for 1st and Kindergarten students
Administered State testing throughout the school with modifications
Responsible for writing all IEP, NOREP, and other Special Education documents
Maintained detailed progress monitoring data to track student's educational growth
Assisted in the modification of exams to meet students IEP requirements

Primary Health Network, Sharon, PA (5/2018 – 9/2018)

- Executive Administrative Assistant-
Perform administrative duties for Network's Executive Management team.
Prepare monthly minutes for Network's Board of Directors meetings.
Maintain Network organizational charts, databases and various spreadsheets as assigned.

Slippery Rock University, Slippery Rock PA (8/2014 – 1/2018)

- Administrative Assistant-
Organized and maintained student transcripts and files
Assisted in systematically scheduling events regarding the office and its administrators
Served as the primary customer service professional for new students and alumni

Matejka Electronic Systems. Sharpsville, PA (8/2012 – 10/2014)

- Client Representative-
Provide sales support to assigned domestic and international territories.
Prepare sales proposals and contractual documentation for customer signature.
Implement training support to drive successful company wide sales system implementation.

Professional Certifications, Skills & Interests Professional Certifications – Pennsylvania Certified Elementary/Special Educator
Interpersonal skills- Worked closely with c-level executives.
Professional interests - Negotiation, risk management, project management.

Personal Interests Running

References Available upon request

EDUCATIONAL BACKGROUND

Bachelor's of Science in Education; Clarion University of Pennsylvania
Clarion, PA, May 2020

- Majors: Early Childhood Education (PK-4), Special Education (PK-8)
- QPA: 3.8/4.0
- Obtained Dean's List academic recognition through all completed semesters (8/8)

High School Diploma; Union High School - Rimersburg, PA, May 2016

- Graduated with high honors
- Obtained the maximum achievable program GPA (4.0)
- Active participant or president of class & various clubs throughout student career (Gridiron, Outdoors, and Robotics)

TEACHING & FIELD EXPERIENCE

Block Experience, Pre-K (16 students/1 IEP); Sligo Pre-K Counts - Sligo, PA, October - December 2018

- Managed student's behavior through focusing, modeling, and asserting discipline
- Developed The Project Approach curriculum on *Balls* in which lessons challenged, engaged, and enriched young learners in all learning areas (SAS)
- Implemented formative assessment to guide instruction

Block Experience, 1st Grade (21 students/2 IEPs); Valley Grove Elementary - Franklin, PA, March - May 2019

- Managed student's behavior through focusing, modeling, and asserting discipline
- Developed The Project Approach curriculum on *Balls* in which lessons challenged, engaged, and enriched young learners in all learning areas (SAS)
- Implemented formative assessment to guide instruction

Block Experience, Special Education: Low Incidence Autism Support (6

students/6 IEPs); North Clarion High School - Tionesta, PA, October - November 2019

- Managed student's behavior through focusing, modeling, and asserting discipline
- Developed The Project Approach curriculum on *Balls* in which lessons challenged, engaged, and enriched young learners in all learning areas (SAS)
- Implemented formative assessment to guide instruction

Block Experience, Special Education: High Incidence Learning Support (14 students/14 IEPs); Oil City Middle School/High School Complex - Oil City, PA, November - December 2019

- Managed student's behavior through focusing, modeling, and asserting discipline
- Developed The Project Approach curriculum on *Balls* in which lessons challenged, engaged, and enriched young learners in all learning areas (SAS)
- Implemented formative assessment to guide instruction

Student Teaching Field Experience, Special Education: High Incidence (18 students/18 IEPs); Redbank Intermediate School - Hawthorn, PA, January - March 2020

- Managed student's behavior through focusing, modeling, and asserting discipline
- Developed The Project Approach curriculum on *Balls* in which lessons challenged, engaged, and enriched young learners in all learning areas (SAS)
- Implemented formative assessment to guide instruction

Student Teaching Field Experience, 2nd Grade (19 students/2 IEPs); Redbank Valley Primary School - New Bethlehem, PA, March - May 2020

- Managed student's behavior through focusing, modeling, and asserting discipline
- Developed The Project Approach curriculum on *Balls* in which lessons challenged, engaged, and enriched young learners in all learning areas (SAS)
- Implemented formative assessment to guide instruction

ACTIVITIES & HONORS

Student Volunteer, *Special Olympics - Clarion, PA, 2010 - 2017*

- Aided individuals with unique abilities in completing track and field events.
- Monitored behaviors and promoted developmental growth through various learning opportunities.

PROFESSIONAL DEVELOPMENT

Member; *Student Pennsylvania State Education Association, 2016 - Present***Certified Participant**; *North American Association for Environmental Education: Project Learning Tree Curriculum Training, April 2018.***Certified Participant**; *Mental Health First Aid USA: Youth Mental Health First Aid Training, October 2019.***WORK EXPERIENCE**

Cook, *Sarah's Snack Shack - Rimersburg, PA, 09/14 - Present*

- Responsible for financial transactions: operated cash register and managed shift funds
- Upheld sanitary and safety standards: prepared food and cleaned workspace

General Maintenance, *Madison Township - Rimersburg, PA, 05/17 - 07/17*

- Responsible for summer road maintenance: repaired potholes, replaced drain pipes, and placed road signs according to state regulations
- Utilized and adapted to a variety of township machinery and tools

Lifeguard, *Park Inn - Clarion, PA & Union COG Pool Park - Sligo, PA, 06/13 - 06/15*

- Supervised pool area and managed daily funds.
- Provided information and service regarding the facility and safety.

KELSEY J. PETTI

amone.kelsey@gmail.com

136 ASPEN DRIVE
BEAVER, PA 15009
PHONE: (716) 969-4339

EDUCATION

Bachelor of Education, Childhood Education State University of New York, College at Cortland, 3.61 GPA	Cortland, NY Dec 2011
Associate of Science, Individual Studies Jamestown Community College, 3.57 GPA	Jamestown, NY May 2009
New York State Regents High School Diploma Southwestern Central High School	Jamestown, NY June 2007

RECOGNITIONS

Phi Beta Kappa National Honor Society: Jamestown Chapter	Inducted Fall 2007
Tau Sigma National Honor Society: Cortland Chapter	Inducted Spring 2010

STUDENT TEACHING

Homer Intermediate School <ul style="list-style-type: none">8 Week Student Teaching: 3rd Grade<ul style="list-style-type: none">Created and taught unique and effective daily lesson plansAssisted host teacher in daily activities/lessonsGained experience with students with behavioral issues	Homer, NY Fall 2011
Meridan State College <ul style="list-style-type: none">9 Week Student Teaching: 6th Grade<ul style="list-style-type: none">Taught students while immersed in a foreign cultureLearned how a different country runs educational systemsExhibited the ability to teach Australian children about America	Queensland, Australia Summer 2011

WORK EXPERIENCE

PA Cyber School <ul style="list-style-type: none">Paraprofessional<ul style="list-style-type: none">Work one-on-one with an intellectually disabled senior studentAid teacher in classroom with various responsibilitiesWork collaboratively with other PA Cyber teachers	Monaca, PA Aug 2019 – May 2020
Northwest Elementary School <ul style="list-style-type: none">Full-time general education 2nd grade teacher<ul style="list-style-type: none">Created/implemented rigorous daily lessons aligned with curriculum standardsParticipated and involved with professional development opportunitiesWorked with staff members for Great American Teach-inParticipated in weekly staff and intervention meetings (RTI)Maintained accurate records for studentsCommunicated frequently with stakeholders via emails, newsletters, phone calls, planners, one-on-one conferences	Tampa, FL Aug 2016 – Jul 2017
Doby Elementary School <ul style="list-style-type: none">Full-time general education 2nd grade teacher<ul style="list-style-type: none">Created daily lesson plans aligned with curriculum standardsMaintained accurate records for studentsCommunicated frequently with stakeholders via emails, newsletters, phone calls, planners, one-on-one conferencesLead technology representative for colleaguesRepresentative for United Way Campaign Sept. 2015Participated and involved with professional development opportunities	Apollo Beach, FL Jan 2014 – May 2016

ORGANIZATIONS

- NABT- National Association for Beginning Teachers
- HCTA - Hillsborough Classroom Teachers Association (Florida)
- NEA – National Education Association

Lynden Celinscak

3601 7th Ave.
Beaver Falls, PA 15010
(412) 974-2203

lynden.miloszewski@gmail.com

EDUCATION

La Roche College, Pittsburgh, PA

- BA Elementary Education, December, 2009
- Cum Laude Graduate & Dean's List

Elementary Certified

- Grades K-6
- February, 2010

EXPERIENCE

Elementary Teacher Grades 5, 3, & 2

October, 2012-Present, Commonwealth Charter Academy, Seven Fields, PA

- Provide relevant, engaging lessons for students multiple times per day
- Responsible for grading and providing meaningful feedback for students
- Regular communication with families
- Trained to provide highly effective differentiated instruction in a virtual setting
- Trained and administered standardized state assessments
- Chosen to pilot "Synchronous Program" instruction for students in need of additional support
- Experience with i-Ready Program Diagnostic Assessments, utilized Fast Forward, Study Island, & Reading A to Z programs

Building Substitute & Long-Term Substitute

August 2010- October 2012, Ellwood City Area School District, Ellwood City, PA

- Created and implemented SMART board lessons and used document camera on a daily basis
- Responsible for the safety and well-being of young children
- Contributed to the creation of multiple Literacy Centers
- Accommodated and modified formative and summative assessments for students with learning disabilities and behavioral needs
- Created and instructed PSSA Prep Course for Grade 4 Reading and Math
- Contributed to the creation of a Podcast Mini Film Series on Multiplication

Elementary Teacher Grades 5 & 6

February 1, March 3, 2010, St. Bonaventure Parish School, Shaler, PA

- Integrated active learning into daily lesson plans
- Taught Math, English, Spelling, Math-Challenge, & Religion Courses
- Kept fair, accurate records for student grades for the marking period

Student Teacher – Grade K & Grade 4

August-December, 2009, Rowan Elementary & Westview Elementary Schools, Seneca Valley & North Hills School Districts

- Developed daily and unit lesson plans for grades K & 4 for all subjects
- Administered tests and evaluations & analyzed student performance
- Conducted group/individual reading, math, & science activities
- Fostered a classroom environment conducive to learning and promoting excellent student/teacher interaction

AWARDS/ORGANIZATIONS/VOLUNTEER EXPERIENCE

- Who's Who Among American Colleges & Universities, Inducted Feb. 2008
- AMCC Academic All- Conference Award, 2006-2008
- Women's Basketball Team Co-Captain, La Roche College, 2007-2008
- La Roche Activities Forum Employee (LAF) 2007-2009
- Student Orientation Leader, La Roche College 2007-2008
- RTII Volunteer at Northway Elementary School- 1st Grade Reading Teacher, 2008
- Junior Achievement Volunteer Teacher- Economics, Grades 6-7- St. Ursula, 2009

REFERENCES

- References are available on request
- Letters of Recommendation available upon request

Rachel M. Rhody
299 East Second Mountain Road
Pottsville, PA. 17901
rachrhody@icloud.com

Cell: 570-449-0575

Objective To obtain a position as an elementary education teacher

Qualifications

Trained in CPR/First Aid/AED
Works well with children
Trained in DIBELS testing
Trained in Orton Gillingham Dyslexia Program
Completed 3 day Boot Camp at PaTTAN in Harrisburg for Autism
Worked in Special Education for the past 5 years
Responsible for managing student caseloads and writing/implementing IEPs effectively
Open parent communication and contact
Flexible
Hardworking, Dependable, Courteous, Respectful
Competent in Microsoft Office products
Familiar with Android and Apple products

Education

MS in Education for Reading Specialist Wilkes University of Pennsylvania Major: Reading Specialist (Master's Only) GPA 3.95	Wilkes Barre, PA May 2019
B.S.Ed. Kutztown University of Pennsylvania Major: Elementary Education Concentration: Special Education GPA 3.79	Kutztown, PA May 2012

Honors

Graduated Magna Cum Laude
Deans List Fall 2008-Spring 2012
Kappa Delta Pi-International Honor Society in Education 2011-Present

Teaching Experience

Full-time Learning Support Teacher Blue Mountain Elementary West Kindergarten and First grade learning support	August 2018-present Friedensburg, PA
Full-time Learning Support Teacher Blue Mountain Elementary Cressona	August 2015-June 2018

5 th grade Learning Support class	Cressona, PA
Long Term Substitute Position Blue Mountain Elementary Cressona 5 th grade Learning Support Class	August 2014-June 2015 Cressona, PA
Long Term Substitute Position Pottsville Area School District Kindergarten classroom	October 2013-May 2014 Pottsville, PA
Long Term Substitute Position Pottsville Area School District Kindergarten classroom	April 2013-May 2013 Pottsville, PA
Long Term Substitute Position Pottsville Area School District Co-taught in a 3 rd grade classroom	Nov 2012- March 2013 Pottsville, PA
Professional Semester Student Cumru Elementary School Co-taught a self-contained first grade	Spring 2011 Shillington, PA
Professional Semester Student Blue Mountain Middle School Co-taught self-contained life skills	Spring 2011 Orwigsburg, PA
Student Teaching Penn-Bernville Elementary School Taught in a self-contained fourth grade	Fall 2011 Bernville, PA
Student Teaching Blue Mountain Elementary East Taught a self-contained autistic support class	Spring 2012 Orwigsburg, PA

Related Experience

Teacher's Aide Grace Bible Church Bible School Helped coordinate daily activities for 20+ first graders	Summer 2008-10 Molino, PA
Peer Buddies Helper Blue Mountain Elementary and Middle School Worked one on one with a child with special needs	2000-2004 Orwigsburg, PA

Work Experience

Cashier/Stock

Heiser's True Value
Build rapport with customers and provide quality service Orwigsburg, PA

May 2010- Present

Child Care Staff Supervisor

Blue Mountain Recreation Commission
Provide care for children and plan activities

June 2012-Present
Orwigsburg, PA

Professional Involvement

ABA 3 Day Boot Camp at PaTTAN Harrisburg for Autism
November 2018

Orton Gillingham Dyslexia Program
School Year: 2016-2017

Wonders Reading Series Training
May 25, 2016

5th grade Curriculum Mapping
March 2016

Math In Focus Trainings
Throughout the 2014-2015 school year

Technology Integration Workshop at IU
December 2014

Diverse Learner Strategies Workshop at IU
November 2014

Data Informed Decision Making Workshop at IU
October 2014

IEPs and Special Education Workshop at IU
September 2014

PSEA Member
January 2012

Kappa Delta Pi and Tri-County Reading Council Literacy Conference
February 2011

Kutztown University's Children Literature Conference
April 2011

ACEI's Assessment Workshop
March 2011

Berk's County Creativity Conference
March 2010

Activities Kutztown Intramural Softball Team, Autism Walk, Special Olympics,
Coached the K'nex team

References:

Amy Savage
Lead Special Education Teacher
570-875-7682

Kirstin Fitzpatrick
Title I/Reading Specialist
570-617-4479

Janel Hansbury
Principal
570-590-6680

EDUCATION

Centenary College- May 2011 Hackettstown, NJ
Post-baccalaureate Teacher Training Program
Certifications: **Elementary Teacher (K-5) and Teacher of Students with Disabilities (K-12)**
Praxis II passed- July 2010

Bloomsburg University Bloomsburg, PA
B.A. in Mass Communication-May 2007

EMPLOYMENT EXPERIENCE:

K-5 Health Teacher - Commonwealth Charter Academy(2018-Present)

- Specialist Department Chair
- Support the instructional program with asynchronous web conferencing sessions and synchronous instruction.
- Review curriculum and devise alternate approaches to given lessons to increase student understanding
- Consult with Special Education teachers develop alternate enrichment activities and modifications
- Communicate with parents, students and other teachers on a regular basis to develop and update Personal Learning Plans

2nd Grade Teacher- Commonwealth Charter Academy(September 2016-2018)

- Support the instructional program with asynchronous web conferencing sessions and synchronous instruction.
- Review curriculum and devise alternate approaches to given lessons to increase student understanding
- Consult with Special Education teachers develop alternate enrichment activities and modifications
- Communicate with parents, students and other teachers on a regular basis to develop and update Personal Learning Plans

Special Education Teacher- Haddonfield Public School (September 2012-2016)

- In-class support teacher for 7th grade Language Arts and Geography, Special Education Content Area Skills teacher
- Odyssey of The Mind Advisor (2012-2014)
- Peer Leader Advisor (2015-present)- Organizing volunteer opportunities and charitable events for students to better serve the community

Special Education Teacher- Cranford Public School (September 2011- June 2012)

- In-class support teacher for 5th grade Math and 3rd Grade Language Arts
- Resource room teacher for 5th grade Math
- Developed and implemented Individualized Education Program for each special education student
- Utilized the Columbia Teachers College Reading and Writing workshop.
- Engaged in The Art of Teaching Reading book club
- Differentiated daily instruction through the use of pre-assessment and homogenous grouping to achieve lesson objectives

Tutor-

Cranford School District (February 2012- present)

- Tutored 5th Grade student in all subject

Califon School (June 2011- September 2011)

- Tutored 1st Grade student in reading using Wilson techniques

Assistant Teacher- Clinton Township (July 2011)

- Advanced Challenge for Everyone (ACE) Summer Program
- Assisted in instruction, ages 5-6 y/o

Student Teaching (1st Grade)- Califon School, NJ (September 2010- March 2011)

- Instructed 1st Grade curriculum, designing and developing programs to meet the academic, intellectual and social needs of students. Assessed student performance through anecdotal records, student-teacher conferencing, peer evaluations, checklists and student portfolios

Student Teaching (Special Education)-Califon School, NJ (March 2011-May 2011)

- Instructed 1st Grade pull out reading, 3rd and 4th Grade in class support
- Developed and implemented Individualized Education Programs for each special education students
- Contributed to IEP meetings

Coach- Voorhees High School (August 2010-January 2011)

- Cheerleading Head Coach

Kaitlin Sherman

609 Colonial View Road, Mechanicsburg, Pennsylvania 17055

(717) 462-2227

ks1446@gmail.com

Career Objective

Seeking a position as an elementary cyber/charter school teacher to motivate students to succeed beyond the classroom through a personalized, engaging, supportive, and stem-focused approach.

Education

Bachelor of Science in Biology; Messiah College, Grantham, PA; December 2012

Pennsylvania State Teaching Certification in Biology; Grades 7-12, January 2013

Pennsylvania State Teaching Certification in PreK-4; June 2014

Pennsylvania State Teaching Certification in Grades 5-6; July 2016

Scholastic Achievements

Undergraduate GPA: 3.92

Graduate GPA: 4.00

Provost's Scholarship and Dean's List (7 semesters); Undergrad

MAC All-Academic Team (each season of field hockey); Undergrad

Related Work Experience

Elementary Teacher; Grade 1 & Grade 3

Iron Forge Elementary School, Boiling Springs, PA; 2016-2018

- Prepared and taught daily lessons in science, social studies, writing, grammar, math, and reading that were geared towards third grade curriculum mastery; organized guided reading and math centers
- Created a classroom environment conducive to learning where students felt safe and accepted; managed student behaviors and developed individualized behavior plans for students as needed
- Consulted with other school staff members (i.e. guidance counselor, speech teacher) to best meet needs of individual students
- Communicated with parents through written notes, email, phone calls, and conferences
- Completed academic concerns forms and submitted referrals to Child Study Team
- Developed positive character traits in students through monthly lessons and classroom character trait nominations
- Miscellaneous: kept grade book and student progress records, attended grade level and faculty meetings, displayed student work in hallway/classroom, chaperoned field trips

Long Term Substitute; Grade 1

Dillsburg Elementary School, Dillsburg, PA; Winter & Spring 2016

- Instructed lessons rooted in Common Core standards to help children gain in-depth conceptual knowledge and reach grade-level targets
- Taught daily reading and writing lessons with a balanced literacy approach in addition to math, science, and social studies lessons
- Established a good rapport with students founded on mutual respect and a caring attitude
- Recorded observations on student academic achievement and behavior in the classroom
- Communicated with the students' permanent first grade teacher on a regular basis

Building Substitute; Grades K-5

Monroe Elementary School, Boiling Springs, PA; Fall 2015

- Filled classroom teaching positions, specialist positions, and paraprofessional positions
- Taught and differentiated for students with a wide range of abilities including student who were gifted, students with learning disabilities, and students with emotional disabilities

- Developed classroom management strategies to deal with daily behavior issues and increase time spent learning
- Assisted teachers in helpful ways through grading papers and preparing materials (laminating, cutting, ect.)

Related Experience

Special Olympics; All Ages

Messiah College, Grantham, PA; Spring 2010 - Spring 2015

- Recruited fellow Messiah College students to sign-up and serve as a helper in the annual Special Olympics event held on campus
- Helped an assigned “buddy” run in his or her track events and participate in the various field events
- Ensured that Special Olympics participants enjoyed their big day and created lasting memories by playing carnival games, making balloon hats, dancing to music, conversing with them

Medical Internship; Projects Abroad Non-Profit Organization

International Friendship Children’s Hospital, Kathmandu, Nepal; Summer 2012

- Explored the health science aspect of biology and chemistry through involvement in the medical field, gaining valuable experiences to share with future students
- Shadowed doctors and nurses on their clinical rotations, interacting with children in friendly ways to make them feel more comfortable during their hospital stay
- Measured children’s height and weight, took their vitals, and recorded their medical history as a first step to treating their ailment
- Volunteered on Saturday mornings to give free vaccinations to the locals of Kathmandu, often holding children’s hands to lessen their fear of getting a shot

Interests

- Field hockey, swimming, leisure reading, babysitting, running, crafting

SHARON NOTO

110 Williams Point, Evans City, PA 16033
Sharonlynn417@Hotmail.com | 724-991-2311

OBJECTIVE | To work in a modern classroom environment utilizing skills and abilities in order to serve students and their families based on their individual needs and provide a world class educational experience.

SKILLS & ABILITIES | 16 years of experience working with diverse populations and communities in both the educational as well as residential programs. Proficient in modern technologies to include Microsoft Office, Google Classroom, and Kurzweil. Frequent use of distance/virtual learning and communication.

EXPERIENCE | **PARA-EDUCATOR PINE-RICHLAND SCHOOL DISTRICT**
NOVEMBER 2007 - PRESENT

PARA-EDUCATOR BUTLER AREA SCHOOL DISTRICT
SEPTEMBER 2007 – NOVEMBER 2007

YOUTH CARE WORKER GLADE RUN LUTHERAN SERVICES
2004- JUNE 2007 (ESTIMATE)

BUTLER COUNTY CASEWORKER INTERN BUTLER COUNTY CHILDREN AND YOUTH SERVICES
JANUARY 2004 – MAY 2004

Worked as a Para-Educator and mentor with high risk and special need students in dynamic environments to provide a meaningful education, essential life skills, and confidence.

EDUCATION | **SLIPPERY ROCK UNIVERSITY, SLIPPERY ROCK, PA**
BACHLOR OF SCIENCE DEGREE (MAY 2004)

Main focus of degree was in Special Education in the program CPAD (Community Programs for Americans With Disabilities).

COMMUNICATION | Used strong communication skills to assist in the coordination of efforts by multiple teachers to meet the individual needs of students and monitor progress across multiple subjects at the high school level.

LEADERSHIP | Strong organization skills and flexibility have allowed for student success and empowerment over several years to include the recent challenges of COVID-19. Served as building point of contact with Kurzweil program.

REFERENCES


TRACY CARUSO, BIOLOGY/EARTH SCIENCE TEACHER
PINE-RICHLAND SCHOOL DISTRICT
724-996-6957

DIANN METAL, SPECIAL EDUCATION TEACHER
PINE- RICHLAND SCHOOL DISTRICT
412-585-3020

STACEY DELP, SPECIAL EDUCATION TEACHER
PINE-RICHLAND SCHOOL DISTRICT
412-337-6339


ANDREA RAUCH, (PERSONAL FRIEND)
BLACK BOX NETWORK SERVICES
412-298-2291

Caitlin Clarke

34 Glenview Circle, Dillsburg, PA 
17019

717-377-0123 

caitcorm@gmail.com 

<https://sites.google.com/view/ccor-manyportfolio/home> 

My life-long career goal is to serve as a school counselor who advocates, educates, and encourages students from all backgrounds to reach their fullest potential. I have specific interests in trauma-informed care and school-wide diversity initiatives.

Skills

- Empathic
- Flexible
- Critical Thinker
- Emotionally Intelligent Leader
- Strong Communication Skills
- Relationship-Oriented

Experience

AUGUST 2016 – MAY 2018

School Counselor – Graduate Assistant / Grace B. Luhrs University Elementary School, Shippensburg, PA

Individual Counseling, Group Counseling, Classroom Observations, Classroom Lessons, Faculty and Parent Consultations

SEPTEMBER 2017 – DECEMBER 2017

School Counseling Intern / Northern Elementary School and Wellsville Elementary School, Dillsburg, PA and Wellsville, PA

Classroom Lessons, Individual Counseling, CST Meetings, Parent/Teacher Consultations

JANUARY 2017 – MAY 2017

Summer Lunch Program Director / Shippensburg Community Resource Coalition, Shippensburg, PA

Camp Program Planning, Social Skills Lessons, Community Collaboration, Providing Resources to Families of Low Socioeconomic Status

JANUARY 2017 – MAY 2017

School Counseling Intern / Chambersburg Area Middle School North, Chambersburg, PA

Individual Counseling, Group Counseling, Parent/Teacher Consultations, Academic Advisement

AUGUST 2016 – DECEMBER 2016

School Counseling Intern / Big Spring High School, Newville, PA

Individual Counseling, Group Counseling, Academic Advisement, College Fair, Career Day

AUGUST 2015 – MAY 2016

Personal Care Assistant / Fayetteville Elementary School, Chambersburg, PA

Worked one-on-one with student with autism, Emotional Self-Regulation, Social Skills, Homework Help, Parent & Teacher Consultations

Education

08/2011 – 05/2015

Bachelor of Arts in Psychology / Messiah College, Grantham, PA

3.98 GPA, Counseling Concentration, Children and Youth Services Minor

08/2015 – 05/2018

Masters of Education in School Counseling (Pre-K – 12) / Shippensburg University, Shippensburg, PA

3.98 GPA, Chi Sigma Iota Membership, Graduate Assistantship at Grace B. Luhrs Elementary School

References

Molly Onomastico / Shippensburg Area Intermediate School Counselor

Phone: 717-530-3189, ext. 4922

Email: molly.onomastico@ship.k12.pa.us

Molly Nguyen / Northern Elementary School & Wellsville Elementary School Counselor

Phone: 717-432-8691, ext. 1504

Email: mnguyen@nycsd.k12.pa.us

Linda Moyer / Chambersburg Area Middle School North Counselor

Phone: 717-261-3366

Email: linda.moyer@casdonline.org

Maureen O. Angelopoulos, M.S.

148 N. Highland Road~Springfield~PA~19064

570-974-9259 mangelopoulos1@gmail.com

Current Employer: August 2018-present Title Alliance

Current Title: Lead Programming Developer March 2019-present

Past Titles: Program Developer Aug 2018-Mar 2019, Instructional Designer 2018, Department Chair 2016-2018, Department Lead (Assistant Chair) 2014-2016, English Instructor/Teacher 2008-2018, Director of Youth Ministry 2006-2008, English Teacher 2005-2006

Title Alliance- August 2018-Present

- Lead Programming Developer (Manager of Learning and Development)
- Program Developer August 2018-March 2019

Lead Programming Developer

- Manage the Learning and Development Department: staff includes Professional Learning Specialists and a Program Developer.
- Work with the Executive Leadership team and CEO in setting department goals to align with company goals.
- Develop learning opportunities, programs, workshops, and courses appropriate to address needs.
- Develop timelines for creation of deliverables for staff and track completion of assigned items.
- Review and edit deliverables with SMEs and stakeholders before roll-out.
- Track and communicate learning opportunities to the workforce across the country in 6 regions.
- Enhance the Learning Management System working with vendors and programmers to improve user experience and increase satisfaction with the interface.
- Participate as a member of the Compliance Committee to ensure Learning and Development works to support and reinforce compliance.

Program Developer

- Completed a comprehensive training analysis to identify gaps and inconsistencies within the training program.
- Identified vendor programs that were being paid for but not fully utilized.
- Worked with SMEs to develop the New Hire Program (Orientation Program).

Commonwealth Charter Academy-Williamsport, PA (August 2008 to August 2018)

- Instructor/Teacher (2008-2018)
- Department Lead (2014-2016)
- Department Chair (2016-2018)
- Instructional Designer (2017-2018)

Department Chair/Lead Skills/Experiences

- Served as Department Lead (Assistant Chair) from 2014-2016 and Department Chair from 2016-2018
- Acted as a positive and professional head of the Department
- Led meetings to communicate goals and delegate required tasks to teachers.
- Identified and provided professional development training to the teachers in the English Department. .

- Communicated workload and hiring needs with administration. Kept track of staffing to determine department coverage.
- Served as a member of the literacy team to provide tiered interventions to those identified as requiring support.
- Collaborated with the school Principal and the Assistant Principals to ensure that school goals were met, as set by the board.
- Collected and evaluated data on performance and growth. Helped employees to understand how to use the data to drive goals/priorities or to identify areas that may need improvement.
- Attended and facilitated professional learning community (PLC) meetings for each grade level.

Instructor Skills/Experiences

- Online educator from 2008-2018 responsible for teaching 10th grade English, Honors English, and Introduction to Communications.
- Delivered synchronous instruction through virtual meeting rooms.
- Responsible for grading, marketing, providing clear and effective professional feedback and communication with students and families.
- Served as a Case Manager for students, identifying services as needed and remaining in communication with other content teachers.

Instructional Design Skills/Experiences

- Planned, organized and designed synchronous and asynchronous instruction to be completed online by learners. .
- Created learning modules, units, lessons, assessments, activities, scenarios, interactives, videos, audio, worksheets, group activities, and more to make meaningful learning experiences and build on previous knowledge.
- Completed projects and worked with deadlines, sometimes on a team and sometimes independently.
- Used tools to manage projects/workflow such as Google Sheets and Microsoft Office Groups.
- Identified and developed measurable learning objectives. Developed assessments to measure mastery and transfer.
- Utilized design tools such as Office 365, Google Apps, Canvas, Canva, Thinglink, Nearpod, SAS, Symbaloo, Edpuzzle, Smore, YouTube, TED, Adobe, BlueButton, Study Island, Achieve 3000, Spellingcity, ABCMouse, Emaze, Prezi, Wix, Movie Maker, and GoAnimate.
- Daily use of virtual meeting tools such as Skype for Business, Zoom, and Adobe LiveLesson.

Saint Boniface and Saint Ann's- Williamsport, PA (2006-2008)

- Director of Youth Ministry

- Planned trips and activities for youth in grades 7-12
- Organized, created, and taught Religious education courses and curriculum
- Interviewed and hired volunteers and ran background checks on potential volunteers

North Penn High School- Blossburg, PA (2005-2006)

- Classroom Teacher

- Taught 7-12 grade English, Communication, and Journalism
- Responsible for creating lesson plans, classroom management, communicating with parents/caretakers, and molding the potential future leaders of our country.

Educational Experiences

- Northeastern University- Boston- received- Master's of Science in Leadership with a certificate in Distance Learning
- West Chester University- Pennsylvania- received- Bachelors of Science in Education with a focus on English Secondary Education

Certification

- Pennsylvania Level 2 Certification for English Secondary Education (7-12 grade)
- Distance Learning Certificate

Other Experiences and Contributions

- Adventure Club Coordinator, Office Wellness Representative, Odyssey of the Mind Coach, Soccer Coach, Member of the Association of Talent Development (ATD), Member of Chief Learning Officer (CLO).

MELISSA BARTON

952 Wood Hollow Drive (412) 432-6227 Cranberry Township, PA 16066 melissalouisebarton@gmail.com

SUMMARY OF QUALIFICATIONS/SKILLS

- Excellent verbal and written communication skills
- Thorough knowledge of mathematics foundations, research-based teaching pedagogy, and the Pennsylvania Common Core State Standards
- Certified Google Educator Level 1; strong computer knowledge including experience with Google education programs, Microsoft Office programs, Apple (Mac OS) programs
- Effective time management, goal setting, and leadership skills developed through professional teaching experience, in addition to part-time Irish dance instruction and Master's degree coursework
- Professional communication skills developed through phone calls, emails, and face-to-face meetings in the school, dance instruction, and child care settings
- Effective presentation skills developed through three years of teaching and attending conferences
- Exceptional organizational skills and ability to keep detailed records and schedules
- Ability to work as part of a team and build rapport with coworkers or clients

EDUCATION Slippery

Rock University

Masters of Education in K - 8 Mathematics and Science: 4.0 GPA **January, 2020**

Slippery Rock

University

Bachelor of Science in Early Childhood Education: Summa Cum Laude, 4.0 GPA **May, 2017**

Certification Earned: Pennsylvania Pre-K - 4 and Grades 5 - 6

EXPERIENCE South Butler County School District, Saxonburg, PA **January 2017 - present Grade 5 Teacher- Math, Science, Social Studies, and Reading August 2018 - present**

- Provided online instruction through meaningful tools such as Formative, EdPuzzle, IXL, & Google
- Build strong rapport with students and staff
- Clearly communicate and effectively collaborate with guardians, other teachers, support staff, and administration on a regular basis
- Meet with team members for the Student Assistance Program; attended 3 days of SAP training; mentor students in the school with social and emotional barriers to learning
- Develop instructional activities and presentations necessary to help students understand topics
- Integrate lessons with the interactive board, including the use of videos, slides, and interactive features for students
- Keep detailed and accurate records of student data and document all communications with adults
- Track student growth and difficulties through STAR testing data (diagnostic growth assessment)
- Communicate with parents at events such as open house, school fundraisers, parent-teacher conferences, phone calls, weekly emails; meet with parents to discuss student concerns, needs, and

accommodations **Grade 4 Teacher-** *Reading, Social Studies, Grammar, Spelling, and Writing April 2018 - June 2018* **Grade 5 Long-Term Substitute-** *Math, Grammar, Spelling, and Writing August 2017- April 2018*

Dance Instructor, Bell School of Irish Dance, Wexford, PA **April 2008 - present**

- Up to 10 hours weekly, instruct dancers ages 3 to adult in individual and team Irish dancing
- Model respectable behaviors, positive attitudes, and hard work ethic in order to be a strong mentor figure for younger dancers
- Communicate professionally with parents and other teachers; hold informational meetings as needed for parents/guardians
- 6-time world championship qualifier, 10-time national qualifier, and 12-time regional qualifier

Infant Room Caretaker, All About Kidz Child Care, Cheswick, PA **January 2016 - August 2016**

Three-Year-Old Teacher, Priory Court Child Care Center, Allison Park, PA **May 2014 - August 2014**

Michelle Trachtenberg

Warrington, PA 18976
michelletrachtenberg4_66c@indeedemail.com (215) 589-0242

Work Experience

Math Interventionist North

Penn School District - Lansdale,
PA September 2016 to Present

Provide instructional support to a diverse group of students in math classrooms in grades 7-9 Communicate and collaborate with classroom teachers regarding alignment between classroom instruction and interventions Conduct ongoing assessment of student progress and modify instructional methods to fit students' needs Use a wide array of technology to engage students and encourage both individual learning and collaboration Provide Individual and small group instruction to assist students with disabilities

Math Teacher (Sixth and Seventh Grades)

Hatboro-Horsham School District August 2007
to August 2016

Designed engaging, student-centered math lessons, while differentiating instruction to meet the needs of all students Engaged students in the learning process while using interactive technology Used formative assessments to monitor and support student achievement Implemented an RTII program (Response to Intervention) Prepared students for the PSSA and participate in the administering of the exam

Fourth Grade Teacher, North Penn School

District Knapp Elementary August 2005 to August 2007

Developed lesson plans across all subject areas Differentiated instruction to meet the needs of all students Developed and implemented a positive classroom management plan to promote student responsibility and accountability Assessed student learning through a variety of methods, including rubrics, portfolios, formative and summative assessments

Sixth Grade Teacher

LTS, North Penn School
District February 2005 to
March 2005

Substitute Teacher Hatboro-Horsham, North Penn and Centennial
School Districts - Centennial, PA September 2004 to February 2005

Kindergarten Teacher Evesham Township
School District, Van Zant Elementary August

2002 to June 2004

Controller

RE/MAX of New
Jersey 1993 to
1997

Senior Property Accountant

The RREEF Funds 1991 to 1993

Educatio
n

Master of Education Holy

Family University - Philadelphia,
PA February 2002

Bachelor of Science in

Accounting University of Maryland -
College Park, MD December 1988

Skil
ls

- Creative Lesson Planning -Classroom Management
- Parent/Teacher Communication -Technology Integration
- Differentiation in Classroom -Hands-on math remedial strategies
- Student Motivation -Feedback to students

Certifications and
Licenses

Mathematics 7-12

February 2025

Elementary Education K-6

February 2025

Mid-Level English 7-

9 February 2025

Mid-Level Mathematics 7-9

February 2025

Alyssa Missmer

Allentown, PA

alyssamissmer9_3ub@indeedemail.com

(484)-347-6843

Work Experience

First Grade Teacher Assistant / Building Substitute

Roberto Clemente Charter School - Allentown, PA

November 2019 to Present

- Filling educator absences in the first grade classrooms or building wide.
- Differentiating small group instruction for at risk students.
- Ensuring the safety and well-being of students in my classroom.
- Track growth and development, of my small group, according to Pennsylvania state standards.

Nanny

Mazziotta Family - Allentown, PA

October 2010 to Present

Provide a positive environment for the child

- Ensure needs of the child are met
- Supervise activities at all times
- Administer homework and study guides
- Prepare meals on a daily basis for the child
- Exhibit and instruct good social manners

Learning Support Paraprofessional

Allentown School District - Allentown, PA

November 2019 to October 2020

- Assist in main classroom instruction.
- Re-teach small group instruction for Math and Literacy.
- Progress Monitor biweekly to monitor growth and development.
- Ensure child development and maintain classroom organization.

Owner/Director of Operations

Bright Horizon Learning Center - Bethlehem, PA

February 2016 to June 2019

- Hiring adequate and well educated staff for all childcare center operations.
- Creating developmentally appropriate curriculum and implementing classroom structure.
- Ensuring Department of Health regulations are followed daily.
- Marketing childcare openings

Paraprofessional/Teacher's Aide

ACS Consultants - Fogelsville, PA

February 2015 to May 2015

-Support the classroom teacher

- Ensure safety of all children
- Exhibit model behavior
- Prepare differentiated instruction for children with special needs
- Travel with the class to special, recess, and on walks

Head Instructor

Armetta's "Fit-N-Learn" - Macungie, PA
September 2013 to March 2014

Prepare daily lessons based off Pennsylvania standards

- Responsible for utilizing formative and summative assessments
- Develop classroom manipulatives
- Differentiate instruction for various types of learners
- Coordinate "The Whole Child Connection" by establishing home and school communication

Education

Master's in Curriculum Design

Western Governors University - Allentown, PA
March 2019 to March 2021

B.A. in English, Minor : Education

Moravian College - Bethlehem, PA
2010 to 2014

Skills

- Teacher Aide
- Special Education
- Teacher Assistant
- Apple Pages
- Curriculum Development
- Special Needs
- Classroom Management

Certifications and Licenses

Driver's License

Additional Information

Skills

- Proficient group coordination skills
- Strong organizational skills
- Ability to make important decisions in a fast paced environment
- Effective communication skills
- Experienced in Microsoft Office, Apple Pages, and HTML Codes

ELIZABETH GUADAGNINO

EDUCATOR

CONTACT



610.216.7069



Egenova290@gmail.com



<https://www.linkedin.com/in/Elizabeth-genova-b6b583119>



3126 Santee Road
Bethlehem, PA 18020

CERTIFICATION

STATE OF PENNSYLVANIA
Teacher License: K-6

EDUCATION

MASTERS IN EDUCATIONAL
LEADERSHIP
Liberty University
Lynchburg, VA | August 2016

BACHELORS OF SCIENCE IN
ELEMENTARY EDUCATION
York College of Pennsylvania
York, PA | May 2013

PROFILE

- Engaging, flexible, and career-driven professional who continually sets high expectations in the classroom.
- Promotes life-long learning through hands-on experiences and real-world connections to content.
- Provides opportunities for students to grow in their learning.
- Creates a creative, safe, and collaborative learning environment for students to advance in their academic endeavors.

PROFESSIONAL EXPERIENCE

CREDENTIALLED TRAINER | ST. LUKE'S HEALTH NETWORK
JULY 2018- PRESENT | ALLENTOWN, PA

- Taught a variety of material to adult learners through technology and modeling of EPIC.
- Promoted understanding through various instructional techniques and repeated teachings.
- Provided a caring and understand atmosphere where all learners are successful.

2ND GRADE TEACHER | EASTON ARTS ACADEMY
AUGUST 2017 - JUNE 2018 | EASTON, PA

- Effectively managed and instructed a classroom of twenty-two diverse, low-income learners using Go Math! and Benchmark Literacy.
- Incorporated Class Dojo in the classroom setting to increase parent involvement and communication.
- Collaborated daily with team members to plan differentiated lessons with cross-curricular components.
- Successfully implemented data to drive instruction to meet the needs of all learners.

ELIZABETH GUADAGNINO

EDUCATOR

PROFESSIONAL REFERENCES

Mrs. Elaine Hersh
Former Principal
Arts Academy Charter Middle
School
C: 610.351.0234
E: ehersh@arts-cs.org

Mrs. Patrice Blaszkowski
Curriculum Director
Arts Academy Charter Middle
School
C: 610.351.0234
E: pblaszkowski@arts-cs.org

Mr. Bill Fitzpatrick
CEO
Arts Academy Charter Middle
School
C: 610.351.0234
E: wfitzpatrick@arts-cs.org

EXPERIENCE CONTINUED

5TH GRADE TEACHER | ARTS ACADEMY CHARTER MIDDLE SCHOOL
AUGUST 2015- JUNE 2017 | ALLENTOWN, PA

- Helped rewrite the Code of Conduct to better accommodate diverse behavioral issues.
- Effectively managed, differentiated, and instructed in a full inclusion classroom with a variety of learners and learning levels
- Instructed fifty fifth grade students in English, Language Arts, and Writing to exceed academic goals using higher order thinking activities and rigorous lessons.
- Implemented an effective behavior plan that increased accountability, responsibility, and understanding in the classroom.
- Developed strong relationships and communication with parents to encourage student growth, team mentality, and accountability.

2ND GRADE TEACHER | KEGOTANK ELEMENTARY
AUGUST 2013 - JUNE 2015 | MAPPSVILLE, VA

- Planned, implemented and instruction curriculum aligned material to meet all state academic goals and objectives.
- Paced lessons appropriately in all subject areas to increase learning and retention,
- Differentiated to meet the academic needs of students to increase foundational skills, reinforce concepts, and scaffold instruction.
- Maintained positive relationships with parents through communication and collaboration.

Faith Best

Philadelphia, PA 19120

faith425_9t3@indeedemail.com

2677743370

#readytowork

Authorized to work in the US for any employer

Work Experience

Family Support Specialist

COTRAIC

February 2020 to Present

Director of OST

Indochinese American Council

September 2019 to Present

- Attend interviews for recruitment and hiring of new staff;
- Evaluate all staff who directly reports to Site Director;
- Interview referred candidates and recommend finalist to the Director of Youth and Family Services;
- Develop a training schedule for all staff based on requirements and individual needs;
- Collaborate with PHMC, City of Philadelphia, DPW, and other project partners on scope of work and compliance;
- Maintain contract compliance by filling all funded slots to capacity with an over enrollment of 10 to 20 percent, meet stated goals and following regulatory standards (DPW, PHMC, DHS);
- Perform liaison duties such as meetings with all stakeholders (school district staff, funders, other agencies, city and state representatives), teachers, parents, and youth to ensure project goals are being met; Modify project as needed
- Communicate program information, resources, and events to appropriate members of the community;
- Supervise recruitment of participants and ensure meeting all contractual requirements for enrollment and utilization per scope of work;
- Lead the planning and preparation for program for academic year and summer including weekly review of lesson plans and project based learning plans;
- Prepare the collection, maintenance, and analysis of data and reports;
- Implement and supervise the formative and summative evaluation strategies;
- Verify, approve, and sign all OST staff time sheets;
- Apply for various (new and continual) funding to enhance the OST programs including completion of OST Continuation application;
- Directly supervise OST Coordinators and Administrative Assistant;
- Coordinate program activities and budgets in order to satisfy contractual obligations;
- Provide Director with monthly reports on program, internal and external reports, and program evaluations;
- Participate in training's, conferences, and other seminars as deemed necessary;
- All other duties as assigned.

Site Supervisor

Methodist Services - Philadelphia, PA
February 2018 to September 2019

Run OST program
Input Data and attendance
Develop lesson for OST staff to use
Manage 3 Staff
Manage 30+ Children
Manage food from Archdioceses food program
Enrollment for children

Lead Head Start Teacher

Methodist Services - Philadelphia, PA
February 2018 to January 2019

Create lesson plan , monitor children during center time, give duties to assistant teacher, follow CLI curriculum , implement differentiated learning for each student , and meet all deadlines on time.

Science/Tech Specialist

Methodist Services - Philadelphia, PA
June 2018 to August 2018

- Create PBL for grades K-6
- Complete Surveys On 200 vamps students
- Develop learning activities for K-6
- Oversee activities
- Input date in the computer
- Schedule trips to urban farms on campus

Group Facillitator

The Netter Center of The University of Penn - Philadelphia, PA
September 2017 to January 2018

Create lessons , establish relationships with co workers and parents , work toward projects for events, develop activities for students to use , implement rules and expectations, reach goal ,and stay up to date professional development

City Year Corps Member

City Year - Philadelphia, PA
July 2016 to May 2017

Mentor to students
Host School wide events
Helping students improve grades
Literacy Coordinator
Participate in service projects
Creating Excel worksheets
Keeping data of students progress

Lead Teacher

Brightside Academy - Philadelphia, PA
January 2015 to December 2015

Responsibilities

Create Lesson Plan

Develop a differentiated lesson plan

Create a safe a well to do atmosphere

Guide activities

Accomplishments

Impacting the assistant teacher by allowing her to have input in the lesson plans as well as giving advice to her for future references. As well as impacting the children by letting them have fun with learning.

Skills Used

Teaching skills

Cleanliness

Organizations

Group Supervisor

Zhang Sah - Philadelphia, PA

January 2015 to October 2015

Responsibilities

Homework help , school pickup

Accomplishments

Creating lesson plans and project based learning.

Student Telemarketer

Esperanza College - Philadelphia, PA

September 2013 to November 2014

Responsible for calling perspective student of Esperanza College to follow up with their application process, make appointments for open houses and campus tours, and attend college fairs.

Duties:

- Received ingoing calls and made outgoing calls.
- Talked to future students.
- Persuaded them to visit the campus.
- Arranged campus visits.
- Customer service

Teacher Assistant

Freeman Family Daycare - Philadelphia, PA

March 2012 to July 2014

Responsibilities

Help lead teacher implement activities , work with children ages 6months -4 yrs and making the environment safe , fun and high quality.

Skills Used

Lesson Planning

Teen Library Assistant

Free Library of Phila - Philadelphia, PA
September 2012 to September 2013

Responsibilities
Homework help
Create Reading activities
Computer Help

Education

Bachelor's in Early Childhood Education

Eastern University - Saint Davids, PA
June 2015 to December 2017

Associates in Early Childhood Education

Esperanza College of Eastern University
2013 to 2015

High school diploma

Buxmont Christian Educational Institute
2009 to 2013

Skills

- training
- retail sales
- Word
- Data Analysis
- Project Planning
- Experience with Children
- Telemarketing
- Curriculum Development

Certifications and Licenses

CPR

January 2017

First Aid

January 2017

Additional Information

AREAS OF EXPERTISE

RETAIL

- Able to help customers find what they want.
- Fully aware of security issues concerning stock in relation to shoplifting, leakage and theft.
- Experience of working in a commission based sales environment.
- Able to maintain high standards of display & visual merchandising to ensure the store is well presented.
- Ready and able to work individually or within a team environment.
- Good with numbers, and able to use modern computerised equipment and specialist retailing software.

SALES/CUSTOMER SERVICE

- Good numerical skills with the ability to manually calculate costs without error.
- Able to promote a store and its products through effective marketing activities like leafleting etc.
- Experience of working in a commission based sales environment.
- Able to accurately describe a products features and benefits to a customer.

Erin Foster

732-614-0676 • erinfosterenglish@gmail.com

Twitter: @EFoster_English

Professional Summary

I am looking to obtain a teaching position in an English language arts classroom with students in 7th-12th grade. I believe in the value of education, specifically through reading literature and writing. I am highly motivated to share these passions of mine with students to cultivate a generation of young people who are compassionate, worldly, and strong communicators who feel empowered to express their ideas.

Education

West Chester University of Pennsylvania, West Chester, PA

Bachelor of Science in English Education (Writing Composition), May 2020

Honors College Seminar Certificate, May 2020

GPA: 3.78

Ocean Township High School, Oakhurst, NJ

High School Diploma: 2016

Experiences

Springton Lake Middle School, Media, PA

8th Grade English Language Arts Student Teacher, January 2020 – May 2020

- Taught five sections of varying levels of 8th grade Language Arts with 25 students each, one of which included 12 students with IEPs
- Co-taught one section alongside a special education teacher
- Created a writing focused unit on making claims and citing relevant textual evidence
- Gathered assessment data and implemented an SLO plan based on students' performance on TDA style writing tasks
- Developed independent reading book clubs
- Conducted small-group and one-on-one instruction for struggling students
- Communicated with students and families through Schoology and Powerschool
- Attended all department meetings, professional development opportunities and teacher in-service days
- Lead online instruction alongside cooperating teacher when school closed due to the COVID-19 pandemic

Kennett High School, Kennett Square, PA

9th-12th Grade "Writing Zones" Mentor, September 2019 – December 2019

- Participated in WCU's "Writing Zones" program as a classroom support 5 hours a week
- Taught mini-lessons on various topics such as the writing process, rhetorical appeals, and citing sources
- Held individual writing conferences to discuss students' writing process
- Provided support as a writing tutor in an ESL classroom

West Chester East High School, West Chester, PA

10th Grade Honors English, Field Experience, September 2019 – December 2019

- Observed lessons of a 10th grade Honors English class of 26 students for 5 hours a week
- Created a thematic unit plan centered around the idea of the American dream, using various mentor texts
- Taught a lesson on utilizing relevant textual evidence and received feedback from a University supervisor

Westside Community Center, West Chester, PA

6th – 12th Grade Afterschool Program Volunteer Mentor, September 2016 – May 2018

- Supervised about 20 students once a week for 3 hours
- Provided one-on-one tutoring for students
- Provided mentorship to students in a safe space that gave them the opportunity to escape stresses of home

Activities & Involvement

National Council for Teachers of English, WCU Student Affiliate Member, August 2017 to Present

- Participated in biweekly meetings in which members discussed teaching strategies and resources, professional support, and guidance through the WCU B.S.Ed. program

- Attended the 2019 NCTE National Conference in Baltimore, MD
- Attended special organized events featuring guest speakers such as local educators and administrators who offered guidance and advice to new teachers
- Participated in the Pennsylvania Writing and Literature Project Saturday Seminar, “Making Writing,” where multimodal and technological methods of teaching writing were discussed

Honors Seminar Program, January 2017 – May 2020

- Completed 12 hours of Honors course work focused on personal leadership development
- Attended a 2 day retreat in which the main focus was “Leadership and Spirituality” (October 2019)

West Chester University Women’s’ Ultimate Frisbee, August 2016 – May 2019

- Competed in the D1 Ohio Valley Ultimate Frisbee Championship
- Member of the executive board as fundraising chair from May 2018 – May 2019

Employment History

Server

Avenue Kitchen, Glen Mills, PA, October 2019- March 2020

- Provided superior service to customers in a fast-paced and popular local restaurant
- Successfully resolved guest complaints and ensured management awareness of problems
- Trained and provided regular feedback to new employees
- Communicated effectively with other servers, as well as kitchen and management staff

Server/ Hostess

Robinson’s Ale House & Tim McLoone’s Supper Club, Asbury Park, NJ, March 2016 – Present (Seasonal)

- Provided a superior dining experience for guests at a popular boardwalk restaurant during the summer
- Seated guests, took phone calls, and monitored customer complaints as a hostess
- Trained and provided regular feedback to new employees
- Communicated effectively with other servers, as well as kitchen and management staff

Barista

Saxbys Café, West Chester, PA, July 2018 – December 2019

- Provided genuine hospitality while greeting and establishing rapport with guests in the café
- Trained fellow employees on work tasks and company values

Nanny/ Tutor

Downingtown, PA, May 2019 – August 2019

- Cared for two young boys, one with Autism disorder, aged 10 and 8
- Assisted 8 year-old child with Autism with summer school work consisting of help with math and reading

Desk Assistant

Killinger Hall, West Chester University of PA Campus Housing and Residence Life, August 2017 – May 2018

- Served as a source of information and guidance for residents of Killinger Hall
- Routinely checked packages, sorted mail, and handled residents’ room keys and security
- Communicated effectively with supervisors and fellow staff through detailed documentation procedures
- Completed LGBTQA+ Training, and FISH! Philosophy Training

CHRISTINE N. MILLS, M.Ed.

111 Bostwick Drive
Pittsburgh, PA 15229
chrissymills7@gmail.com
412-760-9534

TEACHING EXPERIENCE

August 2015-Present

Eighth Grade Learning Support Teacher, Ryan Gloyer Middle School, Seneca Valley School District, Harmony, PA 16037

- Teach Reading, English Language Arts, Math, and Support Study Hall in the resource setting
- Co-teach Civics & Economics and Integrated Science with general education teachers in the inclusion setting
- Facilitate meetings for annual Individual Education Plans and tri-annual Re-Evaluation Reports
- Develop, monitor, and report progress toward IEP goals (utilizing AIMSweb and AIMSwebPLUS)
- Collaborate with general education teachers, support professionals, families, and administration to ensure specifically designed instruction is being fulfilled
- Incorporate various technological resources (Microsoft 365, MobyMax, Typing.com, Nearpod, Kahoot!)
- Administer PSSA and PASA English Language Arts, Math, and Science testing

July 2013-August 2015

Third Grade Teacher, Eden Christian Academy, Wexford, PA 15090

- Taught the following content areas: Language Arts/Writing, Reading, Social Studies, and Science
- Specialized in Language Arts/Writing Instruction for two sections of third grade
- Adapted instructional methods and content for students with learning disabilities and giftedness within the classroom setting
- Developed Challenge Spelling enrichment program
- Initiated and collaborated with colleague to implement “Flipped Learning” videos in Spelling
- Created a classroom website as a resource for families: <http://eca3m.weebly.com/>

March-May 2013

Student Teaching: Learning Support K-3, Pulaski Elementary School, Pulaski, PA 16143

- Documented progress and recorded data toward IEP goals
- Designed and implemented a meet and greet day for 100 third grade students
- Participated in State Testing Administration and Kindergarten Registration

January-March 2013

Student Teaching: Second Grade, New Wilmington Elementary School, New Wilmington, PA 16142

- Designed and piloted a new behavioral management system which the second-grade team implemented
- Planned and facilitated instruction for two weeks of school, including a two-week theme cycle
- Differentiated instruction for students on level, approaching level, and beyond level
- Collaborated with other professionals and students’ families

EDUCATION

Graduated August 2018

Gannon University, Erie, PA 16541

- **GPA: 4.0**
- Master of Education in Curriculum and Instruction

Graduated May 2013

Westminster College, New Wilmington, PA 16172

- **GPA: 3.9, Summa Cum Laude**
- Bachelor of Arts in Early Childhood Education (PreK-4) and Special Education (PreK-8)
- Level II Certifications in Grades 4-8 (All Subjects 4-6, Social Studies 7-8), Special Education PreK-8, Grades PreK-4, Grades 5-6, Middle School Language Arts (6-9), and Middle School Mathematics (6-9)
- **Honors:** Recipient of Vance and Duff Scholarships; Dean’s List each semester; Member of: Kappa Delta Pi (International Education Honor Society) Membership Chair 2012-2013, Mortar Board, Omicron Delta Kappa, Lambda Sigma, and Pi Sigma Pi

Graduated June 2009

North Allegheny Senior High School, Wexford, PA 15090

- **GPA: 4.25**

CHRISTINE N. MILLS, M.Ed.

WORK EXPERIENCE

- Academic Extended School Year Teacher** at Ryan Gloyer Middle School
July 2018, July 2019, and anticipated for July 2020
- Utilize Individual Education Plans to remediate skills in the area of English Language Arts and Mathematics
 - Communicate with students' case managers to determine appropriate content and engagement techniques
 - Develop newsletters and emails regarding daily activities to share with families
 - Maintain detailed and accurate records
- June 2013-December 2018*
- Tutor** for private clients and agency
- Assist students K-8 in Social Studies, Science, English Language Arts, and Mathematics
 - Develop strategies for clients and families and allow opportunities for scaffolded application
 - Integrate technological resources as appropriate
- Spring of 2014 and 2015*
- Assistant Director for Elementary Musical** at Eden Christian Academy
- Choreographed musical dance numbers for approximately 60 students grades 3-6
 - Assisted with stage management and costume preparation
 - Coordinated snack schedule
 - Oversaw parent pick-up
- Spring of 2014*
- Creative Writing Club**, Eden Christian Academy
- Created a writing club for approximately 10 students grades 3-6
 - Developed and implemented agendas for each meeting
 - Assisted students in publishing their works of writing through PBS

PROFESSIONAL DEVELOPMENT

- Member of Plugged into Mindfulness Training Program** at Seneca Valley School District
Fall 2019-Present
- Member of Community GrOWN Service Learning Initiative** at Ryan Gloyer Middle School
Spring 2019-Present
- Member of Secondary Math Curriculum Committee** at Seneca Valley School District
2016-Present
- Mathematical Literacy: Developing Students' Writing Skills in Mathematics** at PaTTAN
March 2019
- Building Compassionate Learning Communities** at Mt. Lebanon High School
October 2018
- Presenter at PAMLE Conference – Metacognition for Special Education Students**
at Seneca Valley Middle School
January 2018
- Getting Ready: Annual PASA Updates** at PaTTAN
November 2017
- PSEA Special Education Conference** in Bedford, PA
March 2017
- Alternate Eligible Content, Math for the 21st Century, and CRA Math** at the AIU
April 2016
- ALICE Training** at Seneca Valley School District
April 2016
- Dyslexia Simulation** at the AIU
March 2015
- Anxious Kids, Anxious Parents Seminar** at the AIU
June 2014
- Google Drive and Google Plus & iPads in the Classroom** at the AIU
June 2014

Alexandria Flamino

about

Early childhood and special education teacher with 3 years' experience cultivating a loving environment for children of all backgrounds to learn and thrive. Recognized for strong work ethic, positive attitude, and empathy towards others. Devoted to meet the needs of each child socially, emotionally, and academically. Assure professionalism, respectfulness, and compassion through each interaction with students, families, administrators, and other teachers.

contact



(724) 714-9308



aliflamino@gmail.com



138 E. Clen Moore Blvd.
New Castle, PA, 16105

EDUCATION

Bachelor of Arts
Early Childhood and Special
Education
Westminster College
New Wilmington, PA
2013- 2017

SKILLS

Strong interpersonal communication
skills
Excellent organizational skills
Lifelong Learner
Classroom and Behavior Management
Proficient in the effective use of
technology and IEP Writer
Differentiated Instruction

CERTIFICATIONS

Early Childhood PK-4
Westminster College
New Wilmington, PA / 2017
Special Education PK-8
Westminster College
New Wilmington, PA / 2017

professional experience

August 2019- Present

Long-Term Substitute/ *New Castle Area School District*

- Autistic Support teacher for grades 3-5 at George Washington Intermediate
- Created a specialized curriculum for students with exceptional needs in correspondence with students' current academic levels
- Developed sensory, fine motor, and social skills lessons within the academic curriculum
- Wrote eight IEP's using IEP Writer, in addition to planning and directing IEP meetings
- Progress monitored students using AIMSweb assessments as well as teacher created assessments that align with IEP goals and objectives
- Created and implemented positive behavior plans
- Designed and created a sensory room for students with Autism Spectrum Disorder
- Co-initiated CANES Cart program for the 2019-2020 school year, designed to teach life skills and promote inclusion for students with special needs

- Integrated technology sources within the classroom by means of Prodigy, Brainzy, Google Classroom, and IXL
- Collaborated and communicated with paraprofessionals, general education teachers, therapeutic staff support, and parents to ensure optimal learning experiences for students

August 2018- June 2019

Long-Term Substitute / *New Castle Area School District*

- Taught 25 kindergarten students, including those with special needs, within an inclusive classroom setting
- Planned and implemented interactive lessons that promote physical, social, cognitive, and emotional development
- Communicated with families through conferences, phone calls, and newsletters
- Managed whole class behavior through established routines, procedures, and token systems, as well as provide individualized behavior management plans for students needing additional support
- Administered summative and formative assessments to document student progress and guide future instruction

January 2018- June 2018

Building Substitute / *New Castle Area School District*

- Professionally collaborated with other teachers and faculty to best meet the needs of each child
- Implemented flexible lessons when necessary
- Managed behavior through a variety of strategies and techniques

August 2017-December 2017

Reading Interventionist / *Keystone SMILES AmeriCorps Northside Primary Center*

- Provided small group reading intervention to at-risk students (K-2)
- Carefully created lessons that aligned with students' needs and developed critical literacy skills
- Collected reading fluency and accuracy data weekly to track student progress

References

- Mr. David Antuono
 - Principal *George Washington Intermediate*
 - (724)-656-4735
- Mr. John Mozzocio
 - Director of Special Services *New Castle Area School District*
 - (724) 656-4763
 - (724) 614-9824
- Ms. Staci Norris
 - Teacher *Neshannock Memorial School*
 - (724) 730- 1477



Sonya Barge

E d u c a t o r

717.572.3452



sbarge@ptd.net



11 Laurel Ridge Lane
Lititz, PA 17543



Linkedin.com/in/
sonyabarge



Professional Profile

- Dedicated, resourceful and goal-driven professional educator with a commitment to the social and academic growth and development of every child
- Committed to creating a classroom atmosphere that is stimulating, encouraging, and adaptive to the varied needs of all students
- Demonstrated ability to establish cooperative, professional relationships with parents, staff and administration
- Skilled professional who continues to expand knowledge of current best practices through professional development and builds a network of diverse colleagues

Education

BACHELOR OF SCIENCE IN
BUSINESS ADMINISTRATION
MILLERSVILLE UNIVERSITY
Millersville, PA

Teaching Experience

CLASSROOM TEACHER | DONEGAL INTERMEDIATE SCHOOL
AUG. 2019 - JUNE 2020 | MARIETTA, PA

- A full-time teacher instructing Math, and Science
- Implemented a hybrid learning model to engage all students and provide instruction based on student needs
- Developed and implemented lesson plans, administered tests and evaluations, and analyzed student performance for a team of 50 students
- Created and maintained a positive classroom atmosphere with clear behavioral guidelines and expectations to reinforce positive behavior by encouraging efforts and praising accomplishments
- Transitioned to online learning, created lessons and experiences to engage students at home to maintain educational continuity

Certifications

COMMONWEALTH OF
PENNSYLVANIA
Professional Certificate
Instructional II
2018

CLASSROOM TEACHER | FARMDALE ELEMENTARY SCHOOL
AUG. 2018 - JUNE 2019 | MT. JOY, PA

- A full-time teacher instructing English Language Arts, Math, and Social Studies
- Developed and implemented lesson plans, administered tests and evaluations, and analyzed student performance
- Facilitated small group and individualized instruction based on differentiated learning needs to engage all students



Sonya Barge

E d u c a t o r

Awards

ANNA E. BEYER CERTIFICATE
Outstanding Performance in
Student Teaching
Millersville University

Professional References

GARY THRUSH
Assistant Principal
Donegal Intermediate School
P: 717.426.1561
E: gary.thrush@donegalsd.org

RUSS GARMAN
Associate Principal
Ephrata Area School District
C: 717.475.8083
E: russgarman01@gmail.com

MICHELLE DUNN
Teacher
Donegal Intermediate School
C: 717.332.7560
E: michelle.dunn@donegalsd.org

MARION PIERSOL-MILLER
Teacher
Ephrata Intermediate School
C: 717.203.0268
E: mpiersol-miller@comcast.net

Teaching Experience *continued*

CLASSROOM TEACHER | EPHRATA INTERMEDIATE SCHOOL
AUG. 2016 - JUNE 2018 | EPHRATA, PA

- A full-time teacher instructing Communications Arts for a team of more than 80 students
- Collaborated with team teachers to create and deliver lessons with a focus on small group instruction.
- Integrated technology into curriculum as part of a new 1:1 environment

CLASSROOM TEACHER | JOHN BECK ELEMENTARY SCHOOL
SEPT. 2015 – FEB. 2016 | LITITZ, PA

CLASSROOM TEACHER | JOHN R. BONFIELD ELEMENTARY SCHOOL
MAR. 2016 – JUN. 2016 | LITITZ, PA

- Full-time teacher for Science, and Social Studies
- Designed and implemented lessons to meet the academic and social needs of all students
- Collaborated with the classroom teachers to provide consistent classroom environment for the students while transitioning between teachers

CLASSROOM TEACHER | HERSHEY INTERMEDIATE SCHOOL
1998 - 2000 | HERSHEY, PA

- Full-time teacher for a self-contained classroom of 25 students
- Developed and implemented lessons, assessed and evaluated student performance
- Modified lessons to meet requirements of all students

Other Related Experience

GIRL SCOUT LEADER, Brownie Troop 71501
LITITZ, PA

- Designed and implemented Girl Scout programming
- Planned various field trips for hands-on learning

Ashley Nat
2815 Long Pond Road
Long Pond, PA 18334
(570) 660-0102
abryerton@hotmail.com

Objective:	To obtain a position as an Elementary Education Teacher.
Education:	East Stroudsburg University B.S. in Elementary Education, May 2007 GPA: 3.609 Deans List consecutively Fall 2005-Spring 2007 Pennsylvania College of Technology Associates Degree in Early Childhood Education, May 2003
Professional Experience:	<u>Elementary Teacher (Kindergarten) August 2015-June 2020</u> Monsignor McHugh School, Cresco, PA 18326 <ul style="list-style-type: none">● Responsible for teaching language arts, math, science, social studies, and religion.● Member of Safety committee● Ran after school book club● Member of STREAM committee <u>Elementary Teacher (Grades 3,4,5) August 2007-June 2014</u> Pocono Mountain Charter School, Tobyhanna, PA 18466 <ul style="list-style-type: none">● Responsible for teaching reading, spelling, phonics, math, science and social studies.● Member of curriculum committee <u>Student Teaching, Grade K, March - May 2007</u> Ramsey Elementary, Stroudsburg, PA 18360 <ul style="list-style-type: none">● Responsible for teaching writing, math, science and listening skills.● Leading a guided reading group. <u>Student Teaching, Grades 5, Jan. – Mar. 2007</u> Pleasant Valley Intermediate, Kunkletown, PA 18058 <ul style="list-style-type: none">● Responsible for teaching Language Arts, Reading, Spelling and Social Studies in my fifth grade team.● Instructed and completed a six week reading unit using historical fiction. <u>Pre-Student Teaching Semester, Grade K, Fall 2006</u> Ramsey Elementary, Stroudsburg, PA 18360 <ul style="list-style-type: none">● Created and implemented lessons for all content areas twice weekly.
Employment:	<u>Elementary Teacher - Monsignor McHugh School, August 2015 - June 2020</u> Cresco, PA 18326 <u>Elementary Teacher – Pocono Mountain Charter School, Aug. 2007-June 2014</u> Tobyhanna, PA 18466 <u>Substitute Teacher – Pleasant Valley School District, May 2007- June 2007</u> Brodheads ville, PA 18322 <ul style="list-style-type: none">● District-wide, Grades K - 7 <u>Substitute Teacher – Phillipsburg School District, Nov. 2004 – Jun. 2006</u> Phillipsburg, NJ 08865 <ul style="list-style-type: none">● District-wide, Grades Pre-K - 5

Ashley Nat
2815 Long Pond Road
Long Pond, PA 18334
(570) 660-0102
abryerton@hotmail.com

Group Supervisor – Toddlers ages 2-3, August 2003 - August 2004

Williamsport YMCA Childcare, 320 Elmira Street Williamsport, PA 17701

- Developed and instructed daily lesson plans.
- Lesson plans included:
 - Weekly theme planning
 - Gross motor / fine motor
 - Social / Emotional
 - Art, music and movement
 - Large group and small group
 - Circle times
- Adapted lesson plans for children with physical and developmental delays.
- Responsible for daily administrative paperwork:
 - Daily attendance and ratio sheets
 - Food Program papers and student evaluations

References:

Available Upon Request

MEESHA J. HARRIS

912 S 60th Street ✦ Philadelphia, PA 19143 ✦ Phone: 267-408-5536 ✦ Email: meeshajanaeharris@gmail.com

SECONDARY SCHOOL COUNSELOR

~ Inspiring ~ Impartial ~ Mediator ~ Empathetic ~ Flexible ~

Analytical, dynamic, and self-motivated professional with **14 years of school counseling experience**, who is deeply committed to working with students to resolve any issues that may impact their academic, personal, or professional success. Warm and diplomatic team builder with exceptional interpersonal and communication skills who builds strong rapport with colleagues, students, parents, and community members. Track record of successfully inspiring students to plan for the future through exposure to college and career options. Approachable professional with strong administration, organization and planning skills and an unwavering vision of institutional goals.

Key Strengths:

- Student Advising & Counseling
 - Social & Emotional Development
 - Response to Intervention
 - Individualized Education Plans
 - Effective Listening & Communication
 - College Planning & Readiness
 - Crisis Intervention & Conflict Resolution
 - Career Development & Advising
 - Life Skills Training
 - Alternative Education
-

SCHOOL COUNSELING EXPERIENCE

School District of Philadelphia

2005 - Present

SCHOOL COUNSELOR

Provide one-on-one personal, academic, and social support for high school students in various school settings. Consult with parents and stakeholders about student progress and graduation requirements. Assist families in finding alternative educational options for students who are off track to graduate.

- Plan a post-secondary path for 100% of senior caseload every year.

Academies at Roxborough High School

09/2016 - Present

SCHOOL COUNSELOR

Conduct classroom visits to ensure ESSA (Every Student Succeeds Act) mandates are completed through Naviance. Coordinate with the Special Education department to ensure students' Individualized Education Plans are being appropriately addressed. Supervise counseling interns.

- Organize college and career week every year, which helps expose all students to the different options for life after high school.
- Coordinate the annual college fair where over 60 colleges, trade schools, and military representatives attend annually.
- Expose each student to at least three post-secondary opportunities through college or career focused trips, fairs, workshops, and job-shadowing.
- Participated in second cohort training for Teen Mental Health First Aid Training pilot program and trained 10th grade students on how to recognize mental health challenges with their peers.

Philadelphia Learning Academy North Educational Options Program

10/2016 - 06/2018

SCHOOL COUNSELOR

Worked with adult students returning to school in an alternative education program. Conducted academic credit checks to determine the classes each student needed to take in order to finish their graduation requirements and earn their high school diploma.

Kensington Urban Education Center High School

09/2015 - 06/2016

SCHOOL COUNSELOR

Scheduled and visited elementary and middle schools to recruit 9th grade students for the 2016 - 2017 school year.

- Sent attendance letters to parents in preparation of developing the monthly truancy report.

Building 21

08/2014 – 06/2015

SCHOOL COUNSELOR / FOUNDING LEAD ADVISOR / RECRUITER

Scheduled and visited elementary and middle schools to recruit 9th grade students to the new school for the 2015 – 2016 school year. Supported the teacher advisory model, offering additional assistance to the founding 9th grade students as a mentor and role model.

- Assisted with organizing open houses for current and future students to showcase the school to the community.
- Conducted research for community programs and resources with and for students.
- Devised and implemented the initial policies concerning uniforms, truancy, and attendance for the school's formation year.

Strawberry Mansion High School

09/2012 – 06/2013

SCHOOL COUNSELOR

Facilitated a counseling class for the Alternative Education Program. Worked with students who were in In-School Suspension counseling and supporting them to solve their behavioral issues that landed them in the program.

High School for the Creative and Performing Arts

09/2010 – 06/2012

SCHOOL COUNSELOR / ADVANCED PLACEMENT COORDINATOR

Coordinated and administered AP testing for the school.

Murrell Dobbins Career and Technical High School

09/2006 – 06/2010

SCHOOL COUNSELOR

Mentored new counselors and served on the Ruth Havre Scholarship Committee.

VOLUNTEER EXPERIENCE

Teenshop, Inc. – Philadelphia, PA

09/2008 – 06/2017

PROGRAM DIRECTOR / COMMUNITY SERVICE DIRECTOR

Conducted workshops for young girls between the ages of 13-18.

- Assisted with coordinating chapter activities for girls, including the annual college tour.
- Organized the chapter's annual community service projects.

EDUCATION & CERTIFICATION

Master of Arts in School Counseling (2005)

Eastern University, Saint Davids, PA

Bachelor of Arts in Psychology (1999)

Clark Atlanta University, Atlanta, GA

Secondary School Counseling Certification

▶ Kristen N. Hilliard

810 East Pearl Street
Butler, Pa 16001
Phone: 724-504-9599
E-mail: knhilliard@gmail.com

Objectives

To become an Elementary teacher for Reach Cyber Charter School.

Education

Indiana University of Pennsylvania

Certification:

**Bachelor of Science Degree in Early Childhood Education/Pre-K-6th
Concentration in Reading**

Dual Certified in Early Childhood & Elementary Education

(August 2007)

- ▶ Honors and Awards:
- ▶ Achieved Dean's List Status all four years of college
- ▶ Earned Provost Scholar Award
- ▶ Graduated Summa Cum Laude

Experience

Substitute Teacher (2018-2019 and 2019-2020 School Year)

Responsibilities:

- Substitute in classrooms K-4th
- Followed assigned lesson plans
- Behavior management

Preschool Teacher (September 2016-Present)

Primarily Kids Preschool (1802 N MAIN STREET EXT BUTLER, PA 16001)

Responsibilities:

- Developing lesson plans designed to fit each student's needs
- Managing three classes
- Maintaining open communication with parents(in person and online through e-mail and Remind App)
- Providing one-on-one learning
- Designing learning based daily centers
- Creating and distributing monthly newsletters and snack calendars
- Organizing volunteers
- Prepping art projects
- Providing a hands-on learning environment
- Ensuring health and safety is maintained
- Monitoring developmental milestones

Kindergarten Teacher (August 2010 – August 2016)

Responsibilities:

- Planning and implementing a Math, Science, and Social Studies curriculum based on state standards
- Developing literacy and numeracy skills in a stimulating and nurturing environment
- Combining play and interactive activities to increase letter recognition, phonics, number skills, awareness of Science, and the world around them
- Assessing student progress
- Supplying regular conferences with parents
- Assembling and supervising parent volunteers
- Constructing individual and group activities
- Providing one-on-one support
- Ensuring health and safety is maintained
- Dealing efficiently and creatively with behavior problems
- Coordinating and implementing field trips
- Proactively using manipulatives to aid understanding and instruction
- Engaging in art projects with the students
- Providing Multi-cultural instruction
- Developing daily lessons for all subject areas based on state standards
- Helping families who were struggling with family issues, income, behavior issues, etc.

Kindergarten Plus Classroom Teacher (August 2007 –August 2010)

Responsibilities:

- Integrating Technology into lessons
- Ensuring health and safety is maintained
- Dealing efficiently and creatively with behavior problems
- Coordinating and implementing field trips
- Proactively using manipulatives to aid understanding and instruction
- Engaging in art projects with the students
- Developing literacy and numeracy skills in a classroom environment
- Using various play based strategies to increase letter recognition, phonics, number skills, awareness of Science and the world around them
- Obtaining and maintaining student progress records
- Conducting daily Bible lessons
- Teaching Sign Language to grades K- 5th
- Designing and implementing thematic units
- Managing a community service project

- Scheduling and conducting regular parent-teacher conferences
- Preparing group and individual activities
- Providing one-on-one support

Skills and Interests

- ▶ Published Author
- ▶ Strong Computer Skills
- ▶ Proficient in MS Word and Excel
- ▶ Experience with Google Chrome and Google Classroom
- ▶ Eager to foster parent-child bond and parent involvement in schools
- ▶ Interested in creating community programs
- ▶ Motivated to create lasting reading programs
- ▶ Enjoys volunteering (Former PTO President and a volunteer at a Soup Kitchen)

Jennifer Klos

Adjunct Faculty - National Institute for Professional Practice

Camp Hill, PA 17011

jenniferklos4_edf@indeedemail.com

717-379-9680

Authorized to work in the US for any employer

Work Experience

Adjunct Faculty

National Institute for Professional Practice

August 2010 to Present

Facilitates online graduate course (Foundations of the Art and Science of Teaching)

Science Committee Member

December 2000 to Present

Aligned content to state standards and assessment anchors for 7th grade Environmental Science course and 8th grade Earth science course

* Collaborated with teacher representatives K-12 to map standards

* Rewrote current curriculum to be centered around essential questions and to include more inquiry-based lessons

Science Lab Writer for K12/Aventa

All labs

May 2013 to August 2013

Wrote physical science labs for online courses for a contract position

* All labs written to cover particular standards

Gifted Support Teacher

Derry Township School District

August 2008 to June 2013

* Responsibilities: design a program for gifted students in grades 6-8, write GIEPs, understand PA gifted laws, analyze and interpret CDT and PVAAS data

* Program achievements: collaborate with the school's teachers to create extension and enrichment activities, use enrichment clusters as a way for students to explore their areas of interest, connect students with professionals in the community for shadowing experiences, and match students with appropriate online learning experiences

Lesson Plan Writer

SEE Turtles

August 2009 to November 2009

and in March 2013)

* Wrote environmental science lesson plans for this organization's school programs

Science Teacher

August 2000 to August 2008

and August 2014 - present)

- * Taught 8th grade Physical Science for 1 year
- * Taught 7th grade Environmental Science for 7 years
- * Taught 7th grade Life Science for 2 years
- * Extensively integrates iPads into daily lessons
- * Created innovative blended learning classroom through Canvas

Education

Master of Science in Education

Walden University

August 2007

Graduate Certificate in Environmental Science

Duquesne University

May 2004

Bachelor of Science in Education

The Pennsylvania State University

Links

<http://ed.ted.com/lessons/the-threat-of-invasive-species-jennifer-klos>

Certifications and Licenses

Teaching Certificate

Victoria Kukuk

719-314-7395

victoria.kukuk@yahoo.com

Philosophy

The most important thing we can do is have a positive relationship with our kids

Teaching Experience

3rd and 5th Grade

2016-2019

Souderton, PA

- worked on STEM team to develop a district plan for STEM integration.
- worked on TDA team to help myself and my school to better understand PSSA TDA
- designed and used lessons to increase collaboration and inquiry-based learning with students
- worked on Trauma Sensitive Classroom team

4th Grade, Kindergarten, and 7th Grade

2013-2016

Sioux City, IA

- single-handedly started and ran RTI for entire school
- used hands on instruction in every lesson through STEM model
- created a strong bond with parents through weekly family activities and events and class website
- On state testing, 42% of students scored advanced and 55% of students scored proficient doubling or tripling the same students' placement from the past year.
- introduced school to standard-based lesson planning and teaching across the content area

2nd and 4th Grade

2008- 2013

Colorado Springs, CO

As part of a TAP school:

- received one of the highest growth scores in the district
 - participated in weekly dialog and collaboration over all aspects of teaching pedagogy
 - studied effective teaching and lesson planning, and data analysis to form instruction
 - conducted research and field testing of effective lessons
 - modeled and instructed effective lessons that were tailored to the needs of my team.
 - received in-depth training on poverty and its effects on students and their families
 - used methods gained in training to extend the learning of Gifted and Talented students
 - developed methods to work with at-risk student with behavioral and emotional disorders
-

Education & Credentials

Masters of Education in Administration

California Coast University

Summa cum Laude

Bachelors of Arts in Geography
-Elementary Education

University of Colorado

Magna cum Laude

Certified Educator: Pennsylvania

Megan Weintraub

Elementary Educator

about me

I have 10 years of experience as an online educator. I am an organized educator with proven teaching skills, who possesses a strong track record in family satisfaction and ability to create strong working relationships. I have the ability to be a team player and resolve problems and conflicts professionally. I am highly skilled at communicating with teams of teachers face to face and virtually. I am looking to contribute my knowledge and skills in a school that offers a genuine opportunity for career progression.

contact



(973) 570-4029



megan.e.weintraub@gmail.com



75 Micklitz Drive
Pottstown, PA 19464



Linkedin.com/in/megan-weintraub1

EDUCATION

B.S. EARLY CHILDHOOD
EDUCATION

West Chester University
West Chester, PA
2003-2007

M.S. READING EDUCATION

Gwynedd Mercy University
Gwynedd Valley, PA
2010-2012

SKILLS

10 years of working experience
with Education Management
Systems including Connexus

8 years of working experience
delivering instruction through
Adobe Connect

Strong Communication Skills &
Interpersonal Skills

Time Management Skills

Extensive Knowledge of MS
Office Suite

CERTIFICATIONS

Pennsylvania Teaching Certificate
Level II

Early Childhood Education (N-3)
Elementary Education (K-6)
Reading Specialist (K-12)

Microsoft MIE Certified

Flipgrid Certified Educator

professional experience

2009 - Present

ELEMENTARY TEACHER / *Commonwealth Charter Academy, Norristown, PA*

- Delivered synchronous virtual instruction to students in grades 2-5 as well as the elementary honors program
- Developed strong working relationships with students and families face to face, over the phone, and in my virtual classroom
- Deliver Acadience/DIBELS and Running Records reading diagnostic and provide instruction to remedial readers
- Developed and implemented curriculum for the elementary honors program
- Mentored new elementary teachers and helped them become acclimated with virtual teaching

2019 - Present

VIRTUAL ESL Teacher / *VIPKid, Homebased*

- Provide customized English lessons to school-aged children in China through a virtual learning management system
- Learned to resolve technical issues while delivering an excellent educational experience to the student
- Utilized time management skills to deliver all lesson objectives in the allotted time
- Achieved 100% parent satisfaction rating from over 300 individual classes

2007-2009

Pre-Kindergarten Teacher / *The Malvern School, Frazer, PA*

- Responsible for preparing students to enter a kindergarten classroom
- Worked closely with the other teachers to develop a rich curriculum to meet the developmental needs of the students

MICALE ELLISON

110 Wilkinson Street, Belle Vernon, PA 15012
C: 412-855-2980 | micalemae@gmail.com

Education

- Bachelor of Science, Elementary Education with Grades PreK-4** 2019
California University of Pennsylvania – California, PA
- Magna cum laude graduate
 - Kappa Delta Pi Member
 - Pennsylvania State Education Association Member

Relevant Skills

- Classroom Management
- Technology Integration
- Leadership
- Personalized Learning
- Learner Engagement
- Content Creator
- Team Builder
- Adaptability

Experience

- Belle Vernon School District** September 2019 to Current
Substitute Teacher
- Instructed students regarding a variety of classroom topics and course instruction
 - Addressed the various learning styles of students accordingly
 - Followed and taught lessons plans assigned by permanent teacher
 - Implemented activities and techniques for promoting positive student behavior

- Elizabeth Forward School District** May 2019 to Current
Substitute Teacher
- Fulfilled a three-week substitute assignment for a science, spelling, and grammar teacher.
 - Taught throughout elementary schools
 - Developed and carried out lesson plans and adjusted as needed.
 - Provided effective classroom management and clear instruction.
 - Communicated regularly with staff, parents and students for end of the year activities.
 - Administered the NWEA MAP test to students' and reviewed data.

- United States Air Force National Guard** Feb 2014 to Feb 2020
Material Management Journeyman
- Obtained Secret level security clearance through the United States Air Force.
 - Responsible for demand processing and mission support.
 - Managed, administered and operated supply systems and activities to provide the necessary equipment and supplies for Air Force operations.
 - Supervised storage, inspection, identification, distribution and receipt of property.
 - Performed item and monetary accounting and inventory stock control.

Mt. Vernon Elizabeth Forward Elementary School

Jan to May 2019

Student Teacher, Third Grade

- Leveraged diverse instructional strategies and hands-on activities to engage students and boost understanding of material.
- Developed and maintained effective frameworks, standards and requirements.
- Built and strengthened positive relationships with students, parents and teaching staff to enhance student learning and classroom success.

Elizabeth Forward School District

Workplace Safety Committee Meeting

Feb to May 2019

- Maintain positive attitudes toward workplace safety.
- Work cooperatively with administrators and other committee members to establish safety goals.
- Review incident and health inspection reports.

Elizabeth Forward School District

April 2019

Grammar Committee Meeting

- Collaborated with colleagues to create a grammar curriculum for grades kindergarten through fifth grade.

California Area Elementary School

Sept 2018 to Dec 2018

2nd Grade Field Placement

- Employed a running record to determine a learner's literacy strengths and needs, and then used the results to determine an intervention.
- Provided learner's family with appropriate literacy activities for use in home setting based on the results of assessment.

California University of Pennsylvania

Jan 2016 to May 2018

Desk Assistant in The Office of Academic Success

- Answered the phone and assisted students on and off campus.
- Helped students reach their academic, career, and life goals.

Uniontown Lafayette Elementary School

Sept to Dec 2017

Kindergarten Field Placement

- Developed a research question based on a pre-assessment with classroom observation that addressed an academic or social need of the learner.
- Examined school and community demographics and identified community resource agencies that supported students and parents.

Belle Vernon Elementary School

Sept to Dec 2016

1st Grade Field Placement

- Developed assessments to evaluate two learners' literacy development.
- Used data to create lessons that would improve learners individual needs.

William Penn Elizabeth Forward Elementary School

Feb to May 2016

2nd Grade Field Placement

- Taught problem-solving and mathematical reasoning to students with research-based strategies.

Sara Naomi Billman

Cell: (717) 385-4760
sbillman623@gmail.com

25 Longstreet Drive
Carlisle, PA 17013

Seeking Elementary Level Teaching Position

Self-directed, enthusiastic educator with a passionate commitment to student development and the learning experience. Well versed in the creation and implementation of challenging, enriching and innovative learning opportunities that address the diverse interests and needs of all students. Desire to obtain a teaching position utilizing knowledge of teaching practices and a true desire to see students succeed in their learning.

Key Skills

Parent/Teacher Communication	Differentiated Instruction
Professional Attitude	Student Motivation
Interactive Learning	Creative Lesson Planning
MS Office Proficient	Technology Integration
Thematic Units	Patience
Flexibility	Peer Cooperation and Communication

Education & Credentials

Lock Haven University of Pennsylvania
Bachelor of Science in Education – Graduated December 2016
Major – PreK-4 Early Childhood Education
Major – Special Education K-8

Major Specific GPA: 3.707
Overall GPA: 3.428

Lock Haven University of Pennsylvania
Masters of Alternative Education – 12 credits completed

Overall GPA: 3.575

Pennsylvania Teacher Certification

Grades PK-4, Grades 5-6, Special Education PK-8

Extra-Curricular Activities:

S-PSEA Club Member (2 yrs.) – Lock Haven University student chapter of the Pennsylvania State Education Association

University Players (4.5 yrs.) – Lock Haven University theatre club for performing arts

Professional Organizations:

S-PSEA – Student Pennsylvania State Education Association

Professional Experience:

-Private Nanny

June – August 2013, 2014, 2015

Private nanny for a family over the summers, including four girls ages 11, 11, 10, and 7.

-Pre-School Teacher

June 2016 – July 2017

Lead teacher of 3-year-old class at Bethel Preschool and Daycare in Carlisle, PA. Planning and implementing academic lessons for a class of 12 students following PA Keys Early Learning Standards, providing basic care needs for all children, and collecting observational data in order to plan and adapt instruction as needed. Preparing students for kindergarten with academic and social skills as well as keeping professional, but open contact with parents in order to include them in their children's educational journey.

-Pre-School Teacher

July 2017 - August 2019

Lead teacher of 3-year-old (July 2017-June 2018) and Pre-Kindergarten class (June 2018 – present) at Little Lambs Day Care Center in Carlisle, PA. Planning and implementing academic lessons for a class of 12 students following PA Keys Early Learning Standards, providing basic care needs for all children, and collecting observational data in order to plan and adapt instruction as needed. Preparing students for kindergarten with academic and social skills as well as keeping professional, but open contact with parents in order to include them in their children's educational journey.

-Elementary School Teacher

August 2019 - June 2020

Teacher of 4th to 6th grade class at Montessori Academy of Chambersburg in Chambersburg, PA. Planning and implementing academic lessons for a class of 16 students following the Montessori Curriculum aligned to state standards. Meeting the needs of each student at an individual level and collaborating with a co-teacher.

Pre-Professional Experience:

-Liberty-Curtain Elementary School – Grade 2: Taught 8 lessons including Language Arts (2), Mathematics (2), Science (2), and Social Studies (2) Co-op: Penny Strunk

-Jersey Shore Elementary School – Grade 3: Taught 8 lessons including Language Arts (2), Mathematics (2), Science (2), and Social Studies (2) Co-op: Brenda Neuffer

-Central Mountain Middle School – Grades 7 & 8 Science Learning Support: Taught 10 lessons to three seventh grade students on proper microscope use. Co-op: Eric Coleman

-Lycoming Valley Intermediate School – Grades 4, 5 & 6 Autistic Support: Taught 8 lessons including Math (2) and integrated Science (6) Co-op: Samantha Buffington

-Corl Street Elementary School – Grade 4: First seven week student teaching placement with 5 lesson Social Studies Unit and full classroom teaching for two weeks. Co-op: Rich Schmidt

-Wingate Elementary School – Grade 3 Learning Support: Second seven week student teaching placement. Co-op: Laura Thorne

Cara Brady

36 Marshall Circle • Downingtown, PA 19335

Phone: 610-350-9567 • Email: carabradyl2375@gmail.com

Elementary Teacher

Enthusiastic and student-focused teaching professional who is committed to providing a safe, supportive, motivating and engaging learning environment for all students. Propensity to remain flexible, ensuring that every child's learning style and abilities are addressed. Assiduous and trusted educator who strives to collaborate with all members of the school community to meet the needs of students and co-workers while promoting the philosophy of the school.

Teaching Skills / Knowledge

- Creative Lesson Planning
- Individualized Education Plans
- Student Motivation
- Technology Integration
- Google Technology Integration
- Classroom Management
- Cooperative Learning
- MTSS (Multi-Tiered System of Support)
- NEHS Faculty Advisor
- Assessment Building
- Differentiated Instruction
- Webb's DOK. Bloom's Taxonomy & Theory of Multiple Intelligences
- Literacy Centers
- Mentor Teacher
- Timely Internal and External Communication
- Reading Olympics Faculty Advisor

Education & Credentials

- The Pennsylvania State University 08/1998
Bachelors of Science in Hotel, Restaurant, Institutional Management
- Neumann University 12/2012
Masters of Science in Educational Leadership with Certification in Elementary Education K-6 and Special Education PK-12
- Instructional II Teaching Certification in Elementary Education K-6 and Special Education PK-12 09/2016
- Member of Leadership Team since 2015
- MTSS Core Team Member

Teaching Experience

Collegium Charter School, Exton, PA 8/2013 – present
Fifth Grade Teacher, Sixth Grade Teacher: Design and facilitate lesson plans and activities in math, science, social studies, and language arts for fifth and sixth grade classes. Manage students by establishing a well-balanced social and emotional appropriate climate, which can change daily. Set consistent expectations, and earn respect through effective leadership techniques. Utilize various online platforms and teaching strategies that encourage and increase student participation. Use student reflections and exit tickets as a means of gaging student learning. Use anecdotal note taking for informal assessments. Oversee and execute planning of grade level field trips and fundraising efforts. Act as a liaison between grade level and administration.

Provide support and mentor new teachers. Attended Text Dependent Analysis (TDA) Boot Camp as offered through the Chester County Intermediate Unit and then assisted in facilitating a professional development on the topic for fifth and sixth grade teachers. Attended MTSS professional development through PaTTAn and assisted with implementation of MTSS as a member of the core team. Advocates for all students and assists Special Education teachers with implementing Individualized Education Plans (IEP) and English Language (EL) learners as identified by the EL department.

**Chester County Intermediate Unit
Substitute Teacher Service, Inc.**

Renaissance Academy Charter School

2/2013 – 6/2013

Substitute Teacher: Executed lesson plans created by regular and Special Education teachers. Monitored progress of independent and group work as assigned in lesson plans. Maintained consistent classroom management and monitored behavior during non-instructional time between classes, in lunchrooms or during recess. Created a “bag of tricks, activities, and lessons” to enhance learning while substituting.

Kathryn D. Markley Elementary School, Malvern, PA

9/2012 – 11/2012

Student Teacher, First Grade Regular Education and Third Grade Special Education:

Planned lesson plans to align with Pennsylvania Common Core Standards to ensure a complete coverage of curriculum as outlined by the Great Valley School District. Differentiated lesson plans to ensure a complete and strong understanding of concepts delivered during instructional time. Utilized whole group instruction for mini-lessons and conferencing in small group or one to one for reinforcement. Used manipulatives, visual aids, graphic organizers, cooperative learning and centers to deliver lesson content in all subject areas. Attended special education in-service, faculty, and PTO meetings as a way to open lines of communication and make a presence while student teaching. Participated in writing a Functional Behavioral Analysis (FBA) by contributing a 2-paragraph summary of a student observation. Participated in Individualized Education Programs and Re-Evaluation Meetings.

Work Experiences

Stay at Home Mother

4/2007 – 8/2012

REALTOR® Coldwell Banker

9/2005 –

12/2011

Wegmans’s Food Market: Various Positions (part-time)

11/2005 – 5/2012

Marriott International: Senior Sales Manager

8/2003 – 5/2005

Hilton Hotels: Sales Manager: Director of Sales

8/1998 – 8/2003

808-936-8662
717-349-7108

Marybeth Zepka
22448 Sherman Trail
Amberson, PA 17210

mczepka@outlook.com

Professional Experience:

Kaumana Elementary School

July 2018 – June 2020 Hilo, HI

This is a small Pre-K – 6th school in a residential part of Hilo on Hawaii Island. This ethnically diverse, mixed income school has high Asian, Native Hawaiian, and Polynesian populations.

5th grade General Education Inclusion Teacher

July 2019 – June 2020

- Created lesson plans, taught, and assessed students in all subjects in an inclusive classroom setting.
- Led the school's Journey Through the Universe Day and 3rd Quarter Awards Assembly by incorporating significant student involvement in all aspects of these events.
- Partnered with other teachers, staff, and families to serve a wide range of educational and social-emotional needs of students in my classroom.

3rd -4th grades Special Education Teacher

July 2018 – June 2019

- Co-taught mathematics, English Language Arts, Social Studies, and Science with 3 partner teachers to support the learning needs of children with disabilities in an inclusive learning environment.
- Collaborated with partner teachers to plan differentiated lessons to support all students in inclusion settings.
- Developed tailored Individual Education Plans for the children on my caseload and provided ongoing case management to ensure their needs were appropriately met.

Roles in addition to my above duties at Kaumana Elementary:

Newbery Club Advisor

August 2018 – June 2020

- Engaged children in 4th – 6th grades in reading selected Newbery Award winning books.
- Grew the school club from 3 students in my first year to 12 students in my second year as advisor.
- Served as a table judge during a Newbery Quiz Bowl.

Mountain View Elementary

July 2010 – June 2018 Mountain View, HI

This is a mid-sized Pre-K – 5th school in a rural part of Puna on Hawaii Island. This ethnically diverse, mixed income school has high Asian, Native Hawaiian, and Polynesian student populations.

District Approved Sabbatical for doctoral program

July 2017 – June 2018

Student Services Coordinator

July 2016 – June 2017

- Led the 504 and special education evaluation processes for all students referred for services.
- Performed academic assessments, conducted observations, and wrote evaluation reports on dozens of students in PK-5th to assist in the determination for eligibility for 504 or special education services.
- Represented the school in on-going team meetings with district and community partners.

Special Education Teacher

July 2010 – June 2016

- Facilitated the Individual Education Plan needs for children in general education through homebound settings for grades K-5 through co-teaching, direct-instruction, team communication, and case management oversight.
- Wrote Individual Education Plans for numerous children with a wide range of physical, intellectual, and social-emotional challenges designed to meet their unique needs as students.
- Planned differentiated instruction and co-taught with several partner teachers and educational assistants.

Roles in addition to my above duties at Mountain View Elementary:

Special Education Department Head

July 2012 – June 2013

- Supported the needs of all case managers including taking over caseloads during extended absences to ensure services to students were properly maintained.
- Assisted in the hiring, training, schedule management, and evaluation of educational assistants.
- Served as a liaison between school staff, administration, and district special education department.

School Community Council Vice-President, President

July 2010 – June 2013

- Facilitated, documented, and uploaded all school community council meetings monthly.
- Presented the Academic Financial Plan to community groups on behalf of the school each year.

Hookena Elementary

July 2009 – June 2010

Honaunau, HI

This is a small Pre-K – 5th school in a rural part of South Kona on Hawaii Island. This ethnically diverse, mixed income school has a high Native Hawaiian population because of its proximity to the traditional fishing village of Milolii.

Special Education Teacher

- Provided individualized learning support to 1st – 3rd grade students in a resource room setting via a mix of individual assignments as well as group instruction and projects.
- Collaborated with general education teachers to meet student needs in the general education setting.
- Developed tailored Individual Education Plans for the children on my caseload and provided ongoing case management to ensure their needs were appropriately met.

Martha Washington Elementary

September 2006 – June 2009

Philadelphia, PA

This is a mid-sized K-8th school in a dense urban area in West Philadelphia which specialized in Autism support services for children in the region. The largely African-American student population resided in a high-poverty area.

Special Education Teacher

- Taught K-8th grade students with a wide- range of disabilities in resource room and inclusive settings throughout the school.
- Aided students in transitioning from fully self-contained settings to less restrictive environments by coordinating and enacting transition plans with other teachers.
- Spearheaded the implementation of the FastForward reading program as a targeted intervention for at-risk students in K-6.

Transition to Teaching:

After 3 years of services to Intermountain Centers for Human Development (see below), I had decided that while I wanted to continue a career of public service, I did not feel social work was the correct fit for me. I decided to enter the teaching profession because of my strong interest in and commitment to providing children from diverse backgrounds greater opportunities for success in life. Therefore, I returned to my hometown of Philadelphia to pursue an opportunity to become a teacher via The New Teacher Project's Philadelphia Teaching Fellows program.

The New Teacher Project: Philadelphia Teaching Fellows: Spring/Summer 2006 Cohort Philadelphia, PA

Special Education Teacher Recruit

- Achieved passing scores on all required Praxis I and Praxis II exams to earn certification in special education prior to acceptance into the program.
- Participated in an intensive training program focused on High Impact Teaching Strategies.
- Worked with master teachers in Philadelphia summer school classroom settings as a student teacher.

Other Professional Experience:

Intermountain Centers for Human Development

March 2002 – February 2005

Tucson, AZ

This is a non-profit agency which operates group homes and foster homes for children with severe emotional disturbances who are wards of the state or members of the Tohono O'odham Nation.

Live-In Staff / Lead Staff / Program Coordinator of Semi-Independent Living Program

- Quickly rose through the ranks from a live-in direct care worker, to a lead staff member, and finally to the program coordinator of the agency's semi-independent living program as a result of my dedication to service; ability to work with children with a range of emotional and psychiatric needs; and excellence in communicating with other staff and cooperating agencies.

- Routinely coordinated with Child Protective Services case managers, psychiatrists, psychologists, agency staff, school IEP teams, doctors, and families to facilitate all aspects of home, medical, and educational care for children residing in the group homes that I worked in and supervised.
- I led the semi-independent living program for teenaged children, which was a preparation program designed to aid them in the transition to adulthood. During my tenure as the program coordinator, I guided the program as we moved from apartments rented from an outside agency to an agency-owned apartment facility we procured.

Education:

Northcentral University

**Prescott Valley, AZ
San Diego, CA**

This is a non-profit, WASC accredited, online doctoral/professional university which caters to the unique needs of adult learners via its one to one teaching approach with faculty members who all possess doctoral level degrees in their area of instruction. As a working parent living in a rural and remote part of the country, this university made it possible for me to engage in a highly rigorous advanced degree program without being displaced from the community I was serving as a public school teacher. Moreover, I was drawn to the school’s student-centered teaching model via their one to one teaching approach as well as the opportunity to examine schooling theories for elementary school students with a range of abilities and backgrounds.

Coursework:

Foundations for Doctoral Study in Education	Advanced Scholarly Writing
Teaching and Learning Foundations	Leadership in Student Achievement
Educational Research Methodology	Statistics I
Research Design	Statistics II
Qualitative Research Design	Quantitative Research Design
Developing Instructional Strategies and Curriculum	Multiple Intelligences
Identifying and Maximizing Learning/Teaching Styles	Evaluation of Instruction
Planning Dissertation Research in Education	Doctoral Comprehensive Examination
Components of the Dissertation	The Dissertation Proposal
Institutional Review Board and Data Collection	The Dissertation Manuscript and Defense

Degree: Doctor of Philosophy in Education; specialization in Curriculum and Teaching

GPA: 3.93

Date of Graduation: May 2019

Chestnut Hill College

Philadelphia, PA

This school is among the top 100 universities in the northern region of the country according to U.S. News (2020). As a small college at the edge of a major U.S. city, students could obtain personalized attention in a highly dynamic urban area. Chestnut Hill College was a participating school with the Philadelphia Teaching Fellows program I was accepted into. I selected this school because of their focus on students as individuals as well as their program offerings, which allowed me to pursue certification in elementary education and special education so that I could be prepared to serve all students.

Degree: Master of Education, Elementary Education

State Approved Teacher Education Program: Special Education

GPA: 3.97

Date of Graduation: August 2008

Coursework:

Classroom Management for Students with Disabilities	Educational Psychology
Reading / Children’s Literature	Writing Rubrics
Assessment of Students with Disabilities	Special Education Student Teaching I
Technology in Education	Special Education Student Teaching II
Strategies for Teaching Math	Elementary Methodology II / Field Study
Research and Evaluation of Practice I	
Education Practice for Students with Learning and/or Emotional Disabilities	
Education Practice for Students with Mild, Moderate, or Severe Cognitive Disabilities	

Drexel University

Philadelphia, PA

This school is among the top 100 universities in the nation according U.S. News (2020). Its roots in science and technology continue to reverberate throughout the university with an emphasis in scientific and critical thinking development in core coursework. Moreover, Drexel’s highly regarded Co-Op experience for students provides critical practical application of academic skills during the undergraduate program. During my co-op experience, I had my first teaching experience

working as a volunteer adult literacy tutor at The Literacy Center in West Philadelphia. In addition to this volunteer experience, I was recruited and paid a stipend by the university to work as one of the university's first writing intensive tutors for students in select science classes to improve their technical writing skills.

Degree: Bachelor of Science, Dramatic Writing

GPA: 3.25

Date of Graduation: March 2002

Germantown Academy

Fort Washington, PA

Founded in 1759, Germantown Academy is among the top private schools in Pennsylvania. As an independent, college-preparatory academy, the school emphasizes the well-rounded development of students. Therefore, I was afforded the opportunity to take an array of science, mathematics, history, arts, and literature classes. In addition, I regularly volunteered with the school's community service organization and served as a student manager for the school's highly rated swim team; where I helped to collect workout and performance data as well as maintain training equipment.

Conferred: High School Diploma

Date of Graduation: June 1996

Current State-Approved Teacher Licensures:

Elementary Education, K-6 (HI, PA); Special Education, K-12 (HI, PA)

Publications:

Zepka, M., & Cross, D. (2015). Learning styles and brain-based strategies notebook. *Journal of Elementary and Secondary Education-ISSN, 2374, 9113.*

In this research paper, we examined how instructional strategies of the Guided Language Acquisition Design (GLAD) Program utilize brain-based research to present instructional content in a manner which supports many types of learners. The GLAD program was developed by teachers in Southern California to support the learning needs of their significant ELL program. However, since its introduction, the GLAD program has been used by educators across the country to meet the learning needs of students of many different backgrounds.

Zepka, M.C. (2019). *Does student-centered education correlate with student academic achievement to a greater extent than teacher-centered education?* (Publication No. 13886547) [Doctoral dissertation, Northcentral University]. ProQuest Dissertations Publishing.

The purpose of this quantitative research study was to examine the correlation between pupil control ideology and student academic achievement to see if the humanistic pupil control ideology emblematic of student-centered education positively correlated to student academic achievement in mathematics to a greater degree than the custodial pupil control ideology of teacher-centered education. The pupil control ideology embraced by these philosophies was selected as an area of focus because one of the challenges in understanding the differences between these two schooling philosophies has been the plethora of definitions associated with student-centered education. Moreover, rather than examining the pupil control ideology of teachers and how this correlates with student academic achievement, which has been examined frequently in prior research, this research looked at pupil control ideology at the school level by seeing how the school's position on student course selection interacts with student academic achievement in mathematics.

Awards, Honors, Affiliations:

Undergraduate:

A.J. Drexel Scholarship (Academic Scholarship) Drexel University Dean's List (3 times)

Graduate:

ASCATTS Grant (Academic / Service) Teach for America Service Grant (Academic / Service)

Doctoral:

Kappa Delta Pi, International Honor Society in Education, Northcentral University Chapter

Professional:

American Federation of Teachers via the Philadelphia Federation of Teachers

National Education Association via the Hawaii State Teachers Association

William B. Closson, M.S.Ed., COMS

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OBJECTIVE

Experienced Special Education and Google Certified Educator skilled in assistive technology and program development seeks a position that enables me to use my knowledge in technology and passion for teaching to promote student learning

PROFESSIONAL EXPERIENCE

Teacher of the Visually Impaired/Orientation and Mobility Specialist/Learning Support Teacher
Norwin School District, North Huntingdon, PA 2011-Present

- Develop IEP goals and chart progression in Expanded Core Curriculum and academic areas of need
- Coordinate yearly in-service training sessions for Administrators, Teachers, and Paraprofessionals
- Convert materials into digital, audio, or Braille formats to make information accessible
- Instruct students, parents and staff on how to access digital audio files of curriculum materials
- Perform educational functional vision assessments and learning media assessments
- Provide instruction to students in various assistive technology devices and programs
- Provide instruction in the proper use of a long cane and public transportation
- Deliver Braille instruction to students with blindness or severe visual impairments

Teacher of the Visually Impaired/Orientation and Mobility Specialist
Allegheny Intermediate Unit #3, Homestead, PA 2010-2011

Teacher of the Visually Impaired/Orientation and Mobility Specialist
Westmoreland Intermediate Unit #7, Greensburg, PA 2006-2010

Social Studies Teacher
Richmond-Burton High School District #157, Richmond, IL 2003-2004

In-School Suspension Coordinator
Central High School, C.C.U. School District #301, Burlington, IL 2002-2003

Social Studies Teacher
Granby High School, Norfolk Public Schools, Norfolk, VA 2002

EDUCATION

University of Pittsburgh, Pittsburgh, PA
Certificate: Supervisor of Special Education (PK-12) 4.0 GPA 2013

Waynesburg University, Waynesburg, PA
Certificate: Special Education (PK-12) 4.0 GPA 2012

Northern Illinois University, DeKalb, IL
Master of Science in Education 3.95 GPA
Certificates: Special Education-Visually Impaired (PK-12), Orientation & Mobility 2005

Kutztown University of Pennsylvania, Kutztown, PA
Master of Education 3.88 GPA 2001
Certificate: Social Studies (7-12)

Lehigh University, Bethlehem, PA 1998
Bachelor of Science
Major: Business and Economics Minors: Communications and International Relations

PROFESSIONAL CERTIFICATIONS

Google Certified Educator-Level 1

Issued: March 2020 Valid Through: March 2023

Pennsylvania Supervisory Certificate:
Supervisor of Special Education (K-12)

Pennsylvania Instructional II Certificates:

Visually Impaired (K-12), Special Education (N-12), Social Studies (7-12), Safety/Driver Education (7-12) and Business, Computer, and Information Technology (K-12)

Academy for Certification of Vision Rehabilitation & Education Professionals (ACVREP)

Certified Orientation and Mobility Specialist (COMS)

Issued: March 2016 Valid Through: March 2021

SPECIAL SKILLS

Assistive Technology Programs and Devices:

Bookshare, Unified English Braille (UEB), English Braille American Edition (EBAE), Duxbury Systems, JAWS, iOS Accessibility Options, Kurzweil 3000, Nemeth Code, Read Out Loud, Voice Dream and ZoomText

Technology Skills:

Google G Suite, Microsoft Excel, Microsoft Outlook, Microsoft PowerPoint, and Microsoft Word

COACHING EXPERIENCE

Head Varsity Wrestling Coach

Norwin School District, North Huntingdon, PA

2014-2016

- Guided 3 individuals to medal finishes at the PIAA Championships
- Qualified 17 individuals to the WPIAL Championships and 4 individuals to the PIAA Championships
- Lead the 2014-15 team to a 13-6 record and a team tournament championship at the Chartiers Valley Duals
- Lead the 2015-16 team to a 9-6 record and its first WPIAL team playoff appearance in 13 seasons

Head Varsity Wrestling Coach

Richmond-Burton High School, Richmond, IL

Assistant Varsity Wrestling Coach

Central High School, C.C.U. School District #301, Burlington, IL

Kutztown University of Pennsylvania, Kutztown, PA

Miami University, Oxford, OH

Lea Huck

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Media, PA 19063
(570) 369-8851
lhuck413@gmail.com

*Graduate of Kutztown University of Pennsylvania with a degree in Early Childhood Education (Pre-K to 4).
Over five years of experience working with children from six months of age to fourteen years of age. Skills in preparation,
communication, teamwork, and problem solving. Dedicated to helping children explore and understand the world around
them through education and developing strong relationships with parents and families to enrich learning at home.*

PROFESSIONAL EXPERIENCE

TREDYFFRIN/EASTTOWN SCHOOL DISTRICT Wayne, PA
Virtual Summer Reading Camp Teacher *July 2020 – Present*

- Utilized Microsoft Teams to deliver lessons and share resources with students
- Progress monitored students and kept anecdotal records to guide lesson planning

NEW EAGLE ELEMENTARY SCHOOL Wayne, PA
Third Grade Long-Term Substitute Teacher *August 2019 – January 2020*

- Established routines and procedures to build an effective classroom community
- Created and implemented a positive behavior classroom management system

DEVON ELEMENTARY SCHOOL Devon, PA
Reading Paraprofessional *March 2019 – August 2019*

- Taught small groups of students strategies to improve the five essential components of reading
- Demonstrated flexibility and time management skills to adapt to challenging situations

TREDYFFRIN/EASTTOWN SCHOOL DISTRICT Wayne, PA
Building Substitute (New Eagle El., Hillside El.) *September 2018 – March 2019 & January 2020 – Present*

- Supervised students and followed pre-established classroom routines given by the teacher
- Experience with kindergarten through fifth grade classrooms

EDUCATION

KUTZTOWN UNIVERSITY OF PENNSYLVANIA Kutztown, PA
Bachelor of Science in Early Childhood Education (Pre-K to 4) *May 2018*
Summa Cum Laude, Dean's List

STUDENT TEACHING EXPERIENCE

JOHN S. CLARKE ELEMENTARY CENTER Pottsville, PA
First Grade, All Subjects *January – March 2018*

TILDEN ELEMENTARY CENTER Hamburg, PA
Fourth Grade, All Subjects *March – May 2018*

WORK EXPERIENCE

ACTIVE LEARNING CENTERS Breinigsville, PA
Infant/Toddler Room Assistant Teacher *October 2016 – May 2017*

- Guided infants and toddlers in experiences where they learned through manipulative use and play

HEMLOCK FARMS COMMUNITY ASSOCIATION Lord's Valley, PA
Day Camp Counselor/Sports Camp Supervisor *Summers 2016 – 2017*

- Taught organized games, crafts, and team sports to campers ranging from five to eleven years of age

PROFESSIONAL DEVELOPMENT

KUTZTOWN UNIVERSITY Kutztown, PA
Elementary Education Professional Semester Excellence Award- Recipient *January 2018*

NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN Kutztown, PA
Recruitment Chair, National Member *Fall 2016 – May 2018*



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 sadie.ea.harold@gmail.com

Certifications

PA Level I Instructional
 Certification
 Google 1 Certified Educator

Leadership Experiences

Propel Pitcairn Standards
 Based Grading Lead
 Propel Charter School
 Curriculum Team
 Lead curriculum PD for 5th &
 6th grade math educators
 5th & 6th Grade Math Tutor

Professional Development

AIU PSSA Open Ended
 Responses
 AIU Geometry, Measurement,
 and Data
 Institute for Learning:
 Accountable Talk

Sadie E. Harold

Experience

Propel Schools - Pitcairn 8.2017 - Present
 2017-18/19-20 5th & 6th Grade Math;
 2018-19 5th Grade Math & Science; Pittsburgh, PA

- Works as a member of a collaborative team to develop district wide mathematics curriculum.
- Successfully implemented curriculum meeting common core and PA core standards in both 5th and 6th grade.
- Provides data driven instruction to decrease deficits.
- Manages a classroom environment centered around respect, relationship building, and consistent clear student expectations.

Fox Chapel Area School District 8.2016 - 6.2017
 Paraprofessional; Pittsburgh, PA

- Provided 1:1 support for a kindergarten student.
- Followed individualized education plan and provided support, modifications, and adaptations for an individual student in all academic areas.
- Communicated student progress to teachers and families in a timely manner.

Family Behavioral Resources 4.2015 - 6.2017
 Therapeutic Staff Support; Brentwood, PA

- Provided home and community support for children with disabilities.
- Maintained notes and records of therapy received.

Brentwood Borough School District 8.2014 - 6.2016
 Daily Substitute Teacher; Pittsburgh, PA

- Completed daily tasks as assigned by the teacher for the day including teaching, lunch duty, and bus duty.
- Assisted faculty and administration in the task of meeting classroom and district goals.

Shenandoah County Public Schools 8.2013 - 6.2014
 8th Grade Math Teacher; Strausburg, VA

- Successfully implemented curriculum meeting Standards of Learning for 8th grade students.
- Implemented RTI math class to support growth.

Education

University of Pittsburgh 8.2015 - 4.2019
 Masters of Education; Administrative and Educational Policy

Blairsville-Saltsburgh School District 1.2013 - 5.2013
 Student Teacher; Blairsville, PA
 4th Grade Math, ELA, Art, and Science
 7th & 8th Grade Pre-Algebra, Math 7, and Algebra I

Indiana University of Pennsylvania 8.2009 - 5.2013
 Bachelors of Science in Education; Middle Level Math Education

Lauren Marley, M.A.
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Summary

- Pennsylvania Certified School Counselor
- Experience working within a cyber charter school setting
- Anxiety and Stress Management Specialist Certification
- Trauma and Crisis Management Specialist Certification
- Experience developing and implementing multi-tiered Positive Behavioral Interventions and Support programming
- Trained in school crisis prevention, intervention and response through the National Association of School Psychologists
- Proficient in Naviance, PowerSchool, Google Suite, Microsoft Office products and Class Dojo

Professional Experience

School Counselor

2/2015 – Current

*Elwyn, School Support Services
Philadelphia, PA*

- Providing comprehensive school counseling services for a diverse population of students and families
- Developing and implementing school wide guidance curriculum
- Conducting individual and small group counseling for students on topics such as study skills, organization, time management, career planning, conflict resolution, anxiety, self-esteem, grief and loss
- Developing and teaching social/emotional and skill based classroom guidance lessons
- Developing and implementing multi-tiered interventions both on an individual level and school wide
- Collaborating with administrators, teachers, school psychologists, support staff and parents to effectively assess students' needs and develop individualized, strength-based interventions
- Conducting behavioral observations, crisis and risk assessments as well as referrals to outside agencies
- Administering behavioral testing (BASC-3) and writing formal Behavioral Assessment Reports and Safety Plans as well as conducting Functional Behavioral Analysis
- Organizing opportunities for career exploration

School Counseling Intern

9/2011 - 5/2012

Lower Merion High School, Ardmore, PA

- Worked with students and staff on topics such as academic planning, time management, conflict resolution, attendance and truancy, anxiety, stress, self-esteem and depression
- Collaborated on interventions to promote equity and improve academic achievement among diverse populations of students
- Collaborated with educators, administrators and support staff to identify and create intervention plans for at-risk students
- Conducted extensive college and post-secondary career preparation and planning using Naviance
- Scheduled courses and made course adjustments
- Assisted in preparation for the school Career Fair

Data & Systems Project Manager/ Assistant Registrar 5/2011- 4/2012
Pennsylvania Virtual Charter School, Norristown, PA (Contract Position)

- Verified incoming students' transcripts and academic records
- Generated, processed and distributed all student transcripts to colleges and universities
- Generated daily morning and evening enrollment reports as well as weekly registration reports
- Responded to parent, student and school inquiries
- Tracked applicants' progress throughout the enrollment process
- Maintained multiple tracking spreadsheets
- Submitted newly enrolled student information for curriculum account creation
- Processed incoming and outgoing student records

Professional Counseling Intern 8/2008 – 6/2009
Davis Street Family Resource Center, San Leandro, CA

- Conducted individual and family therapy sessions on issues such as truancy, goal creation, conflict resolution, anxiety, depression, drug dependency and eating disorders
- Applied theoretical research and evaluation to create action plans based on the individual needs of the client or family
- Worked closely with clients to identify therapeutic goals as well to identify and overcome obstacles
- Collaborated with school counselors, psychologists and state agencies
- Reported client/student progress to the California juvenile court system as requested

Customer Service Manager 1/2008 - 8/2010
Two Star Dog, Berkeley, CA

- Managed and supervised complete customer base
- Generated selling reports
- Maintained a database to monitor customer trends and production issues
- Effectively responded to all customer inquiries
- Worked closely with accounts to ensure proper processing and shipment of orders
- Coordinated and prepared monthly sales representative commissions

Education

Secondary School Counselor Certification 1/2011 - 5/2012
Rosemont College, Rosemont, PA

Master of Arts, Counseling Psychology 8/2007 - 6/2009
American School of Professional Psychology at Argosy University, Alameda, CA

Bachelor of Arts, Psychology 8/1999 - 5/2003
University of Maryland, College Park, MD

Certifications

Trauma and Crisis Management Specialist 4/2020
American School Counselor Association

Anxiety and Stress Management Specialist 12/2018
American School Counselor Association

Memberships, Committees and Trainings

American School Counselors Association Current
Pennsylvania School Counselors Association Current
PREPaRE: School Crisis Prevention and Intervention, National Association of School Psychologists 11/2017
Equity Committee Member, East Bay Arts High School - Hayward, CA 11/2009 - 6/2010

OBJECTIVE

To obtain a special education teaching position for the Reach Cyber Charter School where I can utilize my academic and technological skills to caringly teach a variety of children living in farms to cities, and everywhere in between, in a modern cyber-learning environment. This will enhance my ability of creating a positive and encouraging atmosphere for children to learn and grow into confident and responsible persons of the society.

TEACHING EXPERIENCES

Penn Cambria School District, Cresson, PA

August 2014- Present

- ✓ Learning Support and Autistic Support Teacher: Grade 11 and 12
- ✓ Earn Distinguished or Satisfactory on all Teacher Evaluations
- ✓ Possess excellent verbal and written communication skills, and organizational skills
- ✓ Complete Individualized Education Programs for my students in a timely manner
- ✓ Promptly complete necessary exiting paperwork for students with special needs graduating
- ✓ Engage students in weekly autistic support sessions
- ✓ Continue to engage students in weekly autistic support sessions via Zoom during state-mandated school closure
- ✓ Actively reached out to my students via Microsoft teams and Outlook during state-mandated school closure
- ✓ Co-Teaching: English 10 and 11, World History, Geometry, Government, and more
- ✓ Applied Behavior Analysis Teacher for students that are non-verbal and autistic
- ✓ Direct Instruction Teacher: 5th and 6th grade: English and Math
- ✓ Co-Teaching: English, Math, and Science: Grade 6

Caesar Rodney High School, Camden, DE

June 2009-August 2014

Teacher, 9th-12th Grade Special Education

- ✓ Co-Taught in a TAM setting: World History (2012-2014)
- ✓ Earned 'Satisfactory' on all DPAS II Teacher Evaluations
- ✓ Co-Taught in a TAM setting: Marine Biology and Biology (2009-2012)
- ✓ Taught Homebound Instruction for several students
- ✓ Tracked and updated students' present levels of performance
- ✓ Planned and carried out several fieldtrips; including Delaware State Parks, trips to the New Jersey and Baltimore Aquariums, and trips to New York City
- ✓ Provided one on one instruction and accommodations, including proctoring the PSAT, SAT, and Delaware State Tests
- ✓ Created and implemented multi-sensory lesson plans
- ✓ Informed parents about their child's progress via phone or email
- ✓ Handled behavioral problems of students and encouraged positive behavior patterns
- ✓ Updated all grades in eSchool daily
- ✓ Completed all necessary work to be granted tenure in the State of Delaware

Caesar Rodney High School, Camden, DE

Summers of 2011-Present

Teacher, Charlton Summer Program

- ✓ Provided specialized instruction to students with severe disabilities; working mainly with students with autism
- ✓ Used various strategies including but not limited to Applied Behavior Analysis
- ✓ Accommodated students in a life skills environment
- ✓ Designed interactive activities based on students' individual levels
- ✓ Generated and incorporated special learning strategies for students with severe disabilities

Eagle View Elementary School, Somerset, PA
Teacher, 5th and 6th Grade Learning Support

January-June 2009

- ✓ Decoding Strategies: Direct Instruction
- ✓ Reasoning and Writing: Direct Instruction
- ✓ I.E.P. Writer
- ✓ MMS: On-Line Grading System
- ✓ Response to Intervention

EDUCATION AND TRAINING

Walden University, Online

January-December 2010

Master's of Science in Integrating Technology into the Classroom
GPA: 4.0/4.0

Saint Francis University, Loretto, PA

August 2007-December 2008

Bachelor of Science in Elementary Education
Bachelor of Science in Special Education
GPA: 3.8/4.0

Clarion University of Pennsylvania, Clarion, PA

August 2005-May 2007

- ✓ SAP certified and on Penn Cambria High School's SAP team
- ✓ CPR and First Aid Certified
- ✓ CPI Trained
- ✓ Applied Behavior Analysis Trained
- ✓ IEP Plus Writing Training
- ✓ IEP Plus Progress Reporting Training
- ✓ Completed Achieve 3000 Training
- ✓ Delaware state coaches clinic
- ✓ Completed Learning Focused Strategies training and Stetson and Associates
- ✓ Completed thirty hours of Staff Development Training via eLearning Delaware: Maximizing the Power of the Interactive Whiteboard
- ✓ Training: Head Trauma and CPR, Child Abuse Detection and Reporting, Head and Neck Injury, School Bullying Prevention and Criminal Youth Gang Detection

EXTRACURRICULAR AND COMMUNITY ENGAGEMENT

- ✓ Organize Sending Smiles Across the Miles, Holiday Card Drive for Soldiers overseas and veterans in our area (Present)
- ✓ Member of the Social Committee at Penn Cambria High School (Present)
- ✓ Holy Name Festival Planning Committee (Present)
- ✓ Kiddie Quarters Chair (Present)
- ✓ Cantor and Lector at Holy Name Church (Present)
- ✓ T-ball and Soccer Coach (Present)
- ✓ Member of Professional Learning Communities (2009-2014)
- ✓ Member of Inter-Disciplinary Meetings (2009-2014)
- ✓ Assistant Varsity Swimming Coach (2013-2014)
- ✓ Head Varsity Swimming Coach (2012-2013)
- ✓ Head Freshman Boy's Basketball Coach (2011-2012)
- ✓ Assistant Varsity Track and Field Coach (2010-2013)
- ✓ Volunteer Women's JV and Varsity Basketball Coach (2009)
- ✓ Advised: Unity Club and the Class of 2013 and 2014
- ✓ Planned and advised Sending Smiles Across the Miles and Easter Basket Donations to Children at A.I. Dupont, Children's Pittsburgh Hospital, and low-income students

REFERENCE:

Ashley Swope: Reach Cyber Charter School Nurse

ALYSSA T. PERKINS

412-335-9244 perkins.alyssa@gmail.com

Education/Professional Development

B.A. in Early Childhood Education / Special Education, Carlow University	2015
Autism Spectrum Disorders Endorsement Certificate Cum Laude Graduation	2015
Praxis Reading Specialist Test (passed)	May 2016
DIBEL'S 8th Edition Administration and Scoring	January 2020
Heartsaver CPR AED	February 2020
STEAM Innovation Summer Institute, South Fayette Intermediate School	June 2017
RECharge Academy, Carlow University (Solar, wind energy)	June 2016
Carnegie Learning Math Conference, Carlow University	June 2015

Experience

3rd Grade Teacher (Year-long Substitute) 2019-2020

Hillcrest Christian Academy—Bethel Park, PA

- Incorporated flexible seating in the classroom
- Created a reading/calming space
- Effective classroom management styles
- Differentiated instruction incorporating whole class and small group instruction
- Worked collaboratively with the Instructional Support Teacher
- Effectively communicated with parents via weekly newsletter

Special Education Teacher (Full-time substitute): 2017 - 2019

Allegheny Intermediate Unit – DART, Pittsburgh, PA

- Long-term CCAT Teacher: Engage with students in the home and preschool environments to provide support for the students to grow and learn. (Nov-Feb)
- Develop ER, RR, IEP's, NOREP
- Complete screening using BDI, Denver Articulation and PKBS
- Daily Classroom Substitute

1st Grade Teacher (Permanent Substitute): October 2016 – May 2017

Borland Manor Elementary School, Canonsburg, PA

- Created an environment favorable to growth: academic, social, behavioral (UDL)
- Developed challenging, creative lesson plans based on current best practices in the field
- Implemented differentiated instruction that addressed individual learning needs
- Identification for support through data collection and analysis, team collaboration
- Utilize a running record to identify students' reading strengths and weaknesses
- STEM and interest projects that coordinated with district curriculum
- Communicate effectively with students, parents and staff
- 21st century technology: SMART Boards, iPad, Apps, Chrome/Microsoft software

Lead Teacher: Camp S.P.E.A.K., Autism Society of Pittsburgh **Summer 2016**
• Community Based Instruction

Day-to-Day Substitute: Precision Hiring Company **August 2015 -September 2017**
• Building Substitute at W.R. Paynter Elementary School
• Direct Instruction, VB Mapp program, FBA
• Confidently stepped in as a substitute in all classrooms K-5
• Proctored PSSA's
• Participated in building wide programs and initiatives
• Districts: Baldwin-Whitehall, Bethel Park, Chartiers Valley

Long Term Substitute: Autistic Support **November 2015 - January 2016**
William Penn Elementary School, Bethel Park, PA
• Revised IEP's to make goals measurable – IEP meetings
• Pushed in to general education classrooms to assist in science and social studies
• Developed a Crisis Intervention Plan in collaboration with general education teacher
• Discussed student progress with speech and occupational therapist and social worker
• Coordinated collaborative lesson plans across all settings
• iPad and Proloquo (Communication devices)
• Communicated effectively with parents/students about expectations and daily progress

Short-Term Substitute: Autistic Support (K-1) **October 19-27, 2015**
Benjamin Franklin Elementary School, Bethel Park, PA
• Offered autism-specific adaptations: best practices in autism

Children's Innovation Project: Pittsburgh Allegheny Traditional Academy **2014-2015**
• Co-taught in a first grade classroom teaching rigorous content about circuitry (STEM).

Founder/Director of PAWSitive Reading Club **2007-2014**
• Directed a literacy and emotional support program utilizing 1 to 9 therapy dog teams.

Camp Counselor, Bethel Park Summer Camp **2012 & 2013**

Substitute Aide: DART and Head Start, Allegheny Intermediate Unit **2011-2012**

Unit Leader (Autistic Support), Westminster Presbyterian Church **2009 & 2010**

Founder/Director of PACS PALS (Smiling Faces) **2008-2010**
• Organized activities for special needs students to broaden their horizons.
• Lobbied successfully for special needs student representation on Student Government.

Camp Counselor, Camp AIM **2008**

Memberships and Awards

Carlow University: Disability Advisory Council Student Representative; President, SPSEA Carlow Chapter - *Hosted Anti-Bullying Workshop*; Western Region Vice Pres, SPSEA; House of Delegates Student Rep, PSEA; Kappa Delta Epsilon; Mercy Integrity and Leadership Awards

Assoc. of Independent Colleges and Universities of Pa: Good Citizenship Award

Violet Richardson Awards (2009-2010): Soroptomist International of Pittsburgh and North Atlantic Region Awards

Girl Scout Gold Award Recipient

STEPP Award (2007): Allegheny Intermediate Unit - Recognition of outstanding support of children receiving special education services.

Morgan Anthony

Spring Grove, PA 17362

morgananthony89_dxx@indeedemail.com

(717) 525-0178

Professional Goals:

Short term: 7th-12th Grade Mathematics Teacher

Long term: Complete a master's degree program in Curriculum and Instruction to better meet the needs of my students.

Authorized to work in the US for any employer

Work Experience

Rural Carrier Associate (RCA)

USPS - Spring Grove, PA

September 2019 to Present

Accurately sort and deliver customer mail and packages

Substitute Teacher

South Western School District - Hanover, PA

January 2019 to Present

Employed as a day-to-day substitute teacher throughout South Western School District (K-12) after completing a long term substitute position at South Western High School.

Long Term Substitute Teacher

South Western School District - Hanover, PA

August 2018 to January 2019

- Taught two sections of Keystone Algebra 2 and one section of Math Applications
- Administered Keystone Exams
- Incorporated IXL practice into Keystone Algebra 2 course
- Worked closely with a paraeducator to meet the needs of a wide range of students (including those with IEPs & 504 plans) in a Math Applications course
- Created engaging Quizizz and Kahoot activities as well as self-paced online exploratory lessons
- Introduced students in Math Applications course to FoolProofMe and Junior Achievement programs
- Developed graphic organizers, remediation lessons, flipped classroom instruction, differentiated assessments, and Keystone review activities
- Utilized 5th period FLEX to work one-on-one with students to assist with remediation material, projects, performance assessments, and non-curricular tasks such as completing driver's permit practice tests

Education

Bachelor of Science in Secondary Education Mathematics

York College of Pennsylvania - York, PA

January 2014 to May 2018

High school diploma in College Prep

Bermudian Springs High School - York Springs, PA

August 2009 to June 2013

Skills

- Dedicated and engaging professional eager to help students discover the world of mathematics and develop their individual potential. Uses creativity and real-life scenarios to flip the light switch in the minds of learners. Experienced with incorporating technology and differentiating lessons to meet students' individual needs. Possess strong interpersonal skills and sees the benefits of collaborating with a team. Passionate about assisting student discovery and creating lifelong learners.
- Algebra
- Calculus
- Teaching
- Geometry
- Statistics
- Trigonometry
- Curriculum Development
- Classroom Management

Certifications and Licenses

PA Teacher Certification Instructional I Mathematics 7-12

February 2019 to February 2025

Simon Ainsworth

2508 Hamilton Ave
Glenshaw, PA 15116
412-721-0175
sza5043@gmail.com

Education:

Graduation: May 2018 **California University of Pennsylvania** **California, PA**

- Professional Science Master's: Applied Mathematics
- Coursework primarily incorporated SAS, R, Excel, Java

May 2015 - August 2016 **Chatham University** **Pittsburgh, PA**

- Master of Arts: Teaching
- Certified in PA: Middle Level (4-8) Math and Secondary (7-12) Math
- Certified in OH: Secondary (7-12) Math

August 2007 - May 2011 **The Pennsylvania State University** **University Park, PA**

- Bachelor of Science: Economics, Dual Minor: Mathematics and Statistics

Experience:

December 2017 – July 2020 **VLN Partners** **Pittsburgh, PA**

Cyber School Math Teacher

- Conducted virtual homerooms for attendance and daily check-ins with students
- Held math lab and office hour sessions to assist students in math courses, all levels
- Graded student work, ranging from middle school through Calculus and Statistics
- Assisted media and production teams with generating instructional mathematics content

May 2017 – August 2019 **Community College of Allegheny County** **Pittsburgh, PA**

Adjunct Math Instructor

- Taught custom-designed curriculum for SAT Math Prep and Math and Algebra Review course

February 2017 – June 2017 **Hill House Passport Academy** **Pittsburgh, PA**

Math Teacher

- Conducted and taught the content for 4 classes in the evening session via direct instruction and online application: Foundational Math, Algebra I, Geometry, and Algebra II
- Assisted students with course work in other classes including Science and English

October 2013 – August 2014 **Neighborhood Learning Alliance (NLA)** **Pittsburgh, PA**

Math/Science/English Tutor

- Tutored High School students that required credit recovery through after-school program
- Specialty subjects include all ranges of Math from Algebra I to Calculus and Statistics
- Assisted with Physics, Chemistry and English

March 2013 - September 2013 **GEICO** **Chevy Chase, MD**

Actuarial Pricing Specialist II

- Worked with Cycle/RV team to conduct rate reviews/changes and analysis for all states
- Used Excel to populate rate tables, organize data, conduct analysis, and verify changes
- Helped put together presentations for team leaders to present to upper level management

July 2012 - March 2013 **The Bank of New York Mellon** **Pittsburgh, PA**

Derivatives Operations Specialist

- Analysis and processing of financial derivative contracts (swaps and options)
- Balancing financial transactions in our UNIX Accounting Management System
- Using Excel Macros to order, automate, and process amounts on cash tickets

June 2010 - August 2010 **Allegheny County Department of Human Services** **Pittsburgh, PA**

Project Management Intern

- Developed formal project management techniques to improve efficiency company wide
- Involved in management and organization of current company projects

Amy M. Reinhart

1050-3 Peggy Dr Hummelstown Pa * (336)266-8761 * areinhart81@gmail.com

Dependable and detail oriented Educator skilled in creating engaging lessons for students of varying ability levels. Familiar with maintaining student records ensuring grades, and data collection is accurately updated. Collaborates with support staff, administration and communicates openly and regularly with parents in order to provide quality curriculum and instruction.

Educator

Whitaker Science Center (Harrisburg, Pa)

Present

- Develops, delivers and evaluates educational programming in order to provide learning opportunities for guests of all ages through demonstrations, labs and workshops to facilitate their learning and enjoyment while ensuring they have a safe, fun and educational experience.

Guilford County School System (Sedalia, NC)

2018-2019

- Coordinated and supervised implementation and administration of NC state testing programs.
 - Attended system-wide training sessions and conducted training sessions for school staff on the proper practices and procedures for testing, as well as supervising school-wide coordination of test implementation.
 - Monitored the administration of tests and investigated testing discrepancies.
 - Provided consultation on test interpretation and legal and ethical issues as they arose.

Providence Christian Montessori School (Burlington, NC)

2016-2018

- Used various assessment tools and strategies such as observations, continuums of development, and portfolios to make instructional decisions to support the development of the cognitive, social-emotional, physical and spiritual growth of each child.

Alamance Community College (Graham, NC)

2015-2017

- Provided educational and transitional services for students seeking to enhance skills, and prepare for post-secondary education. This included:
 - Planning and instructing each subject area using a variety of teaching aids and motivational strategies to engage students in active learning.
 - Counseling of students in the development of short and long range educational goals and following plans to retain students until their goals were achieved.
 - Evaluating student work and meeting with students to provide feedback regarding their progress and academic plans.
 - Documenting student progress, attendance and other outcomes and maintaining files and records of such activities.

Amy M. Reinhart

1050-3 Peggy Dr Hummelstown Pa * (336)266-8761 * areinhart81@gmail.com

Chapel Hill-Carrboro City Schools

2008-2012

Alamance-Burlington School System

2005-2008

- Assessed student achievement through data analysis and developed differentiated lessons based on student needs.
- Conferred with parents, administrators, therapists and other support staff to develop individual educational plans designed to promote students' educational, physical and social development.
- Trained and evaluated support staff on the implementation of goals, behavior plans, medical procedures and classroom procedures.
- Enhance lessons through use of Smartboards, I-pads and adapted technology. While also utilizing augmentative communication devices as well as ASL to facilitate communication.
- Organized and led community based learning experiences for the department as well as coordination of student participation for local Special Olympic events.
- Coordinated volunteer experiences within multiple classrooms.
- Obtained grants to provide additional materials/resources to enhance student needs.
- Mentor of new teachers. Department Chair/Lead Teacher.
- Trained in NCI/CPI-Practices to manage behaviors. CPR/First Aid/AED first responder

Recreation Assistant Supervisor Inclusion/Special Programs

Durham Parks and Recreation (Durham, NC)

2012-2015

- Planned, promoted, implemented and supported inclusive as well as specialized recreation programs and activities within all city recreation programs across 12 sites.
- Responsible for recruiting, training and supervising staff, agency partners and volunteers to ensure services met the needs of participants.
- Managed staff scheduling, payroll, budget tracking, along with registrations and billing.
- Created and maintained an online database of support plans, schedules, training's and events as well as various inclusive resource materials for all department staff to utilize.
- Researched and evaluated current trends in inclusive programming in order to develop staff trainings. Coached and trained staff so they were abreast with inclusive programming needs.
- Participated in community open forums to tailor program offerings to community needs.
- Maintained a survey of park accessibility according to ADA guidelines across 68 parks.

Education

Bachelor of Science: Therapeutic Recreation; Psychology Minor Slippery Rock University (2003)

Teaching Licensure: Adapted Curriculum East Carolina University (2008)

Outdoor Learning Environment Certification North Carolina State University (2017)

Schante' Y Frazier, M.A.

3114 North 24th Street • Philadelphia, Pa 19132

Mobile: 267-475-5098

fraziertherapist@gmail.com

Summary: Long term Educator well versed in working with all learning styles, behavior modifications, emotional disabilities and crisis management. Strong ability to identify behavioral modifications and needs necessary for students to partake in an inclusive classroom. Effectively leads special education teachers, support staff and liaises with teams to facilitate high quality education for all students.

Experience

TECH Freire Charter School

2019 to Present

Philadelphia, Pa 19132

Position: Dean Of Students

- Investigates and resolves all discipline problems in a fair and just manner.
- Assists students in establishing high standards of conduct, reports illegal acts to the proper authorities.
- Track and analyze school wide data (attendance, behavior incidents and suspension, minor infractions of the school code in the form of progressive discipline such as detentions, classroom referrals, Saturday detention, and in-school suspension).
- Suspend students from school in accordance with Board policy and state law Dean of Students
- Re-enters students upon completion of out-of-school suspensions, facilitates student/teacher reentry meetings, and provides Peer Mediation to resolve student conflicts
- Maintains disciplinary records required by policy, regulation, law or good practice .
- Serves as a member of the leadership team
- Confers with parents, teachers, counselors, support service personnel and students on matters of discipline and welfare.
- Plans and implements preventive disciplinary measures through changes in programming, counseling, home visits, schedule changes, behavioral plans, etc. - Maintains disciplinary files.
- Coordinated and Developed school-wide PBIS.

Mastery Charter School –Shoemaker Campus

2018 to 2019

Philadelphia, Pa 19131

Position: Positive Behavior Support Coordinator

- Develop Functional Behavior Assessments (FBAs)
- Develop, implement, and monitor Positive Behavior Support Plans (PBSPs).

Schante' Y Frazier, M.A.

3114 North 24th Street • Philadelphia, Pa 19132

Mobile: 267-475-5098

fraziertherapist@gmail.com

- Coordinates the development and implementation of appropriate behavior management techniques based on individual student behavior intervention plan.
- Lead Social Emotional Groups for students.
- Articulate a consistent vision for district level support of school climate improvement. Training and implementation of school wide, classroom, individual student behavior intervention plans, school improvement plans, and district improvement plans.
- Track and analyze school wide data to implement programming for students.
- Directly train teachers in developing clear and consistent classroom expectations and routines .
- Directly coach teachers to help them master classroom management and classroom culture. techniques that are consistent with Mastery's core values school culture norms.

Mastery Charter School –Shoemaker Campus 2016 to 2018

Philadelphia, Pa 19131

Position: Emotional Support Program Lead

- Develop effective IEPs and Section 504 Service Agreements that translate into measurable results for students
- Develop Functional Behavior Assessments (FBAs)
- Develop, implement, and monitor Positive Behavior Support Plans (PBSPs)
- Coordinates the development and implementation of appropriate behavior management techniques based on individual student behavior intervention plan.
- Manage positive behavior supports for school wide emotional support program (Anchor/Student Achievement Model) up to 30 students.
- Teach Personal Development Class (coping , social interactions, and replacement skills)
- Lead Social Emotional Groups for teens.
- Cases manage students with emotional disorders.
- Collaborate with a treatment team including students, parents and caregivers, directors, community partners, teachers, counselors.
- Provide training and staff professional developments for positive behavior supports and interventions.
- Coaching, supervision, and evaluation of support staff, including regularly visiting classrooms to student performance.
- Implementing behavior interventions including curricular and program adjustments.

Schante' Y Frazier, M.A.

3114 North 24th Street • Philadelphia, Pa 19132

Mobile: 267-475-5098

fraziertherapist@gmail.com

- Provide leadership in behavior intervention process including monitor and evaluate the effectiveness of the behavior intervention process and modify student plans as necessary to ensure maximum response to intervention.
- Accurately monitor and analyze daily student attendance, homework and discipline data; create new systems and structures to proactively address student and schoolwide areas of need.

Mentor Network

2015-2017

Broomall Pa, 19008

Position: Mobile Therapist/Behavior Specialist

- Provide support and therapeutic intervention for school and home environment.
- Develop and Implement treatment plans.
- Assist with the development and implementation of treatment plan goals for children and their families/ Confer with parents or guardians ,teachers', administrators and other professionals to discuss youths' progress towards achieving stated treatment goals.
- Introduce, practice and review positive coping skills to a variety of children and their families. *
- Assist family with design and implementation of a proactive crisis plan.
- Document therapy sessions and participate in treatment plan review and update.
- Counsel individuals to help them understand and overcome personal social or behavioral problems affecting their educational or vocational situations
- Provided crisis intervention to students when difficult situations occur at school or in the community
- Evaluate students' abilities interests and personality characteristics to determine strengths and deficits using assessments tests and interviews

Imhotep Charter High School

2006-2016

Philadelphia, PA 19138

Position: Special Education Coordinator

- Designed instructions and trainings for small professional groups.
- Developed resources pertaining to special education program and evaluated training materials to ensure that all resources were effective and up to date.
- Supervised paraprofessionals and therapeutic staff by conducting employee performance evaluations; provided employment recommendations, conducted a goals analysis in order to assist with professional growth.

Schante' Y Frazier, M.A.

3114 North 24th Street • Philadelphia, Pa 19132

Mobile: 267-475-5098

fraziertherapist@gmail.com

- Write Functional Behavioral Assessments (FBA). Write and monitor behavioral treatment plan for children diagnosed with behavioral and mental health disorders. These disorders include, but are not limited to: Autism Spectrum Disorder (ASD), Attention Deficit Hyperactivity Disorder (ADHD) and Oppositional Defiant Disorder (ODD).
- Built rapport with parents, care providers and district personnel.
- Conducted student evaluations and provided transitional planning for students.
- Initiating, tracking, reviewing, and monitoring status of student grades, state educational mandates and all associated paperwork including request letters and forms and notification letters.

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-

- **Education**

- Rosemont College , M.A Counseling Psychology – 2015
- Rosemont College ,B.S Criminal Justice -2013
- William Penn High School –Diploma

Sherese Jefferson School Counselor (27)

2219 Osgood St
Pittsburgh, PA 15214
sheresejefferson@gmail.com
(412) 527-3740

PERSONAL INFORMATION

General Information

How did you learn about this position? **Employee Referral**

Contact Information

<i>First Name</i>	Sherese	<i>Middle Name</i>	
<i>Last Name</i>	Jefferson	<i>Other Name</i>	
<i>Email</i>	sheresejefferson@gmail.com	<i>Have you worked here before?</i>	No
<i>Primary Phone</i>	4125273740	<i>Mobile Phone</i>	4125273740

Address

<i>Street</i>	2219 Osgood St	<i>City</i>	Pittsburgh
<i>State</i>	Pennsylvania	<i>Zip Code/Postal Code</i>	15214

Work Authorization

Are you legally able to work in the U.S.? **Yes**

Equal Opportunity Information

Providing this information is strictly voluntary. You will not be subject to adverse action or treatment if you choose not to provide this information.

Instructions: If you choose to provide this information select the corresponding ethnic group with which you identify.

If you choose not to provide this information, please select 'Decline to Identify' and move to the next step in the application.

<i>Gender</i>	Female	<i>Ethnicity</i>	Not Hispanic/Latino
<i>Ethnicity</i>	African-American/Black		

BACKGROUND INFORMATION

Background

Conviction of a crime is not an automatic bar to employment. The district will consider the nature of the offense, the date of the offense, and the relationship between the offense and the position for which you are applying.

Have you ever been convicted of a violation of law other than a minor traffic violation? **No**

If yes, please explain

Have you ever had a professional certificate revoked or suspended? **No**

If yes, please explain

Have you been **No**

convicted of any offense for physical or sexual abuse of a child?

If yes, please explain

Have you ever had a charge of child abuse against you substantiated? **No**

If yes, please explain

Have you ever been involuntarily terminated or asked to resign, or resigned in lieu of termination from the employment of another school district?

No

If yes, please give the name of the district, the date and the reason for the resignation or termination

EDUCATION

Undergraduate Institution #1

Type of School	College/University	Name of School	Other: Seton Hill University
City	Greensburg, PA	State	
Degree	Bachelor of Arts	GPA	3.74

Graduate Institution #1

Name of School	Other: Duquesne University	City/State	Pgh,PA
GPA	3.8	Semester Hours Credit	
Degree	Master of Science		

Major/Course of Study

Undergraduate	Music Therapy	Master's	School Counseling
Specialist's		Doctorate	
Publications		Activities/Honors	Chi Sigma Iota Counseling Academic & Professional Honor Society International

JOB SKILLS

Activities

List activities you are willing to sponsor

I am not sure what type of activities are being referred to, but I am willing to help wherever I am needed, if I am capable and able.

If appointed to the staff, are you willing to accept assignments where your services are needed? **Yes**

Certification Information/Professional Certificate #1

Certification Area	Other: Elem and Secondary School Counselor PK-12:PRAXIS	Certification Area Type	Other
Grade Level	K-12	Expiration Date	

Certification Information/Professional Certificate #2

Certification Area	Certification Area
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Grade Level *Type*
Expiration Date

Non-Teaching Certification #1

Certification Name *Issued By*
Issue Date *Expiration Date*

Non-Teaching Certification #2

Certification Name *Issued By*
Issue Date *Expiration Date*

REFERENCES

Please provide at least 3 professional references. Note references will not be contacted till after an interview. Please notify the hiring manager if we need to delay contacting references for any reason.

Laura Davidson-Brienza

<i>Title</i>	School Counselor	<i>Relationship</i>	Supervisor
<i>Address</i>	829 Milton Street	<i>City</i>	Pgh
<i>State</i>	Pennsylvania	<i>Zip</i>	15218
<i>Email</i>	laura.davidson@ecspgh.org	<i>Phone</i>	7244564847
<i>From</i>	12/2019	<i>To</i>	present

Jered Kolbert

<i>Title</i>	Professor/Program Co-Director	<i>Relationship</i>	Professor/Teacher
<i>Address</i>	Duquesne University 600 Forbes Ave. 110D Canevin Hall	<i>City</i>	Pgh
<i>State</i>	Pennsylvania	<i>Zip</i>	15282
<i>Email</i>	kolbertj@duq.edu	<i>Phone</i>	4123964471
<i>From</i>	08/2017	<i>To</i>	present

Sheldon Williams

<i>Title</i>	Pastor	<i>Relationship</i>	Other - Colleague/Friend
<i>Address</i>	250 East Ohio St	<i>City</i>	Pgh
<i>State</i>	Pennsylvania	<i>Zip</i>	15212
<i>Email</i>	sheldon.williams@acac.net	<i>Phone</i>	4126805651
<i>From</i>	01/2010	<i>To</i>	present

EMPLOYMENT HISTORY

Please complete this section with your employment history or you may upload your resume in the next section.

Present Position

If you are currently unemployed, please type "NA" in all required fields.

<i>Present Title</i>	Worship Director	<i>Salary</i>	9600
<i>Name of Employer</i>	Allegheny Center Alliance Churh	<i>Employer's Address</i>	250 East Ohio Street
<i>Employer's City</i>	Pgh	<i>Employer's State</i>	Pennsylvania
<i>Employer's Zip Code/Postal Code</i>	15212	<i>Start Date</i>	06/01/2017
<i>Supervisor Name</i>	Pastor Sheldon Williams	<i>Supervisor Phone Number</i>	4126805651
<i>Supervisor Email</i>	sheldon.williams@acac.net		

Duties and Responsibilities

In charge of directing rehearsals, selecting music, playing the piano, and leading the singing for worship

services.

Leading a team of singers and musicians to prepare and deliver a 20-30 minute long worship service experience on a weekly basis.

Selecting praise and worship music to reflect the multicultural and multi-generational background of the congregation.

Reasons for Leaving **I am not leaving. It is a Sunday Only job**

May we Contact this **Yes**

Employer

Work Experience #1

Employer

Employed from
(mm/yyyy)

Employed to
(mm/yyyy)

Title

Reason For Leaving

Address

Supervisor Name

Phone Number

May we Contact this

Employer

Work Experience #2

Employer

Employed from
(mm/yyyy)

Employed to
(mm/yyyy)

Title

Reason For Leaving

Address

Supervisor Name

Phone Number

May we Contact this

Employer

Work Experience #3

Employer

Employed from
(mm/yyyy)

Employed to
(mm/yyyy)

Title

Reason For Leaving

Address

Supervisor Name

Phone Number

May we Contact this

Employer

ATTACHMENTS

Attachments

Resume

[Resume Sherese L. Jefferson .pdf](#)

Cover Letter

[Cover letter for Reach Cyber School Counselor.pdf](#)

DISCLAIMERS AND AFFIRMATION

District Policy

Reach Cyber Charter School does not discriminate on the basis of race, color, national origin age, sex or disability, in admission or access to, or treatment or employment in its programs and activities. Any person

having inquiries concerning the School's compliance with the regulations implementing Title VII of the Civil Rights Act of 1964 (Title VI), Section 504 of the Rehabilitation Act of 1973 (Section 504), or Title II of the Americans with Disabilities Act of 1990 (ADA), may contact Human Resources or the CEO.

Reach Cyber Charter School participates in the E-Verify program.

Application Confirmation Statement

I affirm that all information set forth in this application is accurate, truthful and complete. If I am employed by Reach Cyber Charter School, I will abide by all Board of Education and school policies, work on assigned committees, and continue my professional growth to the best of my ability and within reasonable and personal standards. I grant permission for school officials to obtain a personal record check from the federal, state, county, and/or local law enforcement agencies and Division of Family Services; also a credit history check may be made. I release individuals listed as references and current or former employers from any liability for information given in response to a request for an employment reference. I understand that I will be required to take a drug test and physical exam prior to assuming any position for which I may be employed. In the event that I am employed by Reach Cyber Charter School and in the further event that I have provided false or misleading information in this application or in subsequent employment interviews, I understand that my employment may be terminated at any time after the discovery of the false or misleading information. I understand that this application will be considered active for one year from date of submission.

I agree to the terms above **Affirm**

Initials **SLM**

Affirmation Date **07/29/2020**

Sherese L. Jefferson
sheresejefferson@gmail.com
(412) 527-3740

Education

Duquesne University, Pittsburgh, PA

Master of Science in Education in School Counseling, M.S.Ed. candidate, August 2020

The Council for Accreditation of Counseling & Related Educational Programs (CACREP)

Elementary and Secondary School Counselor PK-12: Praxis PASSED

School Counseling Internship Experience

Intern, Avonworth High School 9-12, Pittsburgh, PA

(January 2020-April 2020)

Intern, Environmental Charter School K-8, Pittsburgh, PA

(January 2020-May 2020)

Seton Hill University, Greensburg, PA

Bachelor of Music in Music Therapy, December 2008

Cum Laude, GPA: 3.74

Related Experience

Pittsburgh Allegheny K-5, Pittsburgh, PA

Second Grade Tutor for English Language Arts and Mathematics

(August 2018- May 2019)

- Tutored students who scored basic and below basic on standardized tests.
- Reinforced instructional strategies by conducting small groups.
- Maintained student tutor files regarding assessments.
- Measured reading assessments on a monthly basis for the entire second grade.

Substitute Teacher

(August 2017- May 2018)

- Directed instructional procedures and materials as per teacher instruction.
- Ensured an orderly, safe, and tidy classroom.
- Adhered to all school procedures, guidelines, and policies.

Catholic Charities of the Diocese of Greensburg, Greensburg, PA

Adoption and Foster Care Caseworker

(July 2015 - June 2016)

- Managed complex international and domestic adoptions with cultural sensitivity.
- Aided pre-adoptive families in their search for their forever child.
- Conducted family interviews, created home visit documents, and provided counseling.
- Teamed with the "Children, Youth and Families" departments from the surrounding counties.

Allegheny Center Alliance Church, Pittsburgh, PA

Student Care Coordinator for the Student Ministries Department

(April 2011- July 2015)

- Implementation of Growth Groups for both the middle and high school students.
- Arranged community volunteer outreach opportunities for middle and high school students.
- Maintained open communication and dialogue with students, parents, and adult volunteers.
- Vetted prospective adult volunteers by interview and conducted background checks .

Blind and Vision Rehabilitation Services of Pittsburgh, Pittsburgh, PA

Program Specialist and Case Manager for Intellectually Disabled Adults

(April 2009 - April 2011)

- Created goals and objectives while maintaining government issued documentation per client.

Pressley Ridge School, Pittsburgh, PA

(March 2009 - May 2009)

Therapeutic Support Service Staff Person

- Introduced educational activities focused on cognitive, social, and coping skills.

Professional Memberships & Awards

Chi Sigma Iota Counseling Academic & Professional Honor Society International

(2019-present)

Graduate Student Scholarship Pennsylvania School Counselors Association

(2019-2020)

ELISA CAPOZOLI

INSTRUCTIONAL 2 CERTIFICATES: K-6 ELEMENTARY & MID-LEVEL ENGLISH

CONTACT



724-309-0840



ELISA.CAPOZOLI@GMAIL.COM



4047 Cape Cod Drive
Pittsburgh, PA 15239

EDUCATION & CERTIFICATION

PA CERTIFICATES:

- Elementary K-6
- Mid-Level English

PROFESSIONAL TRAINING:

- FEMA certified
- SmartBoard training
- Danielson's Framework for Teaching
- ATLAS

GRADUATE:

University of Pittsburgh
Professional Year Program
April 2011

UNDERGRADUATE:

B.S. Communication
Minor: English & Creative Writing
Clarion University of PA
May 2007

Professional Skills

- Twice nominated: Golden Apple Teacher Award
- Leadership
- Classroom management
- Team teaching
- Literacy centers
- Curriculum development
- Assessment development
- Organized & prepared

PROFILE

Energetic, hands-on elementary school educator with over 8 years of professional experience in encompassing all aspects of: PA standard aligned lesson planning, Danielson, center based differentiated instruction, progress monitoring and integrating of technology into the classroom. Marketing and development experience in corporate as well as at the school level.

TEACHING EXPERIENCE

KINDERGARTEN LEAD TEACHER

Mother of Sorrows School // Murrysville, PA // May 2019 - present

- Lead department teacher, responsible for all subject areas (language arts, math, science, social studies, health, religion and handwriting)
- Technology integration into the classroom – iPads, laptops and Smartboard experience
- Center based differentiated instruction – small & whole group, using test driven data to form tiered learning groups.
- Parent communication – weekly newsletter, daily behavior; progress monitoring assessments – DIBELS (quarterly), informal (daily), formal (weekly), and theme based (quarterly).

FIRST GRADE TEACHER

Mother of Sorrows School // Murrysville, PA // August 2014 – May 2019

- PA College and Career Ready Aligned lesson planning – all subject areas (language arts, math, science, social studies, religion and handwriting).
- Integrating technology in the classroom – utilizing iPads, laptops & SmartBoard into daily lessons.
- Center based differentiated instruction – small & whole group, using test driven data to form tiered learning groups.
- Parent communication, progress monitoring assessments – DIBELS (quarterly), informal (daily), formal (weekly), and theme based (quarterly).

PRESCHOOL TEACHER

Mother of Sorrows School // Murrysville, PA // August 2011 – August 2014

- Developed & launched full time 5-day preschool, as accelerated program.
- Curriculum development - phonemic awareness, letter recognition, handwriting and fine motor development.
- Social development – social & dramatic play, whole & small group center based learning.
- Assessment – developed alternative assessments for 4 & 5 year olds.
- Parent communication – monthly newsletter, conferences, weekly e-mails.

PRIVATE TUTOR, GRADES K-8

Mother of Sorrows School // Murrysville, PA // August 2011 – present

- Full time private tutor – subjects include: reading, writing, phonics, math, science and social studies.

Technical Skills

Microsoft Suite



SmartBoard



Microsoft 365



PowerSchool



Atlas



OTHER PROFESSIONAL EXPERIENCE

MCM Communications
Pittsburgh, PA

Account Executive, Event Planner,
Copy Writer, Office Manager

January 2008 – October 2009

TABLE Magazine
Pittsburgh, PA

Editorial Contributor, Circulation
Manager, Retail Coordinator,
Marketing Outreach

August 2007 – October 2009

EXPERIENCE CONTINUED

2

DEVELOPMENT COORDINATOR

Mother of Sorrows School // Murrysville, PA // September 2015 – December 2019

- Developing new marketing materials: open house post card, registration bounce back, Christmas mailer, weekly bulletin inserts in regional parishes.
- Responsible for yearly advertising budget, designing ads, running the PTO, media contact with all local newspapers, yearbook ordering & design

STUDENT GOVERNMENT FACULTY FACILITATOR

Mother of Sorrows School // Murrysville, PA // August 2011 – August 2015

- Overseeing all aspects of the school student government, and planning school events.
- Helping with speech writing, service project outreach, community school development & fundraising.

STUDENT TEACHER, 3RD GRADE

Homeville Elementary School // West Mifflin // August 2010 – April 2011

- Daily duties included: co-teaching, planning lessons, grading papers, taking attendance, lunch count, classroom management, and all clerical work done on a day-to-day basis at the school site.
- Lesson planning: reading thematic units, tier time small group math, "Treasures" reading/spelling series, grammar, science and social studies.
- Intervention Groups – working with 2nd grade Title 1 math & reading students in small groups.
- Utilizing modern education technology in the classroom – using the Promethean Board daily.

SUBSTITUTE TEACHER

Norwin School District // West Mifflin // April 2011 – May 2011

- Filling the role of classroom teacher for various grade levels throughout the school district.
- Following and executing lesson plans while managing classroom behavior in a positive way.
- Keeping detailed notes throughout the day and grading papers for classroom teacher.

READING/WRITING AFTER SCHOOL AIDE

Hahntown Elementary // Irwin, PA // November 2010 – April 2011

- 3rd grade reading/writing after school aide.
- Duties included: writing weekly lesson plans, taking attendance, working one-on-one with students to help build fluency, comprehension skills & writing response skills.

GRADUATE WORK/CLASSROOM:

NORWIN SCHOOL DISTRICT

Sunset Valley Elementary // Irwin, PA // January 2010 – April 2010

- 2nd grade classroom – completed 5 sessions observing & interacting with students. Whole group work included: narrative elements, reading in groups, comparing & contrasting characters, drawing conclusions and brainstorming as we read.
- Life Skills Classroom – completed 5 sessions observing & interacting with students. Work station interaction each session developing math, reading, and handwriting skills. Also participated in physical therapy and gym sessions.

REFERENCES



ANNA ZUBROW
K + teacher
Mother of Sorrows School
412 – 720 – 6465
Azubrow@mosschool.org



MUNDI GOUKER
3RD grade teacher
Homeville Elementary
412 – 466 – 9131
Goukerm@wmasd.org



JOE RICE
Principal
Aquinas Academy
412 – 720 – 6465
jrice@aquinasacademy.org



SHEILA CONNOLLY
High School Teacher
Franklin Regional
724-327-5456
Sconnolly@franklinregional.k12.pa.us



Jennifer Baker

304 N. Schanck Ave, Pen Argyl PA

610-441-3822

jtappenbaker@gmail.com



Summary:

Seeking a position that will allow me to embrace and share my love of teaching. I strive to create lifelong learners with the intent to build on individual learning styles.

Professional Experience:

Pen Argyl School District, Pen Argyl PA

2019 to present

Substitute

- Fill the daily duties of classroom teacher while teacher is absent.

Easton Area School District, Easton PA

2018 to 2019

Instructional Support Teacher

- Support/instruct mathematics and reading for fourth grade classroom.
- Provide assistance as emotional support teacher in Kindergarten classroom.

Holland Township School, Milford NJ

2016 to 2018

Fifth grade mathematics teacher and mentor

- Pilot and institute new math book series for district.
- Mentor for student teacher.
- Develop new innovative ways to incorporate chromebooks for instruction and assessment.
- Engage students by utilizing interactive notebooks for various differentiated instruction.
- Tutor after school to aid struggling learners.

Frenchtown Elementary School, Frenchtown NJ

2003 to 2016

Teacher In-Charge, third grade teacher, middle school mathematics, middle school social studies, middle school language arts and financial literacy

- Wrote and developed curriculum using Atlas program in various content areas such as mathematics, social studies and financial literacy as well as pilot new programs for curriculum.
- Initiated new technology, Google, iPads, and Smart Boards, to district and classroom.
- Presented many uses of technology at local and statewide professional workshops.
- Wrote professional development plan for school and led professional development days for district as chair.
- Supervised staff, students and teachers as teacher in-charge.
- Used Google and Google Classroom to assess students using forms, create sites, presentations and spreadsheets, as well as utilized applications from the chrome store.
- Represented teachers in Hunterdon County as technology coordinator through NJEA.
- Instituted 1st Digital Learning Day for district which was aired on the show Classroom Close Up.
- Provided training for PARCC for district.

St. Joseph's School, Maplewood NJ

2002 to 2003

Teacher of fifth grade in all content areas including religion

- Developed plans aligned to core content standards.
- Introduced different presentation programs as well as many uses of Microsoft.
- Created a volunteered based softball team for middle school students.

Certifications:

Pennsylvania PreK-4 Certification

New Jersey Supervision Certificate K-12

New Jersey Teaching Certificate K-8

Highly Qualified in Middle School Mathematics

Education:

Nova Southeastern University, Ft. Lauderdale, FL

Master's in Education

Curriculum and Instruction

St. Peter's University, Jersey City, NJ

Master's in Education

Education and Supervision

Ramapo College, Mahwah, NJ

Bachelor of Science

Psychology

Related Experience:

Teacher In-Charge

Presenter for NJEA, NJECC, ISTE and local school districts

Student Council Advisor

Girls' Basketball Coach

Ski Club Advisor

Scratch Club Advisor

Math Textbook Committee Chair

Family Math Facilitator

Negotiation Team Member

Curriculum Development Chair

Professional Development Chair

School Improvement Panel Committee Chair

PDIC Committee

AMTNJ Member

Former NJEA Hunterdon County Technology Representative

References:

Peter Moran
Frenchtown Elementary School
484-695-7776

Hilde Kress
Frenchtown Elementary School
908-763-4311

Dave Bailey
Millburn School District
973-376-3600

Brittney Cressman

203 North Green Street Nazareth, PA 18064

CP: (484) 767-7139

BLD5085@gmail.com

OBJECTIVE: To obtain a full-time position as an Elementary teacher.

EDUCATION:

Penn State Lehigh Valley, Center Valley, PA

May 2012

Bachelor of Science in Elementary and Kindergarten Education

English as a Second Language Certification

G.P.A.: 3.44/4.0

FULL TIME EXPERIENCE:

Epic Credentialed Trainer

February 2018 - Present

St. Luke's Hospital

- Utilized various training techniques to implement Epic training to end users from various job roles.
- Traveled to various campuses to give one-on-one support to end users.
- Supported Go Live for various hospitals in the network.
- Responded to support tickets placed when applicable via phone call or in person.
- Managed ticket queues and set up appointments for trainers to support.
- Assisted in training three peers to cross train into new applications.

Kindergarten Teacher

Pleasant Valley School District, Kunkletown, PA

August 2016 - February 2018

- Used Promethean Board in daily instruction.
- Tracked individual student progress.
- Led after school tutoring group.

Full Day Kindergarten Teacher

August 2013 - August 2016

Lincoln Leadership Academy Charter School, Allentown, PA

- Participated in student-led Parent/Teacher conferences.
- Incorporated technology daily (IPad, projector, computers, etc).
- Individualized goals and tracked progress for each student.
- Led after school tutoring group.

Fourth Grade Teacher

Immaculate Conception School, Pen Argyl, PA

August 2012 - August 2013

- Utilized Smart Board daily.
- Practiced peer-tutoring.

Grace A Scavicchio

36 Kendes Road, Millersville PA. 17551

484-557-9226

gscavicchio@gmail.com

EDUCATION

Millersville University, Millersville, PA

Bachelor of Science in Early Childhood Education Pre K-4 and Special Education Pre K-8

Major GPA: 3.82/4.0

Dean's List 7/8 semesters

Graduated Cum Laude, December 16th, 2018

TEACHING EXPERIENCE

New Story, Special Education Teacher, January 2019-present

Mountville, PA

Autism Support, Grades 5-8

- Implemented all areas of the IEP in a non-residential, private school setting for all student with at least one of the following diagnosis: autism, intellectual disability, Fragile X Syndrome, other health impairments
- Deliver one-on-one and small group 'Intensive Teaching Time' to all students
- Delivered assessment and instruction using Mark Sundberg's *Verbal Behavior and Milestones Assessment and Placement Program* (VP-MAPP), and Patrick McGreevy's *Essential for Living* (EFL) communication, behavior, and life skills curriculum.
- Designed efficient daily schedule to incorporate individualized needs of all students
- Administered baseline assessments with the purpose to determine regression and recoupment following the summer and winter breaks
- Consulted with speech, occupational, and physical therapists, behavioral analysts, and outside agency personnel to determine most appropriate educational needs for students
- Develop Individualized Education Plans for all (11) students on caseload
- Completed quarterly assessments, progress reports, IEP tracking data, and report cards
- Cultivate positive relationships with classroom Academic & Behavioral Support Staff
- Lead small-group and all-staff trainings related to NET Play, Cooperative Play, and basic Verbal Behavior principles.
- Utilize technology in order to provide virtual academic instruction for distance learning during COVID-19 school closure.

Student Teaching, Fall 2018

Lancaster/Lebanon county IU13, Valley Road Learning Center

Emotional Support, Grades K-2

- Planned and implemented ELA lessons using *SRA Reading Mastery* for individualized instruction in accordance to students' IEP goals

- Planned and implemented lessons using *Number World* math curriculum for individualized instruction in accordance to students' IEP goals
- Designed and taught a comprehensive multi-week social skills unit for whole group instruction using the *Zones of Regulation* social-emotional learning curriculum
- Collected and analyzed assessment data and co-wrote a student IEP
- Monitored classroom and individual behaviors of students while using the established token economy system in order to maintain a safe and positive learning environment

Student Teaching, Fall 2018

Brecht Elementary School, Manheim PA

4th Grade General Education

- Designed and implemented lessons using *FOSS Science Kits* for whole group instruction including the following units: Circuits (parallel and series), Electromagnets, and Telegraphs
- Designed and implemented ELA lessons using *Story Town* curriculum for whole group instruction
- Planned and provided differentiated mathematics and language arts lessons based on tiered academic abilities through small group instruction
- Utilized technology integration to support and enhance lessons and student learning with 1:1 devices

PROFESSIONAL DEVELOPMENT

PaTTAN Intensive Skill Training: Applied Behavior Analysis for Teams Supporting Students with Autism

- Attended 3 day training to learn verbal operants, demonstrate use of card sort, and keep accurate records and progress monitoring on skills acquisition in relation to the *Verbal Behavior and Milestones Assessment and Placement Program (VP-MAPP)*

Non-Physical Crisis Intervention Training (NPCI)

- Certified in low, medium, and high physical restraint procedures
- Proficient in verbal de-escalation strategies to minimize escalating behaviors

RELATED EXPERIENCE

Aaron's Acres Organization: Intern and Summer Camp/School Year Program Counselor

August 2016- June 2018

Lancaster County PA

- Designed and implemented developmentally and age appropriate social skills and recreational programs for individuals with physical and intellectual disabilities, ages 5-21
- Monitored and collected data for individualized social goals with the purpose of progress monitoring and parent communication
- Assisted participants, 1:1 and 1:2, with achieving success in recreational activities with peers (i.e. adapted activities in order to fit the individual needs and skills of each participant)

The Vista School Internship and Field Experience, Fall 2017

The Vista School, Hershey PA

Middle School Autism Support Classroom

- Assisted in the development and implementation of academic programs and behavior plans for individuals with Autism spectrum disorder using Applied Behavior Analysis and the *Competent Learner Model* (CLM) curriculum
- Worked directly with students who use Augmentative and Assistive Communication Devices (e.g. Picture Exchange Communication System and Proloquo2go)
- Provided daily living support to students (e.g. personal hygiene, preparing meals)
- Attended SAPA training for developing a safe and positive approach to working with and handling individuals

**References available upon requests*

August 7, 2020

Jane Swan
CEO
Reach Cyber Charter School
750 East Park Drive, Suite 204
Harrisburg, PA 17111

RE: **DRAFT** Monthly Retainer Agreement

Dear Jane:

Reach Cyber Charter School would like DEBORAH VEREEN, LLC, DBA THE VEREEN GROUP to provide consulting services for the 2020/2021 school year. It is envisioned that this will include advising the Diversity & Inclusion Council as well as CEO identified Departments to enable strategic ingraining of Diversity & Inclusion within Reach's processes, environment, and overarching culture.

Such services are not to exceed six (6) hours per month of our time. Should a specific project warrant a significant additional amount of time, we will discuss a separate fee for each such project in advance of completion.

The monthly fee for these services shall be twelve hundred dollars (\$1,200.00), payable within thirty (30) days of the date of receipt of the invoice. This arrangement will commence on September 1, 2020. Either party may terminate this Agreement for any or no reason by giving forty-five (45) days written notice to the other.

If this proposal is agreeable to you, please sign in the space provided below, and return one fully executed copy of this letter to me. We very much appreciate your business and look forward to assisting Reach in ingraining the diversity and inclusion discipline.

Sincerely,

Deborah D. Vereen, President
DEBORAH VEREEN, LLC
dba THE VEREEN GROUP

Accepted by:

Jane Swan
CEO
Reach Cyber Charter School

Date

August 7, 2020

Jane Swan
CEO
Reach Cyber Charter School
750 East Park Drive, Suite 204
Harrisburg, PA 17111

RE: **DRAFT** Diversity & Inclusion Council Launch Project

Dear Jane:

Reach Cyber Charter School would like DEBORAH VEREEN, LLC, DBA THE VEREEN GROUP to provide consulting services to enable an effective and successful inaugural launch of the Diversity & Inclusion Council. This will include advising the CEO, and the Diversity & Inclusion Council Chair in the following areas along with facilitating teamwork training for Council members:

- ◆ Diversity & Inclusion Council:
 - Purpose, Role, Focus Areas, Structure
 - Member Selection Criteria
 - Member Engagement
 - Communication Flow, Messaging, and Vehicles
- ◆ Council Members
 - One 2-hour virtual Perspective and Teamwork Training

The project fee for this service shall be sixteen hundred dollars (\$1,600.00), payable within thirty (15) days of the date of receipt of the invoice.

If this proposal is agreeable to you, please sign in the space provided below, and return one fully executed copy of this letter to me. Looking forward to assisting Reach in a successful Council launch.

Sincerely,

Deborah D. Vereen, President
DEBORAH VEREEN, LLC
dba THE VEREEN GROUP

Accepted by:

Jane Swan
CEO
Reach Cyber Charter School

Date

DRAFT PROPOSAL

DIVERSITY & INCLUSION LEVEL SET TRAINING	
ORGANIZATION	REACH CYBER CHARTER SCHOOL 750 East Park Drive, Suite 204 Harrisburg, PA 17111
CONTACT PERSON	Jane Swan, CEO 570-218-8475
APPROACH	Diversity & Inclusion: Level Set Training <ul style="list-style-type: none"> ▪ Provide an “Informative Foundation” of Awareness, Discovery Learning, Expectations, and Initial Skill Building ▪ Align with Reach Mission, Overarching Strategic Goals, and PA Governor’s Goal of “Schools that Teach” and Diversity & Inclusion Executive Order
DATES/ LOCATIONS	TBD – January 2021 and February 2021?
ALLOTTED TIME	2.0 Hour Virtual Sessions
AUDIENCES	Administrators, Teachers, & Staff
# OF PARTICIPANTS	Estimated 325 (Per Session: Optimal-35 / Maximum-50)
# OF TRAINING SESSIONS	9 Mandatory Virtual Sessions
AFTER TRAINING FOLLOW-UP MEETING	<ul style="list-style-type: none"> ▪ One 90 minute Debrief Meeting with CEO, D&I Council Chair <ul style="list-style-type: none"> ➤ Debrief Diversity & Inclusion Level Set Training Sessions ➤ Review/Discuss Reach’s Moving Forward DEI Strategic Steps
SESSION TITLE	Embracing Diversity - “To Connect, Engage, Achieve”
SESSION CONTENT OVERVIEW <i>“Sample of what the content focus areas will be”</i> <i>“Fostering an Inclusive Culture will be woven into the overall training content”</i>	<ul style="list-style-type: none"> ▪ Approach / End In Mind / Expectations ▪ Answering “The Why” and “The Look” ▪ Reach Focus Areas and Diversity, Equity, & Inclusion Alignment ▪ Clarifying Diversity and Inclusion ▪ Mind Set Change, Barriers & Enablers to Inclusion ▪ World View versus Global Mind Set ▪ Evolving Demographics & Trends (PA External and Reach Internal) ▪ Servant Leadership Approach & Your Inclusion Role ▪ Culture / Unconscious Bias / Implicit Bias ▪ Equality and Equitable Inclusion ▪ Diversity & Inclusion Dividend

DRAFT PROPOSAL

DIVERSITY & INCLUSION LEVEL SET TRAINING	
RESOURCE TOOLS	<ul style="list-style-type: none"> ▪ Customized Reach Cyber Charter School Glossary of Key Diverse Terms ▪ Categorized Professional Development Resources and Links ▪ Moving Forward Individual Action Steps
ENGAGEMENT	▪ Yes / Interactive
TECHNOLOGY	<ul style="list-style-type: none"> ▪ Reach Cyber Charter School provides: <ul style="list-style-type: none"> ➤ Preferred Virtual Platform
Professional Services Fee	\$21,165.00
5% New Education Sector Discount	\$ -1,058.00
TOTAL COST: \$20,107.00	

Thank You for Connecting