



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, September 23, 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 (MSR attached) – J. Swan
    - i. Enrollment and Staffing Update
    - ii. Introduction of New Administrators
  - b. Financial Report (attached) – K. Yeselavage
- V. Consent Items
  - a. Approval of Minutes from the August 19, 2020 Board Meeting (to follow)
  - b. Approval of Staffing Report (to follow)
  - c. Approval of OBL Invoice(s) for July and August (attached)
  - d. Approval of Federal Title Funding Documentation for the 2020- 2021 School Year: Parent and Family Engagement Policy and School-Parent Compact (attached)
  - e. Approval of Revision(s) to the 2020-2021 School Year State Specific School Handbook: Attendance and Truancy Policies, and Title IX Updates (attached)
  - f. Approval of Employee Handbook (attached)
- VI. Action Items
  - a. Approval of Cell Phone Reimbursement Policy (attached) – R. Graver
  - b. Approval of Employee Benefits Plan Options (attached) – J. Swan/ K. Hovorka
- VII. Information Items
  - a. State Account Relations (STAR) Update – L. Johnson
    - i. Back to School Update
    - ii. Policy Maker Outreach Project – S. Stuccio
  - b. Partner School Leadership Team (PSLT) Update – M. Brown
    - i. Teacher Professional Development Products and Services for the 2020-2021 School Year (attached)
- VIII. Strategic Planning
  - a. Approval of Expenditure for STEM Kits (attached) – A. Gribbin
  - b. Review and Consideration of MOU with California University of Pennsylvania for 2020-2021 School Year (attached) – S. Stuccio
  - c. Approval of Teacher Mentor Stipend Proposal (attached) – J. Swan
- IX. Adjournment and Confirmation of Next Meeting – Wednesday, October 21, 2020 at 9:00 a.m.

# MONTHLY SCHOOL REPORT

School & Date Selection

**School**

Reach Cyber Charter School

**Report Date**

August 31, 2020

**Currently Enrolled**

**6179**

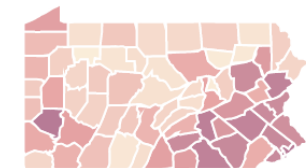
**Total YTD Enrolled**

**6197**

**Enrollment Services Complete (Stage 4)**

**6342**

**Enrolled Students by County**



# Reach Cyber Charter School

## August 31, 2020

**Current Enrollment Month-Over-Month Change**

**N/A**

**Current Enrollment Year-Over-Year Change**

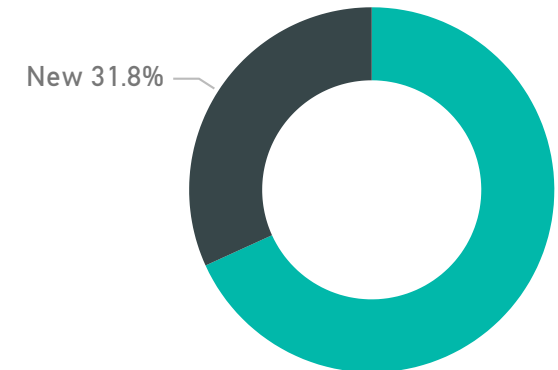
**109%**

### New and Returning



Returning 100.0%

### New and Returning Prior Year

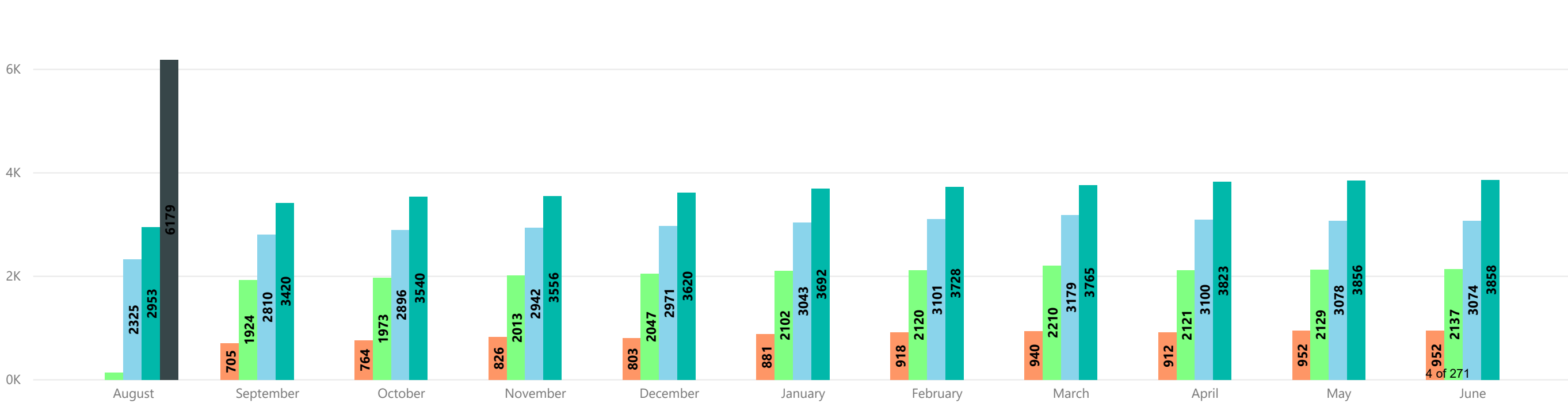


New 31.8%

Returning 68.2%

### Monthly Student Current Enrollment Comparison

schoolYear ● 2016-2017 ● 2017-2018 ● 2018-2019 ● 2019-2020 ● 2020-2021

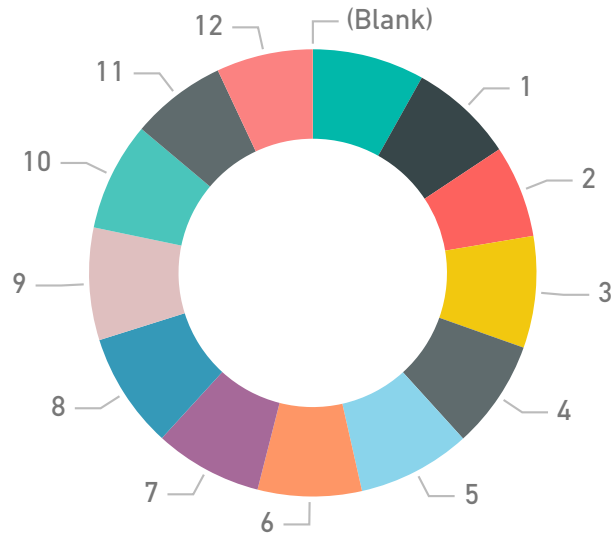




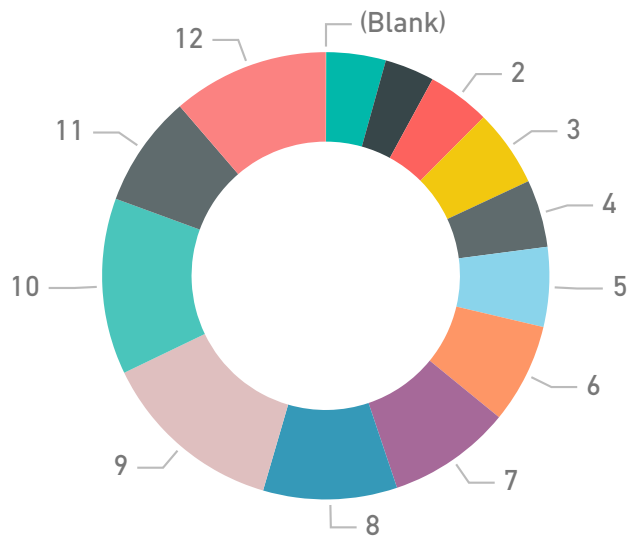
# Reach Cyber Charter School

## August 31, 2020

### Enrolled Students by Final Grade



### Enrolled Students Prior Year by Final Grade



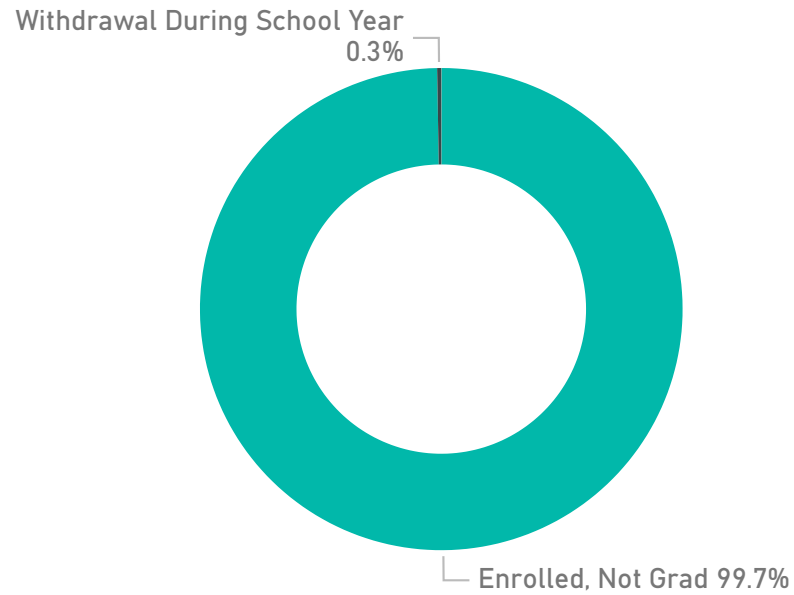
### Grade Distribution

ReportPeriod GradeDistribution	SameMonthPriorYear		PriorEOY		CurrentMonth	
	Students	%CT Students	Students	%CT Students	Students	%CT Students
<b>PK-2</b>	<b>367</b>	<b>12%</b>	<b>459</b>	<b>12%</b>	<b>1380</b>	<b>22%</b>
KG	127	4%	160	4%	500	8%
1	106	4%	137	4%	468	8%
2	134	5%	162	4%	412	7%
<b>3-5</b>	<b>479</b>	<b>16%</b>	<b>568</b>	<b>15%</b>	<b>1490</b>	<b>24%</b>
3	165	6%	186	5%	499	8%
4	144	5%	181	5%	485	8%
5	170	6%	201	5%	506	8%
<b>6-8</b>	<b>763</b>	<b>26%</b>	<b>1023</b>	<b>27%</b>	<b>1463</b>	<b>24%</b>
6	213	7%	260	7%	464	8%
7	264	9%	379	10%	482	8%
8	286	10%	384	10%	517	8%
<b>9-12</b>	<b>1343</b>	<b>45%</b>	<b>1808</b>	<b>47%</b>	<b>1845</b>	<b>30%</b>
9	394	13%	516	13%	502	8%
10	376	13%	495	13%	486	8%
11	239	8%	383	10%	426	7%
12	334	11%	414	11%	431	7%
<b>Total</b>	<b>2952</b>	<b>100%</b>	<b>3858</b>	<b>100%</b>	<b>6178</b>	<b>100%</b>

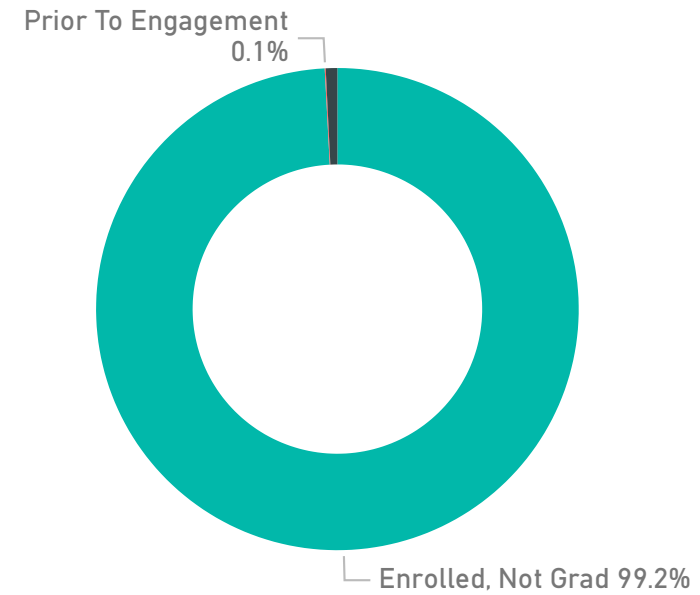
# Reach Cyber Charter School

August 31, 2020

## Total YTD Enrollment by Withdrawal Category



## Total YTD Enrollment Prior Year by Withdrawal Category



## Total YTD Enrollment

ReportPeriod Withdrawal Category	SameMonthPriorYear		PriorEOY		CurrentMonth	
	Student Count	%CT Student Count	Student Count	%CT Student Count	Student Count	%CT Student Count
Enrolled, Not Grad	2953	99%	3858	78%	6180	100%
Graduated			70	1%		
Prior To Engagement	2	0%	80	2%	1	0%
Withdrawal During School Year	23	1%	915	19%	16	0%
<b>Total</b>	<b>2978</b>	<b>100%</b>	<b>4923</b>	<b>100%</b>	<b>6197</b>	<b>100%</b>

**Enrollment Services Complete (Stage 4)**

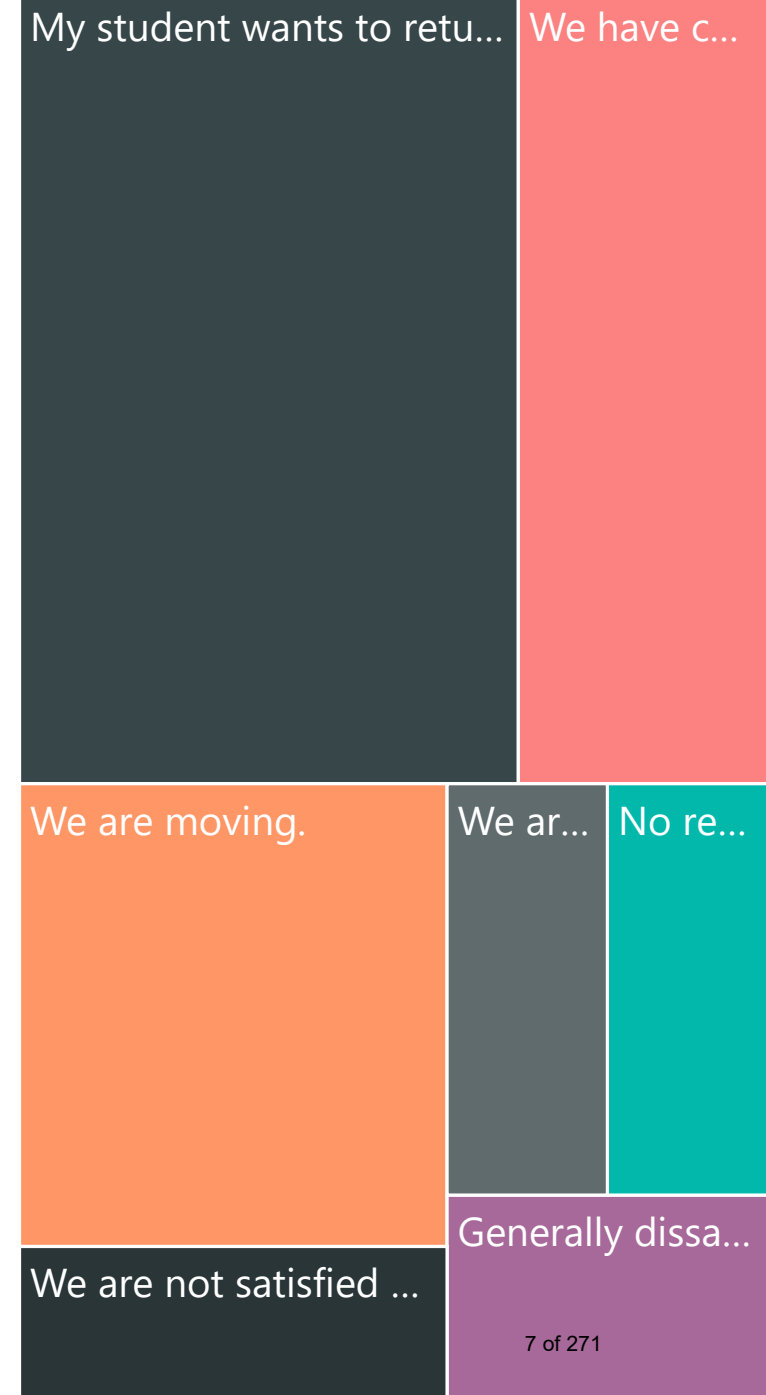
**6342**

# Reach Cyber Charter School

August 31, 2020

## Withdrawal Reason

WD Reason	SameMonthPriorYear	PriorEOY	CurrentMonth
		15	1
Another Reason		1	
Different/Better Schooling Option (Not related to socialization)	7	325	6
Generally dissatisfied with curriculum/course options		11	1
Inactivity		167	
No longer able to provide a Learning Coach	1	20	1
No Reason Given		21	1
Program not flexible enough		16	
Program takes too much of Learning Coach's time		27	
Program takes too much of student's time		11	
Pursuing GED		28	
Required Documentation Incomplete		2	
Student wants more socialization	11	67	
Technical Difficulties		1	
The curriculum is too hard	2	33	
Transition to virtual school too difficult		45	
Unhappy with the school		4	
We are moving	2	75	3
We have chosen to home school		46	3



# Reach Cyber Charter School

## August 31, 2020

### Household Data

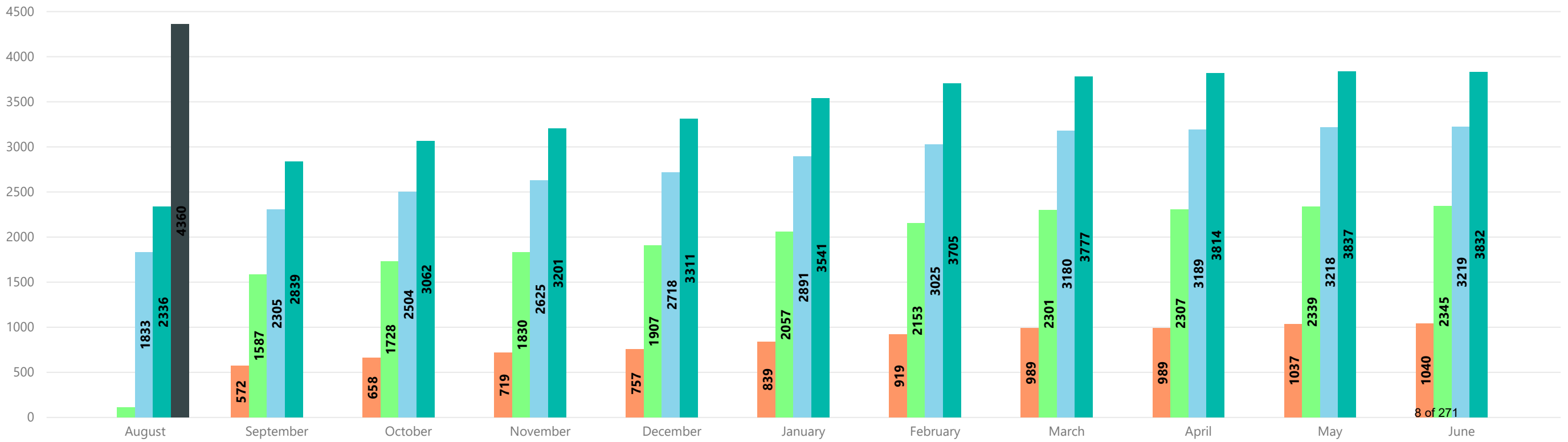
Household Data	SameMonthPriorYear	PriorEOY	CurrentMonth
Active	2319	3041	4349
Graduated		70	
WD During School Year	16	749	11
WD Prior To Engagement	2	75	1

### Students Per Active Household

SameMonthPriorYear	PriorEOY	CurrentMonth
1.27	1.27	1.42

### Monthly Total Households

schoolYear ● 2016-2017 ● 2017-2018 ● 2018-2019 ● 2019-2020 ● 2020-2021



# Reach Cyber Charter School

August 31, 2020

## Ethnicity

Ethnicity	SameMonthPriorYear	PriorEOY	CurrentMonth
Hispanic or Latino	385	544	805
Not Hispanic or Latino	2566	3312	5372

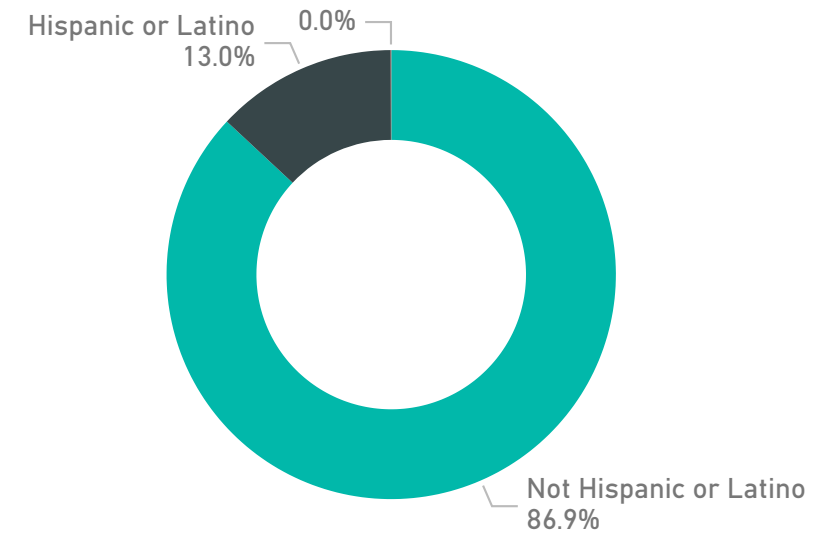
## Race

Race	SameMonthPriorYear	PriorEOY	CurrentMonth
American Indian or Alaskan Native	119	155	185
Asian	69	82	144
Black/African American	824	1196	1582
Native Hawaiian or Other Pacific Islander	37	47	57
White	2216	2761	4786

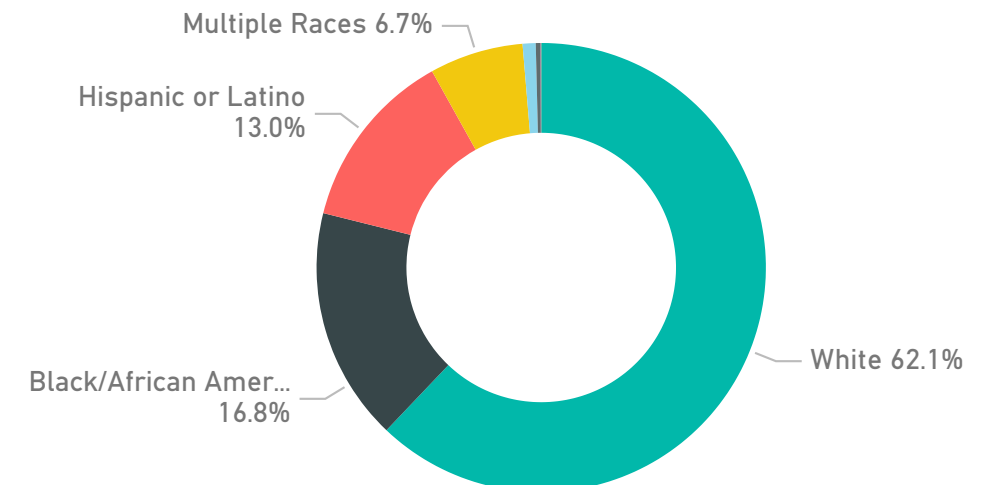
## Distinct Race/Ethnicity

Distinct Race/Ethnicity	SameMonthPriorYear	PriorEOY	CurrentMonth
American Indian or Alaskan Native	20	23	21
Asian	28	36	58
Black/African American	565	827	1038
Hispanic or Latino	385	544	805
Multiple Races	218	272	417
Native Hawaiian or Other Pacific Islander	2	2	1
Not Indicated	2	2	2
White	1733	2152	3837

## Enrolled Students by Ethnicity



## Enrolled Students by Distinct Race/Ethnicity



# Reach Cyber Charter School

## August 31, 2020

### Gender

Gender	SameMonthPriorYear	PriorEOY	CurrentMonth
	1	1	
F	1603	2066	3223
M	1349	1790	2956
X		1	

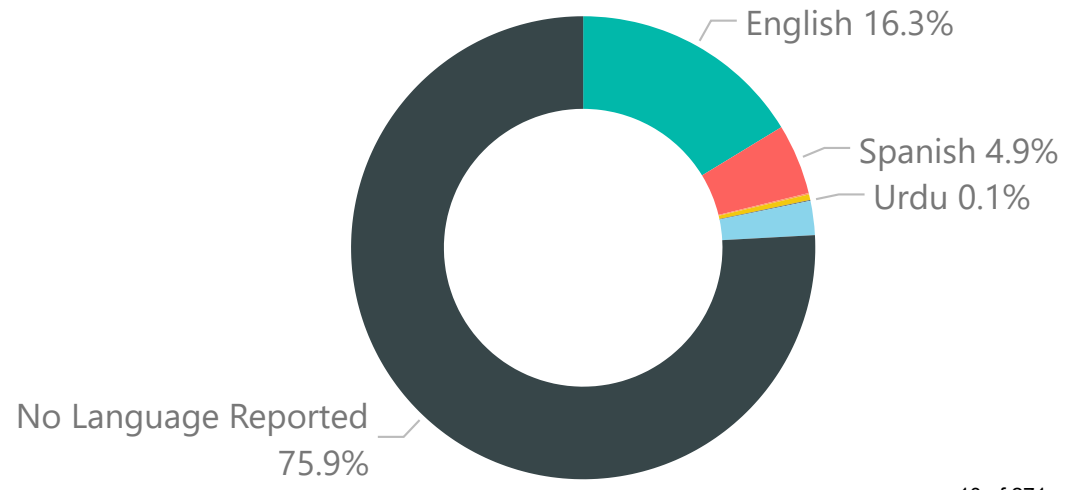
### Primary Language

Home Language	SameMonthPriorYear	PriorEOY	CurrentMonth
English	1039	1105	1006
Spanish	115	165	304
Russian	2	2	6
Arabic	8	9	24
Urdu	3	4	4
Another Language	65	93	147
No Language Reported	1721	2480	4688

**Enrolled Students by Gender**



**Enrolled Students by Language**

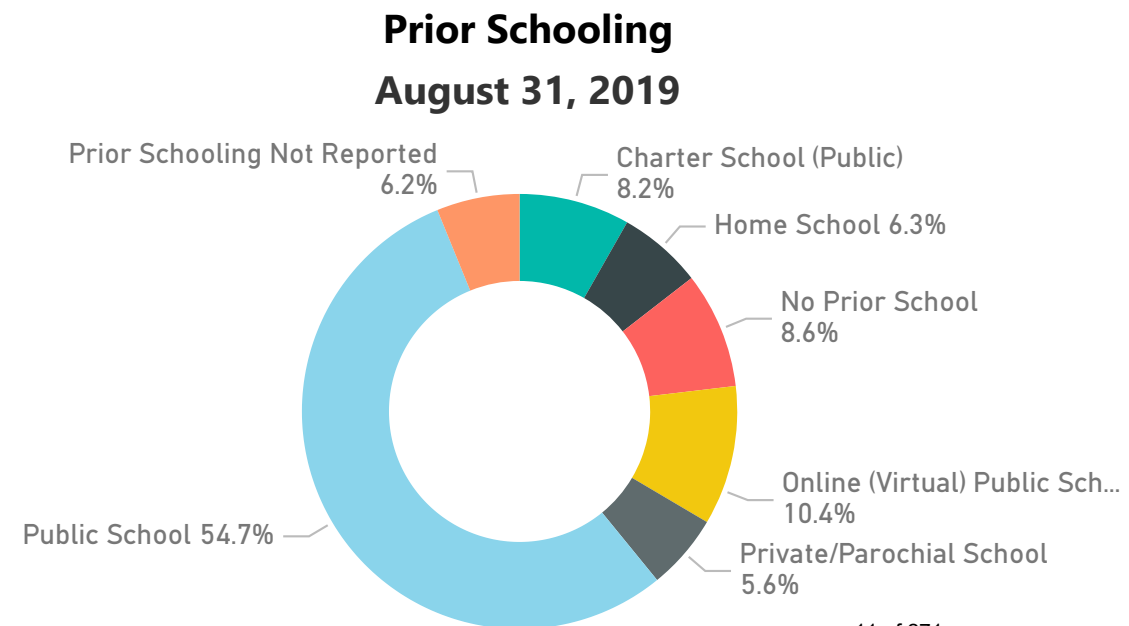
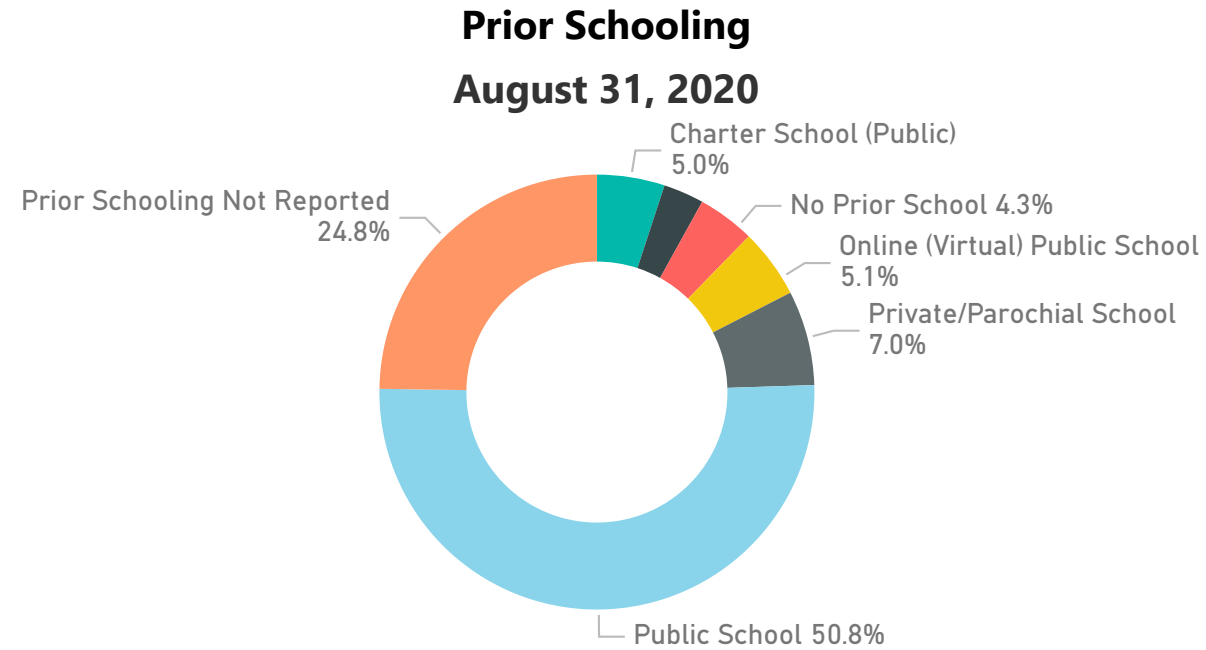


# Reach Cyber Charter School

## August 31, 2020

### Prior Schooling

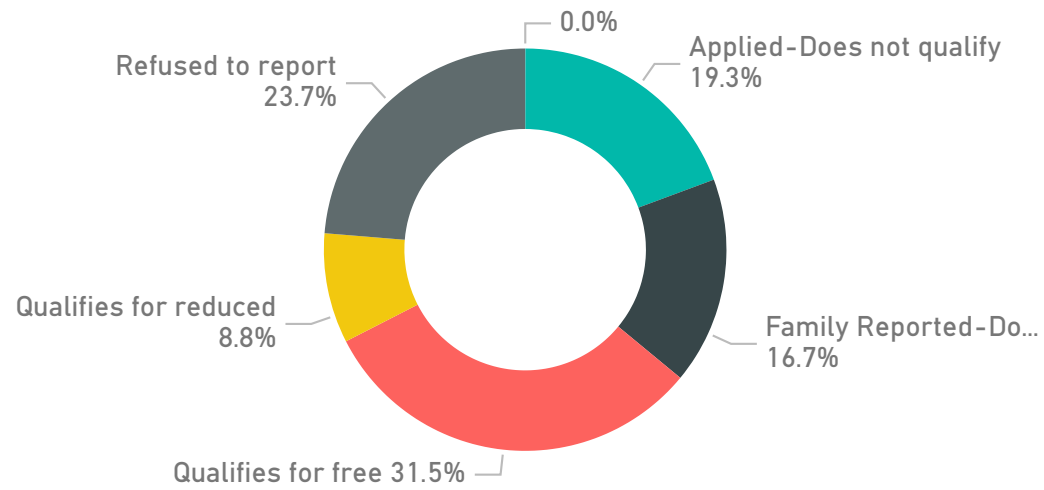
Prior Schooling	SameMonthPriorYear	PriorEOY	CurrentMonth
Charter School (Public)	243	314	311
Home School	185	189	186
No Prior School	255	359	263
Online (Virtual) Public School	306	353	318
Private/Parochial School	166	203	435
Public School	1616	2291	3136
Prior Schooling Not Reported	182	149	1530



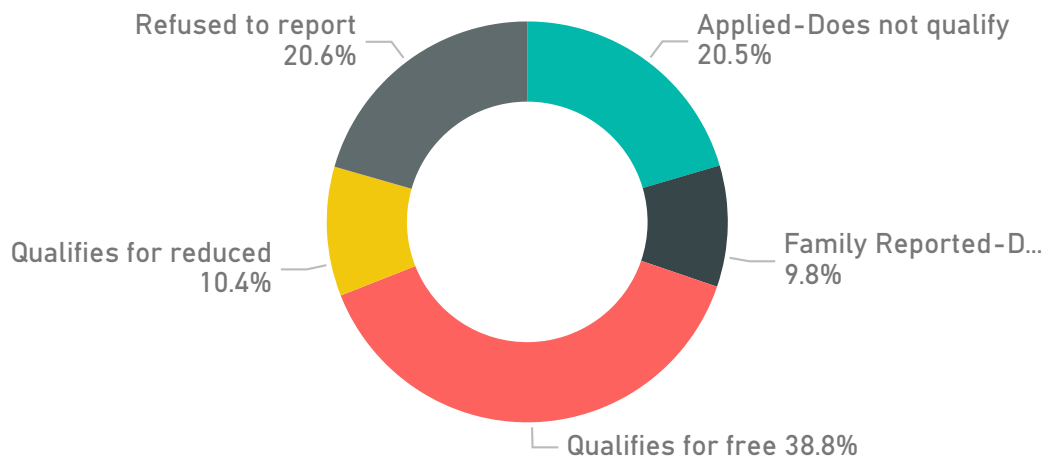
# Reach Cyber Charter School

## August 31, 2020

**FARM Eligibility**  
August 31, 2020

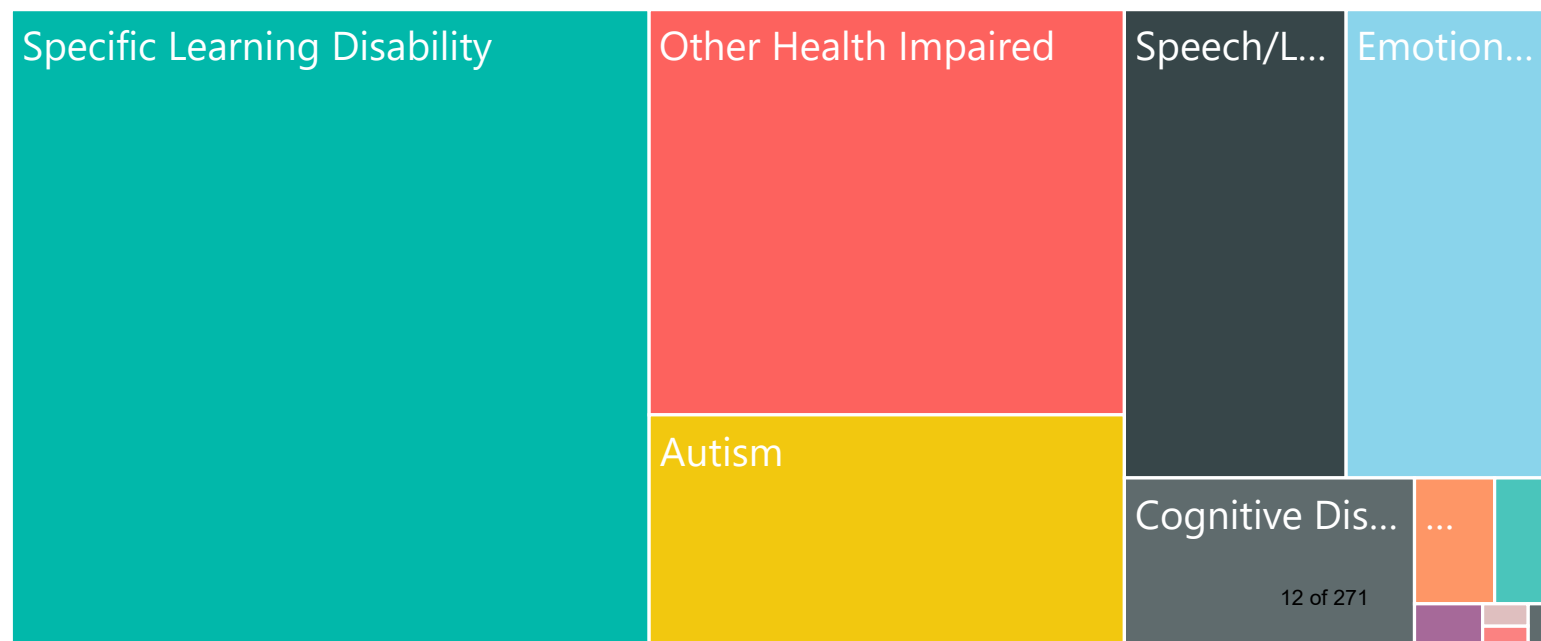


**FARM Eligibility**  
August 31, 2019



### Disability

Disability	SameMonthPriorYear	PriorEOY	CurrentMonth
Autism	71	82	110
Cognitive Disability	19	42	49
Developmentally Delayed	1		
Emotionally Impaired	69	120	95
Hearing Impaired	2	3	7
Multiple Disabilities	1	1	1
Other	16		10
Other Health Impaired	100	166	191
Physical Disability	1	1	1
Specific Learning Disability	239	387	404
Speech/Language Impaired	50	55	103
Traumatic Brain Injury	2	3	1
Visually Impaired	2	2	3

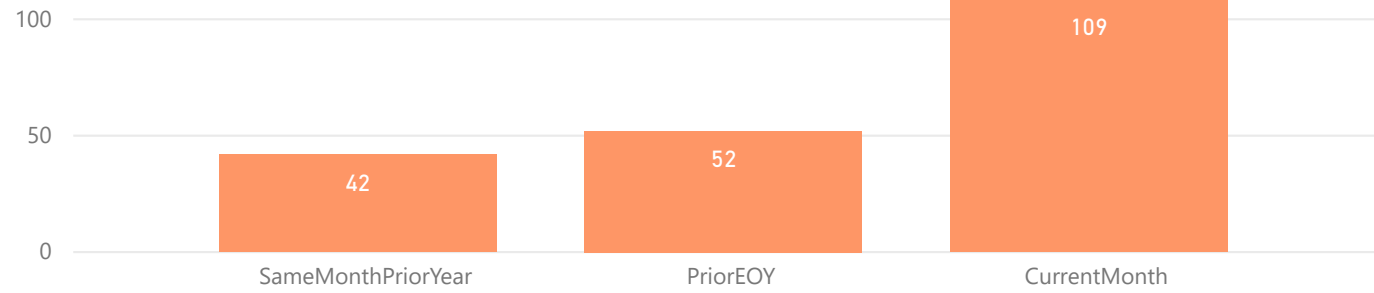




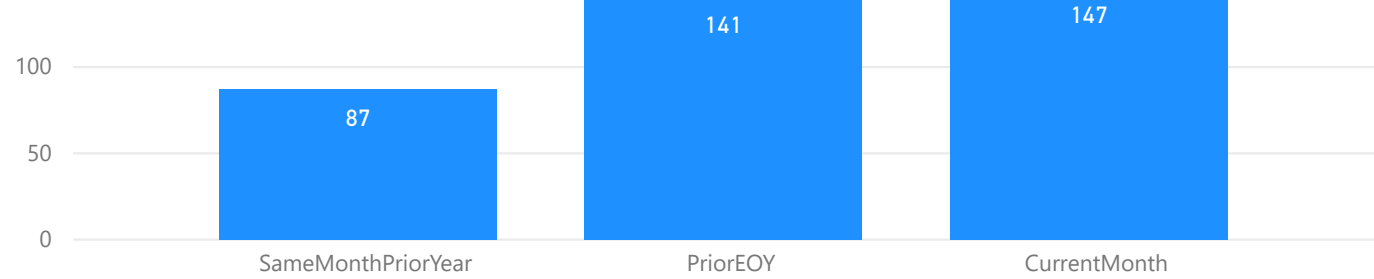
# Reach Cyber Charter School

August 31, 2020

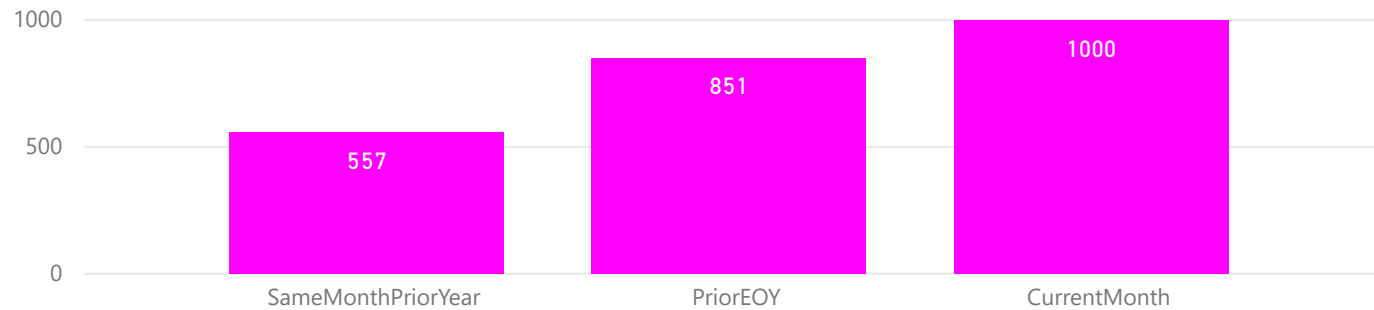
## Gifted



## Plan504



## IEP



## Currently Enrolled

**6179**

### Gifted

**2%**

### Plan504

**2%**

### IEP

**16%**

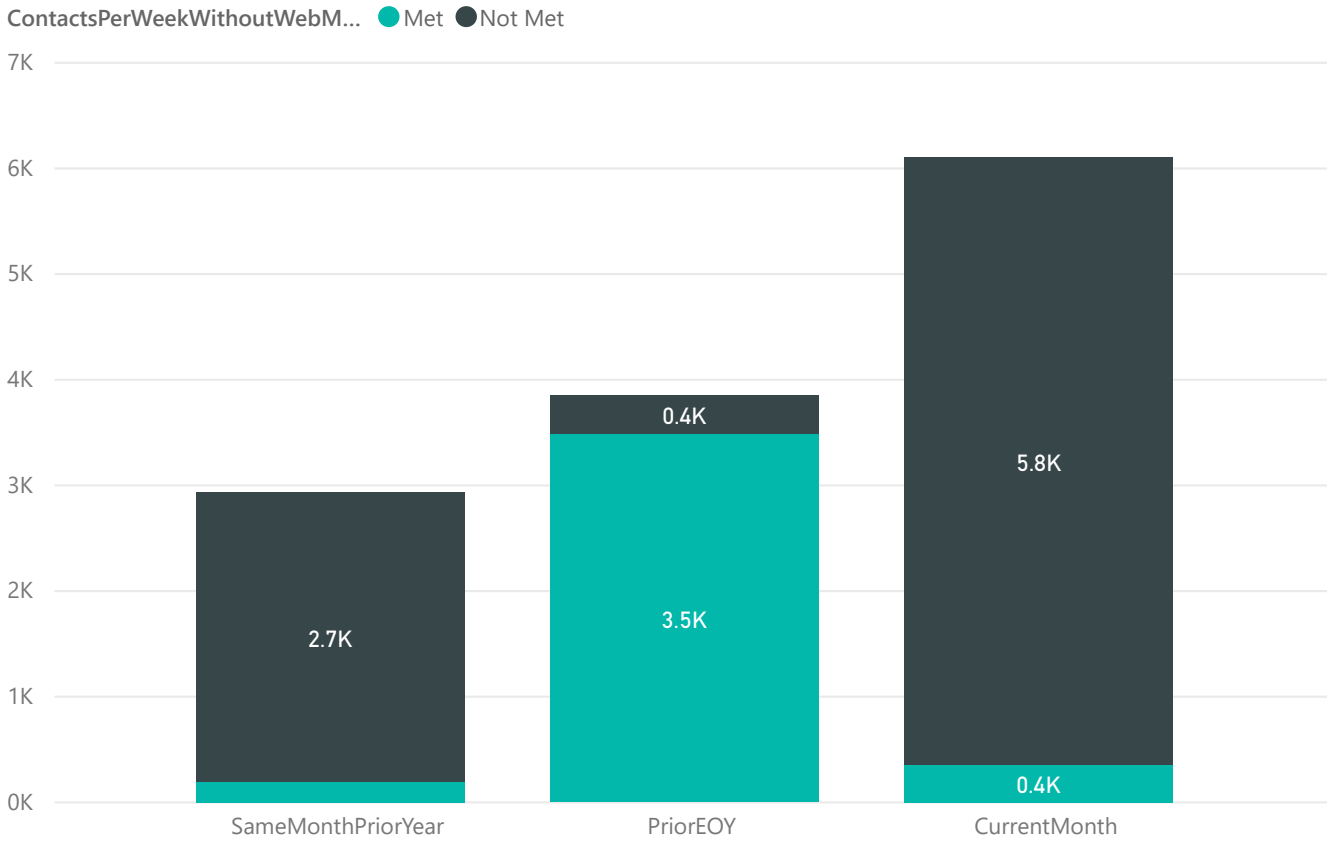
### Not in Special Population

**80%**

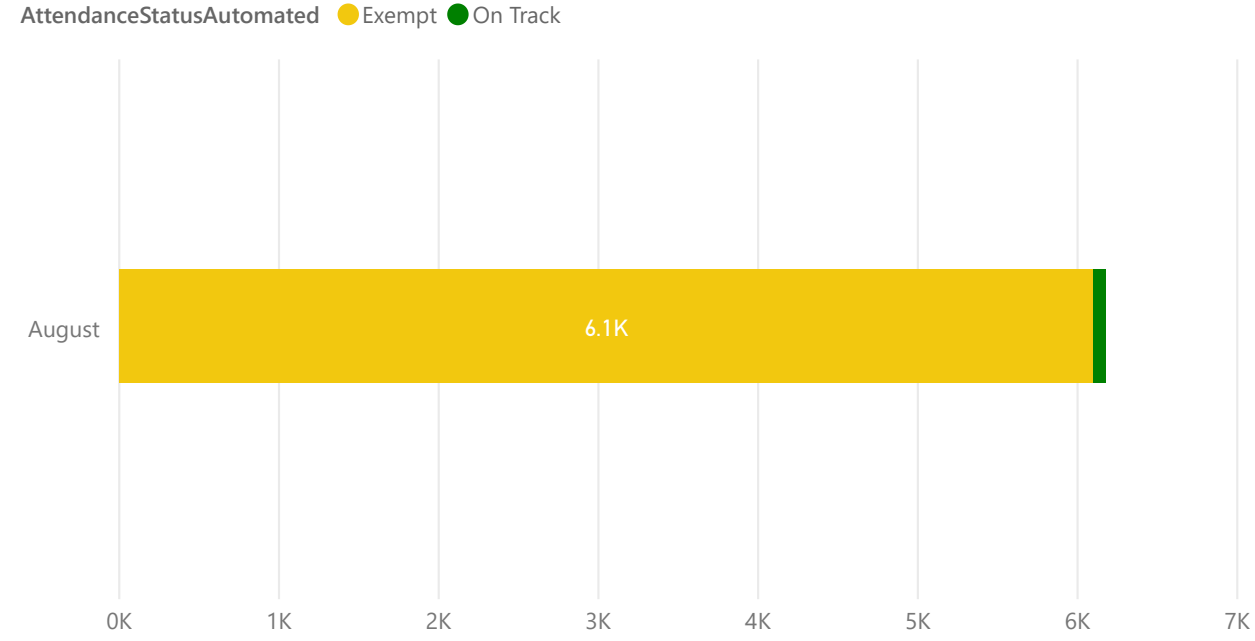
# Reach Cyber Charter School

## August 31, 2020

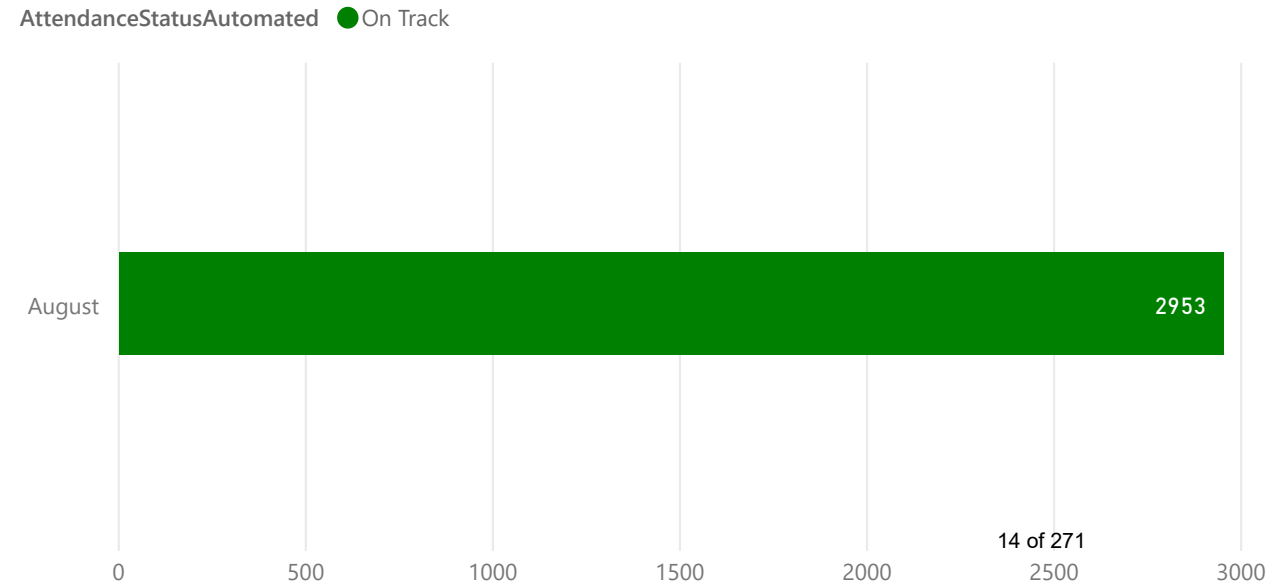
### Contacts Per Week



### School Year: 2020-2021



### School Year: 2019-2020



### Currently Enrolled

**6179**

# Reach Cyber Charter School

## August 31, 2020

### Average Participation

GradeDistribution	SameMonthPriorYear	PriorEOY	CurrentMonth
PK-2	100%	95%	100%
3-5	100%	97%	100%
6-8	100%	98%	100%
9-12	100%	99%	98%
<b>Total</b>	<b>100%</b>	<b>98%</b>	<b>99%</b>

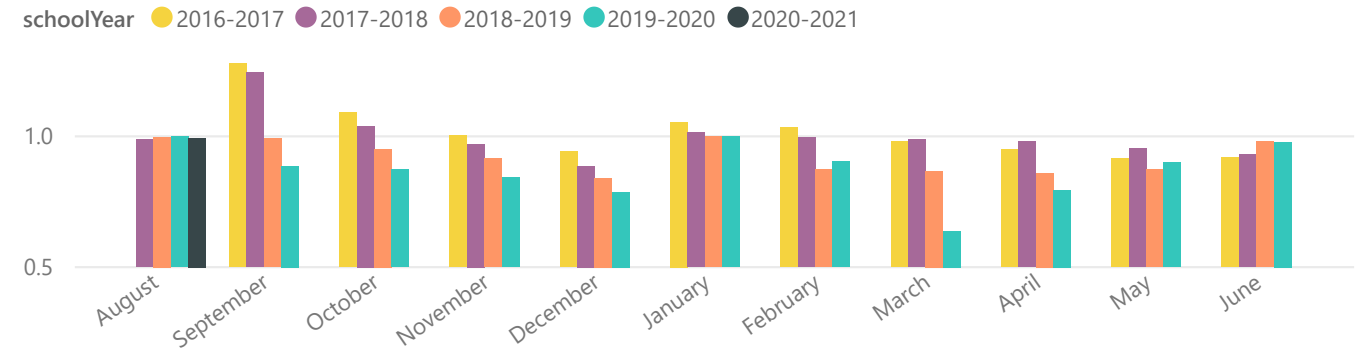
### Average Performance

GradeDistribution	SameMonthPriorYear	PriorEOY	CurrentMonth
PK-2	76%	86%	86%
3-5	68%	81%	74%
6-8	55%	77%	58%
9-12	60%	76%	57%
<b>Total</b>	<b>61%</b>	<b>78%</b>	<b>61%</b>

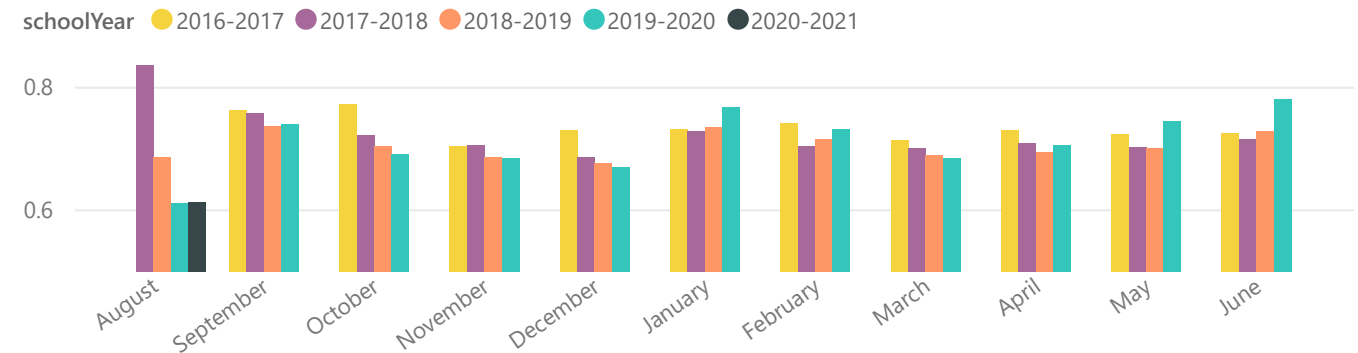
### Average Attendance

GradeDistribution	SameMonthPriorYear	PriorEOY	CurrentMonth
PK-2	97%	86%	99%
3-5	97%	89%	99%
6-8	97%	84%	98%
9-12	98%	82%	97%
<b>Total</b>	<b>97%</b>	<b>84%</b>	<b>98%</b>

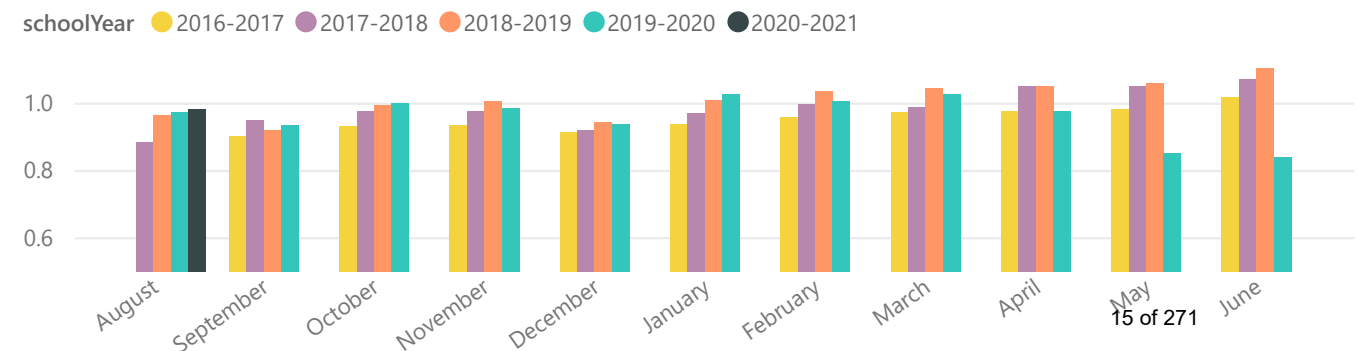
### Average Total Participation



### Average Total Performance



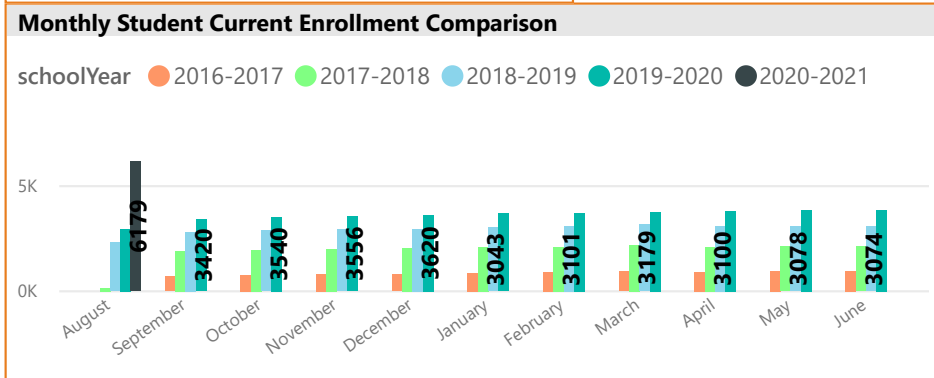
### Average Total Attendance



<b>Currently Enrolled</b> <b>6179</b>	<b>Total YTD Enrolled</b> <b>6197</b>
<b>Enrollment Services Complete (Stage 4)</b> <b>6342</b>	

**Reach Cyber Charter School**  
**August 31, 2020**

<b>Current Enrollment Month-Over-Month Change</b> <b>N/A</b>
<b>Current Enrollment Year-Over-Year Change</b> <b>109%</b>



**Total YTD Enrollment**

ReportPeriod Withdrawal Category	SameMonthPriorYear		CurrentMonth	
	Student Count	%CT Student Count	Student Count	%CT Student Count
Enrolled, Not Grad	2953	99%	6180	100%
Prior To Engagement	2	0%	1	0%
Withdrawal During School Year	23	1%	16	0%
<b>Total</b>	<b>2978</b>	<b>100%</b>	<b>6197</b>	<b>100%</b>

**New & Returning**

ReportPeriod New or Returning	SameMonthPriorYear		CurrentMonth	
	Students	%CT Students	Students	%CT Students
New	939	31.80%		
Returning	2014	68.20%	6179	100.00%

**Household Data**

Household Data	SameMonthPriorYear	CurrentMonth
Active	2319	4349
WD During School Year	16	11
WD Prior To Engagement	2	1

**Students Per Active Household**

	SameMonthPriorYear	CurrentMonth
	1.27	1.42

**Grade Distribution**

ReportPeriod GradeDistribution	SameMonthPriorYear		CurrentMonth	
	Students	%CT Students	Students	%CT Students
<b>PK-2</b>	<b>367</b>	<b>12%</b>	<b>1380</b>	<b>22%</b>
KG	127	4%	500	8%
1	106	4%	468	8%
2	134	5%	412	7%
<b>3-5</b>	<b>479</b>	<b>16%</b>	<b>1490</b>	<b>24%</b>
3	165	6%	499	8%
4	144	5%	485	8%
5	170	6%	506	8%
<b>6-8</b>	<b>763</b>	<b>26%</b>	<b>1463</b>	<b>24%</b>
6	213	7%	464	8%
7	264	9%	482	8%
8	286	10%	517	8%
<b>9-12</b>	<b>1343</b>	<b>45%</b>	<b>1845</b>	<b>30%</b>
9	394	13%	502	8%
10	376	13%	486	8%
11	239	8%	426	7%
12	334	11%	431	7%
<b>Total</b>	<b>2952</b>	<b>100%</b>	<b>6178</b>	<b>100%</b>

**Withdrawal Reason**

Withdrawal Reason	SameMont
Generally dissatisfied with curriculum/course options	
My student wants to return to a traditional school setting for other (non-socialization related) reasons.	
My student wants to return to a traditional school setting for socialization reasons.	
No reason provided	
The curriculum is too hard.	
We are moving.	
We are no longer able to provide a Learning Coach to assist our student.	
We are not satisfied with the school leadership.	
We have chosen to home school.	

**Reach Cyber Charter School  
August 31, 2020**

Gender		
Gender	SameMonthPriorYear	CurrentMonth
	1	
F	1603	3223
M	1349	2956

Primary Language		
Home Language	SameMonthPriorYear	CurrentMonth
English	1039	1006
Spanish	115	304
Russian	2	6
Arabic	8	24
Urdu	3	4
Another Language	65	147
No Language Reported	1721	4688

Disability		
Disability	SameMonthPriorYear	CurrentMonth
Autism	71	110
Cognitive Disability	19	49
Developmentally Delayed	1	
Emotionally Impaired	69	95
Hearing Impaired	2	7
Multiple Disabilities	1	1
Other	16	10
Other Health Impaired	100	191
Physical Disability	1	1
Specific Learning Disability	239	404
Speech/Language Impaired	50	103
Traumatic Brain Injury	2	1
Visually Impaired	2	3

Gifted		
Gifted	SameMonthPriorYear	CurrentMonth
Yes	42	109

Plan 504		
Plan504	SameMonthPriorYear	CurrentMonth
504	87	147

IEP		
IEP	SameMonthPriorYear	CurrentMonth
IEP	557	1000

Gifted	Plan504
<b>2%</b>	<b>2%</b>
IEP	Not in Special Population
<b>16%</b>	<b>80%</b>

Ethnicity		
Ethnicity	SameMonthPriorYear	CurrentMonth
Hispanic or Latino	385	805
Not Hispanic or Latino	2566	5372

Distinct Race/Ethnicity		
Distinct Race/Ethnicity	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	20	21
Asian	28	58
Black/African American	565	1038
Hispanic or Latino	385	805
Multiple Races	218	417
Native Hawaiian or Other Pacific Islander	2	1
Not Indicated	2	2
White	1733	3837

Race		
Race	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	119	185
Asian	69	144
Black/African American	824	1582
Native Hawaiian or Other Pacific Islander	37	57
White	2216	4786

Household FARM Eligibility		
HouseholdFARMEligibility	SameMonthPriorYear	CurrentMonth
Applied-Does not qualify	489	1043
Family Reported-Does not qualify	242	923
Qualifies for free	879	1576
Qualifies for reduced	260	454
Refused to report	510	1207

Prior Schooling		
Prior Schooling	SameMonthPriorYear	CurrentMonth
Charter School (Public)	243	311
Home School	185	186
No Prior School	255	263
Online (Virtual) Public School	306	318
Private/Parochial School	166	435
Public School	1616	3136
Prior Schooling Not Reported	182	1530

**Reach Cyber Charter School  
August 31, 2020**

**Contacts Per Week**

ContactsPerWeekWithoutWebMail	SameMonthPriorYear	CurrentMonth
Met	193	351
Not Met	2743	5753

**Attendance Status**

AttendanceStatusAutomated	SameMonthPriorYear	CurrentMonth
Exempt		6100
On Track	2953	79

**Average Participation**

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	100%	100%
3-5	100%	100%
6-8	100%	100%
9-12	100%	98%
<b>Total</b>	<b>100%</b>	<b>99%</b>

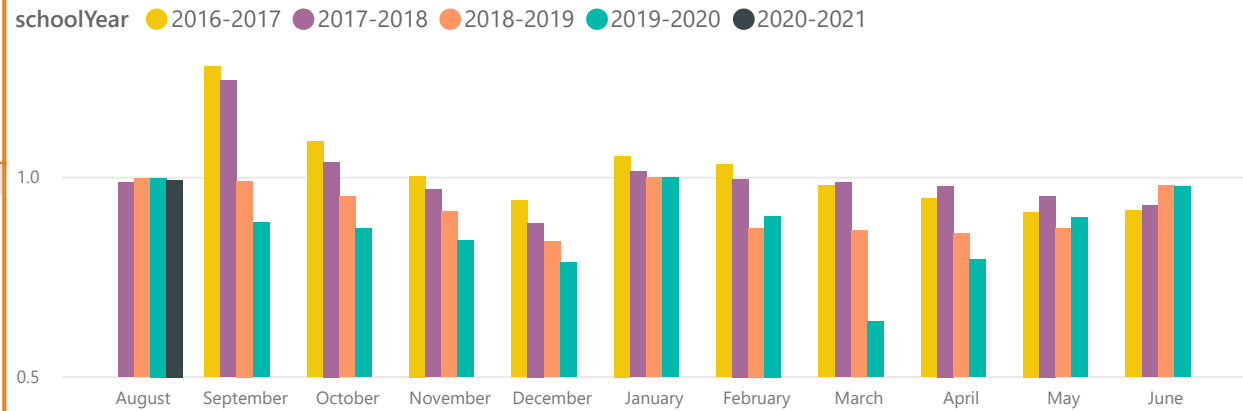
**Average Performance**

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	76%	86%
3-5	68%	74%
6-8	55%	58%
9-12	60%	57%
<b>Total</b>	<b>61%</b>	<b>61%</b>

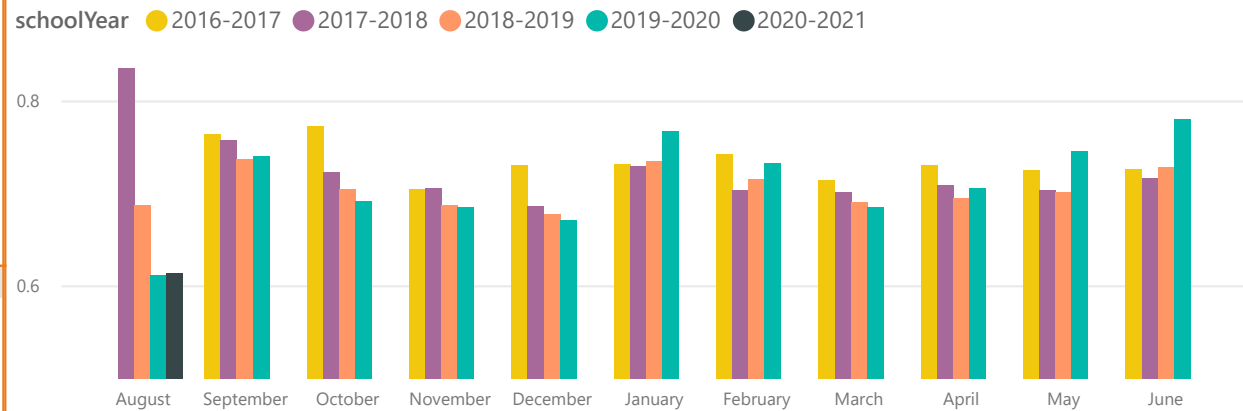
**Average Attendance**

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	97%	99%
3-5	97%	99%
6-8	97%	98%
9-12	98%	97%
<b>Total</b>	<b>97%</b>	<b>98%</b>

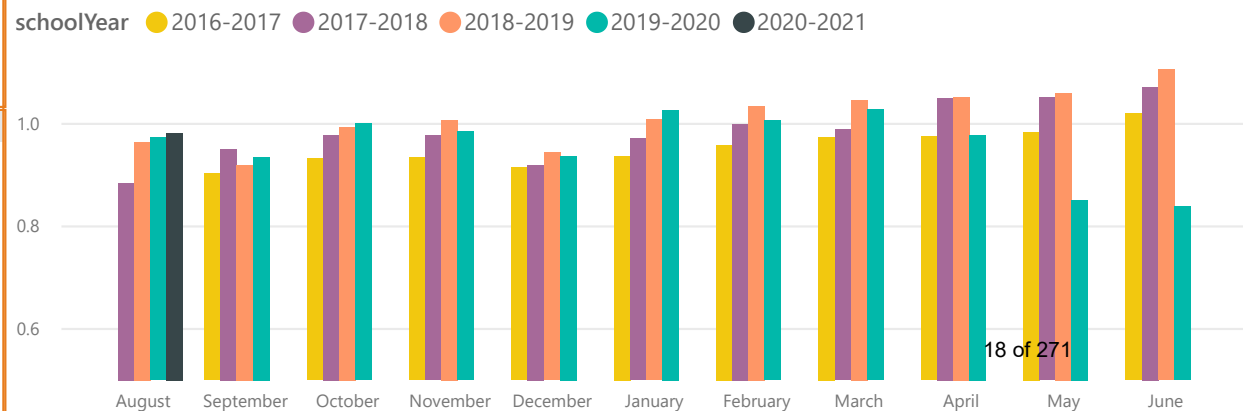
**Average Total Participation**



**Average Total Performance**



**Average Total Attendance**



**Reach Cyber Charter School  
Revenue and Expense Statement  
For the Period Ended August 31, 2020**

	July-20 Actual	August-20 Actual	YTD Actual	Approved 20/21 Budget	Current Annual Forecast
<b>Forecasted Enrollment</b>					
Forecasted ADM				4,165	8,427
Forecasted Total Enrollment				5,414	10,955
Forecasted Funded Enrollment				4,165	8,427
<b>Revenue</b>					
Local School District Funding	-	-	-	60,273,526.61	128,215,416.00
Federal & Other Program Funding	4,500.20	76,692.64	81,192.84	2,802,923.00	2,802,923.00
Interest Income	2,338.51	1,943.49	4,282.00	210,000.00	50,000.00
Student Activities and Other Income	-	10.31	10.31	20,000.00	20,000.00
<b>Total Revenue</b>	<b>6,838.71</b>	<b>78,646.44</b>	<b>85,485.15</b>	<b>63,306,449.61</b>	<b>131,088,339.00</b>
<b>Program Expenses</b>					
<b>Compensation Expense</b>					
Administration Staff	771,675.73	807,038.87	1,578,714.60	5,731,419.63	7,139,219.43
Instructional Staff	-	868,774.44	868,774.44	25,804,419.51	47,909,348.44
<b>Total Compensation Expense</b>	<b>771,675.73</b>	<b>1,675,813.31</b>	<b>2,447,489.04</b>	<b>31,535,839.13</b>	<b>55,048,567.87</b>
<b>Fee Based Expenses</b>					
Enrollment/Unit Based Fees	611,158.33	611,158.34	1,222,316.67	22,267,559.00	44,877,141.00
<b>Total Fee Based Expenses</b>	<b>611,158.33</b>	<b>611,158.34</b>	<b>1,222,316.67</b>	<b>22,267,559.00</b>	<b>44,877,141.00</b>
<b>Other School Expenses</b>					
Assessment	-	-	-	509,000.00	1,029,854.26
Employee Related	12,426.89	5,513.66	17,940.55	546,000.00	1,021,313.63
Facilities	45,762.50	81,529.48	127,291.98	1,222,020.00	1,375,344.50
Governance	7,128.11	322,221.68	329,349.79	265,200.00	232,700.00
Instructional	1,767.03	34,778.32	36,545.35	2,346,109.00	1,743,260.00
Professional Services	-	46,007.94	46,007.94	385,000.00	385,000.00
Student Related	29,398.39	107,823.40	137,221.79	3,083,572.00	6,039,928.51
Pending Allocation	-	-	-	-	-
<b>Total Other Instructional and Student Suppt Expenses</b>	<b>96,482.92</b>	<b>597,874.48</b>	<b>694,357.40</b>	<b>8,356,901.00</b>	<b>11,827,400.91</b>
<b>Total Program Expenses</b>	<b>1,479,316.98</b>	<b>2,884,846.13</b>	<b>4,364,163.11</b>	<b>62,160,299.13</b>	<b>111,753,109.77</b>
<b>Net Increase (Decrease)</b>			<b>(4,278,677.96)</b>		
Beginning Fund Balance			15,196,361.06		
<b>Ending Fund Balance</b>			<b>10,917,683.10</b>		

Reach Cyber Charter School  
Balance Sheet  
August 31, 2020

**ASSETS**

**Cash and Short Term Investments:**

Cash:Checking	\$	616,564.28
Cash:Money market Account		11,557,110.48

<b>Total Cash and Short Term Investments</b>		<b>12,173,674.76</b>
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**Other Current Assets:**

Local District Receivables		4,798,817.35
State Program Receivables		50,000.00
Allowance for Doubtful Accounts		(142,340.91)
Grant Receivables		4,105.00
Prepaid Expenses		15,826.12
Prepaid Rent		39,997.18

<b>Total Other Current Assets</b>		<b>4,766,404.74</b>
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**Other Current Assets:**

Security Deposit		8,916.65
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<b>Total other Assets</b>		<b>8,916.65</b>
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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)

<b>Net Fixed Assets</b>		<b>209,683.28</b>
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<b>Total Assets</b>	<b>\$</b>	<b>17,158,679.43</b>
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**LIABILITIES**

**Current Liabilities:**

Due to (from) Connections Academy	\$	2,186,599.84
Pension Payable		203,189.70
Payroll Taxes Payable		2,268.44
Accounts Payable		268,100.17
Accrued Compensation		1,681,359.98
Deferred Revenue		1,580,804.48
Due to Local Districts		108,990.44

<b>Total Current Liabilities</b>		<b>6,031,313.05</b>
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<b>Total Liabilities</b>		<b>6,031,313.05</b>
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**FUND BALANCE**

Invested in Capital		209,683.28
Reserved Fund Balance		4,552,904.25
Undesignated Fund Balance		6,364,778.85

<b>Ending Fund Balance</b>		<b>11,127,366.38</b>
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<b>Total Liabilities and Fund Balance</b>	<b>\$</b>	<b>17,158,679.43</b>
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**Reach Cyber Charter School  
Schedule of Revenue  
For the Period Ended August 31, 2020**

	July-20 Actual	August-20 Actual	YTD Actual	Approved 20/21 Budget	Current Annual Forecast
<b>Revenue</b>					
<b>Local District Funding</b>					
Regular Education Funding	-	-	-	39,426,644.12	75,324,600.00
Special Education Funding	-	-	-	20,846,882.49	52,890,816.00
<b>Total Local District Funding</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>60,273,526.61</b>	<b>128,215,416.00</b>
<b>Federal</b>					
Title I	-	-	-	1,179,505.00	1,179,505.00
Title IIA	-	-	-	126,357.00	126,357.00
Title III	-	-	-	3,168.00	3,168.00
IDEA	-	-	-	621,613.00	621,613.00
Title IV	4,500.20	-	4,500.20	67,273.00	67,273.00
CSI	-	-	-	75,000.00	75,000.00
CARES Act	-	76,692.64	-	728,580.00	728,580.00
Erate	-	-	-	1,427.00	1,427.00
<b>Total Federal &amp; Other Programs Funding</b>	<b>4,500.20</b>	<b>76,692.64</b>	<b>81,192.84</b>	<b>2,802,923.00</b>	<b>2,802,923.00</b>
<b>Other Funding</b>					
Interest Income	2,338.51	1,943.49	4,282.00	210,000.00	50,000.00
Student Activities Income	-	-	-	20,000.00	20,000.00
Uncategorized Income	-	10.31	10.31	-	-
<b>Total Other Funding</b>	<b>2,338.51</b>	<b>1,953.80</b>	<b>4,292.31</b>	<b>230,000.00</b>	<b>70,000.00</b>
<b>Total Revenue</b>	<b>6,838.71</b>	<b>78,646.44</b>	<b>85,485.15</b>	<b>63,306,449.61</b>	<b>131,088,339.00</b>

**Reach Cyber Charter School  
Schedule of Compensation and Fees  
For the Period Ended August 31, 2020**

	July-20 Actual	August-20 Actual	YTD Actual	Approved 20/21 Budget	Current Annual Forecast
<b>SCHEDULE OF COMPENSATION:</b>					
<b>Administrative Compensation</b>					
Salaries - Administration	569,745.73	594,942.03	1,164,687.76	4,183,517.98	5,211,109.07
Benefits - Administration	131,745.90	136,836.67	268,582.57	962,209.13	1,198,555.09
Pension - Administration	28,590.41	29,747.10	58,337.51	209,175.90	260,555.45
Taxes - Administration	41,593.69	45,513.07	87,106.76	376,516.62	468,999.82
<b>Total Administrative Compensation</b>	<b>771,675.73</b>	<b>807,038.87</b>	<b>1,578,714.60</b>	<b>5,731,419.63</b>	<b>7,139,219.43</b>
<b>Instructional Compensation</b>					
Salaries - Teachers	-	640,479.67	640,479.67	18,835,342.71	34,970,327.33
Benefits - Teachers	-	147,274.10	147,274.10	4,332,128.82	8,043,175.29
Pension - Teachers	-	32,023.98	32,023.98	941,767.14	1,748,516.37
Taxes - Teachers	-	48,996.69	48,996.69	1,695,180.84	3,147,329.46
<b>Total Instructional Compensation</b>	<b>-</b>	<b>868,774.44</b>	<b>868,774.44</b>	<b>25,804,419.51</b>	<b>47,909,348.44</b>
<b>Total Compensation</b>	<b>771,675.73</b>	<b>1,675,813.31</b>	<b>2,447,489.04</b>	<b>31,535,839.13</b>	<b>55,048,567.87</b>

**SCHEDULE OF FEES:**

**Enrollment/Unit Based Fees**

Curriculum and Instructional Support Services	188,813.25	194,904.00	383,717.25	7,173,989.00	14,515,465.00
Enrollment/Placement/Student Support Services	237,539.25	231,448.50	468,987.75	3,967,039.00	8,026,665.00
Facilities Support Services	2,083.33	2,083.34	4,166.67	25,000.00	25,000.00
Professional Development Services	-	-	-	399,375.00	760,500.00
School Operations Support Services	-	-	-	2,436,449.00	4,929,795.00
School Staff Support Services/Human Resources Support	-	-	-	878,625.00	1,673,100.00
Student Connexus License	-	-	-	2,623,868.00	5,309,010.00
Student Technology Assistance Services	182,722.50	182,722.50	365,445.00	4,527,214.00	9,160,109.00
Short Term Substitute Teachers	-	-	-	96,000.00	194,236.00
Direct Course Instruction Support	-	-	-	140,000.00	283,261.00
<b>Total Enrollment/Unit Based Fees</b>	<b>611,158.33</b>	<b>611,158.34</b>	<b>1,222,316.67</b>	<b>22,267,559.00</b>	<b>44,877,141.00</b>

**Reach Cyber Charter School  
Schedule of Other Expenses  
For the Period Ended August 31, 2020**

	July-20 Actual	August-20 Actual	YTD Actual	Approved 20/21 Budget	Current Annual Forecast
<b>SCHEDULE OF OTHER SCHOOL EXPENSES:</b>					
<b>Assessment</b>					
Student Testing & Assessment	-	-	-	509,000.00	\$ 1,029,854
<b>Total Assessment</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>509,000.00</b>	<b>1,029,854.26</b>
<b>Employee Related</b>					
Staff Recruiting/Background Checks	6,829.00	-	6,829.00	45,000.00	\$ 85,690
Staff Training/Prof. Dvlpmnt	5,471.96	5,292.28	10,764.24	275,000.00	\$ 523,662
HR System License and Implementation	-	-	-	21,000.00	\$ 21,000
Team Building	-	-	-	25,000.00	\$ 47,606
Travel- Nurse	-	-	-	5,000.00	\$ 10,116
Travel and Conferences	125.93	221.38	347.31	175,000.00	\$ 333,239
<b>Total Employee Related</b>	<b>12,426.89</b>	<b>5,513.66</b>	<b>17,940.55</b>	<b>546,000.00</b>	<b>1,021,313.63</b>
<b>Facilities</b>					
Capital Outlay	-	-	-	145,000.00	\$ 145,000
Copiers/ Reproduction	1,270.86	892.79	2,163.65	14,000.00	\$ 28,326
Internet	-	-	-	28,000.00	\$ 26,000
Maintenance & Repairs	51.94	33,996.75	34,048.69	280,000.00	\$ 280,000
Office Postage	97.16	19.45	116.61	21,000.00	\$ 42,489
Office Supplies	3,471.38	3,644.42	7,115.80	86,000.00	\$ 174,003
Office Rent	39,997.18	41,957.15	81,954.33	467,900.00	\$ 479,964
Other School Expense	-	-	-	11,000.00	\$ 22,256
Rent Operating Expense	-	-	-	21,120.00	\$ 21,120
Small Office Equipment	-	-	-	140,000.00	\$ 140,000
Telephone	873.98	1,018.92	1,892.90	8,000.00	\$ 16,186
<b>Total Facilities</b>	<b>45,762.50</b>	<b>81,529.48</b>	<b>127,291.98</b>	<b>1,222,020.00</b>	<b>1,375,344.50</b>
<b>Governance</b>					
Accreditation	-	-	-	1,200.00	\$ 1,200
Banking Fees	365.63	274.68	640.31	6,000.00	\$ 5,000
Board-Related Expenses	-	-	-	15,000.00	\$ 15,000
Dues	6,762.48	31,583.00	38,345.48	90,000.00	\$ 90,000
External Audit	-	-	-	18,000.00	\$ 18,000
D&O Insurance	-	-	-	35,000.00	\$ 3,500
Insurance Expenses	-	290,364.00	290,364.00	100,000.00	\$ 100,000
<b>Total Governance</b>	<b>7,128.11</b>	<b>322,221.68</b>	<b>329,349.79</b>	<b>265,200.00</b>	<b>\$ 232,700</b>
<b>Instructional</b>					
Student Curriculum and Licenses	1,767.03	34,778.32	36,545.35	317,748.00	\$ 90,000
STEM Programmatic Expenses	-	-	-	2,028,361.00	\$ 1,653,260
<b>Total Instructional</b>	<b>1,767.03</b>	<b>34,778.32</b>	<b>36,545.35</b>	<b>2,346,109.00</b>	<b>\$ 1,743,260</b>
<b>Professional Services</b>					
Accounting Services	-	-	-	250,000.00	\$ 250,000
Accounting System License and Implementation	-	-	-	55,000.00	\$ 55,000
Legal Services	-	46,007.94	46,007.94	75,000.00	\$ 75,000
Other Consultants	-	-	-	5,000.00	\$ 5,000
<b>Total Professional Services</b>	<b>-</b>	<b>46,007.94</b>	<b>46,007.94</b>	<b>385,000.00</b>	<b>\$ 385,000</b>
<b>Student Related</b>					
Community Coordinators and Outreach Events	-	-	-	52,668.00	\$ 106,563
Benevolent Outreach	-	583.47	583.47	60,000.00	\$ 60,000
Community Partnerships	-	-	-	124,500.00	\$ 124,500
Contracted Pupil Health Support	-	-	-	10,000.00	\$ 10,000
School Discretionary Targeted Outreach	1,508.19	-	1,508.19	40,000.00	\$ 80,932
Extracurricular Activities	-	-	-	95,000.00	\$ 192,212
Graduation Expense	204.96	9.10	214.06	45,000.00	\$ 91,048
Student Technology Support Stipend	-	-	-	1,127,000.00	\$ 2,280,247
SPED Related Services	27,685.24	107,230.83	134,916.07	1,399,000.00	\$ 2,830,582
Career Pathways Program Licenses and Apprenticeships	-	-	-	50,404.00	\$ 101,982
Student Activities	-	-	-	80,000.00	\$ 161,863
<b>Total Student Related</b>	<b>29,398.39</b>	<b>107,823.40</b>	<b>137,221.79</b>	<b>3,083,572.00</b>	<b>\$ 6,039,929</b>
<b>Pending Allocation</b>					
Expenses Pending Allocation	-	-	-	-	\$ -
<b>Total Pending Allocation</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>\$ -</b>
<b>Total Other Expenses</b>	<b>96,482.92</b>	<b>597,874.48</b>	<b>694,357.40</b>	<b>8,356,901.00</b>	<b>\$ 11,827,401</b>



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 :** 91000005842  
**Date :** 17-AUG-2020  
**Due Date :**  
**Payment Terms :**  
**Customer Account :** 3924545  
**Project Number :** 82043226  
**Currency :** USD  
**Shipment Terms :**  
**Purchase Order Number :** REACH  
**Number of Pages :** Page 1 of 2

<b>Total Ordered Quantity (No. Of Items) :</b> 2	<b>REMITTANCE INFORMATION</b>	
<b>Net Amount :</b> USD \$1,065,954.41	<b>Make Checks Payable to:</b>	<b>Bank Wire to:</b>
<b>Tax Total :</b> USD \$0.00	Pearson Online & Blended Learning	<b>Bank Name :</b> Bank of America N A
<b>Invoice Total :</b> USD \$1,065,954.41	32369 Collection Center Drive	<b>Bank Address :</b>
<b>Amount Due :</b> USD \$1,065,954.41	Chicago, IL 60693-0323	<b>ABA ACH No :</b> 071000039
		<b>ABA Wire No :</b> 026009593
		<b>SWIFT Code :</b> BOFAUS3N
		<b>A/C No :</b> 8188290225
		<b>Bank Account Name :</b> Connections Education LLC dba Pearson Online & Blended Learning K-12 USA



Pearson

Invoice Number: 91000005842							Page 2 of 2
Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82043226	REACH	Direct Charges	4		990,193.44	0.00	990,193.44
82043226	REACH	Pass Through	13		75,760.97	0.00	75,760.97

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
	\$1,065,954.41	\$0.00	\$1,065,954.41



# Pearson

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Charges for the Following Period:

July 2020

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**Compensation Expenses**

Benefits - Administration	77,977.11
Benefits - Instructional	301,058.00
Credit for Nonbillable Earnings Paid by the School	(29,457.05)
Withholdings	86,928.36
	<hr/>
	436,506.42

**Enrollment/Unit Based Charges**

Facility Support Services	2,083.33
Upfront Fee per Student	609,075.00
	<hr/>
	611,158.33

**Pass Through Expenses**

Miscellaneous	18,289.66
	<hr/>
	18,289.66

***Total Amount Due***

**1,065,954.41**



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 :** 91000006058  
**Date :** 31-AUG-2020  
**Due Date :**  
**Payment Terms :**  
**Customer Account :** 3924545  
**Project Number :** 82043226  
**Currency :** USD  
**Shipment Terms :**  
**Purchase Order Number :** REACH  
**Number of Pages :** Page 1 of 2

<b>Total Ordered Quantity (No. Of Items) :</b> 2	<b>REMITTANCE INFORMATION</b>	
<b>Net Amount :</b> USD \$1,120,645.44	<b>Make Checks Payable to:</b>	<b>Bank Wire to:</b>
<b>Tax Total :</b> USD \$0.00	Pearson Online & Blended Learning	<b>Bank Name :</b> Bank of America N A
<b>Invoice Total :</b> USD \$1,120,645.44	32369 Collection Center Drive	<b>Bank Address :</b>
<b>Amount Due :</b> USD \$1,120,645.44	Chicago, IL 60693-0323	<b>ABA ACH No :</b> 071000039
		<b>ABA Wire No :</b> 026009593
		<b>SWIFT Code :</b> BOFAUS3N
		<b>A/C No :</b> 8188290225
		<b>Bank Account Name :</b> Connections Education LLC dba Pearson Online & Blended Learning K-12 USA



Pearson

Invoice Number: 91000006058							Page 2 of 2
Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82043226	REACH	Direct Charges	3		1,042,543.21	0.00	1,042,543.21
82043226	REACH	Pass Through	13		78,102.23	0.00	78,102.23

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
	\$1,120,645.44	\$0.00	\$1,120,645.44





# Pearson

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Charges for the Following Period:

August 2020

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**Compensation Expenses**

Benefits - Administration	76,303.99
Benefits - Instructional	355,080.88
Credit for Nonbillable Earnings Paid by the School	(32,181.76)
Withholdings	84,785.21
	<hr/>
	483,988.32

**Enrollment/Unit Based Charges**

Facility Support Services	2,083.34
Upfront Fee per Student	609,075.00
	<hr/>
	611,158.34

**Pass Through Expenses**

Miscellaneous	25,498.78
	<hr/>
	25,498.78

***Total Amount Due***

**1,120,645.44**



September 8, 2020

To: Reach Cyber Charter School Board of Trustees  
From: Erin Erdley, Supervisor Finance and Budget Analyst, Federal Programs Support  
Subject: Approval of Parent and Family Engagement Policy

Attached please find the updated Parent and Family Engagement Policy for Reach Cyber Charter School. This policy is to fulfill the requirements for legal compliance under the regulations for the federal Title I, Part A program. This was reviewed by School Leader, Jane Swan. Thank you.

Attachment: Parent and Family Engagement Policy  
cc: Jane Swan

## Parent and Family Engagement Policy: Reach Cyber Charter School

### GENERAL EXPECTATIONS

#### **Introduction**

Parent and family involvement and engagement are critical to the success of Reach Cyber Charter School and integral to improving student academic achievement. Parents serve as Learning Coaches and play an active role in the learning process, providing input and communicating regularly with teachers. Parents have access to their student's Grade Book at any time by logging into the school's proprietary education management system (EMS). This provides parents with transparency into their student's academic performance on a day-to-day basis.

This document explains how Reach Cyber Charter School will put into operation programs, activities, and procedures for involving parents in its Title I, Part A programs, consistent with Section 1010 of the Every Student Succeeds Act (ESSA). Those programs, activities, and procedures are planned and operated with meaningful consultation with parents of participating students consistent with Section 1010 of the ESSA. This document also explains how the school provides opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory children to participate. The school provides information and school reports required under the ESSA in an understandable and uniform format (including alternative formats upon request) and, to the extent practicable, in a language parents understand. The school involves parents of students served by the Title I, Part A program in decisions about how Title I, Part A funds reserved for parent involvement are spent.

If the plan for Title I, Part A, developed under Section 1006 of the ESSA, is not satisfactory to the parents of participating students, the school will submit any parent comments with the plan when the school submits the plan to the Pennsylvania Department of Education.

Accompanying this Parent and Family Engagement Policy is Reach Cyber Charter School's *School-Parent Compact*.

#### **A Description of How Reach Cyber Charter School Will Implement Required Parent and Family Engagement Policy Components**

Reach Cyber Charter School builds the school's and parent's capacity for strong parent involvement. This ensures effective involvement of parents and supports a partnership among the school, parents, and the community to improve student academic achievement, through the following activities specifically described herein.

**1. Reach Cyber Charter School provides assistance to parents in understanding topics such as Pennsylvania's academic content and academic achievement standards, state and local academic assessments including alternate assessments, how to monitor their child's progress, and how to work with educators. The school provides materials and training to help parents work with their student to improve their student's academic achievement and using technology, as appropriate, to foster parent involvement.**

- During the school year, teachers and parents communicate regularly via WebMail, telephone, and LiveLesson™ sessions. Teachers formally conference with parents regularly. In addition, parents are directly involved in checking daily student work for completeness and may view student grades and other progress indicators in real time.
- Parents have the opportunity to be intimately familiar with their students' progress on a day-to-day basis. The school's unique EMS technology platform ensures that all parents have access to complete data about their children's learning on a 24/7 basis. In EMS, parents view, in real time, an indicator of whether their student is on track and making adequate progress. Students who are not on track are identified as "approaching alarm" or on "alarm" if and when certain thresholds are reached related to completion of lessons, attendance, contact with the teacher, and/or submission of required assessments or portfolio assignments. The school contacts the parent of any student in "alarm" or "approaching alarm" by WebMail, and when on "alarm," by certified mail and/or telephone, to discuss issues impeding the student's progress and to discuss strategies for getting back "on track." Parents are also provided with frequent reports on their student's progress. For students who are struggling, school staff meet weekly at staff meetings to develop an intervention plan that directly involves the student's parent.
- Materials to encourage parent involvement are provided (with no cost to the family) including online training, a handbook, and school newsletters. Daily lesson plans are accessible 24/7 and enable parents to review and understand the objectives of each lesson so that they can support their student's learning effectively. The teaching and administrative staff and curriculum and technical support staff are also available via WebMail or telephone to provide required assistance and advising support.
- Reach Cyber Charter School provides ongoing training and support to help parents carry out their important role while making optimum use of the available technology tools and professional teacher support. The school's specific training and support efforts include a Parent Orientation to familiarize parents with the features and components of EMS. The training also includes building an effective understanding of the academic program (content, standards and assessment) as well as real-time tools for monitoring and improving student performance.
- Reach Cyber Charter School holds parent-teacher welcome calls during which the School-Parent Compact is discussed as it relates to the individual child's achievement. If there are performance concerns, or if students are falling behind

and in escalation, the student's teacher contacts parents via phone and/or WebMail and includes other teaching or administrative staff as needed. The call focuses on the student's performance and what actions need to occur to get the student back "on-track". Teachers may also set up an in-person meeting to discuss any student or parent concerns and to work collaboratively to set goals and identify a timeline for improvement.

- Parents have multiple opportunities to shape the overall school experience. They can volunteer to chaperone student field trips, serve as community coordinators, assist with student activities, serve on the school's Board of Trustees and/or Parent Advisory Committee as well as participate in Title I planning meetings. Parents, Caretakers, and families may volunteer at the school, however, volunteering is not required.

**2. Reach Cyber Charter School involves the entire school staff, parents, and students in the joint development of its Parent and Family Engagement Policy and School-Parent Compact for improved student academic achievement under Section 1006 of the ESSA and to build and develop a partnership with parents in the process of school review and improvement to help children achieve Pennsylvania's high standards under Section 1010 of the ESSA.**

At least one meeting is held annually, with the option to participate via telephone or LiveLesson session, to discuss the Parent and Family Engagement Policy and School-Parent Compact. Further feedback is solicited through multiple avenues, including the "feedback" link on EMS, phone, WebMail, monthly school newsletters, field trips and back-to-school activities, and other parent-oriented activities. The EMS contains a rating system that allows parents to rate and comment on each lesson in which they engage from a low of one star to a high of five stars. The Board intends to maintain at least one parent representative among its members. The school also surveys parents each year in order to evaluate the school on a number of criteria, including student progress, teacher support, and the quality of curriculum.

**3. Evaluation of the Parent and Family Engagement Policy and School-Parent Compact**

Reach Cyber Charter School conducts an annual evaluation of the content and effectiveness of this Parent and Family Engagement Policy in improving the quality of its Title I, Part A plan. The evaluation includes identifying barriers to greater participation by parents in parent involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school uses findings of the evaluation of its Parent and Family Engagement Policy and activities to design strategies for more effective parent involvement, and to revise, if necessary (and with the involvement of parents) its parent and family engagement policies. Evaluation methods include:

- Hold at least one annual meeting, with the option to participate via telephone or LiveLesson

- Administer an annual parent satisfaction survey which includes questions about academic interventions.
- Solicit feedback through multiple avenues, including the “feedback’ link on EMS, telephone, newsletters, and WebMail

**4. Reach Cyber Charter School educates its teachers, principals, and other staff on how to reach out to, communicate with, and work with parents as equal partners; on the value and utility of contributions of parents; and on how to implement and coordinate parent programs and build ties between parents and schools.**

Reach Cyber Charter School is committed to providing high-quality and ongoing professional development for both parents and staff to improve instruction and drive toward proficiency on academic standards. Reach Cyber Charter School provides teacher training and professional development programs to equip teachers with the following:

- A working knowledge of the Connections Academy® curriculum.
- How to communicate and work effectively with parents/families.
- How to utilize and navigate the tools in EMS
- How to develop personalized learning plans and individualize instructional programs, including communicating with parents regarding instruction.
- Review of the different forms of assessment and how to utilize test results to guide instruction.
- Knowledge of school processes and policies.
- How on-site staff and virtual teachers work collaboratively in the best interest of each student.

**5. Reach Cyber Charter School ensures that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of all participating children, including parents with limited English proficiency, parents with disabilities, and parents of migratory children, in a format and language parents can understand (including alternative formats upon request) and, to the extent practicable, in a language the parents can understand.**

- Reach Cyber Charter School makes effective use of all available technologies to distribute information to parents.
- In addition, parents are encouraged to set up conferences to discuss their student's performance.
- Regular newsletters announce upcoming school events and are available online to all parents.
- Certain critical communications may also be provided in print format. For example, the parent training modules are available in print as well as online, and official communications from the school about compliance or discipline issues are also provided via hard-copy mail upon request.
- The school also develops and makes available, via EMS, a school handbook that details all policies and procedures specific to the school. Translation of materials or

availability of materials in other formats (e.g., for those who have difficulty with their vision) are made available upon request.

**6. Reach Cyber Charter School builds the school's and parent's capacity for strong parent involvement to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities.**

As a virtual learning school, Reach Cyber Charter School is able to use technology and the working partnership between parents and the school staff to facilitate the full participation of parents who might otherwise face barriers to involvement. For example, parents with disabilities who might otherwise find it difficult to participate in their child's brick-and-mortar classroom can readily interact through our online tools and resources. Reach Cyber Charter School makes every effort to provide information in an understandable language and format so that parents can actively participate in their student's schooling.

**7. Reach Cyber Charter School provides parents of students receiving Title I services reasonable access to staff and opportunities to volunteer, participate, and observe their child's lessons. The school also provides other reasonable support for parent involvement activities as parents may request.**

- Students have the opportunity to participate regularly in both face-to-face and virtual community activities. Face-to-face activities include field trips and community outings. Teachers use the telephone quite extensively in communicating with students and parents.
- WebMail is the proprietary private email system included in EMS. WebMail is a "closed" system. Students, parents, and teachers may only use it to communicate with each other, and are protected from spam, contact from strangers, and other mainstream email issues.
- Once enrolled, families have access to an area of EMS called the Message Boards. These boards contain moderated conversations between parents, students, teachers, and specialists. All members can access and review these boards. Parents can choose to limit their student's access to the boards by going to the student's Student Information Form and making the appropriate adjustments.
- Other examples of support to be provided for parent involvement activities include, but are not limited to: providing multiple ways to attend meetings (face-to-face, phone, LiveLesson sessions, and recordings), translating materials upon request, and holding one-on-one meetings and so forth.

PART IV. ADOPTION

This Parent and Family Engagement Policy has been developed jointly with, and agreed on with, parents of students participating in Title I, Part A programs, as evidenced by agenda and minutes of annual parent meetings.

This policy was adopted by the Board of Trustees of Reach Cyber Charter School on the date signed below and will be reviewed annually.

\_\_\_\_\_ (Signature of Authorized Official)

\_\_\_\_\_ (Date)



## Reach Cyber Charter School Parent Compact

*Parents, students, and the entire school staff have a shared responsibility to help students achieve academic success. This compact lists mutual responsibilities for attaining the school's mission. This compact, signed by a school representative, a parent and the student, is in effect until revoked.*

Reach Cyber Charter School and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Every Student Succeeds Act (ESSA) agree that this compact outlines how the parents, the students, and the entire school staff will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve Pennsylvania's high standards.

### Reach Cyber Charter School Commitments

- Involve parents in planning, reviewing, and improving the school's parental and family engagement policy, in an organized, ongoing, and timely way.
- Involve parents in developing the school-wide program plan, in an organized, ongoing, and timely way.
- Hold at least one annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs.
- 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.
- Provide each parent timely notice when their child has been assigned or has been taught for four or more consecutive weeks by a teacher who does not meet state-specific teacher effectiveness requirements.

### Parent/Guardian Commitments

I understand that my participation in my child's education will positively impact his/her achievement and attitude. Therefore, I will do my best to:

- Ensure that my child participates in school regularly.
- Establish a time and quiet place for my child to complete schoolwork.
- Ensure that my child 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 my child's teachers.
- Actively participate in decisions relating to the education of my child.
- Show an interest in my child's well-being and encourage my child to do his/her best.
- Share information and concerns about my child and about the school, and work together with the school to resolve problems.

## **Student Commitments**

I know that my education is important and that I am responsible for my success. Therefore, I will do my best to do all of the following:

- Participate in school regularly and be prepared with all materials, including homework and a positive attitude.
- Put forth my 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.



From: Joan Roberts  
To: Reach Cyber Charter School Board of Directors  
Re: School-Specific Handbook Supplement for 2020-2021

Attached for board approval are revisions to the school's attendance policy. Once approved, the updates will be reflected in the 2020-2021 School-Specific Handbook Supplement, and the revised handbook will be posted on the Virtual Library.

For your convenience, the changes to your School-Specific Handbook Supplement are provided below.

## 4 ATTENDANCE

### 4.2 Marking and Verifying Attendance

~~Learning Coaches or Caretakers are~~ The Attendance Department is responsible for documenting student attendance in Connexus and ~~the school~~ is responsible for verifying the accuracy of attendance records through authenticating student lesson completion. ~~Learning Coaches or Caretakers should document attendance daily whenever possible, but at a minimum must document attendance weekly. The school is required to report attendance records to the state annually so it is imperative that the documentation process is followed.~~

#### Connexus Attendance Codes

The following attendance codes are available in Connexus:

Code	Definition of code	Who enters the code?
<del>0-9P</del>	<del>Hours of Schooling Present</del>	<del>Learning Coach or Caretaker (and the school, as necessary)</del>
V	Vacation	Learning Coach or Caretaker

E	Excused Absence	Teacher or Administrator
U	Unexcused Absence	Teacher or Administrator

#### Hours of Schooling/Attendance

Students must meet all regulatory requirements for attending public schools in the state. These regulatory requirements include attending school for 180 days and completing a required number of hours of instruction per year.

Hours of schooling per day and/or week are accumulated by completing lessons, assessments, portfolio items, labs, attending direct instruction sessions, attending educational field trips, participating in state mandated assessments, and by participating in other educational activities.

Failure to attend mandated LiveLesson sessions, state testing, or respond to WebMail and phone call messages from teachers may be counted against documented attendance ~~hours~~.

Although there is more flexibility in the Reach program than in a traditional school ~~with regard~~ ~~to~~ ~~regarding~~ when instruction occurs, students, Learning Coaches and Caretakers should be aware that the school calendar reflects the days on which teachers are available to students. Specific school calendars and the required days and hours of instruction are posted in the School Schedule section of this Supplement.

## Attendance Responsibilities by Role

### Learning Coach Responsibilities

- ~~Record Hours of Schooling~~ – For each instructional day, Learning Coaches or Caretakers enter a 0–9 in Connexus to indicate the number of hours of schooling that occurred. They should aim to meet the weekly hours of schooling listed in the “Pacing Options for Students” section to ensure compliance with state regulations. Learning Coaches and Caretakers may ask for assistance from the School to enter attendance records if they are unable to access a computer on a given day by calling the Attendance Coordinator at (570) 218-8217, per the Marking and Verifying Attendance section of the School Handbook: General Portion.
- **Alert the School of Excused Absences** – ~~Learning Coaches and Caretakers cannot enter the “E (Excused)” attendance code in Connexus.~~ If a student is absent, the Learning Coach or Caretaker must complete the Attendance Excuse Data View for their student(s), send information to the school about the absence. The absence should be reported through webmail to “Attendance Inquiries and Updates”, which is listed in the address book in WebMail. The school will determine if the absence can be classified as excused, per the guidelines listed in the School Handbook: General Portion. The Attendance ~~Coordinator~~ Department will then enter an “E” or “U” for that day’s attendance. ~~Please contact the Attendance Coordinator with any questions at (570) 218-8217.~~
- **Complete Defined School Year** – Regardless of the number of hours of schooling a student may complete prior to the last day of the school year (as defined in the school year calendar in this Supplement), students are required to meet the weekly required instructional hours up to and including the last day of the school year.

- **Vacations or Days Off:** Students are allocated “vacation” days based on the number of weekdays in the school calendar that are marked as non-school days/holidays/vacation. For example, a student may choose to work on Presidents’ Day, but then take the following Monday off. The Learning Coach or Caretaker Attendance Department would record ~~hours of~~ attendance on Presidents’ Day, as though it were a regular school day, and then mark the following Monday off as “V” for vacation. Whenever a student wishes to take a regular school day as a vacation day (that is, will not be completing any educational activities), the Learning Coach or Caretaker should seek approval ~~from the student’s teacher in advance~~ by completing the Vacation section in the Attendance Excuse Data View.

Note that regularly-scheduled school holidays, ~~vacations, etc. must still be marked with a “V” if the student did not complete any educational activities on that day; they are not automatically recorded as vacation days in Connexus.~~ will automatically be recorded as vacation days in Connexus unless a full week’s worth (5%) of lessons are submitted.

Students who start after the beginning of the school year will not be permitted to take vacation time for any school holiday or vacation days that occurred *prior* to their start date. For example, if a student starts school September 5 but school officially started August 18, the student is not entitled to use Labor Day as a vacation day but is still entitled to all vacation days that are scheduled *after* their official start date. If a student has used their allotment of vacation days, any scheduled school day on which no educational activities are completed (i.e., no hours are recorded) will be treated as zero hours an absence. If that student ~~is able to~~ can meet the weekly recommended hours on the days in which they do work, then the zero hour day will not adversely affect the student’s attendance percentage. If the hours-lessons are not made up during that same week, however, the student will be considered absent.

- **Educational Trips** – If a student is participating in an educational trip, the Caretaker or Learning Coach must submit a request to the school by completing the Educational Leave Form. ~~This Form can be requested from the “Attendance Inquiries and Updates” option, located in Webmail, or can be found on the Virtual Library. found in the Attendance Excuse Data View.~~ The completed Educational Leave form must be submitted to the Attendance ~~Coordinator~~ Department at least two (2) weeks prior to the planned trip. The leave must be approved by ~~s~~ School ~~a~~ Administration ~~and marked as “Excused” in the system by the Attendance Coordinator.~~ Learning Coaches and/or Caretakers should communicate with teachers about adjusted work completion goals.

### School Responsibilities

- **Monitor and Review Attendance Records** – The Attendance ~~Coordinator~~ Department will monitor and review attendance records on a weekly basis. ~~The Attendance Department will also identify and record excused absences and unexcused absences. They will follow up with Learning Coaches and Caretakers via phone and WebMail if the hours of schooling are not inputted by the following week to ensure compliance with state attendance laws. If there is a concern about the validity of a student’s attendance records, the student may be placed in an “Alarm” status and administrators will review the records. Attendance Coordinators also identify and record excused absences and can alter Learning Coaches’ or Caretaker’s attendance records with proper documentation, if necessary.~~
- **Maintaining the Integrity of the Attendance Data** – The attendance system prohibits further editing of attendance data at certain points. Any requests for adjustments to the previously verified records must be submitted to the school in writing for review, approval and adjustment.

**Official Attendance Record** – The Connexus attendance system is the record of ~~Learning Coach or Caretaker documented attendance~~ student attendance. It is however ~~only~~ one of many sources used to determine if a student is meeting the minimum ~~instructional hours required~~ program requirements. If it has been determined that a student has not completed enough work or that certain other program requirements have not been fulfilled, ~~the Attendance Coordinator or Homeroom Teacher/Advisory Teacher may invalidate the Learning Coach or Caretaker record resulting in further~~ sanctions up to and including withdrawal may occur. It is important to recognize that just ~~marking proper attendance~~ completing lessons will not keep a student’s ~~attendance alarm~~ status “On-Track”. If a student regularly does not complete enough

work to remain “On Track”, despite repeated assistance and intervention from the school, then the student may accumulate unexcused absences or be withdrawn.

### 4.3 Attendance Status and Escalation Systems

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Enrolled students are always in one of four escalation statuses ~~at all times~~:

1. On-Track
2. Approaching Alarm
3. Alarm
4. Exempt (rare)

~~Attendance-Escalation~~ status is based on several criteria, as outlined in the School Handbook: General Portion, and is a combination of measures that indicate if a student is demonstrating adequate participation and therefore attendance in the program. This not only includes the actual attendance ~~hours recorded by the Learning Coach~~, but also lesson and assignment completion rates, and amount of communication with the teacher. Therefore, ~~even though a Learning Coach may record a high number of instructional hours in the attendance records~~, if a student’s work completion rates are not on track or if he/ she fails to communicate on a regular basis with the teacher, he/ she will be placed into an escalated (Approaching Alarm or Alarm) status. It is important to recognize that just marking proper attendance will not keep a student’s escalation status On-Track.

When a student is in the Approaching Alarm status, he/ she is in danger of being withdrawn. The school will work with the family to help get the student’s attendance back on track. If these efforts fail, the student will be escalated to the Alarm status which could quickly lead to the student’s official disenrollment.

Very occasionally, none of the first three escalation statuses will be appropriate for a student. The student will be placed in “Exempt” status and escalation will not apply; however, all program requirements will still be applicable.

### 4.4 Truancy

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In order to maximize student learning, regular attendance is imperative. The Reach program offers a great deal of flexibility surrounding how many hours students spend each day on school work and on what days of the week they complete school work. Due to this flexibility, Reach has



zero tolerance for truancy. Caretakers are held legally responsible for ensuring that their students are fully participating in school, even if they have designated another individual as their student's Learning Coach. The information below is intended to help Caretakers understand how to avoid having their student be considered truant, and to understand the consequences of truancy.

In order to avoid truancy, the Caretaker must ensure that the following activities are taking place:

- The student completes assigned lessons and assessments weekly.
- ~~The student participates in educational activities for an appropriate number of hours, as outlined in the *Required Instructional Hours* section (Section 3.4.2) of this Supplement, and the Caretaker or Learning Coach records these attendance hours in Connexus on a daily basis.~~
- The student is available for regularly scheduled telephone calls with teachers.
- The student attends any *assigned* mandatory LiveLesson sessions.
- The student is able to demonstrate that they are doing their own schoolwork.
- The student attends mandatory state testing.
- The Caretaker or Learning Coach has communicated with the homeroom teacher in advance if they need to deviate from the regular school calendar (for example, switching a vacation and school day).

~~If the students' teachers become aware that the student is not fully participating as outlined above, the student will be marked absent at the teacher's discretion. The Lead School Administrator, Attendance Coordinator, or teacher may override the number of attendance hours previously entered by a Learning Coach or caretaker, changing the attendance hours to a 0, if the student's teacher(s) believe the student has not participated as required. These absences will be considered "unexcused."~~ The final decision about whether an absence is considered excused or unexcused will be made by the Attendance ~~Coordinator~~ Department, State Attendance Manager, or School Leader. Please note that three (3) unexcused absences is not in compliance with the law.

~~The school is required to report three (3) unexcused absences to the student's District of Residence to initiate truancy proceedings and involve additional community and county partners for support.~~

Reach is required to record student attendance in the same way as traditional public schools. If a student is not adequately engaging in the online program or has accumulated more than three (3) unlawful absences, the school is required to notify the Caretaker in writing and work with the Caretaker and/or Learning Coach to create a School Attendance Improvement Plan (SAIP). If the student continues not to engage in the program, Reach ~~will contact the student's District of Residence~~ is required to take further actions, up to and including, legal proceedings.

Unexcused Absences	Plan of Action
One (1) unexcused absence	Caretakers will receive a phone call and <del>webmail-email</del> notification that the absence is unexcused and that penalties may be enforced.
Second (2) unexcused absence	Caretakers will receive a phone call and second <del>webmail-email</del> notification that a <del>second-further</del> unexcused absence has occurred and that additional penalties may be enforced.
Third (3) unexcused absence	Caretakers will receive a phone call and written notification of three (3) unexcused absences, <del>and the student's District of Residence will be notified.</del> <u>Invites will be sent for a School Attendance Improvement Plan (SAIP).</u>
Fourth (4) unexcused absence and fifth (5) unexcused absence	Caretakers will receive a phone call and <del>webmail-email</del> , which will outline next steps with regard to a mandatory School Attendance Improvement Plan (SAIP) with school staff. Three (3) attempts will be made to hold a meeting with the <del>e</del> Caretaker to discuss the SAIP; however, the meeting can be conducted without the Caretaker if they are unable to attend. Students with an IEP or 504 will be contacted about a meeting to review attendance concerns.
Habitually truant status (having six (6) or more unexcused absences during the current school year)	Caretakers will be notified by phone call and <del>webmail-email</del> of absences, <u>will be assigned a truancy officer,</u> and <u>possibly</u> invited to attend a truancy diversionary program Live Lesson.  For students under fifteen (15) years of age, the school will make a referral to other community-based attendance improvement programs or Children and Youth in the student's

	<p>local area. <del>The local district may also file t</del>ruancy charges <u>may also be filed at the local magistrate.</u></p> <p>For students fifteen (15) years of age and older, the school will make a referral to other community-based attendance improvement programs in the student’s local area. <del>The local district may also file t</del>ruancy charges <u>may also be filed at the local magistrate.</u> Children and Youth may also be contacted if the student does not attend the community program.</p> <p><u>Students residing in Philadelphia County will be referred to the Go Program through the District Attorney’s Office.</u></p>
<p>Ten (10) unexcused absences</p>	<p><del>Students that reside in the city of Philadelphia will be referred to the Go Program.</del> After ten (10) consecutive absences, the student will be withdrawn from Reach for truancy, and the <del>r</del>Resident <del>d</del>District will be notified of the withdrawal. <u>Children and Youth will also be notified for students under the age of eighteen (18).</u></p>

Reach Cyber Charter School will work closely with families in the event a student has unexcused absences from school. Our goal is to work collaboratively with families to prevent truancy and improve student attendance and achievement. The above process is outlined by the Pennsylvania Department of Education and is consistent with compulsory attendance laws of the state of Pennsylvania.

### **Definition of “Missing a Day of School”**

Missing a “day” of school is defined as “missing ~~a day’s worth of hours~~1% of overall lesson completion in a week.” Missing ~~a day’s worth of hours~~1% of overall lesson completion in a week may be considered a day of unexcused absence if the ~~student~~Learning Coach or Caretaker does not provide acceptable documentation to the school for those missed hours to be considered excused.

Please let us know if we can aid in the review process in any way or if you require further information on this policy.



From: Joan Roberts  
To: Reach Cyber Charter School Board of Directors  
Re: School-Specific Handbook Supplement for 2020-2021

Pursuant to the new U.S. Department of Education regulations relating to Title IX sexual harassment, known as the Final Rule, a policy was created to establish how Reach Cyber Charter School will respond to reported incidents of sexual harassment.

This policy will be an appendix to the School-Specific Handbook Supplement. Once approved, the update will be reflected in the 2020-2021 Reach Cyber Charter School - School Supplement, and the revised Supplement will be posted on the Virtual Library. The policy for board approval is provided below:

## TITLE IX – THE FINAL RULE

Title IX of the Education Amendments of 1972 protects people from discrimination based on sex in education programs or activities that receive federal funding. The U.S. Department of Education (USDOE) enforces Title IX and has created regulations relating to how schools are required to respond to reports of sexual harassment. The regulations are known as the *Final Rule*. The Title IX sexual harassment protections apply to Connections Academy schools that do or may receive Federal financial assistance.

Under the *Final Rule*, Connections Academy is required to promptly respond to and investigate every formal complaint of sexual harassment by a student. The *Final Rule* establishes an emphasis on restoring a student's access to the Connections Academy's education program and/or sanctioned events and activities using supportive measures. Additionally, the *Final Rule* places the burden of proof on the school and requires a strict adherence to due process measures.

### Definitions

#### Actual Knowledge

Notice of sexual harassment or allegations of sexual harassment to the Title IX Coordinator or any designated school official/employee with the authority to institute corrective measures.

Under state law, school employees are mandatory reporters. In the K-12 environment any

employee may receive notice of sexual harassment.

This standard is not met when the only person with actual knowledge is the respondent. Additionally, the ability or obligation to report sexual harassment or to inform a student how to make a report of sexual harassment, or having training on how to report sexual harassment does not qualify an individual to have the authority to institute corrective measures on behalf of the school.

## **Complainant**

An individual who has alleged to be the victim of conduct that could constitute sexual harassment.

## **Formal Complaint**

A document filed by the complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting an investigation of the alleged sexual harassment. A complainant must be an active student participating or attempting to participate in the education program provided by Connections Academy.

## **Respondent**

An individual who has been reported to be the perpetrator of conduct that may constitute sexual harassment.

## **Sexual Harassment**

Conduct on the basis of sex that satisfies one or more of the following:

- An employee of Connections Academy conditioning the provision of an aid, benefit, or service of the school on an individual's participation in unwelcome sexual conduct (quid pro quo).
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and offensive that it effectively denies a person equal access to a Connections Academy education program or sanctioned activity.
- Sexual assault as defined by 20 USC 1092(f)(6)(A)(v), dating violence, domestic violence, and stalking as defined by 34 USC 12291(a)(10), (8), (30).

## **Supportive Measures**

Non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, free of charge to the complainant or the respondent before or after the filing of a formal complaint, as well as, instances where no formal complaint has been filed.

Supportive measures are designed to restore or preserve equal access to Connections Academy education programs and sanctioned events and activities. Such measures are designed to protect the safety of all parties, the education environment, and ultimately deter sexual harassment.

Supportive measures may include:

- Counseling
- Deadline extensions or other course related adjustments, including changes to class schedule
- Modification of class schedules
- Restricted contact between parties

Supportive measures provided to the complainant and/or respondent will remain confidential to the extent that confidentiality would not impair the ability of the school to provide such measures.

Effective implementation of supportive measures is the responsibility of the Title IX Coordinator.

### **Title IX Coordinator**

The employee designated by Connections Academy to coordinate its efforts to comply with Title IX responsibilities will be referred to as the Title IX Coordinator. In addition to students and current employees, the Title IX Coordinator's contact information must be provided to prospective employees, parents or legal guardians, and all unions (if applicable).

The name or title, office address, e-mail address, and telephone number of the Title IX Coordinator shall be prominently posted on the school's website.

Any person, including a student's parent or guardian, may report sex discrimination and sexual harassment to the Title IX Coordinator in person, by mail, by telephone, or by email at any time, including non-business hours.

## Formal Complaint

A formal complaint of sexual harassment should be filed with the Title IX Coordinator in person, by mail, by electronic mail, or by phone using the contact information provided below:

Manager of Counseling  
[OBLTitleIXCoordinator@pearson.com](mailto:OBLTitleIXCoordinator@pearson.com)  
Reach Cyber Charter School  
750 East Park Drive  
Suite 204  
Harrisburg, PA 17111  
Phone: 717-704-8437

## Initial Response

The school must treat complainants and respondents equitably by offering supportive measures to a complainant and respondent. The grievance process outlined below is followed prior to imposing disciplinary sanctions or other actions outside supportive measures against a respondent.

The Title IX Coordinator must promptly contact the complainant to discuss the availability of supportive measures and consider the complainant's wishes with respect to the use of such supportive measures, inform the complainant of the availability of supportive measures regardless of filing a formal complaint, and explain the process for filing a complaint.

Anyone may report instances of sexual harassment or potential violations to the Title IX Coordinator; reports may be anonymous. However, formal complaints of sexual harassment can only be filed by the complainant or the Title IX Coordinator.

In instances where the respondent faces allegations of sexual harassment and is determined to be an immediate threat to the physical health or safety of a student or other individual, they may be removed upon completion of an individualized safety and risk assessment. If a student is removed under emergency conditions, instant notice will be provided, and the student will be afforded the opportunity to respond to the emergency removal.

An employee respondent may be placed on administrative leave during the grievance process.

## Required Grievance Procedures



## Formal Complaints

Connections Academy is required to follow the grievance process defined by *the Final Rule* before disciplinary measures, not to include supportive measures, against the respondent are made. The procedures include:

All parties will be treated equitably through the remediation process. Remedies under *the Final Rule* are designed to restore or preserve equal access to Connections Academy's education program and sanctioned events and activities.

An objective and thorough investigation and evaluation of the relevant evidence will be reviewed. This includes both evidence that can establish guilt (inculpatory) and evidence that can exonerate guilt (exculpatory).

Title IX Coordinators, investigators, decision makers, and any designee tasked to assist in the informal resolution process must be free of bias or conflicts of interest. Additionally, training must be completed on:

- the definition of sexual harassment;
- the scope of Connections Academy's education program or sanctioned events/activities;
- the process for investigation and grievance process including, hearings, appeals, and informal resolution processes;
- how to serve impartially, including by avoiding prejudgment of the facts at hand, conflicts of interest, and bias;
- any person identified as a decision maker must complete training on any technology used during any part of the grievance process, on issues of relevance of questions and evidence (including instances when questions and evidence arise that are not relevant regarding the complainant's sexual predisposition or previous sexual behaviors);
- any person identified as an investigator must complete training on issues of relevance to properly compose a report that summarizes the relevant evidence;
- all training materials must not rely on sex stereotypes and must promote objective investigations and final disciplinary decisions (adjudications) of formal complaints of sexual harassment.

A presumption the respondent is not responsible for the alleged conduct until the conclusion of the grievance process.

A reasonably prompt time frame for conclusion to the grievance process, filing and resolving appeals and informal resolutions processes, if offered. A temporary delay or the limited extension of time frames for good cause may be granted. In such instances, written notice outlining the reason for the delay shall be sent to all parties. Examples of good cause are the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or to provide an accommodation of disabilities.

There will be a range of disciplinary sanctions and remedies that may be issued in the event responsibility of the respondent is determined.

The standard of evidence used may be the preponderance of evidence standard **or** the clear and convincing standard. The chosen standard must be used throughout the complaint process.

Include the procedures and permissible bases for the complainant and respondent to appeal.

List the range of supportive measures available to complainants and respondents.

Disallow the use of questions or evidence that seek disclosure of information protected under a legally recognized privilege, unless waived by the party holding such privilege.

## **Notice**

If a formal complaint is made, written notice will be provided to all known parties. Included within the notice are the grievance process and the informal resolution process. Any details known at the time of report of sexual harassment may include the identities of the parties involved (if known), the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident (if known). The notice will include a statement acknowledging the respondent is presumed not responsible until the conclusion of the grievance process. The parties may have an advisor who may inspect and review evidence. Such an advisor may be an attorney, though the presence of an attorney is not required. All parties will be afforded enough time to prepare. Finally, the notice will include that knowingly making false statements is against the student and employee code of conduct.

If, during an investigation, Connections Academy decides to investigate allegations not included

in the original notice, the school will provide subsequent notice to include the additional allegations to all known parties.

## **Dismissal**

Under some circumstances, Connections Academy must dismiss a formal complaint of sexual harassment.

If the conduct did not occur while participating in the school's education program or sanctioned events or activities or did not occur in the United States, the complaint will be dismissed.

However, the school may pursue action under the Code of Conduct Policy.

The school may dismiss the formal complaint if:

- a complainant notifies the Title IX Coordinator in writing wishing to withdraw the formal complaint and included allegations,
- the respondent is no longer enrolled, registered, or employed by Connections Academy, and
- specific circumstances prevent the school from gathering enough evidence to reach a determination regarding the formal complaint and/or allegations.

If conditions exist that require the school to dismiss the complaint, prompt written notice indicating a dismissal including any reason(s) must be sent to all parties.

## **Consolidation of Formal Complaints**

Consolidation of formal complaints to allegations of sexual harassment may occur under the following conditions due to the same facts or circumstances:

- against more than one respondent
- by more than one complainant against one or more respondents
- by one party against the other party

## **Investigation**

Under *the Final Rule*, the burden of proof and the burden of gathering evidence to make a determination as to responsibility of alleged sexual harassment falls to Connections Academy.

Voluntary written consent must be obtained to use a party's physician, psychiatrist, psychologist or other professional treatment records.

An equal opportunity to present witnesses and evidence will be provided to all parties. The ability of either party to discuss the allegations investigated or gathered and present evidence may not be restricted.

All parties will be provided the same opportunities to have others present at any grievance proceeding. If either or both parties are joined by an advisor, including an attorney, at a proceeding, Connections Academy may limit or restrict their participation.

Written notice of the date, time, location, participants and purpose of all hearings, investigations, or any related meetings will be provided to all parties. Such notice shall permit enough preparation time for all parties.

Equal opportunity to inspect and review all evidence regardless of intent to rely upon said evidence in reaching the final determination will be provided to all parties. Prior to the investigative report, an itemized evidence list subject to review will be sent to all parties, including advisors/attorneys if applicable, in electronic format or hard copy. The parties will have ten (10) days to submit a written response. The response will be considered by the investigator prior to completing the investigative report. All evidence subject to inspection and review will be available at any hearing for reference and purposes of cross-examination.

Finally, an investigative report will be prepared to summarize the relevant evidence and sent in an electronic format or hard copy to all parties and their advisors/attorneys, if applicable. The report shall be sent to the relevant parties at least ten (10) days prior to a hearing to permit review and the opportunity to provide a written response.

## **Hearings**

***The Final Rule does not require hearings in the K-12 environment.***

The designated decision maker shall provide each party the opportunity to submit relevant written questions to any party or witness, permit time for parties to respond, and subsequently allow for limited follow-up questions.

It is an important distinction that questions and evidence relating to the complainant's sexual predisposition or prior sexual history are not considered relevant to the final determination.

The exceptions to this rule are if the pertinent information proves that someone other than the respondent committed the alleged sexual harassment, or if the evidence offered relates to specific incidents and prove consent between the complainant and respondent.

## Determination

The decision maker may not be an investigator or the Title IX Coordinator.

The decision maker will issue a written determination with respect to responsibility. Under *the Final Rule*, the determination must include:

- A description of the allegation that meets the definition of sexual harassment
- A full description of the procedural steps from receipt of the complaint through final determination (notices, interviews, site visits, evidence gathering methods, and hearings)
- Findings of fact supporting the final determination
- Conclusions as to the application of the school's code of conduct and the known facts
- A statement and rationale for:
  - Each allegation and determination of responsibility
  - Disciplinary sanctions imposed on the respondent, if any
  - If remedies designed to restore or preserve equal access to Connections Academy's education program and/or sanctioned activities will be provided by the school to the complainant; any such remedies will be implemented by the Title IX Coordinator
- The school's allowable reasons and procedures for appeal (see Appeals section below)

The school shall issue written determination to all parties at the same time. The determination will be considered final when the time for filing a timely appeal has passed. If the allegations are appealed, the decision is considered final upon receipt of the final written determination.

## Appeals

Both the complainant and respondent have the option to appeal under the following circumstances:

- A procedural irregularity
- New evidence that could affect the outcome – not available prior to dismissal or determination
- Conflicts of interest or bias by the Title IX Coordinator, investigator(s), and/or decision maker(s)

The school may provide additional equitable circumstances as situations warrant. If a party wishes to appeal the determination, written notice will be provided to the other party that an appeal has been filed and provide procedures that apply to both parties. A new decision maker(s) will be appointed on appeal and such person will not have participated in the complaint prior to appeal, including investigators or the Title IX Coordinator.

Both parties will be permitted and equal opportunity to submit written statements supporting or opposing the outcome. A written decision will be provided to both parties at the same time and will indicate the result of the appeal and the rationale for the final determination.

## **Informal Resolution**

Informal resolutions may be offered once a formal complaint is filed.

Parties are not required to participate in an informal resolution however, the school may offer this option instead of a full investigation and determination. The school will disclose information about the informal resolution process, including the right to withdraw from the informal resolution process prior to an agreed resolution. Once a party withdraws from the informal resolution process, the grievance process of the formal complaint will resume.

If both parties wish to proceed with an informal resolution, a voluntary written consent must be obtained waiving the right to an investigation and adjudication of a formal complaint. A common example of informal resolution is mediation.

The informal resolution process may not be used in instances where the school's employee is the respondent of alleged sexual harassment against a student.

## **Recordkeeping**

The school shall maintain a complete record for seven (7) years relating to:

- All investigations, determinations regarding responsibility, disciplinary sanctions (respondent), and remedies (complainant); including audio/audiovisual recordings and/or transcripts
- Appeals and their result,
- Any informal resolutions and their result,
- Training materials used (posted publicly on the school's website), and
- Any actions, including supportive measures, in response to a formal complaint of sexual harassment.

The records shall provide a basis for the conclusion and show the response was not deliberately indifferent. Additionally, records should document the measures to restore or preserve equal access to Connections Academy's education program or sanctioned events and activities. Further, records shall indicate the rationale for not providing the complainant with supportive measures, if applicable.

## **Retaliation**

Retaliation is prohibited. Prohibited behavior includes intimidating, threatening, coercing, or discriminating against anyone for the purpose of interfering with the rights protected by *the Final Rule*.

Specifically, retaliation because an individual made a report or complaint, testified, assisted, or participated or refused to participate in a Title IX investigation, proceeding, or hearing.

Retaliation against a student for code of conduct violations that arise from the same facts and circumstances as a report or complaint of sexual discrimination/harassment is also prohibited.

Speech protected by the First Amendment does not constitute retaliation.

The identity of parties and witnesses shall remain confidential except as permitted by FERPA.

Any party that makes a false statement in bad faith may be charged with a code of conduct violation.







## EMPLOYEE HANDBOOK

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# INTRODUCTION

## CONNECTIONS EDUCATION

Connections Education® is a leading accredited provider of high-quality; highly accountable virtual and blended education solutions for students in grade K–12. Founded in October 2001, Connections is now part of the global learning company Pearson. Connections is committed to expanding quality education through technology and helping students achieve both academic and personal success through its Connections Academy® and Connections Learning® divisions.

### Connections Academy

Connections Academy virtual schools deliver individualized learning plans, outstanding curriculum, superb teachers, and a powerful online learning platform – all supported by Connections Education. Through 30-plus virtual public schools and one international private online academy, the Connections Academy network serves in grades K-12.

### Pearson Online and Blended Learning (POBL)

POBL delivers a full range of targeted digital learning solutions to the K–12 education community, helping hundreds of districts and schools across the nation – and around the world - to bring high-quality virtual and blended education to their students. POBL partners can choose from a full catalog of online courses coupled with expert online teaching and platform options tailored to their specific programmatic needs.

## PURPOSE OF THE HANDBOOK

These policies have been prepared for all full-time and part-time school staff, unless otherwise noted herein. Any references in this handbook to “we”, “our”, and “the school” are intended to mean Connections Academy.

This handbook does not create any expressed or implied contract concerning your employment nor does it guarantee your employment for any term. It is intended to assist school staff in acquainting themselves with the school, and to serve as a reference manual for information about our employment policies and procedures.

We reserve the right to add to, suspend, delete, or modify any part of the handbook, at any time and without notice. However, we will keep you apprised of important changes in our policies, procedures, and practices, although you may not always be notified in advance of a change or the reason for the change. Furthermore, we reserve the right to respond to each situation in the manner we determine will best serve the interests of fairness and responsible business management.

If you cannot find the answer to the question you have, or if you have specific questions about the interpretation or application of a particular provision, please consult Human Resources.

The most current version of this handbook is always available online in the Virtual Library. Online updates supersede earlier hardcopy versions. You should therefore consult the online version for any questions. Federal, state, or local laws prevail in the event there is a conflict with the content of this guide.

To be effective, any agreement altering the terms and provisions of this handbook must be in writing and signed by the Vice President of Human Resources. If you sign additional agreements related to your employment, you will be required to comply with their provisions even if they are different than the information that is contained in the employee handbook. Any individual who violates any policy in this handbook will be subject to disciplinary action, up to and including termination. After reading this handbook, you will be asked to acknowledge that you have read and understand the handbook's contents.

## AT-WILL EMPLOYMENT

No policy or provision in this handbook is intended to create a contract binding you or the employer to an agreement of employment for a specified period of time. Employment can be terminated by either the employee or the employer at any time, for any reason, with or without notice. No representative or agent of the employer, other than the [Chief Executive Officer with Board Approval/Vice President of Human Resources](#), can authorize or sign an employment agreement contrary to the above terms and otherwise make any binding offer of employment for a specific term.

## JOB RESPONSIBILITIES

Each employee is required to perform the job duties applicable to their position in a satisfactory manner. At any time, an employee may be asked to perform duties outside of their job description consistent with the culture of collaboration and teamwork within our organization. Staff are expected to perform additional duties in the same manner they would the duties listed in their job description.

## MANAGER RESPONSIBILITIES

### REPORTING OBLIGATIONS

Any staff member whose title is manager or higher and/or who supervises other staff member, for purposes of this section referred to as "Management", must follow the policies set forth below. Management MUST immediately (within 24 hours) report complaints of harassment, requests for accommodations, workplace injuries, complaints of retaliation, and any suspected or known policy violations of any sort to Human Resources.

### MANAGER EMPLOYEE RELATIONS

Management is expected to maintain appropriate and professional relationships with all staff. Managers should remain objective in all interactions with staff and should never show any preference or favoritism.

### DISCLOSURE OF CONFIDENTIAL INFORMATION

- Management is prohibited from disclosing personal staff information to internal or external parties, without prior approval from Human Resources and/or the School Leader. State law may mandate disclosure of select confidential information.

In addition, management is not permitted to provide reference checks and all inquiries of this type should be forwarded to Human Resources. If a staff member asks management for a letter of recommendation, the letter must be routed to Human Resources for approval prior to release. Lastly, management is strictly prohibited from requesting medical documentation or a doctor's note, these requests must come from Human Resources.

### HIRING PRACTICES

Any level of management charged with hiring must comply with the Equal Employment Opportunity policy. Management must also comply with the recruiting and hiring practices of the Human Resources Department. Please refer to the myLearning portal for further information.

Additionally, a manager who has a personal or professional relationship with an applicant for employment must disclose this relationship to Human Resources in writing at the outset of the hiring process. In order to maintain objectivity in hiring decisions, it may be necessary for the manager to be excused from the interview process. Specifically, if a manager is making any decisions related to the background check of an applicant which they have a

personal or professional relationship with, it is imperative that Human Resources is involved in discussions with the applicant.

#### OUTSIDE EMPLOYMENT

Outside employment is additional employment for which compensation is paid by an external source. This employment must not interfere with job performance or interfere with an assigned work schedule or a staff member's standard school work hours. Outside employment may not occur during a staff member's standard school work hours with the organization. Outside employment should be consistent with generally accepted activities for an educational institution and may not be conducted on our property nor use our property or resources.

#### REQUIRED TRAINING PROGRAMS

We value our staff and strive to prepare them for a long and successful career by offering a well-rounded training program. As a result, there are a number of optional and mandatory trainings available. All mandatory trainings must be completed in the timeframe established. Staff members who are in need of an extension should work with their manager in conjunction with Human Resources to have the request for extension approved.

#### TERMINATION OF EMPLOYMENT

- **Notice and Severance:** We request that staff members who plan to resign notify their manager in writing at least two (2) working weeks prior to their last day. For those in a supervisory capacity, three (3) weeks of notice is requested. Vacation and other forms of leave are not to be used during the notice period. The purpose for advance notice is to provide for an orderly transition of duties in a professional manner. The right to work through the end of a notice period is at our discretion.
- **Right to Review Termination:** All terminated employees shall have the ability to have their terminations reviewed by the Board of Trustees. In order to have the termination reviewed, the separated employee must file a request within five (5) business days of the termination. Termination action will not be considered final until the later of: (1) the time period to request review has expired and no such request has been timely made; or (2) the Board of Trustees has affirmed such termination. For more information on the procedure please contact Human Resources.
- **Last Pay and Payout of Earned Leave:** Staff who resign or are terminated will be paid through the last day worked, including any overtime worked. Staff will be paid for unused vacation leave according to the terms of the Vacation policy. Medical, dental, and vision benefits end on the last day of the month in which the staff member has terminated employment.
- **Return of Property and Equipment:** As provided in the Property and Equipment policy, a staff member must return any of these items in their possession no later than the last regular day of employment. If a staff member fails to return the organization's property, they may be billed for the value of any property and equipment issued and not returned in working condition equivalent to when it was received, excluding normal wear and depreciation.
- **Continuation of Benefits.** The Consolidated Omnibus Budget Reconciliation Act (COBRA) allows eligible staff to extend health insurance for up to eighteen (18) months (at their own expense) following termination of employment. Additional information about COBRA is provided in the Employee Benefits Guides.
- **Exit Interviews:** In instances where a staff member voluntarily leaves, we would like to discuss the reasons for leaving and any other feedback. All information will be kept confidential to the extent possible.

# PRE-EMPLOYMENT, HIRING, AND TRANSFER POLICIES

## EQUAL EMPLOYMENT OPPORTUNITY POLICY

The principles of equal employment opportunity are vital to our success. These principles extend to all aspects of employment including recruitment, hiring, assignment, training, compensation, benefits, terminations, educational assistance, social and recreational programs, promotions, and transfers. We are committed to creating and fostering a work environment free from unlawful discrimination and harassment and one in which decisions and terms of employment are not based in any way on race, creed, color, religion or religious affiliation, national origin, citizenship, age, sex, sexual orientation, gender identity and/or expression, marital status, disability, genetic information, or veteran status, or other category protected by state or federal law.

We are committed to providing an accessible workplace for all staff. We will make reasonable accommodations on behalf of individuals of which we are aware. Accommodation requests should be directed to Human Resources.

### RESPONSIBILITIES

Human Resources, with the approval of the Board of Trustees, is ultimately responsible for developing, communicating, and enforcing the principles set forth in this policy.

Continued success in equal employment opportunity depends not only on the commitment and involvement of those directly responsible for implementation but also on the dedication of all staff. Assuring equal employment opportunity is a fundamental and direct responsibility of all levels of management. All managers and supervisory staff are charged implementing the principles of this policy and ensuring that all supervisory actions are carried out in a nondiscriminatory manner.

This policy applies to all staff members or managers, at any level.

Any Manager who becomes aware of allegations of unlawful discrimination or harassment must bring the allegations to the attention of their Manager or Human Resources.

### UNLAWFUL HARASSMENT

We are committed to providing an atmosphere free of unlawful harassment. Unlawful harassment is unwelcome or unwanted conduct, whether verbal, nonverbal, or physical, which:

- (1) demeans, degrades, or shows hostility toward another person because of that person's race, color, religion or religious affiliation, national origin, citizenship, age, sex, sexual orientation, gender identity and/or expression, marital status, disability, genetic information, or veteran status, and
- (2) the conduct substantially interferes with an individual's employment by creating a hostile work environment.

We will not tolerate any form of harassment based on race, color, religion or religious affiliation, national origin, citizenship, age, sex, sexual orientation, gender identity and/or expression, marital status, disability, genetic information, or veteran status. This policy applies in the workplace or in any work-related settings, such as school trips, conferences, or school-related social events. We expect staff to conduct themselves in a professional manner in the workplace and at any other time they are representing the school. Such conduct is essential to promote quality work, and to ensure an environment free of discrimination.

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### INTERNAL COMPLAINT PROCEDURES

If a staff member believes they have been unlawfully discriminated against or harassed, they should immediately inform their manager. If the staff member believes that their manager is the source of the problem or is uncomfortable with this approach for any reason whatsoever, they should contact the school's designated Human Resources Partner.

Complaints will be kept confidential to the extent reasonable and possible under the circumstances, and will be investigated and handled promptly, impartially, and appropriately.

If a staff member perceives someone to be acting in a way inconsistent with the Code of Conduct, including complaints about the violation of this policy, do not hesitate to report it to the Human Resources Department.

Retaliation for bringing a discrimination complaint forward or for participating in an investigation will not be tolerated.

### REQUIRED DOCUMENTATION

Any required documentation or forms, either paper or electronic must be completed and returned to Human Resources within three (3) days of the first date of employment. Required documentation may vary depending on the position, or the state in which the staff member works or lives.

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### PROOF OF U.S. CITIZENSHIP AND/OR RIGHT TO WORK

Federal regulations require that within three (3) days of the first date of employment, all staff must complete and sign Federal Form I-9 Employment Eligibility Verification Form and must present original documents of identity and eligibility to work in the United States. [Reach Cyber Charter School participated in the E-Verify program.](#) [Additionally, some states may require E-verification.](#)

### BACKGROUND CHECK POLICY (REFERENCE CHECKS, CREDIT CHECKS, CERTIFICATION VERIFICATION AND CRIMINAL HISTORY REPORTS)

Offers of employment are contingent upon satisfactory reference and background checks as well as receipt of valid certification documents and fingerprint clearances as required by law or any other approvals as listed in the offer letter. We reserve the right to conduct additional background checks periodically during employment. Employment may be denied or terminated if we believe the result of any background checks performed would affect an individual's ability to their job and/or the safety of the workplace or our customers. Required background checks and other clearances or verifications are conducted at the time of hire and thereafter, as required by state and federal law, for school-based employees.

Additionally, we have the right to verify educational credentials and conduct a credit check for individuals assuming a significant degree of financial responsibility.

If it is found after employment begins that any information provided on the application was false or misleading, or information that could be detrimental to the school was withheld during the interview and/or hiring process, employment may be terminated.

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### ARRESTS OR CONVICTIONS DURING EMPLOYMENT

Staff who are arrested for or convicted of a felony or misdemeanor offense that could directly impact their ability to perform their job, have a negative impact on the school, or must be reported as required by law, must immediately, within one business day of returning to work after being charged, receiving a citation, being arrested or convicted, notify their manager and Human Resources [in writing by completed an updated PDE 6004.](#) –Staff who have been

arrested for or convicted of a felony or misdemeanor during employment that impacts their ability to perform their job, or has a negative impact on the school, may receive disciplinary action, up to and including termination.

In accordance with state law we may be required to report to the appropriate agency(ies) any arrests or convictions of licensed staff.

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#### EXPIRATION OF EDUCATION CREDENTIALS

Some staff, as a condition of employment, must maintain valid credentials. It is the staff member's responsibility to be aware of the expiration date(s) associated with such credentials and to take steps to renew credentials as needed. Compliance Services will monitor the expiration of such credentials and provide staff members with any notice required by federal or state law or regulation of such expiration.

Failure to maintain and/or renew required credentials may result in disciplinary action, up to and including unpaid leave, suspension or termination. School staff should reach out to their manager with any questions on required credentials.

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### INTERNAL APPLICATIONS, PROMOTIONS, AND TRANSFERS

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#### INTERNAL APPLICATIONS

We are committed to posting job opportunities as they become available. Internal and external recruitment may occur simultaneously or separately.

As with external hiring, equal consideration for internal transfer or promotion is given to all who apply in accordance with the Equal Opportunity policy. Additional consideration may be granted to internal applicants dependent upon their duration of service with the organization.

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#### ELIGIBILITY

Generally, staff members should be in their current position for at least one (1) full school year before applying for another internal position.

In addition to the time in their current position, staff must satisfy all the minimum requirements listed on the posting and must meet current performance expectations. Additionally, staff must not have had disciplinary action against them within the current year.

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#### TIMING

In order for schools to adequately serve the needs of students, staff members are generally prohibited from transferring positions at any time during the school year.

In order to maintain continuity in service to our students, the School Leader, with input from Human Resources, makes all decisions regarding internal transfers with the student in mind. The School leader has discretion in these decisions as they are empowered with determining what best suits student needs.

Effective dates for transfers or promotions must occur at the beginning of a pay period. A transfer or promotion should occur within four (4) to six (6) weeks after the acceptance of a new position. The current manager will have the ability to indicate if the standard transition time will not be sufficient.

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#### EXCEPTIONS TO ELIGIBILITY REQUIREMENTS

The minimum service requirement is waived for transfers and promotions occurring within the same school. Staff transferring from a part-time to full-time position may also be waived from the minimum service requirement based on school need.

If employee staff member is a unique fit for an internal transfer based on skills, expertise and performance, as determined by management in coordination with Human Resources, or there is a specific need/urgency, an exception may be made.

#### FAMILIAL AND PERSONAL RELATIONSHIPS BETWEEN EMPLOYEES

Any staff member involved in a non-work-related personal or romantic relationship with another staff member within the organization may not be the manager or have perceived influence or authority over the career advancement, compensation, or performance appraisal of the other. A non-work-related relationship is defined as a family relationship including a spouse, former spouse, parent, child, brother, sister, aunt, uncle, niece, nephew, cousin, in-law (brother, sister, father, mother, son, daughter), domestic partner, shared custodial responsibilities, or a romantic relationship, an external business relationship, or any other relationship that could create the potential for a conflict of interest in the workplace.

Exceptions to this policy must be approved by the [Chief Executive Officer in consultation with Vice President of Human Resources](#). If there is a question concerning if a relationship constitutes a conflict of interest, please contact Human Resources.

#### STAFF WITH CHILDREN ENROLLED IN A CONNECTIONS ACADEMY SCHOOL

##### COMMUNICATION TOOLS

Staff who have children enrolled in a Connections Academy school may not use instant message systems or other forms of communication that are not available to other families when communicating with their children's instructors. Staff should communicate with their children's instructors through the methods available to all Learning Coaches as indicated in the School Handbook.

Keeping the methods of communication separate for the Learning Coach role ensures proper tracking of parent and instructor communications to maintain a clear process for parent and student feedback, questions and for school staff to best address parent concerns.

##### CONFIDENTIAL INFORMATION

Access granted in Connexus is to be used solely for the purposes of performing tasks related to the staff member's position and should not be used to access data related to their child(ren) or for any purpose outside of their job duties.



# COMPENSATION AND BENEFITS POLICIES

## CATEGORIES OF EMPLOYMENT

- **Regular Full-Time:** A regular full-time employee is an employee who is regularly scheduled to work at least thirty (30) hours per week. Teachers are considered full-time employees even if they are not scheduled to work during the summer. There are two (2) types of regular full-time employees which are detailed below.
  - **School Administrative Employee:** A school administrative employee is a regular full-time employee who works on a twelve (12) month basis (July 1<sup>st</sup>- June 30<sup>th</sup>).
  - **School Non-Administrative Employee:** A school non-administrative employee is a regular full-time employee who works on a ten (10) month school calendar.
- **Regular Part-Time:** A regular part-time employee is an employee who is regularly scheduled to work fewer than thirty (30) hours per week.
  - **Part-Time Staff working less than twenty (20) hours a week and Adjunct Teachers** are not eligible for paid time off or benefits.
- **Temporary:** A temporary employee is on the payroll but is expected to be employed for a specific period of time. Temporary employees are not eligible for benefits.
- **Term of Project:** A term of project employee is an employee working longer than six (6) months but shorter than twenty-four (24) months, for the purpose of working on a specific, defined-term project, Employment will terminate when the project is completed. A Term of Project employee could be full-time or part-time and can be a school administrative or school non-administrative employee classification. In certain limited, extraordinary situations, a term of project assignment can be extended for additional periods of time not to exceed six (6) months; however, such extensions must be approved by Human Resources before the end of the 24<sup>th</sup> month, and before the extension has been communicated to the term of project employee. Term of project employees are not eligible for incentive compensation.

## CLASSIFICATION AS ESTABLISHED BY THE FAIR LABOR STANDARDS ACT

- **Exempt:** Exempt employees are not eligible for overtime pay, as defined under the Fair Labor Standards Act (FLSA). These employees are typically paid on a salaried basis for carrying out their position responsibilities regardless of the hours worked.
- **Non-Exempt:** Non-exempt employees are eligible for overtime pay, as defined under the FLSA. Unless otherwise required by law, non-exempt employees are paid at a rate of time and one-half for hours worked in excess of forty (40) hours in one week. Employees are compensated only for hours worked.

## PAYDAYS/PAYCHECKS

For payroll calculation purposes, the standard work week runs from Sunday morning through the following Saturday evening. Staff members are paid semi-monthly on the fifteenth (15th) and the final day of each month except when the pay date falls on a Saturday or Sunday, in which case staff will be paid the Friday before the fifteenth (15th) or final day of each month. Advances in pay are not permitted. Staff will have their compensation payments spread over twenty-four (24) pays, except where state statutes or regulations require otherwise.

In accordance with the law, all mandatory federal, state, local, and other deductions will be taken from the semi-monthly pay.

Payroll information must be submitted by the established due date in order for timely processing. These due dates are listed on the Payroll Calendar which is available on the Virtual Library. If changes to payroll information are received after the established due date, they will be processed on the next scheduled pay period.

#### NON-EXEMPT/HOURLY STAFF

Hourly staff are paid for hours worked in the pay period following the period in which the hours were recorded (i.e. hours worked from the 1st through the 15th of the month are paid on the final business day of the month).

Hourly staff are required to record start/end time and lunch breaks on a daily basis on a timesheet. Hourly staff are also responsible for reporting accurate hours on their timesheets. Falsification of timesheet hours is strictly prohibited. Staff must submit their timesheet to their immediate manager for approval of hours worked.

#### TEN MONTH STAFF PAY STRUCTURES

##### EXEMPT TEN-MONTH STAFF PAY STRUCTURE

Unless a state statute or regulation requires otherwise, exempt ten-month staff member's annual salaries will be paid over a twelve-month period, to include pay during the summer months. Staff members will continue to receive normal payments for a twelve-month period (with pay dates of 6/30, 7/15, 7/31, and 8/15 or pay dates of 7/15, 7/31, 8/15, and 8/31, depending on the school's first and last pay dates).

If a ten (10) -month exempt staff member does not work the entire school year their pay will be prorated to reflect the percentage of scheduled workdays actually worked. Normal deductions for taxes and benefits will reduce this gross amount.

##### NON-EXEMPT TEN-MONTH STAFF PAY STRUCTURE

Non-exempt ten-month staff are paid based on hours worked. Therefore, they receive pay only during the ten-month period in which they perform work.

##### MERIT INCREASES

For all exempt and non-exempt ten-month staff eligible for merit increases, the merit increase eligibility amount in the first year of employment is prorated based on the time of year in which the staff member is hired.

Hired July 1 – September 30: eligible for 100% of the merit increase pool

Hired October 1 – December 31: eligible for 75% of the merit increase pool

Hired January 1 – March 31: eligible for 50% of the merit increase pool

Hired April 1 or after: Not eligible for a merit increase in the year in which hired

Staff members who are on a leave of absence on the date merit increases are scheduled to take effect, will not receive their merit increase until they return to work.

#### INCENTIVE COMPENSATION PLAN

Some staff are eligible for incentive compensation, based on individual performance and school performance. All bonuses are discretionary and dependent on the financial condition of the school.

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## SCHOOL STAFF

For the purposes of this policy **only**, School Staff includes non-management administrative staff as well as School Non-Administrative staff.

Full-time school staff are typically eligible for a bonus incentive calculated as a percentage of their annual salary, including career ladder compensation and other bonus eligible earnings. The percentage is determined based upon years of service. In the first year, school staff are eligible for a 4% percent bonus; which increases to 5% in the second year, 8% in the fifth year and 10% in the tenth year of service. School staff are paid their bonus based on individual and school performance. Bonus payments are made no later than October 31<sup>st</sup> of the following school year. School staff must be employed on the date in which bonuses are paid to receive the bonus incentive. Staff who retire may be eligible for the entire bonus. Contact the school's designated HR Partner for more information.

School ten (10) month educators who intend not to return the following school year, and who indicate their intent not to return by April 1<sup>st</sup> of the current school year, are eligible for fifty (50) percent of their bonus potential, provided they complete the current school year in its entirety.

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## SCHOOL ADMINISTRATIVE STAFF

Certain employees may be eligible for a bonus incentive dependent upon their position with the school. The percentage is determined based upon job level. Bonuses are based on individual and school performance. Bonus payments are made no later than October 31<sup>st</sup> of the following school year. Eligible employees must be employed on the date on which bonuses are paid to receive the bonus incentive. Staff who retire may be eligible for the entire bonus. Contact the school's designated HR Partner for more information.

In special circumstances, an exception may be made if a staff member has completed the prior school year in its entirety, has left in good standing prior to the start of the current school year, and has given sufficient notice for their position as determined by their manager and HR. Sufficient notice in this circumstance is generally above and beyond typical notice and allows time for the school to fill the position and fully train a new staff member. An exception may also be made for extenuating circumstances. Please contact your manager for further information.

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## PROVISIONS FOR RE-HIRES

Staff who leave the school and are rehired within the same bonus incentive plan year are eligible for incentive compensation based upon their rehire date for purposes of pro-ration (See Ten (10) Month Staff Pay Structures Policy). The incentive compensation for a rehired staff member is dependent on when they are rehired:

- If a ten (10) month staff member is rehired within one school year, prior years of service within the organization will be credited to determine their incentive percentage;
- A twelve (12) month staff member is rehired within one calendar year, prior years of service within the organization will be credited to determine their incentive percentage;
- A ten (10) or twelve (12) month staff member is rehired after the applicable timeframes identified above, they will not receive credit for prior years of service in determining their incentive percentage.

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## EXPENSE REIMBURSEMENT

[You will be reimbursed for certain travel related expenses. Manager's authorization is required prior to incurring the expense. To be reimbursed for authorized expenses, submit a report to your Manager by using the Concur system with appropriate supporting documentation within 60 days of incurring the expense. Information on using the Concur system is available on the Virtual Library > Employee Resources > Company Credit Cards- Travel and Expense > Travel and Expense > Concur Training Tutorials.](#)

[Staff must adhere to the specific policies and guidelines regarding expense reimbursements in the Connections Education \*Travel and Expense Administration and Reimbursement policy\* which is available on the Virtual Library > Employee Resources > Company Credit Cards-Travel and Expense > Travel and Expense > Resources](#)

~~You will be reimbursed for certain travel related expenses. Manager's authorization is required prior to incurring the expense. To be reimbursed for authorized expenses, submit an approved expense report along with appropriate supporting documentation within 60 days of incurring the expense to the Accounts Payable Department.~~

~~Staff must adhere to the specific policies and guidelines regarding expense reimbursements in the *Travel and Expense Administration and Reimbursement policy* maintained by the Accounting Department. The policy and expense report form are available on the Virtual Library > Employee Resources > Accounting Resources (expenses, check requests) > Expense Reimbursements and Forms.~~

## NON-EXEMPT EMPLOYEE TRAVEL POLICY

Some non-exempt positions require occasional travel within the United States. Staff members in positions classified as non-exempt under the Fair Labor Standards Act are eligible for compensation for the time they spend traveling. The compensation a staff member receives depends upon the kind of travel and whether the travel time takes place within normal work hours or outside of normal work hours.

### TRAVEL TIME WITHIN NORMAL WORK HOURS

Any portion of authorized travel time that takes place within normal work hours (as defined by the staff member's normal work schedule) on any workday of the week is treated as work hours. Travel time within normal work hours will be paid at the staff member's regular hourly rate and will be factored into overtime calculations.

### TRAVEL TIME IN ADDITION TO NORMAL WORK HOURS

Any portion of authorized travel time (with the exception of driving time equal to the normal commute to the staff member's assigned office) that takes place in addition to normal work hours is considered to be outside travel hours. When a non-exempt employee is required to travel outside of normal work hours they will be compensated at *one-half* their regular hourly rate for that portion of travel time. If one half of the hourly rate is below the state minimum wage, the staff member will be compensated at the minimum wage rate.

### TRACKING AND REPORTING TRAVEL TIME

Staff are responsible for accurately tracking, calculating and reporting travel time in accordance with this policy.

Meal breaks should be deducted from all travel time. Travel time should be calculated by rounding up to the nearest quarter hour.

If a staff member requests a specific travel itinerary or mode of transportation that is different from the one authorized, only the estimated travel time associated with the schedule, route and mode of transportation authorized should be reported.

## SOCIAL SECURITY

You may be required by law to contribute a set amount of your wages to Social Security and Medicare. The organization matches your contribution as required by law. Some staff may be exempt from contributing to Social Security because of their participation in a state retirement system.

## UNEMPLOYMENT COMPENSATION

You may be eligible for unemployment compensation, under certain conditions, for a limited period of time. Teachers continuing employment, from one school year to the next, are generally not eligible for unemployment compensation during the summer holiday period.

## WORKERS' COMPENSATION

Consistent with federal and state law, workers' compensation insurance coverage is provided for all staff who become injured or ill during the course of their regular work assignments.

## REPORTING A WORKPLACE INJURY

- **Report Your Injury Immediately:** Notify your manager of any work-related injury or illness. It is your manager's responsibility to notify Human Resources. A written report on the injury or illness must be provided to Human Resources within **24 hours** after the event. We will notify the workers' compensation insurance carrier. Human Resources will be responsible for submitting all paperwork to the workers' compensation insurance carrier.
- **Medical Care:** If the injury requires first-aid treatment, you should use the first-aid kit located in each office. If the injury is serious, or you wish to seek further medical treatment, paramedic services may be called, or you can go to an urgent care facility. [Staff will be provided a list of Panel Physicians as required by Pennsylvania law.](#) If you feel that medical treatment is not necessary and prefer to see your private physician, you may do so at your discretion.
- **Disability Income:** If your doctor states you are unable to return to work for a certain length of time, you may be entitled to receive workers' compensation pay. In those serious cases requiring extended absence(s) from work, it is your obligation to keep Human Resources informed of your status.

## HEALTH BENEFITS

All available staff benefits are described in the Benefits Guide. The most up to date version of the Benefits Guide is located in the Virtual Library.

# ATTENDANCE AND LEAVE POLICIES

## WORK HOURS

Teachers work approximately ten months per year as outlined in the school calendar. Newly hired teachers may be required to work additional days in order to complete new teacher training. For more information please reach out to the school leader. The standard school work hours for all school-based employees are established by the School Leader, with approval from the Director of Schools, and are noted accordingly in the School Handbook for parents and students. The standard school work hours are established as the hours in which teachers are expected to be available to families. As professional, exempt employees, teachers and administrators should expect their actual working hours to be determined by the amount of time that is required in order to complete the job.

Unless otherwise noted in the offer letter, both exempt and non-exempt employees are expected to work a minimum of forty (40) hours per week. If a staff member obtains approval to leave work early or to come in late, their time should be made up within the same work week as the approved time away from work.

## ADJUNCT TEACHERS

Adjunct teachers are part-time staff who work at home or at an alternative location. Adjunct teachers are required to consult with their Managers to schedule their “core hours,” which will consist of a minimum of three (3) office hours per week between the hours of 9:00 am and 5:00 pm (e.g., Mondays, Wednesdays and Thursdays from 9:00 am – 10:00 am, Thursdays from 2:00 pm – 5:00 pm, etc.).

## ATTENDANCE

Each staff member has a primary work location and work schedule for the purposes of this Policy.

Staff members are responsible for being on time as defined by their manager and the needs of the school. Staff members are responsible for completing a leave request for any absence as required by Human Resources. All leave requests must be made in increments of two (2) hours.

Staff members are required to call their manager each day they will be absent or late and must gain manager approval to leave work early. Notifying fellow staff is not sufficient. If you are unable to make the contact yourself because of illness, emergency, or for some other reason, you must have someone make the contact on your behalf. This is only appropriate if you are completely unable to make the contact yourself.

## ABSENCE

If you are absent because of illness for five (5) or more successive days, you must submit written documentation from your doctor or be required to convert the days absent to other forms of paid leave, if available, or to unpaid leave. If you are absent five (5) or more days because of illness, you will be required to provide written documentation from a doctor that you are able to resume normal work duties before you will be allowed to return to work. These absences may be designated as family/medical leave depending on the circumstances.

Absence from work for three (3) consecutive days without notifying your manager or Human Resources will be considered a voluntary resignation. In general, five (5) unexcused absences in a ninety (90) day period, or a consistent pattern of absence, will be considered excessive, and the reasons for the absences may come under question.

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## PUNCTUALITY

Tardiness or leaving early, without permission from your manager can be as detrimental to the school. Three (3) such incidents in a ninety (90) day period will be considered a “tardiness pattern” and will carry the same weight as an absence. Other factors, like the degree of lateness, may be considered.

## OFFICE CLOSURE

In the event that the school’s office(s) must close due to an unexpected emergency (such as hazardous weather conditions) a “must read” WebMail notice will be sent from the school to all families explaining the details of the office closure. The school also records a voicemail message announcing the details of the office closure on the school’s voicemail system.

If you have permission to work from home as a home-based staff or on a regular or occasional basis, you will be expected to work a full day regardless of whether the office is open or closed. Any staff member with such permission is expected to work at full capacity to the best of their ability. We understand that depending on the situation, you may not be able to work from home at your usual capacity for reasons specific to the situation (i.e. having children home from school).

Since we provide staff with a web-based Education Management System (EMS) and remote access capability, there may be a possibility of office-based staff also working from home. The ability to work from home will be determined by your manager on an individual basis for each day in question.

For all other staff, please follow your school’s policy or contact your manager to determine work expectations during office closures. Typically, the school’s teachers can work from an alternate location, and are available for families via WebMail and an alternate phone number. More specific details about teacher support will be provided in the WebMail message.

If the office is open and you decide that you do not want to attempt to come to work due to inclement weather, you must contact your manager in accordance with your school’s call out policy/procedure. Please make sure you have contact information for your manager available.

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## COMPENSATION DURING OFFICE CLOSURE

If a staff member is expected to or requested to work from home, they will receive standard compensation for hours worked. If a staff member who is expected or requested to work from home is unable to work, they must use paid time off.

During a partial-day office closure, those without work at home privileges are not expected to work during the time period of the closure and would not be required to use paid time off for that time. Staff without work at home privileges will be compensated for the duration of the partial closure.

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## PAID TIME OFF REQUESTS DURING OFFICE CLOSURE

If a staff member without work at home privileges had previously requested a day off from work and the office is closed that day, they may have that request cancelled. If a staff member with work at home privileges had previously requested a day off from work and the office is closed that day, they may still take that day off and thus would not have their request cancelled.

During a partial-day office closure, if a staff member without work at home privileges had previously requested time off during the day of the partial-closure, the request will be cancelled, and they will be compensated for the hours that the office was closed.

## PAID TIME OFF - HOLIDAY

### SCHOOL ADMINISTRATIVE STAFF

We provide certain paid holidays each year to regular full-time and part-time twelve-month staff.

The observed annual holidays schedule issued by Human Resources annually and is located on the Virtual Library at **Home > Employee Resources> HR Resources (benefits, payroll) > Attendance (Leave, Holidays, Weather).**

### SCHOOL NON-ADMINISTRATIVE EMPLOYEES

Teachers and other school staff who work a total of 195 days per school year, on an approximate work cycle of ten months, follow the holidays established in their School Calendar.

### PROCEDURE

If school requirements dictate, a manager has the right to require a staff member to work on a scheduled holiday and substitute an alternate day in its place. In order to be eligible for paid holidays, employee staff member must work the last scheduled workday before and the first scheduled workday after the holiday, unless they submitted a request for paid time off and received approval in advance of the holiday. Exceptions may be made if a staff member provides Human Resources with documentation for an illness or other emergency.

If it becomes necessary for some staff to work on a scheduled holiday, the following guidelines apply:

- Where possible, exempt employees are to be given a substitute holiday, the date and time to be determined mutually between the staff member and their manager.
- Non-exempt employees are to receive time and a half for hours actually worked on the holiday (in addition to holiday pay).

### HOLIDAYS AND OVERTIME

Paid holidays count as time worked for the calculation of overtime. Holiday hours and normally scheduled hours will be used in the determination of hours worked in the workweek towards overtime for non-exempt employees.

### HOLIDAYS AND VACATION, STD, SICK LEAVE AND FMLA

Whenever a school recognized school holiday falls within a scheduled vacation period, the staff member will receive holiday pay for that day, and it will not be charged to vacation time.

If a holiday falls during a period of STD, the staff member does not receive holiday pay; the time is charged to STD and is paid at the usual 66 2/3% or 100% rate.

If a paid holiday occurs while a staff member is on paid sick leave, they will be paid for that holiday, and the day will not be charged to sick leave.

A staff member on unpaid Family and Medical Leave (FMLA) during the occurrence of a school recognized holiday will not receive holiday pay.

If a holiday falls during an employee's intermittent Family and Medical Leave (FMLA), the staff member will receive holiday pay only if they are scheduled to work on the holiday.



### TERMINATION ON DAY PRIOR TO HOLIDAY

Staff, who are terminated, voluntarily or by disciplinary action, on the day preceding a holiday, are not eligible for holiday pay.

## PAID TIME OFF – VACATION

### SCHOOL ADMINISTRATIVE STAFF

Paid vacation leave is provided each school year to regular full-time and regular part-time school administrative staff based on length of service. Staff members will be credited for years of service within the organization for purposes of vacation time calculation.

For regular full-time staff, paid vacation hours are allocated based on the number of hours in the employee's work week. Vacation time is paid at the eligible staff member's base rate of pay at the time of vacation.

### VACATION SCHEDULE – REGULAR FULL-TIME STAFF

Years of Service	Maximum Number of Vacation Hours Per Year
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Commented [KH1]: Reflects the updated policy.

In the first school year, staff receive vacation according to their month of hire:

January – June 2020	20 hours
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Thereafter:

July - September	80
October - December	60
January - March	40
April - June	0

After the first school year, vacation hours are allocated as follows:

Years of Service	Maximum Number of Vacation Hours per Year
Start of 2 <sup>nd</sup> school year	112
Start of 3 <sup>rd</sup> school year	144
Start of 7 <sup>th</sup> school year	160
Start of 10 <sup>th</sup> School Year	184

When staff members attain their 15<sup>th</sup> year of service, and on each five-year anniversary thereafter, they will receive an extra forty (40) hours of vacation in that significant anniversary year only, up to a maximum of two hundred (200) hours.

For the purpose of taking vacation time, full vacation time is allotted on July 1<sup>st</sup> of each school year. However, for payment of accrued vacation time upon termination of employment, see the below "Termination of Employment" section.

Regular part-time school administrative staff receive prorated paid vacation time based on a twenty (20) hour work week. Vacation time is paid at the eligible staff member's base rate of pay at the time of vacation.

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## VACATION SCHEDULE – REGULAR PART-TIME STAFF

Years of Service	Maximum Number of Vacation Hours Per Year
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In the first school year, staff receive vacation according to their month of hire:

January – June 2020	10 hours
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Thereafter:

July – September	40
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October – December	30
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January – March	20
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April-June	0
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After the first school year, vacation hours are allocated as follows:

Start of 2 <sup>nd</sup> school year	56
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Start of 3 <sup>rd</sup> school year	72
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Start of 7 <sup>th</sup> school year	80
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Start of 10 <sup>th</sup> school year	92
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When staff members attain their 15<sup>th</sup> year of service, and on each five-year anniversary thereafter, they will receive an extra twenty (20) hours of vacation in that significant anniversary year only, up to a maximum of one hundred (100) hours.

Vacation time is allotted for school administrative staff on July 1<sup>st</sup> of each year. However, for payment of accrued vacation time upon termination of employment see the below “Termination of Employment” section.

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## TERM OF PROJECT EMPLOYEES

Term of project employees are granted vacation based on their regularly scheduled hours and may be pro-rated based on the length of the project or the pre-determined start and end dates.

Employees transferring to a term of project position will follow this guideline, subject to their work schedule as defined in the previous “Categories of Employment” section.

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## REQUESTING VACATION

We will try to accommodate vacation requests. All vacation must be requested in advance and must be approved by the staff member’s manager. The manager has the right to decline request if the vacation schedule interferes with school needs.

If a paid holiday falls within a vacation period, it will be paid as a holiday.

While on vacation, if a staff member is hospitalized or experiences an illness or injury that results in a short-term disability claim, the applicable days will be charged to STD. No other use of time while on vacation is permitted.

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## PAYMENT IN LIEU OF TIME OFF

No active staff member will receive payment for vacation in lieu of taking the time off.

Additionally, staff must take their vacation in the same school year in which the vacation is credited, and will not be able to carry over accrued, unused vacation into the next school year, except as described in the next paragraph and as described in the “Certain State Law Requirements” section.

No vacation time may be carried over to the following school year unless it is at the written request of the school and approved by Human Resources. Under those circumstances, a maximum of forty (40) hours may be carried over, and the carry over time must be used by the end of the first quarter in the school year. Further, staff may carry such vacation time for use only. Under no circumstances will a staff member be paid for unused carry-over vacation time, except where:

- Required by state law (as discussed in the next section below); or
- Where the staff member is terminated due to layoff before the end of the first quarter in the school year, in which case they will receive any vacation carried over from the previous year as described in the preceding sentence.

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### CERTAIN STATE LAW REQUIREMENTS

In cases where state law requires carry over vacation from year to year, the maximum vacation accrual that any staff member may retain shall equal one and one-half times that staff member’s annual vacation allotment at their current annual vacation accrual rate. If a staff member’s earned but unused vacation reaches this maximum, they will not accrue any additional vacation. If the staff member later uses enough vacation to fall below the maximum, they will resume earning vacation pay from that date forward. In such case, no vacation will accrue for the period in which the vacation accrual was at the maximum.

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### TERMINATION OF EMPLOYMENT

Staff members who leave the school will be paid for prorated unused vacation for that year only based on the number of full calendar months worked that year. If vacation has already been used, then no vacation payment will be made.

Payment of vacation does not extend the employment period beyond the date of termination.

Staff members who terminate employment due to disability (i.e., are eligible to receive LTD or Social Security disability benefits), or who voluntarily resign or are involuntarily terminated as a result of job elimination or reduction in force after twenty (20) years of service and have worked at least one day of the school year, will be paid for their full year’s unused vacation allotment without proration.

Upon termination of employment for any reason, voluntary or involuntary, no vacation pay from prior school years will be paid, except where required by state law and as discussed in the “Payment in Lieu of Time Off” section.

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### VACATION AND LEAVE OF ABSENCE

Staff who are eligible for the following types of leave will receive their full vacation accrual for the school year:

- FMLA
- STD
- Workers Compensation
- Military

However, staff members who go on an unpaid leave of absence will receive prorated vacation time based on the amount of time worked.

Staff members on LTD or Active Military leave will continue to be allocated vacation while on leave. After a staff member has been on LTD leave for three (3) months, they may request to be paid for the unused vacation allotment for the year in which the disability began. Staff on active Military Duty can request that they be paid for the year's unused allotment of vacation at the start of the Military Leave. However, in both instances, the staff member's vacation time for that year will not be restored when they return to work and it is a one-time only request. If the staff member prefers not to receive such payments and returns to work, the staff member will receive their full, unused vacation allotment for the year in which they return to work.

Staff members who go out on a leave of absence for any reason and do not use their entire vacation allotment for the year of their leave of absence will not roll the time over into the next year, and will not be paid out for the unused time, except in the limited circumstances described in the above "Payment in Lieu of Time Off" section.

If a staff member has a military obligation that requires a two (2)-week tour of duty, the two (2) weeks will not be charged to vacation and will be paid according to the Military Leave Policy.

#### OVERTIME FOR NON-EXEMPT EMPLOYEES

Vacation leave is included in the hours calculated to determine overtime eligibility for non-exempt employees.

#### PAID TIME OFF – SICK

Sick leave is included in the hours calculated to determine overtime eligibility for non-exempt employees. If a paid holiday occurs while the staff member is on paid sick leave, they will be paid for that holiday, and the day will not be charged to sick leave. Sick leave may not be borrowed from future accumulation and is not paid out upon termination of employment. In the event a staff member has used their sick time for the year, alternative paid time off days may be used.

\*Staff who work or reside in California and Oregon are subject to different sick leave provisions and should consult Human Resources for more information.

#### SCHOOL ADMINISTRATIVE STAFF – REGULAR FULL-TIME

Regular full-time school administrative staff are advanced up to forty (40) hours of sick leave per school year on July 1<sup>st</sup> for use when they are sick, or a close family member is sick. Sick leave is prorated depending upon date of hire and the staff member's scheduled work hours per week. Sick leave can be rolled over from school year to school year with a maximum of eighty (80) accumulated hours.

**Newly hired staff, during their first school year of employment, will receive sick hours based on their date of hire:**

January-March 2020:	20 hours
April-June 2020:	12 hours
<b>Thereafter:</b>	
July-September	40 hours
October-December	24 hours
January-March	16 hours
April-June	8 hours

Commented [KH2]: Reflects updated policy

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#### SCHOOL ADMINISTRATIVE STAFF – REGULAR PART-TIME

Regular part-time school administrative staff receive prorated sick time based on a twenty (20) hour work week. Regular part-time school administrative staff are advanced up to twenty (20) hours of sick leave per school year on July 1<sup>st</sup> for use when they are sick, or a close family member is sick. Sick leave is prorated depending upon date of hire. Sick leave can be rolled over from school year to school year with a maximum of forty (40) accumulated hours.

**Newly hired staff, during their first year of employment, will receive sick time based on their date of hire:**

January-March 2020: 10 hours

April-June 2020: 6 hours

**Thereafter:**

July-September 20 hours

October-December 12 hours

January-March 8 hours

April-June 4 hours

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#### SCHOOL NON-ADMINISTRATIVE STAFF – REGULAR FULL-TIME

Regular full-time school non-administrative staff earn up to thirty-two (32) hours of sick leave per year at the beginning of the school year for use when they are sick, or a close family member is sick. Sick leave is prorated depending upon date of hire. Sick leave can be rolled over from school year to school year with a maximum of sixty-four (64) accumulated hours.

July – December 32 hours

January – April 16 hours

May – June 8 hours

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#### SCHOOL NON-ADMINISTRATIVE STAFF – REGULAR PART-TIME

Regular part-time school non-administrative staff receive prorated sick time based on a twenty (20) hour work week. Regular part-time school non-administrative staff earn up to sixteen (16) hours of sick leave per year at the beginning of the school year for use when they are sick, or a close family member is sick. Sick leave is prorated depending upon date of hire. Sick leave can be rolled over from school year to school year with a maximum of thirty-two (32) accumulated hours.

July – December 16 hours

January – April 8 hours

May – June 4 hours

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#### SPECIFIC PROVISIONS FOR CALIFORNIA RESIDENTS

Staff residing in the state of California who do not receive paid sick leave under the above sections will receive twenty-four (24) hours of paid sick leave at the beginning of the school year or on their date of hire in accordance with the Healthy Workplaces, Healthy Families Act of 2014. This paid sick leave cannot be rolled over from school year to school year, but a new allocation will be granted at the start of each school year.

Staff who fill out a timesheet will have their time allocated in UltiPro Time Management (UTM), which can be accessed through the UltiPro employee portal. Staff that do not fill out a timesheet will receive their PTO in MyCal.

Staff in California with guardianship responsibilities over a child may also use sick or personal time to find, enroll, or re-enroll a child in a school or licensed child care provider, participate in activities of the school or child care provider, or to address a child care provider or school emergency. The staff member, in accordance with the procedure for use of sick leave, should give as much advance notice as possible.

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#### PROCEDURE FOR USE OF SICK LEAVE

Prior to or on the day of expected absence from work due to illness, the staff member must contact their manager directly. The staff member should contact their manager each day to report an absence or must inform the manager in advance of the nature and expected length of absence due to a medical reason that will exceed one day. (Note: information given to the manager regarding the “nature” of the absence should be limited to a basic statement of the reason for absence; for example, that the staff member is ill. The staff member should not provide medical details to the manager). Once a staff member exhausts all paid time off, remaining days must be taken as unpaid time off.

Human Resources reserves the right to request medical documentation to support any sick day use, in accordance with applicable law.

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#### EXTENDED ILLNESS

For absences due to illness which extend beyond three (3) consecutive working days, please contact Human Resources. (In such case, staff must still notify their manager of their absence, as described in the above “Procedures” section). After five (5) consecutive working days, the time off may transition to short-term disability (STD). Sick days will not be reinstated and will be considered exhausted, unless required by state law.

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#### PAID TIME OFF – PERSONAL

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##### SCHOOL NON-ADMINISTRATIVE STAFF– REGULAR FULL-TIME

Regular full-time school non-administrative staff hired in the current school year will earn 16 personal hours if hired by December 31<sup>st</sup> and eight (8) personal hours if hired between January 1<sup>st</sup> and April 30<sup>th</sup>. If a school non-administrative staff member is hired on or after May 1<sup>st</sup> of the current school year, they will not receive personal days for the current school year.

School non-administrative staff returning after their initial year of employment will be granted personal days according to years of service outlined below:

Start of 2 <sup>nd</sup> school year	24 hours
Start of 3 <sup>rd</sup> school year	48 hours
Start of 7 <sup>th</sup> school year	80 hours
Start of 10 <sup>th</sup> school year	96 hours

Staff members who are rehired into a benefit eligible position within one (1) school year of their termination date will receive service credit for personal days based on their original hire date.

Unused, earned personal days may not be carried over from year to year. All personal days must be requested in advance and must be approved by the staff member’s manager.

If employment is terminated prior to the end of the school year, the staff member is eligible for pay out of personal days if they have worked at least ninety (90) days of that school year.

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#### SCHOOL NON-ADMINISTRATIVE STAFF– REGULAR PART-TIME

Regular part-time school non-administrative staff receive prorated personal time based on a twenty (20) hour work week. Regular part-time school non-administrative staff hired in the current school year will earn eight (8) hours of personal time if hired by December 31<sup>st</sup> and four (4) hours of personal time if hired between January 1st and April 30<sup>th</sup>. If a regular part-time school non-administrative staff member is hired on or after May 1<sup>st</sup> of the current school year, they will not receive personal time for the current school year.

Regular part-time school non-administrative staff returning after their initial year of employment will be granted personal time according to years of service outlined below:

Start of 2 <sup>nd</sup> school year	24 hours
Start of 3 <sup>rd</sup> school year	32 hours
Start of 7 <sup>th</sup> school year	40 hours
Start of 10 <sup>th</sup> school year	48 hours

Staff who are rehired into a benefit eligible position within one (1) school year of their termination date will receive service credit for personal time based on their original hire date.

Unused, earned personal time may not be carried over from year to year. All personal time must be requested in advance and must be approved by the staff member's manager.

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#### OVERTIME FOR NON-EXEMPT EMPLOYEES

Personal time is included in the hours calculated to determine overtime eligibility for non-exempt employees.

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#### ADJUSTED SERVICE DATES

Twelve (12) month staff who are rehired into a benefit eligible position within the same school year of their termination date will receive service credit for paid time off based on their original hire date.

Ten (10) month staff who are rehired into a benefit eligible position within the same school year of their termination date will receive service credit for paid time off based on their original hire date.

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#### TRANSFERS BETWEEN EMPLOYMENT STATUSES

Staff who transfer from temporary or part-time to a regular full-time or term of project twelve-month position will be eligible for vacation and sick time based upon their transition date according to the "New Hire Allocation" for their first year only. Thereafter, beginning July 1st of the next school year, staff will be allocated vacation and sick time based on the number of school years worked.

Staff who transfer from a regular full-time or term of project twelve-month position to a temporary or part-time status will be paid for their prorated, unused vacation time based on the number of full calendar months they worked in a vacation-eligible position. If vacation time has already been used, then no vacation payment will be made.

Staff who transfer from a ten to twelve-month position will be eligible for vacation based upon their length of service. These staff members will receive sick time based upon their transition date according to the "New Hire Allocation" for

their first year only. Thereafter, beginning July 1st of the next school year, staff will be allocated vacation and sick time based on their length of service.

Staff who transfer from a twelve to ten-month position will be eligible for personal time based on their length of service. Sick time will be allocated based upon their transition date according to the “New Hire Allocation” for their first year only. Thereafter, beginning the first teacher workday of the next school year, staff will be allocated personal and sick time based on their length of service using their original hire date or rehire date, if applicable.

Staff who transfer from temporary or part-time to a regular ten-month position will be eligible for personal and sick time based upon their transition date according to the “New Hire Allocation” for their first year only. Thereafter, beginning the first teacher workday of the next school year, staff will be allocated personal and sick time based on their length of service using their original hire date or rehire date, if applicable.

Staff who transfer from a regular full-time ten-month position to a temporary or part-time status will be paid for their unused personal time as long as they have worked at least ninety (90) days of the current school year.

Staff who transfer positions and who have an original hire date as well as a rehire date(s) will only receive service credit for their original hire date if they are rehired into a benefits eligible position within one (1) year of their termination date. If a staff member is not rehired within one (1) year into a benefits eligible position, they will receive service credit based upon their rehire date. For example, a staff member who leaves the company and is re-hired after two (2) years, will receive service credit based upon their rehire date if the staff member transfers positions.

#### BEREAVEMENT LEAVE

Bereavement leave is available to all regular full-time employees regardless of their tenure with the school. Full-Time Term of project employees are eligible for bereavement leave if they have been on project for six (6) months or more.

For the death of a spouse, domestic partner, child or step-child, daughter-in-law, son-in-law, parent/guardian, stepparent, brother, sister, brother in law, sister in law, grandparent, grandchild, parent-in-law, or other resident of the household, regular full-time staff members are provided with up to five (5) days of paid bereavement leave. If the funeral or arrangements are out of town and requires extensive travel, or if there are other extenuating circumstances, consult Human Resources for support. Human Resources may require the staff member to provide proof of death (i.e. copy of obituary listing staff member as a family member or notice from a funeral home stating relationship to staff member).

Staff members may request time off to attend funerals or arrangements for individuals other than immediate family members but will need to use personal or vacation time to cover the absence. If a staff member does not have any personal or vacation time to use, they may request unpaid time off.

#### EFFECT OF BEREAVEMENT PAY ON OVERTIME CALCULATION

Paid bereavement leave counts as time worked for the calculation of overtime. Bereavement hours and the hours of normally scheduled work time will be used in the determination of hours worked in the workweek towards overtime for non-exempt employees.

#### JURY DUTY LEAVE

We recognize a staff member’s civic responsibility to serve on a jury if requested to do so. Full-time regular and full-time term of project employees will be paid their full salary for up to four (4) weeks for jury duty leave. For non-exempt employees, jury duty leave that falls during the hours of regularly scheduled work time will be used in the



determination of hours worked in the workweek for the purpose of calculating overtime. All staff members may take unpaid leave as needed to perform jury duty.

To be eligible for paid leave under this policy, a staff member must submit a copy of their jury certificate of attendance to Human Resources upon receipt and must inform their manager on a daily basis when they will need to be in court. The staff member is also required to report to work on partial or full days when the court does not require the staff member's presence. Upon being excused from jury duty, staff members are required to submit either the stamped jury duty summons or a certificate of attendance to Human Resources.

#### LEAVE FOR EMPLOYMENT RELATED LEGAL PROCEEDING

A staff member will be granted paid leave if they are summoned to appear in court or to appear for a judicial proceeding by subpoena or court order for a proceeding that is directly related to their employment. The staff member may be reimbursed for travel expenses incurred at the standard rates.

To be eligible for paid leave under this policy, the subpoena or court order must be related to the individual's employment at their Connections Academy school, or an affiliated school or program. In addition, employee staff member will not be eligible for paid leave under this policy if they are the complainant, or the party filing the action against Connections Education, their Connections Academy school, or an affiliated school or program, or attending a legal proceeding in any capacity not mandated by court order. The staff member is required to present proof of the court order or subpoena to their manager. Additionally, the staff member must submit a copy of his or her subpoena or court order to Human Resources upon receipt. The employee is required to report to work on partial or full days when the court does not require the staff member's presence or testimony.

In order to be eligible for paid leave, the hours that the staff member is required to appear in court or provide testimony must be between their regular work hours. For non-exempt employees, leave for employment related legal proceedings that fall during the hours of regularly scheduled work time will be used in the determination of hours worked during the workweek for the purpose of calculating overtime.

All subpoenas, court orders, or any other legal communications or documents involving Connections Education, the staff member's Connections Academy school, or an affiliated school or program should be directed to the School Legal Affairs department through an Issue Aware ticket.

#### MILITARY LEAVE

Staff members will be granted a military leave of absence for active service or training in the U.S. military to the extent required by the Uniformed Services Employment and Reemployment Rights Act (USERRA). To the extent required by USERRA, eligible staff will continue to earn service credit. In addition, eligible staff who return from such military leave are guaranteed a job to the extent required by law if they comply with reinstatement requirements.

Staff members must provide proof of military leave obligations (e.g., military orders) prior to going on leave if at all possible. For further information on USERRA please refer to the USERRA poster posted on the Virtual Library.

#### MILITARY LEAVE AND BENEFITS

Regular full-time staff and full-time term of project employees are eligible for paid benefits under this policy. Reservists and Members of the National Guard will be paid their regular base salary for the first ten (10) working days of required military training each year. Staff who are called to or volunteer for active duty will be paid their regular base pay for the first thirty (30) days. All time taken beyond the thirty (30) days will be unpaid.

Staff members on military leave will still receive full vacation, sick and personal day accrual for the year. However, there is no carry-over of vacation, sick and personal time for staff who do not use their allotment for each year of their military leave. A staff member can request to be paid for unused vacation and personal days at the start of the leave.

A staff member on military leave has the right to remain on the school's benefit plans for two (2) years following the first month of active military duty. The school will continue to pay premiums during any period of the leave that is unpaid. Health insurance benefits are also available under the Military Health Care Program, TRICARE, required by USERRA based on the length of the leave and subject to the terms, conditions and limitations of the applicable plans for which the staff member is otherwise eligible. For information regarding your 401 (k) plan treatment during military leave please refer to the Summary of Plan Provisions. Upon return from military leave, a staff member has the right to reinstatement in benefits plans.

Under the current law, staff members on a military leave of absence are guaranteed the same or a suitable job if they are released from military service under conditions other than "undesirable" or "dishonorable," provided they apply for reinstatement to Human Resources within the required legal time frames. A suitable job is a position the staff member qualifies for through skills, performance, education, and training.

A staff member must notify their manager (if possible) at least one (1) month prior to beginning military leave for active service. A staff member must also produce a copy of their military orders, as soon as reasonably possible, for active service. A staff member is required to report back to work or submit a timely application for reemployment upon completing a period of service as required by law.

## TEACHER COMPENSATORY TIME

Exempt teachers are not eligible to earn overtime. However, we occasionally ask teachers to participate in activities that may take place outside of normal office hours such as information/marketing sessions, weekend field trips, or administration of state testing. Compensatory time is paid time off that may be taken during normal school work hours and during the school year.

### ELIGIBILITY

Regular, full-time teachers who participate in school-sponsored activities outside of the normal work hours are eligible for compensatory time. To the extent an activity is not sponsored by the school, or a teacher's presence at a school-sponsored activity is not required by us, a teacher is not eligible to earn compensatory time.

### EARNING COMPENSATORY TIME

Teachers must work a minimum of four (4) consecutive hours per eligible activity to earn compensatory time. Any time worked over a four (4) hour period will be earned in two (2) hour increments. Teachers are limited to a maximum of forty (40) hours of compensatory time per school year.

School events authorized for compensatory time must be approved by the School Leader.

### REQUESTING TO USE COMPENSATORY TIME

Teachers requesting to use their earned compensatory time should submit a request through myCAL. Compensatory time off must be used in increments of two (2) hours. Compensatory time must be used within the school year that it is earned.

The School Leader may deny requests for compensatory time if the School Leader deems, within their sole discretion that taking the time off as requested might adversely impact school operations. Compensatory time is not transferable to other staff members and will not be paid out to staff members in the form of compensation at any time.

#### TRACKING OF COMPENSATORY TIME OFF

Compensatory time will be tracked through myCAL. Teachers or managers should submit a request and approval for a balance addition via myCAL. Requests to use compensatory time will follow the same request and approval process as all other forms of paid time off.

#### LEAVE UNDER THE FAMILY AND MEDICAL LEAVE ACT (FMLA)

Generally, eligible staff are entitled to up to twelve (12) weeks of unpaid leave per rolling twelve (12) month period for birth, adoption, or foster care of a child; to care for a child, spouse or parent; or for their serious health condition.

Additionally, the FMLA permits a spouse, son, daughter, parent, or next of kin to take up to twenty-six (26) workweeks of leave to care for a member of the Armed Forces, including a member of the National Guard or Reserves or a veteran under certain circumstances, who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness and was a member of the Armed Forces at any time during the five-year period before they began the treatment, recuperation or therapy. A staff member is also permitted to take FMLA leave for any qualifying exigency arising out of the fact that the spouse, or a son, daughter, or parent of the staff member is on active duty (or has been notified of an impending call or order to active duty) in the Armed Forces in support of a contingency operation.

All twelve-month staff who begin leave after July 1, must exhaust all paid leave during the FMLA absence, with the balance of the twelve (12) weeks being unpaid, except when the staff member is taking leave for their own serious health condition and qualifies for STD.

If a twelve-month staff member requests leave under this policy scheduled to begin prior to July 1, they are required to exhaust fifty percent (50%) of all paid time off allocated to them for that year.

If a ten-month staff member requests leave under this policy is scheduled to begin on January 1 or after, that staff member is required to exhaust all paid time off allocated to them for that school year.

If a ten-month staff member requests leave under this policy scheduled to begin prior to January 1, that staff member is required to exhaust fifty (50) percent of all paid time off allocated to them for that school year.

The use of paid time off during FMLA leave does not extend the length of FMLA leave, and paid time off will run concurrently with the staff member's FMLA entitlement. A staff member may use allotted and available sick days if they are sick or injured, or to care for a sick child.

A staff member may receive compensation under STD program if they are eligible during a leave as a result of a disability. In the event that a staff member is determined eligible to receive STD benefits, the first five (5) work days will be charged against the staff member's sick day allotment. Sick days are not reinstated unless mandated by state law. If there are no sick days available, then the first week is unpaid unless the staff member wishes to use personal or vacation time for payment. After the sick days are paid, short-term disability benefits may continue for up to twenty-five (25) additional weeks.

A staff member may use allotted and available personal and vacation days, but only after all other available compensation has been exhausted.

Leave to care for a child after birth or placement of adoption or foster care must be taken within twelve (12) months of the child's birth or placement. If staff members who are married are both employed by the organization, they may take only a *combined* leave of twelve (12) weeks per year for the birth/adoption of a child.

In order to take leave to care for a family member with a serious health condition, a staff member must provide medical certification of the serious health condition, and the medical necessity to assist with the care of the family member.

All time used for STD or Worker's Compensation will be counted toward the twelve (12)-week allotment. Certain eligibility rules and requirements may apply under different state laws. Staff will be provided with additional information if this applies to them.

Eligible staff may take leave intermittently when medically necessary and with proper medical certification as required by law. Intermittent leave may be taken in full day or partial day increments. For partial day increments, the staff member's timesheet should reflect the actual amount of time spent away from the school.

Compensation and paid time off benefits may be prorated depending on the duration of intermittent or reduced leave. If a staff member wishes to be compensated for the time off work, the time must be taken in accordance with the time off policy. Staff taking intermittent FMLA leave must make a reasonable effort to schedule their leave so as not to unduly disrupt the school's operations. When a staff member takes intermittent leave or a reduced work schedule, the staff member may be temporarily transferred to an alternative position, with equivalent pay and benefits that better accommodates recurring periods of leave.

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#### ELIGIBILITY AND PROVISIONS

Staff members assigned to an office facility with more than fifty (50) staff members within a seventy-five (75) mile radius who have been employed at least twelve (12) months and who have worked at least 1,250 hours in the last twelve (12) months are eligible for Family and Medical Leave under the Family and Medical Leave Act.

Family and Medical Leave is not paid leave. Upon returning to work, staff members will be placed in the original or an equivalent position to the one that they held when they went on Family and Medical Leave unless the staff member's position would have been eliminated or changed regardless of the leave. For additional information, please contact Human Resources.

Staff must submit Family and Medical Leave requests in writing to Human Resources at least thirty (30) days in advance when the leave is foreseeable, or as soon as practical thereafter. In the event that the reason for leave is due to the personal illness of the staff member, or to care for a family member with a serious health condition, medical certification is required within 15 days from commencement or leave request, unless it is not practicable to do so despite the staff member's diligent good faith efforts. In cases where a staff member requests FMLA leave in conjunction with short-term disability, the short-term disability application will act as notice of medical certification.

While out on leave, staff must maintain contact with their manager and Human Resources to inform them of their status and intention to return to work at the end of the FMLA period. If a staff member gives us notice of their intent not to return to work, we no longer are required to maintain health benefits or to restore the staff member to their job.

Staff members must return to work once approved leave has expired. Prior to returning to work, a staff member who takes leave due to their own serious health condition is required to submit certification from a healthcare provider that they are able to resume work. When employee staff member returns from leave, any coverage that had been suspended during the leave will be reinstated. Use of FMLA leave will not result in the loss of any employment benefits that accrued prior to the start of the FMLA leave.

If a staff member fails to return to work at the expiration of an approved FMLA leave, it will be deemed a voluntary termination.

## PARENTAL AND SERIOUS ILLNESS IN THE FAMILY

The Parental and Serious Illness in the Family Leave policy provides FMLA eligible (have been employed for one (1) year and have worked at least 1,250 hours over the twelve (12) months preceding the requested leave) regular full-time staff with up to four (4) weeks of paid time off in the following circumstances:

- Parental leave to care for a child after birth, to be used in one (1) week increments.
- Serious illness in the family leave to care for a seriously ill spouse, domestic partner, child or parent, parent-in-law or to make arrangements relative to that care, which may be used in single day increments.

A “child” under this policy is typically considered a dependent child under the age of eighteen (18). However, in certain situations, at the discretion of the school and Human Resources, we may approve this leave for staff needing to care for adult children over the age of eighteen (18). Any request for leave to care for children over the age of eighteen (18) under this policy must be approved by Human Resources.

All time used for Parental and Serious Illness in the Family Leave (PSIL) will be counted toward the staff member’s twelve (12) week (FMLA) allotment and must be utilized before unpaid time off begins. Parental Leave must be taken within six (6) months of the date of birth, the placement for adoption or foster care or other qualifying event.

In certain instances, state leave laws may differ from the federal law. Please check with Human Resources to confirm specific benefits information.

Paid time off taken under this policy will not count as time worked for the calculation of overtime.

## NOTICE REQUIREMENTS

When the leave is foreseeable, at least thirty (30) days advance notice to Human Resources is required. Failure to give reasonable notice may delay or make employee staff member ineligible to take leave. Staff members must also contact their manager when they are going to be absent.

## CERTIFICATION AND REPORTING REQUIREMENTS

Staff requesting leave under PSIL should review the “Leave of Absence Request Process” document, located on the Virtual Library. For leave under PSIL staff members must provide medical certification by a physician or practitioner.

In cases where parental leave is taken to care for a child after birth or placement for adoption or foster care, documentation, such as birth certificate or adoption decree, is required.

## MATERNITY LEAVE

Full-time staff who deliver a baby are eligible for paid Maternity Leave in addition to Short-Term Disability, for a total of ten (10) weeks of paid leave. The duration of Maternity Leave taken is determined by the length of Short-Term Disability.

All time off for Maternity Leave will run concurrently with FMLA leave and must be taken immediately following Short-Term Disability. Please reach out to Human Resources if you have any questions.

## FINANCIAL AID FOR ADOPTION

Full-time staff are eligible to receive financial assistance up to \$10,000 to offset expenses associated with adoption and surrogacy. Please see the [Financial Aid for Adoption Policy](#) for additional information.

## UNPAID LEAVE OF ABSENCE

We expect all staff to plan the use of their annual paid time off allotment in a responsible manner ensuring they have time available for unforeseen circumstances throughout the year. Staff who need extended time off from work for personal or other reasons, which do not qualify under FMLA, may be approved to take an unpaid leave of absence at the sole discretion of Human Resources.

Upon the first instance of taking an unpaid leave day without approval, the staff member will receive a written warning and may be placed on probation. The second occurrence will be grounds for termination.

An approved unpaid personal leave of absence does not assure staff members the right to return to work or to the job they held. Attempts will be made to place the staff member in a position; however, this school is not obligated to do so. If the staff member is offered a position at the end of the leave and fails to accept it, they will be considered to have voluntarily resigned without notice. Staff members with less than six (6) months of continuous service are generally not eligible for an unpaid leave of absence, except for military leave or when required by state law.

If a staff member wishes to take an unpaid leave of absence for a non-medical reason, they must have exhausted all paid time off **except** sick time. Sick time can never be used for non-medical leave.

If staff member wishes to take an unpaid leave of absence for a medical reason, they must have exhausted all paid time off including sick time.

Unpaid leave requests must be submitted to Human Resources by the staff member, and requests must be approved by Human Resources and in some cases, the School Leader. A staff member does not accrue paid leave during an unpaid leave of absence.

# PERFORMANCE AND DISCIPLINARY ACTION POLICIES

## STAFF PERFORMANCE MANAGEMENT

Performance refers to work performance, attendance and punctuality, conduct, and compliance with policies and procedures. Staff performance is the key to achieving school results and organizational productivity. Informal and formal performance feedback tools are utilized to assist staff in developing high levels of performance.

Staff members receive a performance review in advance of their salary review date. Performance reviews are conducted annually at the end of the school year as well as mid-year in December or January. Staff members also receive periodic feedback both formally and informally from their manager. This feedback may be written or verbal.

Based on those reviews and other factors (e.g., position level, general market condition, internal equity, the school's overall performance and merit increase pool, etc.), staff may be eligible for a merit increase and/or incentive compensation. All salary increases, and incentive compensation payments must be reviewed and approved by two (2) levels up in the organization and by Human Resources.

Given that salary reviews are performed on a "common review date," a staff member's first merit increase as well as their incentive compensation is prorated based on their start date. A performance review does not guarantee an increase in salary.

Increases are prorated to reflect the amount of time the staff member was away from work, including unpaid leaves of absence. Merit increases for ten-month employees are prorated based on date of hire in the first year of employment. Please refer to the Ten-Month Staff Pay Structure policy for proration calculations.

## DISCIPLINARY PROCESS

Staff are expected to meet certain standards of work performance and conduct. These include, but are not limited to, those outlined in this handbook as well as in the job description. Staff who do not meet the standards and expectations may be given the opportunity to improve performance and/or conduct through the disciplinary process. The nature of the discipline used, up to and including immediate termination of employment will depend upon the staff member's conduct and the relevant circumstances. It is not a guarantee of continued employment when employee staff member is placed on an improvement plan as part of the disciplinary process. Staff members are expected to meet their performance expectations daily. Certain cases involving serious policy violations warrant a written warning with probationary status. This type of disciplinary action carries a contingency stating that if there are any further violations of policy or unacceptable performance or behavior, it will be grounds for termination.

# WORKPLACE CONDUCT POLICIES

## STANDARDS OF CONDUCT

In an effort to provide staff with comfortable and safe working conditions, we maintain standards of professional behavior that must be followed. Although there is no way to identify every possible example of prohibited conduct, the following is a **partial** list of infractions that may result in disciplinary action, up to and including termination of employment.

- Perpetrating fraud against the school, Connections, affiliated entities or persons
- Theft, misappropriation, unauthorized possession, use of or removal of school or Connections property
- Carrying weapons or explosives, or violating any criminal law while on school property or on school business
- Fighting or otherwise threatening, intimidating, coercing, or interfering with managers, co-workers, or guests
- Using profane, obscene, or abusive language while on school property or on school business
- Sleeping during working hours
- Gambling or other immoral or disorderly conduct while on school property or on school business
- A pattern of chronic or excessive absenteeism, tardiness, leaving work early, or any other violation of the attendance policy
- Failure to properly notify about an absence
- Failure to satisfactorily perform job duties, including insubordination or refusal to comply with instructions
- Hiring a third party to perform a staff member's assigned job duties
- Intentional abuse, negligence or destruction of school property
- Violation of any safety rule, policy, practice, or procedure
- Causing injury to a person or damaging property, machinery, equipment, supplies, or negatively impacting the reputation of the school
- False, fraudulent, misleading, or harmful statements or omissions concerning another staff member or students, parents, colleagues, teachers, and vendors or any statement that is harmful or disloyal to the school
- Dishonesty or providing false information to your manager or to other staff
- Misuse of private information and data created as a result of school operations concerning staff members, students or their families.
- Conduct that, in our sole opinion, reflects adversely on you or the school
- Other acts that, in the opinion of school management and/or Human Resources, warrant disciplinary action

## RESPECT FOR OTHERS

We expect our staff to treat each other, students, teachers, vendors, regulators, legislators or any third party that employee staff member comes in contact within the course of their job duties with respect and consideration. Lack of respect can be shown through words, conduct, acts or demeanor. Some examples of lack of respect towards other staff members include snide remarks, inappropriate jokes, direct comments and even avoidance of particular individuals. The above examples by no means describe all types of disrespectful behavior. As a general rule, behaviors that affect another staff member's ability to work depart from our standard for respect.

## LANGUAGE IN THE WORKPLACE

The use of obscenity, profanity, sexual innuendoes, coarse language or language that could be perceived as offensive in the workplace is highly unprofessional and unacceptable. If it persists, it can create a hostile workplace



environment and may amount to a form of harassment. All staff are cautioned to avoid such language. Persons improperly subjected to such offensive language should report the incident, using the procedure outlined in the Preventing Workplace Harassment policy.

## PROFESSIONAL ETHICAL STANDARDS

Staff members must maintain high standards of personal and professional conduct and behavior in all interactions and communication.

Staff are also required to use sound professional judgment when communicating with students and parents and when handling any situations requiring sensitivity. All school policies and protocols must be followed in regard to FERPA and other dealings with students, parents, learning coaches and any agencies which may be associated with a Connections family.

Staff must display the highest integrity and the best judgment and ethics and use professional skills to the best interests of all. Staff must use only legal and ethical means when seeking to influence governmental legislation or regulations. Lastly, staff must aid in the professional development of those who enter the educational services profession by assisting them to understand the functions, duties, and responsibilities of the profession; and, endeavor at all times to improve the school.

## REPORTING UNETHICAL BEHAVIOR

The school's ongoing success depends on maintaining high ethical standards of conduct. To reinforce the commitment to the highest standards of ethics, we have made available the [Compliance Ethics](#) Hotline. The [Compliance Ethics](#) Hotline is a phone and web-based communications tool that offers staff a confidential way to raise a concern or report suspected unethical, unprofessional, illegal, or fraudulent activity by others associated with the organization or school. The hotline number is [\(Insert #\)](#). [Staff can also submit an anonymous complaint by mailing it to Reach Cyber Charter School attn.: Human Resources 750 E. Park Drive Suite 204 Harrisburg, PA 17111. Staff can email concerns to Reach-HR@reach.connectionsacademy.org 877-892-4063 and the confidential web address is www.connectionsacademy.alertline.com.](#)

### Who should use the Ethics Hotline?

Any staff member who has information about possible criminal activities, ethical violations, or other work-related incidents should use the Ethics Hotline. **A staff member's first option is to report suspicions to a member of school management or Human Resources**, but if they are uncomfortable with the direct approach, the Ethics Hotline may be utilized.

### What types of incidents should be reported?

Staff members are encouraged to report situations or events that could potentially harm students, the school(s), colleagues, or the organization. Examples include violations related to:

- Compliance with regulations
- Conflicts of interest
- Accounting & auditing practices
- Gifts & bribes
- Disclosure of confidential information
- Privacy of student records
- Theft
- Copyright laws and software piracy
- Misuse of resources or funds
- Intellectual property infringement
- Falsification of information
- Threats and physical violence
- Discrimination
- Harassment
- Retaliation

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### How it works

Concerns reported to the [Compliance Ethics](#) Hotline are received by ~~the an independent third party communication specialist who will then report the information anonymously to~~ Human Resources [team](#). At no point will the identity of the individual reporting the concern be revealed without their consent. Any staff member who, in good faith, raises a concern or reports misconduct is doing the right thing and will not be subject to discipline or retaliation just for reporting a concern. If the investigation of a concern reported through the [Compliance Ethics](#) Hotline reveals that the initial report was done in a malicious or intentionally improper manner, then they will be deemed to waive their right to anonymity and be subject to disciplinary action.

### You are the key to an ethical workplace

While the [Compliance Ethics](#) Hotline is an ongoing program for concerned staff; we encourage direct communication with colleagues, managers, and/or members of school management. For staff who prefer to remain anonymous, the [Compliance Ethics](#) Hotline is available at any time [for employees to leave a message](#), twenty-four (24) hours a day, seven (7) days a week.

## CONFLICTS OF INTEREST

Staff are prohibited from engaging in any activities that conflict with the school's interests or have the appearance of doing so. A conflict of interest, or the appearance thereof, may occur when an interest in, association with, and/or employment by another school or educational management organization, suppliers of goods or services, etc., is such that the ability to act in the best interests of the school may be called into question.

Please discuss any questions or concerns regarding conflicts of interests with your manager and/or Human Resources.

Conduct that may constitute a conflict of interest includes, but is not limited to:

- Directly or indirectly borrowing from, lending to, investing in or engaging in any substantial financial transaction with an existing or potential customer/student, supplier, etc.;
- Performing outside work for another entity while working for the school or Connections program;
- Transmitting confidential information to a student/parent/caretaker, vendor, competitor, or other individual who is not employee staff member and who does not have authorization to receive it; and
- Using organizational facilities, equipment, labor, or supplies to conduct outside activities
- Having an intimate relationship with any student, parent/caretaker of a student, staff member under direct supervision, except when such individual is a member of your family or when you have no work responsibilities associated with the individual and the relationship is not prohibited by law or regulation, such as a relationship with an under-age student

## GIFTS

Staff members are to avoid any conduct that gives rise to a conflict of interest or even the appearance of a conflict of interest. Specifically, all staff must comply with laws that preclude the giving of gifts to government employees even when the gift is given without any intention of influencing the recipient. For purposes of this policy, a gift is defined as anything of value given or reimbursed by the organization for which goods or services are not provided in return as part of an ordinary business transaction. This may include tangible items, meals, or travel expenses. Accordingly, staff members must have all gifts reviewed by the [School Legal Department](#) by creating an Issue Aware ticket.

Staff members may not give, solicit or accept gifts to or from any other person or entity that has or seeks a business relationship with the school or third-party provider unless approved through the Issue Aware process. Staff members are also prohibited from giving gifts to vendors, students and government officials. In no event should any gift of cash, including gift cards, be accepted or made.

Commented [KH4]: Still accurate?? Should we direct them elsewhere?

If a staff member receives an unsolicited gift, they must promptly notify their manager, in writing, and take the following action:

- Return the gift with a letter to the donor explaining the Gift policy.
- When a gift cannot be returned because it is perishable and may become damaged or spoiled, send the donor a letter noting this fact and explaining the Gift policy.
- When it is necessary to write a letter as prescribed above, the recipient should provide a copy of the letter to their manager and should submit it to the Legal Department.

#### AUTHORIZATIONS AND APPROVALS

Under no circumstances is employee staff member, other than those who have purchasing responsibility authorized in writing, to commit to any purchase or agreement that financially obligates the school or organization. If a staff member is required to procure goods and services, the appropriate authorizations from the staff member's manager must be obtained in accordance with the school's fiscal policies. Failure to obtain the proper authorizations/approvals will result in disciplinary action and/or a requirement that the individual accept personal responsibility for an obligation wrongfully made in the school's name.

#### SOLICITATION AND DISTRIBUTION

Staff members are prohibited from soliciting and distributing of non-school material in work areas and during school hours. Bulletin boards, internal directories, interoffice mail, e-mail, and other organizational resources are to be used only for school business purposes unless otherwise designated for this purpose.

Staff members may not solicit or distribute ANY information in work areas on behalf of a business, club, school, society, religious group, nonprofit organization, or a political party during working time or during the working time of the staff to whom such activity is directed.

As long as the activity is not disruptive, staff may distribute information about nonprofit fundraising efforts or distribute small items, such as cookies or candy for sale, if the proceeds will be received by a nonprofit organization. The decision for what activities to permit will be determined by school management. Requests to conduct fundraising activities must be approved in advance by the School Leader.

The school reserves the right to sponsor certain nonprofit fundraising events. However, staff members will not be required to participate.

#### APPEARANCE AND DRESS

The school strives to provide a work environment that is both professional and comfortable for staff. Staff member's dress, grooming, and personal hygiene should be appropriate to the school environment in accordance with guidelines set forth by the manager. In general, staff members are expected to dress in a manner and present themselves in a manner that is acceptable in a school setting.

When meeting with families/students and/or external parties or when visitors are expected at the school, staff members should dress in accordance with the expectations of those individuals. Staff members who are dressed inappropriately may be asked to return home to select suitable attire. Any questions concerning the dress code, should be directed to an immediate manager or Human Resources.

#### ANIMALS IN THE WORKPLACE

Pets are not permitted at the school office or at school related events, unless they are the staff member's registered service animal. If you have questions regarding registered service animals, please contact HR for additional information and requirements.

## CONDUCT WHILE DRIVING

Staff members are completely responsible for any accidents, fines, or traffic violations incurred while operating personal vehicles. While driving a personal vehicle, or a rental vehicle for school business, the staff member's personal automobile insurance will be considered primary and any organizational-provided coverage secondary.

Staff members who are driving while on school business are expected to conduct themselves in a safe and legal manner, obeying posted speed limits and avoiding distractions while driving.

## SOCIAL MEDIA POLICY

The school believes in utilizing social media sites to foster online collaboration and share what the school does, but staff members are expected to do so responsibly. As these online communication platforms continue to evolve, so will school policies. Staff members should speak freely, but also responsibly. This policy is focused on social media activities in or outside of work that could affect work performance, the performance of other staff, or the school's interests. The policy provides standards for staff who choose to contribute blogs, wikis, social networks (Facebook, MySpace, Twitter, etc.), virtual worlds, user-generated audio and video (YouTube), or other social media. Remember that the rules of conduct apply to online activities. Remember that our rules of conduct apply to online activities and any information or comments posted publicly may be escalated to HR for review.

Staff members are discouraged from participating in one-on-one communication or sharing personal information with students through social media sites. It is not appropriate for teachers or other staff members to deviate from their professional role with students at any time. If teachers or other staff members choose to interact with students through social media sites, the interaction should be logged, and use filters or other mechanisms to preserve the professional nature of the student-teacher relationship. While such precautions might limit a student's access to a staff member's personal information, staff members may still have access to the personal information of a student. In such a case, information learned about students through these networking and social media sites may trigger a duty under applicable law to report suspected abuse, neglect or other conduct to the authorities.

This policy shall not be construed or applied to interfere with Section Seven (7) of the National Labor Relations Act.

## PARTICIPATION IN SOCIAL MEDIA SITES

1. Write about what you know. Ensure that statements you make are accurate and factual. Be exciting and creative when talking about the organization or school, but don't exaggerate or guess. If someone asks you a question you don't know the answer to, forward it to an expert within the organization.
2. Present yourself well. Take into consideration that anything you post is made public and could be misconstrued by readers. Assume that your colleagues, your manager, your school's students and their parents will read it. Keep that in mind as you post and present yourself in a way that you would in the school. Be sure that the image you portray is consistent with the work you do. Social media sites tend to blur the lines between personal and professional lives, and public and private information. Be aware of that and communicate accordingly.
3. Restrict access if appropriate. Because boundaries can be blurred, everyone potentially has access to your information. Many social sites have privacy settings. Think about using them.
4. Present your school and organization well. Just by identifying yourself as a school staff member, you are creating perceptions about the school and organization. Make sure that content associated with the school is consistent with the school's values and standards of conduct.

Commented [KH5]: Waiting on Pat for feedback

5. Respect your audience. It is fine to have a healthy debate, but don't disparage others. Carry the customer service model through to your social media content. Outside parties CAN pursue legal action against you personally for content you post.
6. Correct mistakes. If you made a mistake, go back and correct it. Just make sure you indicate that you have done so before modifying postings.
7. Identify yourself appropriately. Don't misrepresent who you are – if you're commenting about your school, let others know your role and status. Make it clear that you are speaking for yourself and not on behalf of your school. Only staff that have been officially designated by the school have the authority to speak on behalf of the school.

#### PROHIBITED ACTIVITIES ON SOCIAL MEDIA SITES

1. Do not violate your confidentiality and non-disclosure agreement. Follow the official policies on protecting the school and proprietary and confidential information. Some things that you absolutely can't disclose on social media sites include financial information, trade secrets, customer information, and confidential or personally identifiable information about students. View the Confidential Records-Access, Retention, and Disclosure Policies and your non-disclosure agreement, if applicable, for more details.
2. Do not violate copyright or fair use laws. It is extremely important that you respect the laws governing copyright and fair use of copyrighted material owned by the school or others, for our protection as well as your own.
3. Never conduct school business on a social media site. Our internal Education Management System (EMS) and other provided communication tools are the appropriate venues for work-related activities. **All contacts with students or parents should occur on and be tracked using the school's communication tools, not social media sites.**
4. Don't disrupt the learning environment. Teachers and school administrators should maintain a supervisory, professional, and respectful relationship with students.
5. Don't publish information about students.
6. Don't publish personally identifiable information, including photos, about your colleagues without their consent.
7. Don't let social media interfere with your work performance.
8. Know your obligations. It is your responsibility to understand and be familiar with the reporting requirements for such things as child abuse and neglect, consistent with the laws of the state in which you work and the school's policy.

#### SUBSTANCE ABUSE

The school is committed to maintaining a safe, healthy, and efficient working environment, therefore requiring a drug-free workplace. Staff are strictly prohibited from misusing controlled substances, intoxicants, inhalants, alcohol and prescription drugs, or purchasing, selling, manufacturing, distributing, possessing, or working under the influence of illegal substances. Staff are also prohibited from consuming alcohol in the presence of any students or families enrolled in a school or attending a school function.

Staff who take over-the-counter or prescribed medication are responsible for being aware of any adverse effect(s) the medication may have on the work performance, and must promptly report to their manager if the use of the medication might impair the ability to perform the job safely and/or effectively. Depending on the circumstances, staff members may be reassigned, forbidden to perform certain tasks, or even prohibited from working if they are deemed unable to perform the job safely and/or properly while taking prescribed medication. It is a violation of this policy to take over the counter or prescribed medication contrary to its proper use.

Staff members may not use property and equipment, use a school or third-party vendor vehicle, or operate a personal vehicle or rented vehicle in the performance of their job responsibilities while under the influence of illegal drugs, intoxicants, inhalants, or quantities of alcohol above legal limits.

Staff members should contact their manager if they are aware of illegal activity at the school. Staff members are required to cooperate fully with school management and/or Human Resources if they are involved in substance abuse investigations. Staff members who are referred for treatment and do not remain drug/alcohol free, and/or perform unsatisfactorily on the job, may be subject to termination.

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#### DEFINITION OF “CONTROLLED DANGEROUS SUBSTANCE”

“Controlled dangerous substance,” as used in this policy, has the same meaning as the term “controlled substance” in the Controlled Substances Act (21U.S.C. § 802), and includes (1) any substance that has not been legally prescribed by a properly licensed physician, and (2) any substance that is legally obtainable, but has not been legally obtained or is not being used in the prescribed dosage for prescribed purposes. This policy **does not** prohibit staff members from taking prescribed medication under the direction of a physician, provided that the prescribed medication does not impair performance or threaten safety, security and/or property, or that of the school and/or co-workers. The use of prescribed medication in a manner that is inconsistent with the directions of a physician is not exempt from general prohibitions on substance abuse.

The organization reserves the right to carry out searches of staff member’s property, including desks, work areas, files, lockers, bags, or other personal belongings (including vehicles), while at any school sites or work-related areas, if there is a valid reason for such a search.

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#### DRUG AND ALCOHOL TESTING

Under this Drug and Alcohol Policy, the organization may require pre-employment testing, reasonable cause testing, post-accident testing, unannounced random testing, and follow-up testing.

- **Pre-Employment Testing:** The school may require all candidates for employment to submit to drug testing as a condition of any offer of employment. Positive test results for any controlled substance as defined in this policy will be considered in making final employment decisions.
- **Reasonable Suspicion Testing:** The school may require any staff member to submit to a drug and/or alcohol test whenever it is reasonably believed from the facts and circumstances, including the staff member’s appearance, conduct, speech or body odors, that they may be under the influence of a controlled substance or alcohol, or otherwise may have violated any aspect of this Policy; federal, state or local law; or federal regulations.
- **Post-Accident Testing:** The school may require any staff member to submit to a drug and/or alcohol test whenever they are involved in, or has contributed to, a work-related incident that involves or could have involved injury to any person or damage to property. Tests will be performed within two (2) hours of the accident or as soon thereafter as practicable following the accident. A staff member who is seriously injured and cannot provide a specimen at the same time of the accident shall provide the necessary authorization for obtaining hospital reports and/or other documents that would indicate whether there were any controlled substances or alcohol in their system.
- **Unannounced Random Testing:** The school may perform unannounced randomly selected drug testing. Once notified, the staff member must report to the testing site immediately. The random selection process will be such that every covered staff member has a substantially equal chance of being selected for testing each time, regardless of whether or not they previously had been subject to testing. Human Resources may limit the random selection pool to only those staff in certain positions.

- **Follow-up Screening:** If the staff member in the course of employment enters an employee assistance program for drug or alcohol-related problems or a drug or alcohol rehabilitation program, the school may require that they submit to follow-up testing.

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#### EMPLOYEE ASSISTANCE AND REHABILITATION

The school encourages any staff member with a drug or alcohol abuse problem to seek treatment voluntarily. In the case of a positive drug or alcohol test result or a violation of this policy, the school and/or Human Resources reserves the right to determine whether to allow the staff member an opportunity to be placed in or enter into a rehabilitation program agreement as an alternative to termination.

No staff member will be subject to disciplinary action solely for acknowledging a drug or alcohol problem and seeking treatment for the problem. However, in order to take advantage of that protection, staff must come forward and seek treatment before they have been asked to take a drug or alcohol test, or otherwise been suspected of having or found to have violated any aspect of this policy.

Under the rehabilitation program and agreement, the staff member will, among other things, be required to successfully complete an alcohol/drug treatment program before returning to work. Staff must apprise Human Resources of their condition while undergoing rehabilitation, as well as provide written verification of attendance at treatment sessions. Upon returning to work, the staff member's performance must remain at an acceptable level, including attendance and punctuality.

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#### CONFIDENTIALITY

The results of any drug or alcohol test conducted pursuant to this policy shall be kept confidential to the extent possible. Test results shall not be disclosed, except to persons to whom disclosure is necessary, to defend against any legal action brought by the tested staff member or candidate for employment against the school or organization, or to any government contractor or as otherwise required by law or regulation.

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#### STAFF WHO WORK WITH CHILDREN

It is the school's policy to ensure the safety and well-being of all children participating in activities, and to report suspected cases of child abuse and neglect consistent with the requirements of applicable law. A staff member will not be knowingly placed in a position that causes them to come into contact with children where they have been accused and/or convicted of crimes against children, child abuse, or child neglect. Individuals who come into contact with children have passed appropriate background screening measures.

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#### AWARENESS OF POSSIBLE ABUSE/NEGLECT

All individuals participating in school activities where children are present are responsible for being alert to possible abuse or neglect. We provide training to staff who interact with children, which includes guidelines for identifying and procedures for reporting any suspected child abuse or neglect. All staff must comply with the procedures established in the training(s).

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#### NON-FRATERNIZATION POLICY

School staff are strictly prohibited from engaging in personal relationships with students that are outside the scope of a professional adult/student relationship or, which may give the appearance of being outside the scope of a professional adult/student relationship. Staff who violate this policy may be subject to reporting to law enforcement authorities if the conduct is believed to constitute a crime under state or federal law. In addition, the parents/guardians of the student involved will be notified of the student's involvement and the actions taken.

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#### TRANSPORTATION OF STUDENTS BY STAFF AND STUDENT HOME VISITS

Staff members are strictly prohibited from providing transportation to students for any purpose.

A staff member may be permitted to visit the home of a student if the student's parent or guardian is present. Prior to such a visit, the staff member must gain approval from the School Leader or School Leader's designee. Further, any staff member visiting a student's home must do so with at least one other staff member and is never permitted to conduct a home visit without another staff member in attendance.

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#### ACTIONS IN THE PRESENCE OF CHILDREN AND FAMILIES

The following are prohibited actions in the presence of students or families:

- Smoking or using tobacco products
- Consuming alcohol or drugs
- Using profanity, inappropriate language, or language that could be perceived as offensive

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#### INAPPROPRIATE PHYSICAL CONTACT WITH CHILDREN

Staff members may not engage in physical contact with a child that is harmful, sexual, offensive, unwelcome or inappropriate, or physical contact that is perceived as harmful, sexual, offensive, unwelcome or inappropriate by Connections Education, its employees, or its customers.

Additionally, staff members must adhere to the requirements set forth in the code of educator ethics for their state, if applicable, as well as state criminal statutes regarding assault.

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#### PREVENTING WORKPLACE HARASSMENT

The harassment or intimidation of staff based on age, race, color, religion, sex, pregnancy, gender identity, national origin, physical or mental disability, sexual orientation, marital status, veteran status, protected genetic information, or any other category protected by federal, state, or local law is strictly prohibited. The school does not tolerate harassment or hostile actions in the workplace by any person and takes prompt action to correct any such situation, up to and including disciplinary action or termination.

Harassment is a form of discrimination that occurs when someone engages in unwelcome and reasonably offensive conduct based on a protected characteristic, and that conduct could adversely affect an individual's working conditions. This policy applies to harassment of any staff member by another employee, by a manager, or by any other individual with whom employee staff member interacts in the course of their employment at the school, including but not limited to parents/caretakers, vendors, suppliers, contractors, or other similar individuals.

Further, no staff member will be punished or treated unfavorably because they refuse to submit to or participate in sexual harassment, and no employee will be rewarded or treated favorably because they submit to or participate in such conduct.

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#### DEFINITION

Harassment can result from a broad range of actions, including, but not limited to:

- **Verbal conduct:** comments that that could be considered harassing if they are likely to offend a reasonable person
- **Visual conduct:** visual materials that contribute to a hostile work environment by their sexually explicit or derogatory nature



- **Physical conduct:** touching that a reasonable person would find offensive
- **Sexual Harassment:** any unwelcome or unwanted conduct of a sexual nature, whether verbal, nonverbal, or physical, where:
  - It is expressed or implied that a staff member’s submission to or refusal of the conduct will have any effect on their employment, job assignment, wages, evaluation, promotion, training, future job opportunities, or other terms or condition of employment, or where such submission or refusal is used as a factor in decisions relating to the person’s employment; or
  - The conduct substantially interferes with an individual’s employment by creating an intimidating, hostile, or offensive work environment.

Some examples of sexually harassing conduct include, but are not limited to, the following:

- Unwanted sexual advances, or requests or demands for sexual favors or sexual acts;
- Verbal or physical conduct of a sexual nature that is not welcomed by another person, such as repeated sexual flirtation, advances, innuendo, propositions, gestures, jokes, or mockery;
- The display or distribution of sexually oriented objects, pictures, or literature, including illustrations, drawings or cartoons, including materials downloaded from computer systems via the internet, electronic mail, or other sources; or
- Any uninvited and unwelcome physical contact.

This policy applies at the school and in any other work-related settings, such as school sponsored trips, outside meetings, conventions or conferences, or school-related social events: Staff members are expected to conduct themselves in a professional manner in the workplace and at any other time when representing the school. Such conduct is essential to promote quality work, and to ensure a school environment free of discrimination. Physical conduct of a sexual nature, even if welcomed by another staff member, is prohibited in the workplace, or in any school-related setting.

Please refer to the harassment training provided at the start of employment for more detailed information on all forms of harassment and school policies on harassment.

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#### INTERACTION WITH STUDENTS

Any staff member who interacts with students should be familiar with and comply with the policies contained within the School Handbook Supplement as it pertains to harassment or treatment of students. Harassment or treatment of a student that is prohibited by the School Handbook Supplement is not tolerated and any staff member who violates the policies in the School Handbook Supplement may receive disciplinary action.

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#### COMPLAINT PROCEDURE

Staff members are encouraged when possible, to inform an offender that their harassing behavior is unwelcome and ask the individual to stop the conduct. Any manager who becomes aware of allegations of harassment must bring the allegations to the attention of the School Leader and Human Resources. Employees are instructed to inform their manager if they feel as though they have been subjected to any sort of harassment. If an employee feels as though this would not be appropriate or believes that the manager is part of the issue, we encourage employees to report the harassing conduct to Human Resources for immediate review. All complaints of harassment will be kept confidential to the extent reasonable and possible under the circumstances, and will be investigated promptly, thoroughly, and impartially.

If an investigation substantiates allegations of harassment, immediate and appropriate corrective action that is designed to address, stop, and remedy the harassment will be taken, and the school will ensure that the harassment does not recur.

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## INVESTIGATION PROCEDURE

When an investigation is being conducted, Human Resources will instruct and provide guidance to participants of the investigation regarding confidentiality, and staff members are expected to fully comply with these instructions in order to maintain the integrity of the investigation.

Any staff members who are questioned as part of an investigation must be forthcoming and candid in answering all questions and must not withhold information pertinent to the investigation.

Withholding information or providing false information during an investigation is a serious violation of this policy and will subject an individual to disciplinary action, up to and including termination.

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## PROTECTION AGAINST RETALIATION

Any form of retaliation against an individual who makes a bona fide complaint of harassment, for assisting in a complaint investigation, for providing information in a complaint investigation, or for making any determination necessary under this policy is prohibited. Retaliation is a serious violation of this policy, and any individual found to have retaliated against another person in violation of this policy will be subject to discipline, up to and including termination of employment.

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## ~~FALSE ACCUSATIONS OF MISCONDUCT~~

~~False and malicious complaints of harassment, as opposed to complaints which, even if erroneous, are brought in good faith, will result in appropriate discipline, up to and including termination.~~

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## AUTHORITY AND RESPONSIBILITY

If a manager learns that a staff member is suffering potentially harassing behavior, the manager must act promptly to ensure that the harassing behavior is investigated, and if necessary, expediently stopped. All managers are responsible for preventing staff from being subjected to harassment, and for reporting any complaint or incident of harassment to Human Resources immediately and at the very least within twenty-four (24) hours using the above outlined procedures. If an incident is not reported, but a manager is aware of potential harassment, this must also be reported immediately and at the very least within twenty-four (24) hours to Human Resources.

Managers must immediately report any allegations of harassment, even if the allegations are against the individual required to report the allegations. Managers have a legal duty to report harassing behavior, even if the complaining staff member requests that the matter be kept confidential. The matter will be kept as private as possible and the staff member will be protected from retaliation.

Managers should follow up with the staff member periodically during the investigative process, as well as after the investigation has been completed, to ensure that they are not experiencing retaliation or further harassment.

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## WHISTLEBLOWER POLICY

A whistleblower is defined a staff member who reports an activity that he/she considers to be illegal or dishonest. Examples of illegal or dishonest activities are violations of federal, state or local laws, and fraudulent financial reporting.

If a staff member has knowledge of or a concern of illegal fraudulent activity, they must contact their manager and Human Resources. ~~A staff member who intentionally files a false report of wrongdoing will be subject to discipline up to and including termination.~~

The confidentiality of the whistleblower will be maintained to the extent that is reasonable. However, identity may have to be disclosed to conduct a thorough investigation, to comply with the law and to provide accused individuals their legal rights of defense. We prohibit retaliation against a whistleblower.

## NON-RETALIATION

No staff member will be retaliated against for reporting in good faith potential violations of any policy, or for filing, testifying, assisting with, or participating in any investigation, proceeding, or hearing conducted by the organization or by a federal or state enforcement agency. Prohibited retaliation includes, but is not limited to, demotion, suspension, failure to give equal consideration in making employment decisions, failure to make employment recommendations impartially, adversely affecting working conditions, or otherwise denying an employment benefit.

Any individual who retaliates or attempts to retaliate will be subject to appropriate disciplinary action, up to and including termination of employment. All reports or retaliation should be submitted in writing to Human Resources.

It should be noted that frivolous complaints that have no merit upon investigation or which are made in clear and direct response to disciplinary actions against employee staff member with documented performance issues or policy violations will not protect the staff member against further disciplinary action up to and including termination. However, such actions must clearly be directly related to the staff member's own documented performance issues or policy violations.

## ISSUE RESOLUTION PROCESS

The school encourages open and direct lines of communication between staff at all levels of the organization. It benefits everyone when staff feel free to bring questions, suggestions and concerns directly to their managers. Examples of issues that should be handled through this resolution process include: concerns about the application of school policies and procedures within the school to school staff, parents and students; concerns about staff decisions directly involving an individual or decisions affecting other individuals at the school; work conditions; questions about the competence and overall fitness of a colleague or a manager; and regulatory compliance.

Staff members should follow the resolution process detailed below. Staff members should always contact Human Resources immediately to deal with issues of discrimination or harassment as described in the Preventing Workplace Harassment Policy of this handbook.

## STEPS IN THE PROCESS

1. If the issue does not involve a violation of school policy or an ethical or regulatory requirement, meet with at least two levels of management. A staff member must, in good faith, make every attempt to resolve the issue with his or her immediate manager and, if that is not successful, then with their next level manager. Fear of retaliation is not a legitimate reason to skip this step. If the issue does involve a violation of school policy or an ethical or regulatory requirement, then the staff member should proceed directly to step 2.
2. If the immediate manager or the next level manager cannot resolve the issue, or if the issue involves a violation of school policy or an ethical or regulatory requirement, it is important to describe the issue, the desired result, and your proposed solution to the issue. This step should occur as soon as possible after the occurrence of the problem.

3. If the issue relates to a personnel matter or work condition, contact Human Resources. After a staff member fully describes the issue, Human Resources will help them, and their manager consider how policies, procedures, and practices relate to the issue. Often, the policies in this handbook will dictate a resolution to the issue. If the issue involves a school policy or an ethical or regulatory requirement, contact a member of the school management team. Human Resources can provide you with the name of the appropriate contact or you can ask HR to contact the appropriate individual on your behalf.
4. If the issue is not resolved by either Human Resources or school management, staff members can request that they matter be presented to the school's Board of Directors (if applicable) for final consideration, or staff members can contact the Board directly. The contact information for the school's Board of Directors is located on the school's web site.

# CONFIDENTIAL RECORDS – ACCESS, RETENTION, AND DISCLOSURE POLICIES

## HANDLING CONFIDENTIAL INFORMATION

### PERSONALLY IDENTIFIABLE INFORMATION

The school and school staff must comply with the Family Educational Rights and Privacy Act (FERPA) in the handling of student data (see discussion below). Personally identifiable information must also be protected, especially social security and financial account numbers, under state and federal privacy laws. The failure to comply with these requirements may result in legal liability to the school or to the organization and/or the school. Furthermore, the confidence of regulators and students and their families depends upon our carrying out these responsibilities in full.

The hard drives on all issued laptops will have encryption and there will be a process implemented for users to swap existing laptops for ones with encrypted hard drives.

As a user of Connexus or other organizational information or systems, staff members must comply with the following:

- NEVER store personally identifiable information that includes social security or financial account numbers locally on a laptop or other removable media such as USB and flash drives unless the data is encrypted, and password protected. Note that viewing a Data View export in Connexus creates a file which is automatically saved in the local temporary folder on the download machine. Staff should only view Data View export files when connected to the network. Use must be temporary and be followed by prompt deletion, as specified in the next bullet.
- To the extent that student information that doesn't include a social security or financial account number must, for legitimate reasons, be temporarily saved on a computer that does not have an encrypted hard drive, this information must be permanently deleted – by deleting the file(s) and then emptying the Recycle Bin (or your system's equivalent) from the computer immediately after use.
- NEVER send emails that contain personally identifiable information that includes social security or financial account numbers. If it is required by any regulatory authority or vendor to transmit a file that contains this kind of information, contact the MIS helpdesk and request assistance to appropriately encrypt or otherwise store the file.
- Laptops and other electronic devices such as smartphones that receive organizational/school emails must be password protected in case the device is lost or stolen. If it is necessary to temporarily leave a portable electronic device in a vehicle, lock it in the trunk.
- Failure to comply with the above requirements will be considered a serious breach of responsibility and may be grounds for termination of employment or other action(s) as provided for by school rules and policies, including discontinuing access to Connexus or to the organization's network.

### FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

All staff are subject to the requirements of the Family Educational Rights and Privacy Act (FERPA). The current Policy is located on the Virtual Library (Home > Employee Resources > Legal Resources (FERPA, consultants, IP) > Family Educational Rights and Privacy Act (**FERPA**)).

Staff are responsible for reviewing the requirements and only disclosing student information if specifically required by regulation and when such disclosure is permitted by FERPA. Staff are never permitted to remove any FERPA-protected information from school property in print or electronic form except for legally permitted purposes and when specifically authorized by a manager.

## CONFIDENTIAL AND PROPRIETARY INFORMATION

Staff are responsible for limiting disclosures of confidential and proprietary information to those individuals who need to know the information in order to perform their job responsibilities for the benefit of the school. Confidential information should not be disclosed to anyone except pursuant to a Non-disclosure Agreement approved by the Legal Department.

Staff must conspicuously label confidential information with the applicable classification notice (e.g., Connections Academy Confidential”). In addition, all confidential information must be safeguarded and kept secure and disposed of in a secure manner (subject to records retention requirements).

Staff should not accept information or other materials from a contractor, vendor or other non-employee that may be trade secret information obtained or provided without the owner’s consent.

Unauthorized use of third-party confidential information can contaminate the school and organization’s work. Any authorized use of third-party confidential information must be in compliance with the applicable Non-disclosure Agreement.

## INTELLECTUAL PROPERTY POLICY

Intellectual Property is defined as an intangible creation of the human mind, expressed or translated into tangible form that is assigned certain rights of property such as inventions (patents), literary and artistic works (copyrighted works), and symbols, names, images, and designs used in commerce (trademarks). The organization is committed to the enforcement and protection of intellectual property rights as both a legal and an ethical imperative. We expect all employees to adhere to the United States (“U.S.”) copyright and trademark laws and to be mindful of the limited rights conferred by licenses and permissions granted by third parties. All staff are expected to take appropriate steps to protect the rights of school and/or organization in its trademarks and works of authorship developed for or on behalf of the school and/or organization and to timely notify of any potentially patentable inventions.

## USING COPYRIGHTED AND TRADEMARKED MATERIALS

Staff must assure that work product is original and doesn’t include material owned by third parties unless covered by a license agreement approved by the Legal Department. Staff members must also assure that they do not use trademarks owned by third parties for commercial purposes without the consent of the owner of the trademark. To learn more about what is acceptable, refer to the Copyright and Trademark Compliance Policy and Guidelines, which is located on the Virtual Library (Home>Employee Resources>Legal Resources (FERPA, consultants, IP)>Copyright and Trademark Compliance Policy). Contact the Legal Department if there are any questions regarding usage of third party copyrighted material and trademarks.

**Plagiarism:** Plagiarism occurs when staff member claims or implies original authorship or incorporates material from someone else's written or creative work, in whole or in part, whether or not there is a copyright notice, into their work product without adequate acknowledgement. Plagiarism is strictly prohibited and may also represent a violation of law, exposing the staff member to criminal and/or civil prosecution.

**False Information:** We expect staff members to exercise honesty and integrity in all aspects of employment. Staff members are prohibited from providing false information to other staff members, students, or parents/caretakers. Staff members are also required to immediately report to Human Resources if they suspect that another staff member has provided false information to other staff, students, or families. Staff are strictly prohibited from falsifying data in Connexus or any other system used for reporting to an authorizer, regulatory body or external agency. Falsification of such data may result in disciplinary action up to and including immediate termination. If employee staff member is aware of another staff member falsifying data and fails to report the infraction, they may be subject to disciplinary action up to and including immediate termination.

**Ownership and Rights to Materials Developed by Staff:** Work product and ideas developed by staff as part of their work for the school are owned by the third party, the organization.

Teachers are encouraged to contribute materials that they have developed during their employment for use by the larger organization. Teachers are encouraged to collaborate with one another and share instructional resources in order to enhance professional practice and ultimately improve the academic success of the students. Materials that could be shared by the broader organization include, but are not limited to lesson plans, worksheets, problem sets, newsletters, presentations such as PowerPoints, recorded LiveLesson® presentations and resources. By providing these through the EMS or other provided online applications or templates (e.g., software for LiveLesson® presentations and LiveLesson® templates) or communications tools (e.g., WebMail or email), teachers agree that the organization has a non-exclusive license to use and modify these materials and such modified materials are third party owned derivative works. Any such materials so contributed may be edited and formatted by the organization and used in any way it deems appropriate. In addition, where a teacher places any approved content in the EMS, any such modifications and/or content will also be organizational owned derivative works. The organization will have the right to use such materials, modifications and/or content in any way it deems appropriate. Staff are free to retain a copy of their original (unedited) materials when they terminate employment, but any templates or third-party materials used or incorporated under an organizational license with permission from a third party must be removed.

## EXTERNAL INQUIRIES

Any staff member who receives an external inquiry or a request for documents from a regulatory or legal authority or from the press; or who receives an inquiry concerning information that is not normally provided in the during the normal course of work, such as an employee reference request, should refer such inquiry as follows.

- Refer all media inquiries to Public Relations.
- Refer all inquiries from lawyers or government agencies to the Legal Department.
- Refer all employment references requested to Human Resources. We do not respond to oral requests for references. All requests must be in writing accompanied by a signed authorization.

Do not under any circumstances respond to requests for information regarding another staff member. If you receive a request for a reference, you should forward the request to the Human Resources.

## RECORDS RETENTION

The school maintains a variety of records, including student and staff records. Record retention requirements and policies have been established for maintaining records. Staff members must never destroy any record except in accordance with these policies. Records are not to be kept longer than the policy duration in any form unless they have received direct authorization from the department manager, School Leader or Human Resources or if they are subject to a hold notice received from the Legal Affairs Department.

The current records policies are located on the Virtual Library (Home > Employee Resources >Records Management Program).

## PERSONNEL FILES

A personnel file consists of physical documentation as well as electronic information stored on Human Resources Information System. The original information in a personnel file will be kept by Human Resources.

Additional copies of certain documents in a personnel file may also be kept in the school office.

A staff member may request a copy of their personnel file. The request must be made in writing to Human Resources and the file will be made available to the requestor within a reasonable amount of time.

## ACCESS TO EMPLOYEE EXPOSURE RECORDS AND EMPLOYEE MEDICAL RECORDS

Under the Occupational Safety and Health Act (“OSHA”), staff members have the right to examine and copy relevant “employee exposure records” and “employee medical records,” as those terms are defined under the statute. Human Resources is responsible for maintaining these records. If you wish to access your records, please contact Human Resources.

**Employee Exposure Records:** Employee exposure records are retained for thirty (30) years. In the event that workplace monitoring is conducted, data may be retained (e.g., lab reports, worksheets, etc.) for only one (1) year. In such cases, the sampling results and sampling plan, analytical and mathematical methods used, and a summary of the other relevant background data will be retained for at least thirty (30) years.

**Employee Medical Records:** Generally speaking, employee medical records are retained for the duration of employment plus thirty (30) years. However, this does not apply to:

- Health insurance claims records that are maintained separately from the organization’s medical program and its records; or
- First aid records (not including medical histories) of one-time treatment and subsequent observation of minor injuries (e.g., scratches, cuts, burns, splinters, etc.) that (i) do not involve medical treatment, loss of consciousness, restriction of work or motion, or transfer to another job; (ii) are made on-site by a non-physician; and (iii) are maintained separately from the organization’s medical program and its records.

If you work for the school for less than one (1) year, the school may elect to provide you with these records upon the termination of your employment rather than retaining them. The OSHA regulation entitled “Access to Employee Exposure and Medical Records” is available for review. If you would like a copy of the regulation and/or its appendices, please contact Human Resources.



# WORK ARRANGEMENT POLICIES

## ACCOMMODATION OF DISABILITIES

The school adheres to the requirements and regulations of the Americans with Disabilities Act of 1990, as amended, the Rehabilitation Act of 1973, and all applicable federal, state and local laws including modifications made by the ADA Amendments Act of 2008. Qualified individuals with disabilities may be entitled to a reasonable accommodation in the workplace. If you believe you are such an individual, please communicate that information in writing to Human Resources. The school and HR will attempt to work with you to accommodate your needs.

If employee staff member or an applicant comes to a manager requesting a reasonable accommodation, it is the manager's responsibility to immediately involve Human Resources in the process.

Any information regarding a disability will be kept confidential to the extent possible.

## WORK-AT-HOME POLICY

School staff who would normally work out of a school office may be eligible to work at home on a full-time, part-time, or occasional basis. Specific information regarding the work-at-home arrangements offered is provided below. The decision whether to allow a staff member to work at home is within the sole discretion of (i) the organization, and (ii) any school that has contracted with the organization to act as its human resources agent. A supervisor can require a staff member with work-at-home privileges to come into the office or assigned office location at any time. If a staff member is requested to come into the office or assigned office location and fails to do so, disciplinary action may be taken.

This policy does not apply to school staff who request to work at home as an accommodation for a disability under the Americans with Disabilities Act. For information regarding such requests, please refer to the Accommodation of Disabilities policy in this handbook.

## WORK AT HOME CLASSIFICATIONS

### HOME BASED STAFF (FULL-TIME)

1. **Definition:** "Home-based staff (FT)" are full-time staff who work at home five (5) days per week. For recordkeeping, training, meeting and administrative purposes, home-based staff are assigned to a specific office; or if requested, staff will be required to attend meetings at a public location as determined by school leadership.
2. **Eligibility:**
  - a. **Applicants:** In certain circumstances, an individual applying for a position may be offered the option of working as a home-based staff member. Such offers generally are extended to assist in filling specific operational needs (e.g., securing an applicant who (i) is particularly well-qualified, (ii) possesses experience or expertise in a subject area that is difficult to fill, (iii) there is not sufficient space for the staff member in the office, etc.).
  - b. **Current Staff Members:**
    - i. **Requirements:** Most positions will be eligible for work at home as determined by the School Leader, however there may be specific roles that are not eligible for full-time work at home based on the tasks and requirements of the role. Eligibility is determined by the School Leader and staff who work at home are expected to work at the same level and adhere to the same standards as they would in the school office.

### 3. Procedure

- a. Applicants: When an applicant is hired as a home-based staff member, the work location (home-based) will be noted in the offer letter.
- b. Current Staff Members: Requests for home-based arrangements should be directed to the staff member's supervisor, who will consult with Human Resources to evaluate the suitability of such an arrangement. Factors to be considered include, but are not limited to, school needs, as well as the staff member's job duties and responsibilities. In addition, certain grade levels, subjects, and positions may be better suited to a home-based arrangement than others.

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#### OFFICE BASED STAFF (OCCASIONAL WORK-AT-HOME DAYS)

1. Eligibility: After being employed at the school for one (1) semester, full-time regular staff may be eligible to work at home one (1) day per week. After being employed at the school for one (1) year, part-time regular staff members may be eligible to work at home one (1) day per week.
2. Exemptions: Certain roles may be designated as office based only due to the unique nature of the job duties.
3. Requirements: Most positions will be eligible for work at home as determined by the School Leader, however there may be specific roles that are not eligible for occasional work at home days based on the tasks and requirements of the role. Eligibility is determined by the School Leader and staff who work at home are expected to work at the same level and adhere to the same standards as they would in the school office.
4. Procedure: Staff members should contact their supervisor to determine their specific work at home schedule or to request any changes to their work at home schedule.
5. Duration: Duration of employment requirements may be modified at the discretion of the supervisor.

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#### SHORT-TERM WORK-AT-HOME ARRANGEMENTS

1. Definition: For the purposes of this Policy, the phrase "short-term work-at-home arrangement" refers to situations in which (i) a staff member is permitted to work at home for a defined period of time due to a personal need or a return from short-term disability, and (ii) the duration of the work-at-home arrangement is less than one full school year.
2. Eligibility: For staff members returning from a leave of absence due to a short-term disability (i.e., maternity leave), the following eligibility requirements apply:
  - a. Staff members who have been on a leave of absence due to a short-term disability may be permitted to work-at-home for up to three (3) months after the date the disability began, IF the staff member's performance meets the criteria.
  - b. Staff member must submit an authorization to return to work from a physician to Human Resources before work-at-home arrangement will be approved.
3. Procedure: Staff members who wish to work at home on a short-term basis should contact Human Resources.
4. Duration: Staff members should provide Human Resources with information regarding the expected duration of their work-at-home arrangement.
5. Terminating a Work-at-Home Arrangement: We reserve the right to discontinue a work-at-home arrangement at any time, with or without notice, in our sole discretion. We generally will attempt to provide thirty (30) days' notice before making such a change.

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## HOME-BASED STAFF (PART-TIME)

1. **Definition:** Home-based staff (PT) are part-time staff members who work at home or at an alternative location. These staff members include Adjunct teachers, Part-time Speech Language Pathologists (SLP PRNs), and Substitute teachers. Adjunct teachers are required to consult with their Managers to schedule their “core hours,” which will consist of a minimum of three (3) office hours per week between the hours of 9:00 am and 5:00 pm (e.g., Mondays, Wednesdays, and Thursdays from 9:00 am-10:00 am, Thursdays from 2:00 pm – 5:00 pm, etc.).
2. **Eligibility:** All Adjunct teachers, SLP PRNs, and Substitute teachers enter into a work-at-home arrangement when they are hired.
3. **Procedure:** When a part-time staff member is hired as a home-based staff member, the work location (home-based) will be noted in the offer letter.
4. **Duration:** Adjunct teachers, SLP PRNs, and Substitute teachers are hired with the expectation that they will work at home while employed. However, we reserve the right to discontinue the arrangement at any time, with or without notice, in our sole discretion.

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## PROVISIONS

Work-at-home schedules will always be determined by leadership in ways that best address school needs. The School Leader may require the same designated work-at-home days to be taken by the staff member each week (e.g. every Friday of the week) unless a rotating schedule is determined and maintained by leadership. With advanced approval from their supervisor, a staff member’s work-at-home days can be changed on a particular week.

A staff member’s “home” location is the address listed for that staff member in Ultipro. Requests to work from anywhere other than the address in Ultipro requires supervisor approval.

Unless a specific business need permits and is approved by Human Resources, employees will not be permitted to work outside of the United States.

If a holiday falls on the same day as a staff member’s work-at-home day, no additional work-at-home day will be granted for that week. Hourly staff working at home may only work the hours approved by their supervisor and must record all time worked at home on their timesheet.

A staff member’s work-at-home schedule may be altered by school leadership at any time based on school needs.

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## WORK-AT-HOME STANDARDS

1. **Work Environment:** Staff are required to establish an appropriate work environment within their homes, in accordance with the requirements described in this policy.
2. **Work Hours:** Staff members who work at home are required to work the same “core hours” (e.g., 8:00 am – 5:00 pm), the same number of hours (40 hours per week), and the same calendar days as other staff members at their assigned school office location. A schedule showing work-at-home days must be maintained in accordance with the school’s scheduling process (i.e. on the staff member’s calendar)
3. **Contact Information:** Staff members who work at home must provide Human Resources with their home telephone numbers and mailing address via UltiPro and any changes in contact information must be immediately reported to Human Resources by updating UltiPro. Staff members who work from home must display their instant message status daily with their contact information.
4. **Communication:** Staff members who work at home are required to communicate with their supervisor in a manner and frequency consistent with other staff members at their assigned school office location. Staff members should consult with their supervisor to discuss their respective expectations, as well as logistical issues that may arise.

5. Accessibility: Staff members who work at home must be accessible by phone and internet within a reasonable time period during the agreed upon work schedule (“core hours”). If a staff member will not be available for a period of time greater than one (1) hour during his/her core hours, the staff member must notify his/her supervisor.
6. Phone Calls: All work numbers should be answered professionally and by the staff member only. All work numbers should have a professional voicemail message that indicates the staff member’s name and role.
7. Responding to Voicemails: Staff members who work at home are required to check their work voice mailboxes at least three (3) times per day and return calls from their supervisor within three (3) hours during normal work hours.
8. Responding to Instant Messages: Staff members who work at home are required to respond to Instant Messages within (20) minutes during normal work hours.
9. Off-Site Responsibilities: Staff members who work at home will be given an assigned office location. This location may be the actual school office, a public meeting location where the staff member will be expected to meet with his/her supervisor, or the staff member’s home address. These meetings may be scheduled on a regular and/or ad hoc basis. Some staff may be eligible to receive reimbursement for expenses related to traveling to their assigned office.
10. Evaluation: Evaluation of a staff member’s performance while working at home may include daily interaction by phone and email. Evaluations will be similar in content and frequency to the evaluations received by staff members at the assigned school office location, but with additional focus on work output and the completion of objectives, and less focus on time-based performance.
11. Confidentiality: Staff who work at home are required to take steps to prevent proprietary and/or confidential information regarding the organization, its staff, and its clients from unauthorized disclosures or unauthorized access. Staff should use locked file cabinets, and desks; practice regular password maintenance; and take other steps, as appropriate to protect proprietary and/or confidential information. Portable Media such as flash drives, CDRs, etc. should not be used to store or transport proprietary and/or confidential data under any circumstances without authorization from the MIS department. Staff are required to follow all Information System policies. It is recommended that no proprietary and/or confidential data be printed from the staff member’s residence. If proprietary and/or confidential data is printed, it must either be i) returned to the school office or ii) shredded.
12. Contact with Students and Other Individuals
  - a. Home Office: Staff who work at home are prohibited from granting access to their home work location to students, potential students, their families or caregivers.
13. Child / Dependent Care: Working at home should not be used as a means of providing and/or replacing child / dependent care. The purpose of the work-at-home arrangement is to facilitate job performance and meet school needs. Staff working at home should not act as primary caregivers for dependents. Dependents may be present in the staff member’s home; however, the dependents must not require the staff member’s attention during normal work hours. Staff considering a work-at-home arrangement are encouraged to discuss expectations of telecommuting with family members prior to entering into such an arrangement.
14. Expenses
  - a. Mail: Staff who work at home may request reimbursement of costs incurred in mailing bulk or expensive materials (typically quantified as greater than \$5.00). A receipt from the carrier is required for reimbursement.
  - b. Travel: Staff may be eligible for travel reimbursement in accordance with IRS guidelines and/or state law. Please review your school’s Travel and Expense Reimbursement policy for more information.
  - c. Home Office: Staff are responsible for all costs and expenses associated with the setup of a home office / workspace (e.g., costs associated with remodeling, furniture, lighting, repairs, modifications, etc.). Repair, upgrading and/or replacement costs and liability for staff-owned equipment and furniture used during the work-at-home arrangement is the responsibility of the staff member.

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## TECHNOLOGY

1. Computers

- a. Home-Based Staff: Generally, home-based staff will be provided with a computer and dependent upon job duties, related equipment. Equipment supplied is to be used for business purposes only. Staff must take appropriate steps to protect all organization-owned equipment from damage and theft. The employer will maintain an inventory of all equipment and/or materials that are provided to staff members working at home. Such equipment will remain the property of the employer at all times. Upon termination of employment, Staff are required to return all organization-owned equipment and other property, unless other arrangements have been made.
  - b. Office Based Staff with Work-at-Home Privileges: Staff who work at home on a short-term or occasional basis will be provided with a computer. Staff who work at home on a short-term or occasional basis are responsible for providing computer related equipment as required for their specific job duties. We are not responsible for loss, damage to or repairs of any staff-owned equipment. Staff-owned equipment must meet certain minimum requirements, as determined by the MIS department. We reserve the right to modify equipment requirements with or without notice, in our sole discretion.
2. Broadband Service: Staff who work at home are required to maintain broadband access to the Internet, as well as a dedicated phone line that is available during working hours. If an unexpected technology issue occurs (e.g. Internet outage), the Staff may take up to thirty (30) minutes to determine if the issue can be resolved. If it is unresolved or intermittent issues persist, the staff member will need to come into the school office or move to an approved location with required technology to continue working. For non-exempt staff, time spent commuting to the school office or approved location will not be compensated. Staff members must consult with their supervisor to determine how to make up the time spent commuting to the school office or approve location.

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#### REGULATORY COMPLIANCE / RISK MANAGEMENT

1. Site Inspection Checklist: Supervisors may conduct on-site inspections and complete the site inspection checklist in the EMS. If the guidelines for the site inspection are not met, the staff member's work-at-home arrangement may be modified. Subsequent inspections may be required on an as-needed basis.
2. On-Site Inspection: Staff who work at home are required to permit an on-site review of their home office / workspace upon request, whether it is a scheduled or unscheduled visit, as long as it is during the staff member's core work hours.
3. Equipment and Workspace Design: Equipment and workspace design must meet all applicable standards and requirements. Upon request, we will offer assistance in setting up a workstation. If you have an accommodation or ergonomics request, please contact Human Resources.
4. Reporting Injuries: Injuries sustained by a staff member while working at home may be covered by the workers' compensation policy. If you are injured while working at home, you must contact your supervisor and Human Resources immediately by completing a Report of Accident or Injury form, located on the Virtual Library.
5. Injuries to Visitors: We are not responsible or liable for injuries sustained by visitors to a staff member's home office or assigned office location.
6. Tax Considerations: In accordance with the law, all mandatory federal, state, local, and other deductions will be taken from a staff member's semi-monthly pay.

# WORKPLACE SAFETY AND SECURITY POLICIES

## WORKPLACE SAFETY

All staff must practice safety awareness by anticipating unsafe situations and reporting such conditions immediately. If a crisis or near-crisis situation arises at any school site, staff members should not attempt to handle it on their own. Immediately consult a manager and/or Human Resources and Compliance.

Practice safety around the office by not using, adjusting, or repairing machines and equipment, unless authorized and qualified to do so. Be alert for tripping or slipping hazards. Keep walking areas clear of carts, boxes and other obstacles. Know the locations, contents and use of first-aid kits. If there is a medical emergency, call 911. Be familiar with the school's emergency action plans and report all injuries, illnesses, and accidents that are sustained while performing school-related work or while on school property immediately, no matter how minor. If staff members are in a position that requires the operation of machinery or equipment that requires specific training or certification, they must possess the appropriate certification or have completed the appropriate training.

## SECURITY

The school is not liable for the loss, theft, or damage of any personal property brought onto school premises, or for fire, theft, damage, or personal injury involving employee automobiles, their contents, or occupants. The school reserves the right to inspect and search all areas of school premises at any time without notice and to question individuals on school premises concerning safety and/or security matters. Furthermore, in order to promote the safety of staff and school visitors, as well as the security of the school's facilities, video surveillance may be conducted of any portion of the premises at any time, the only exception being private areas such as restrooms.

Security inspections, searches and investigations can include, without limitation, examining offices, computers, CDs, disks, files, file cabinets, desks, closets, storage areas, restrooms, and all other areas of the facilities and premises as well as the person, vehicles, purses, packages, parcels, and other containers of individuals entering, leaving, or located on school property. The school may conduct these investigations, inspections, and searches to detect illegal or unauthorized drugs and drug paraphernalia, alcohol, weapons, removal of school property, or for other reasons at our discretion. For these reasons, duplicates are kept of all keys issued to staff.

The school reserves the right to access and inspect any personal computer or related device if such equipment is used to conduct school business. This right is limited to the work-related information that may be contained on these devices. Please note that in no case should work-related electronic content be stored on personal computers at home except when a staff member is specifically assigned to work at home and to use personal equipment.

Staff member assistance with efforts to provide for security—including authorization to conduct security inspections or cooperation with school security inspections—is expected as a condition of continued employment and is greatly appreciated. The school reserves the right to occasionally review “swipe” records at buildings where key cards are used for access as well as question staff about office entry at abnormal hours.

## WORKPLACE VIOLENCE PREVENTION

The school does not tolerate acts of workplace violence committed by or against staff, associates, or families. We prohibit staff members from making threats or engaging in violent acts.

## PROHIBITED CONDUCT

Prohibited conduct includes, but is not limited to:

- Injuring another person physically;
- Engaging in behavior that creates a reasonable fear of injury in another person;
- Engaging in behavior that subjects another individual to extreme emotional distress;
- Possessing, brandishing, or using a weapon while on our premises or engaged in school business;
- Damaging property intentionally; and
- Threatening to injure an individual or damage property

The school will seek the prosecution of all those who engage in violence on school premises or against our school staff while they are engaged in school business.

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## STAFF GUIDELINES AND PROCEDURES

### General Security Practices

- Never hesitate to call 911 if confronted with a potentially violent situation. It is better to have called 911 unnecessarily than not to have the police available when a threatening situation turns violent.
- Never attempt to physically restrain or physically remove a threatening or violent individual. Doing so puts you in danger and leaves you and the school vulnerable to possible lawsuits.
- Always report violent, threatening, or harassing behavior to your manager and Human Resources. Alert your manager or Human Resources to the presence of strangers in your work area or the presence of any suspicious packages.

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## OUTSIDE THREATS

If a staff member is the recipient of a threat against the school or school staff, they are required to report such incident immediately. Please use the following guidelines for dealing with threats.

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### THREAT OVER THE PHONE

If a threatening call is received, send an instant message to your Manager or Human Resources immediately, noting that the caller is on the phone and that a threat is being made. Note the caller's phone number from your phone's caller ID.

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### THREATENING E-MAIL

If a threatening e-mail is received, immediately forward the e-mail to your Manager and Human Resources.

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### MAIL THREAT

If a threat is received through the mail, notify your Manager and Human Resources immediately. Save the letter and the envelope, and, if possible, do not handle suspicious packages. If a suspicious item is found (package, box, briefcase, etc.) that does not belong in the work area, immediately notify Human Resources.

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### IN-PERSON THREAT

Please call 911 immediately.

# PROPERTY, EQUIPMENT, AND INFORMATION SYSTEMS POLICIES

## PROPERTY AND EQUIPMENT

Organizational property or equipment and/or the property and equipment of the school (the “property or equipment”) is not for personal use and may not be removed from the premises without permission. The organization reserves the right to access and search all equipment. Computer systems, telephone systems, e-mail, WebMail, and voicemail are to be used for school purposes only and will be monitored as appropriate. The organization reserves the right to bill employee staff member for the cost of material not returned when they leave the organization and/or for the amount of personal telephone calls, if any, charged to a work phone account.

Office based staff must follow the procedures set forth by building management and the school in owned or leased facilities including a non-smoking policy, which prohibits smoking of any kind, including but not limited to tobacco products, electronic cigarettes, marijuana, and cigars. Staff are also prohibited from smoking in the presence of any students or families enrolled in the school or attending a school function.

## PARKING OPTIONS

Parking options are made available to all staff. The school is not responsible for lost, stolen, or damaged property while parking in one of these areas. Staff members are responsible for locking their car and ensuring that valuables are stored out of sight.

## CELL PHONE/MOBILE DEVICE USE

Employees who are not provided a regular cellular phone may, with prior permission from their manager, make business calls on their personal cellular phone or mobile device and submit an itemized bill for reimbursement on an expense report.

Those staff who are not provided phones will not be reimbursed for use of their personal phones and are expected to make work calls from their office and via provided technology.

## SOFTWARE/HARDWARE POLICY

### ACCEPTABLE USE

This section defines the boundaries for the “acceptable use” of the organization’s electronic resources, including software, hardware devices, and network systems. By using these hardware, software, and network systems, staff members assume personal responsibility for their appropriate use and agree to comply with this policy and other applicable organizational policies, as well as local, state, and federal laws and regulations.

### SOFTWARE

All software acquired for or on behalf of the organization or developed by staff or contract personnel on behalf of the organization is and shall be deemed organizational property. All such software must be used in compliance with applicable licenses, notices, contracts, and agreements.

Under no circumstances should any user install or download any software onto the organization’s computer without specific permission.



## PURCHASING

All purchasing of third-party provider software shall be centralized with the MIS Department to ensure that all applications conform to software standards and are purchased at the best possible price. All requests for software must be submitted to the staff member's manager for approval. The request must then be sent to the MIS Department, which will then determine and purchase the standard software that best accommodates the desired request.

## LICENSING

The organization is responsible for enforcing all applicable licenses, notices, contracts, and agreements for software that is used on organization's computers. Unless otherwise provided in the applicable license, notice, contract, or agreement, any duplication of copyrighted software, except for backup and archival purposes, may be a violation of federal and state law. We must strictly enforce license compliance because any violation by a user may still cause us to be liable for the consequences of such violation.

## HARDWARE

All hardware devices acquired for or on behalf of the third party or developed by staff or contract personnel on behalf of the third party is and shall be deemed the property of the third party. All such hardware devices must be used in compliance with applicable licenses, notices, contracts, and agreements.

## PURCHASING

All purchasing of school computer hardware devices shall be centralized with MIS to ensure that all equipment conforms to third party provider hardware standards and is purchased at the best possible price using volume discounts or national accounts. All requests for computing hardware devices must be submitted to the staff member's manager for approval. The request must then be sent to MIS, which will then determine standard hardware that best accommodates the desired request.

## OUTSIDE EQUIPMENT

No outside equipment or hardware may be plugged into the third party's network without specific permission from MIS (including USB peripherals and Flash Drives).

## ELECTRONIC COMMUNICATIONS, TELEPHONE COMMUNICATIONS AND ACCESS CONTROL SECURITY POLICY

### ORGANIZATION PROPERTY

As a productivity enhancement tool, the organization encourages the use of electronic communications (including phone, voicemail, e-mail, webmail, message boards, instant message and fax). Electronic communications systems and all messages generated on or handled by electronic communications systems, including back-up copies, are considered to be the property of the third-party provider, and are not the property of users of the electronic communications services.

Staff may be required to use the phone number provided to them by Connections for any telecommunication with students, families or work-related tasks.

### AUTHORIZED USAGE

The organization's electronic communications and telecommunications systems generally must be used only for school business activities. Incidental personal use is permissible so long as:

1. It does not preempt any business activity.
2. The manager is aware of the intended non-business usage.
3. It does not consume more than a trivial amount of time and/or resources.
4. It does not interfere with productivity.

Users are prohibited from using the organization's electronic communications and telecommunications systems for charitable endeavors, private business activities, or amusement/entertainment purposes unless expressly approved by the VP of Human Resources. Users are reminded that the use of organization resources, including electronic communications and telecommunications systems, should never create either the appearance or the reality of inappropriate use.

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## STUDENT AND FAMILY COMMUNICATIONS

All educational and/or school related communications with students and families are required to be conducted via the organization's provided and approved tools and platforms. School staff are required to adhere to professional standards of conduct and must exercise good judgment and maintain professional boundaries when interacting with students and families. All communications must be appropriate and related to matters within the scope of the staff member's professional responsibilities. A list of approved communication platforms and tools, and more information on communication methods may be found on the Virtual Library: [Home> Employee Resources> Legal Resources \(FERPA, consultants, IP\)> Guidelines for Appropriate Use of Provided Communication Technologies](#).

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## SPECIFIC COMMUNICATION SYSTEMS REQUIREMENTS

### MESSAGE BOARDS

Postings by staff, teachers, or other individuals who are not the learning coaches for currently enrolled students will be limited to comments relating to the program or other school-related activities. Further, such postings should be limited to those necessary to answer posted questions, to assist with identified problems, or to gather parent input on proposed program changes or other school topics.

### WEBMAIL

Webmail can be used for communication on personal matters (such as hobbies, books, mutual interests etc.) so long as care is used in making statements that are an expression of personal opinion and could not be viewed as being detrimental to the school. Statements regarding school policy such as comments that are political (except for any specific legislative activity related to the operation of the school) or religious in nature are discouraged. A good common-sense test is to ensure that anything that is written in a webmail could be printed in a public newspaper and not be viewed as controversial or inappropriate.

### EMAIL

Another important reminder concerns the use of the organization's email. Any emails that are sent using the organization's email system, whether or not the users are staff, are the property of the third-party provider and may be viewed by members of management or others with administrative rights to the system. Furthermore, MIS is instructed to forward to management any emails that violate the Internet usage policy or represent activities that could be detrimental to the organization's operations. It is essential that all email correspondence be able to pass the same common-sense test as described for webmail of being able to be printed in a public newspaper without any embarrassment to the sender, recipient, or the organization.

### TELEPHONES

Phones provided for school business purposes may be monitored or recorded to ensure quality service. Depending on the nature of work being performed, business phones may not be used for personal calls. In certain employment

settings, personal cell phones may only be used in break areas during scheduled breaks and lunches.

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## GENERAL ELECTRONIC COMMUNICATIONS PROVISIONS

### DEFAULT PRIVILEGES

User privileges on electronic communications systems must be assigned so that only those capabilities necessary to perform a job are granted. This approach is widely known as the concept of “least privilege.” With the exception of emergencies and regular system maintenance notices, broadcast facilities (including the “All-Employees” distribution list) must be used only after the permission of your manager or School Leader has been obtained.

### USER ACCOUNTABILITY

Regardless of the circumstances, individual user account passwords must never be shared or revealed to anyone. This includes logging into an organizational resource as yourself to allow another user to access those resources. If another user does not have access to a resource and asks you to log in for them, you should deny the request and notify MIS immediately.

If users need to share computer resident data, they should utilize public directories on local area network servers, SharePoint or the Virtual Library in the EMS. Users should also refrain from sending attachments to internal users for review and comment if the resource is available in the public folder or SharePoint on the organization’s network.

### ACCESS CONTROL

To prevent unauthorized parties from obtaining access to electronic communications, users must choose passwords that are difficult to guess (not a dictionary word, not a personal detail, and not a reflection of work activities). The password policy requires users to choose a password that is at least 8 characters long and a combination of letters, numbers and/or symbols. Staff members will be required to change their passwords every 90 days, are not permitted to re-use the previous 5 passwords.

### NO GUARANTEED MESSAGE PRIVACY

The school cannot guarantee that electronic and telephone communications will be private. Staff should be aware that electronic and telephone communications could, depending on the technology, be forwarded, intercepted, printed, and stored by others. Furthermore, others may require access to electronic and telephone communications in accordance with this policy.

### REGULAR MESSAGE MONITORING

It is the school’s policy not to regularly monitor the content of electronic communications. However, the content of electronic communications may be monitored, and the usage of electronic communications systems will be monitored to support operational, maintenance, auditing, security, and investigative activities. Users should structure their electronic communications in recognition of the fact that school management may examine the content of electronic communications.

### STATISTICAL DATA

Consistent with generally accepted practices, the organization collects statistical data about electronic communications. As an example, call-detail-reporting information collected by telephone switching systems indicates the numbers dialed, the duration of calls, the time of day when calls are placed, etc. Using such information, MIS staff monitors the use of electronic communications to ensure the ongoing availability and reliability of these systems.

## INCIDENTAL DISCLOSURE

It may be necessary for MIS staff to review the content of an individual staff member's communications during the course of problem resolution. MIS staff may not review the content of a staff member's communications out of personal curiosity or at the behest of individuals who have not gone through proper approval channels.

## MESSAGE FORWARDING

Recognizing that some information is intended for specific individuals and may not be appropriate for general distribution, electronic communications users should exercise caution when forwarding messages. Sensitive information must not be forwarded to any external party without the prior approval of the manager or school leader. Blanket forwarding of messages to parties outside of the organization is prohibited unless prior permission of the VP of Human Resources has been obtained.

## PURGING ELECTRONIC MESSAGES

Sent and received emails should also regularly be purged from personal electronic message storage areas. As the organization is responsible for public education, staff are subject to public records requests from members of the press or others. Once such a request has been made, it is a criminal offense to delete content that could be covered by the request, even if the person who deleted the content genuinely believes that the deleted content was not relevant. The best way to prevent this problem is to regularly delete emails that are not essential. Deleting unneeded messages is also necessary to keeping email servers from being overloaded. Each email account has a storage limitation that will notify the user when the maximum space in the account has been reached. At that point, users are required to archive or delete non-essential email.

## INTERNET SECURITY & USAGE POLICY

### SPECIFIC POLICY

All information traversing school or third-party computer networks that has not been specifically identified as the property of other parties will be treated as though it is an organizational asset. It is the organization's policy to prohibit unauthorized access, disclosure, duplication, modification, diversion, destruction, loss, misuse, or theft of this information.

In addition, it is the organization's policy to protect information belonging to third parties that has been entrusted in confidence as well as in accordance with applicable non-disclosure agreements, contracts and industry standards.

### AUTHORIZED USAGE

The computer network generally must be used only for school business activities. Incidental personal use of internet on the network should be limited to break times.

Some departments may explicitly prohibit personal internet usage on the organization's network. This will be outlined in a department specific policy.

### INFORMATION MOVEMENT

At no time should employee staff member download anything from the Internet without direct permission from MIS. All approved software downloaded from non-Connections sources via the Internet must be screened with virus detection software prior to being opened or run. Whenever the provider of the software is not trusted, downloaded software should be tested on a stand-alone (not connected to the network) non-production machine. If this software contains a virus, worm, or Trojan horse, then the damage will be restricted to the involved machine.

All information taken off the Internet should be considered suspect until confirmed by separate information from another source. There is no quality control process on the Internet, and a considerable amount of its information is outdated or inaccurate.

Unless tools like privacy enhanced mail (PEM) are used, it is also relatively easy to spoof another user on the Internet. Likewise, contacts made over the Internet should not be trusted with school or third-party information unless a due diligence process has first been performed. This due diligence process applies to the release of any internal information (see the following section).

Staff must not place the organization's material on any publicly accessible Internet computer that supports anonymous file transfer protocol (FTP) or similar services, unless MIS and the staff member's manager has first approved the posting of these materials.

In more general terms, internal information should not be placed in any location, on machines connected to internal networks, or on the Internet, unless the persons who have access to that location have a legitimate need-to-know.

All publicly writable (common/public) directories on internal Internet-connected computers will be reviewed and cleared periodically. This process is necessary to prevent the anonymous exchange of information inconsistent with school business. Users are prohibited from being involved in any way with the exchange of the material described in this policy.

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#### INFORMATION PROTECTION

The organization's confidential, proprietary, or private information must not be sent over the Internet unless it has first been encrypted by approved methods. Unless specifically known to be in the public domain, source code must always be encrypted before being sent over the Internet.

Credit card numbers, telephone calling card numbers, log in passwords, and other parameters that can be used to gain access to goods or services must not be sent over the Internet in readable form. Unless an encryption algorithm like PGP (pretty good privacy), or another algorithm approved by MIS is used to protect these parameters, staff should never put this information into an email, or instant message. This Policy does not apply when logging into the machine that provides Internet services.

In keeping with the confidentiality agreements signed by all staff, organizational software, documentation, and all other types of internal information must not be sold or otherwise transferred to any third party for any purposes other than school business purposes expressly authorized by management.

Exchanges of software and/or data between employee staff member and any third party may not proceed unless a non-disclosure agreement has first been signed. Such an agreement must specify the terms of the exchange, as well as the ways in which the software and/or data is to be handled and protected. Regular business practices, such as shipment of software in response to a customer purchase order, need not involve such a specific agreement since the terms are implied.

Likewise, off-hours participation in pirate software bulletin boards and similar activities represent a conflict of interest with the school's mission and are therefore prohibited. Similarly, reproduction of words posted or otherwise available over the Internet must be done only with the permission of the author/owner.

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#### COPYRIGHT AND LICENSING RESTRICTIONS

Computer software protected by copyright is not to be copied from, into, or by using school or third-party provider computing facilities, except as permitted by law or by contract with the owner of the copyright. This means that such computer and microcomputer software may only be copied in order to make back-up copies, if permitted by the copyright owner.

The number of copies and distribution of copies may not be done in such a way that the number of simultaneous users in a department exceeds the number of original copies purchased by that department.

The school strongly support strict adherence to software vendors' license agreements. The school abide by all applicable federal and state statutes and regulations pertaining to the use of computer hardware and software including, but not limited to, federal copyright laws. Unauthorized copying, altering, modifying, merging, transferring, de-compiling, or reverse assembly of licensed software is strictly prohibited. State laws may further govern the use of any computer resource (including software).

Most copyright licenses for software contain single CPU usage restrictions. These restrictions must be honored. In some instances, the software copyright owner may grant a variance from these restrictions to school environments.

However, without explicit written variance, single usage restrictions in the license apply to all users.

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#### EXPECTATION OF PRIVACY

Staff accessing organizational information systems, and/or the Internet should realize that their communications are not automatically protected from viewing by third parties. Unless encryption is used, staff should not send information over the Internet if they consider it to be private.

The organization expressly reserves the right to monitor Internet use from all computers and devices connected to any organization-provided network.

At any time and without prior notice, the organization reserve the right to examine e-mail, personal file directories, and other information stored on the organization's computers. This examination assures compliance with internal policies, supports the performance of internal investigations, and assists with the management of our information systems.

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#### ACCESS CONTROL

All users wishing to establish a connection with school or third-party provider computers via the Internet must authenticate themselves at a firewall before gaining access to the internal network. This authentication process must be done via a dynamic password system approved by MIS.

Staff are prohibited from establishing wireless access points, electronic data interchange (EDI) arrangements, FTP sites, web servers, peer-to-peer networks or any other external network connections that could allow external users to gain access to our systems and information.

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#### REPORTING SECURITY PROBLEMS

If sensitive organizational information is lost, disclosed to unauthorized parties, or suspected of being lost or disclosed to unauthorized parties, MIS must be notified immediately.

If any unauthorized use of our information systems has taken place, or is suspected of taking place, MIS must likewise be notified immediately. Similarly, whenever passwords or other system access control mechanisms are lost, stolen, or disclosed, or are suspected of being lost, stolen, or disclosed, MIS must be notified immediately.

Because it may indicate a computer virus infection or similar security problem, all unusual systems behavior, such as missing files, frequent system crashes, misrouted messages, and the like must also be immediately reported. The specifics of security problems should not be discussed widely but should instead be shared on a need-to-know basis.

Users must not probe security mechanisms "test the doors" at either Connections website or other Internet sites unless they have first obtained permission from MIS. If users probe security mechanisms, alarms may be triggered, and resources will needlessly be spent tracking the activity.

## REMOTE ACCESS POLICY

Remote access is a generic term used to describe the accessing of the computer network by individuals not located at the primary office. The organization provides several options for access to school resources. This remote access may be required for traveling staff members, staff who regularly work from home, or staff who work both from the school office and from home. In many cases, both the school and the staff member will benefit from the increased flexibility provided by a remote access program. Each user's need to access school resources remotely will be reviewed and approved by the staff member's manager and MIS on a case-by-case basis.

Participation as a remote access user may not be possible for everyone. Remote access is meant to be an alternative method of meeting school needs. The school may refuse to extend remote access privileges to any staff member or terminate a remote access arrangement at any time.

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## EQUIPMENT AND TOOLS

The organization may provide tools and equipment for remotely accessing the school or third-party computer network. This may include computer hardware, software, phone lines, e-mail, voicemail, connectivity to host applications, and other applicable equipment as deemed necessary.

The use of equipment and software provided for remotely accessing the school or third party's computer network is limited to authorized persons and for purposes relating to school business. The organization will provide for repairs to organizational equipment. When the staff member uses their own equipment, they are responsible for maintenance and repair of equipment.

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## USE OF PERSONAL COMPUTERS AND EQUIPMENT

The MIS Department may only be able to provide limited support for equipment and software that is not purchased or owned by the organization.

Neither the third-party provider nor the school will bear *any* responsibility if the installation or use of any necessary software causes system lockups, crashes, or complete or partial data loss. The staff member is solely responsible for backing up data on their personal machine before beginning any work. At its discretion, the third-party provider will disallow remote access for any staff member using a personal home computer that proves incapable, *for any reason*, of working correctly with the third party-provided software or being used in a production environment. There are several key requirements that employee staff member must meet before gaining remote-access privileges to the third-party provider resources.

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## ANTI-VIRUS SOFTWARE

All computers accessing third party provider or school resources are required to have active anti-virus software installed and configured to automatically update each time the computer is connected to the Internet. Staff will need to coordinate with MIS to install the required software. If another anti-virus package installed, the staff member must verify that they are paying for an active subscription to pattern updates or they will be required to uninstall that application and install the organization's anti-virus application. No trial software will be accepted as proper protection.

MIS reserves the right to routinely inspect and verify that the proper safeguards are in place on a staff member's home network and computer, and to revoke VPN access to the third-party provider network at any time that MIS finds or suspects that a staff member is maintaining the computer or network in an unsecured environment.

# ACKNOWLEDGEMENT

## EMPLOYEE ACKNOWLEDGEMENT OF POLICES

I acknowledge that:

1. I have been advised that the organization has an employee handbook which sets forth various policies regarding my employment in Reach Cyber Charter School.
2. I understand that I have access to and can obtain a copy of the employee handbook for review at any time online in the Virtual Library or by contacting Human Resources or my manager.
3. I understand and agree that I am responsible for knowing and understanding the contents and abiding by the policies set forth in this employee handbook.
4. I understand that the handbook does not create a contract of employment, either express or implied, or a guarantee of any benefit, and that the handbook contains only a summary of benefits and an overview of policies and procedures.
5. I understand that all employment policies, practices, wages and benefits, whether they are in the handbook or not, may be unilaterally changed, amended, modified, reduced, or discontinued at any time in the organization's sole judgment and discretion.
6. I understand that any amendment of the handbook will always govern and supersede any prior versions.
7. I understand, in accordance with the handbook policies, that if I should have questions or concerns regarding my terms of employment or working conditions, I should contact Human Resources or my manager.
8. I have read and understand the policies contained in this handbook and I agree to abide by all policies as well as immediately report any perceived violations of policies to my manager and/or Human Resources.
9. I understand that the organization has the right to use disciplinary action for any violation of policy or perceived violation of policy contained in this handbook.
10. I understand that the details of any benefits available to me as an employee are contained in the Benefits Guide.
11. Finally, I agree that my employment continues to be at-will and for no definite duration, that I can terminate my employment at any time, with or without cause or notice, and that the employer reserves the right to do the same.

You will be directed to acknowledge the policies contained within this handbook via electronic signature upon beginning employment.



## **Cell Phone Reimbursement Policy**

**Scope:**

This policy applies to employees who are actively holding the Family Mentor role.

**Policy:**

The Family Mentor position requires monthly face to face visits with families as part of the essential function of the position. Reach Cyber Charter School will provide a monthly reimbursement of no more than twenty dollars per month to account for data usage as part of these job duties.

**Procedures:**

The expectation is that Family Mentors will complete the number of required in person contacts with families as defined by the Director of Family Services. A periodic audit of in person visits will be completed by the Director of Family Services or designee. Failure to complete/meet the required number of in person contacts on a consistent basis will result in the forfeiture of cell phone reimbursement.

Employees will be required to enter this reimbursement in Concur with a copy of their billing statement evidencing a data plan on a monthly basis. All reimbursements must be requested by no later the 7<sup>th</sup> day of the month for the prior month. Failure to enter the reimbursement timely will result in loss of reimbursement for that month.

The continuation of the reimbursement program is at the sole discretion of the School and is subject to budget constraints.

<b>Policy Effective Date:</b> 09/21/2020	<b>Revision Date:</b>
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# Medical Benefit Plan Comparison – In-Network Coverage

Carrier	Current		Proposal	
	Cigna		Capital Blue Cross	
Plan Name	EPO	HDHP	PPO 500/0/25 Rx 0	QHDHP 2000/0/0
<b>In-Network</b>				
Coinsurance	80%	80%	<b>100%</b>	<b>100%</b>
Plan Year Deductible Indv/Fam	\$750 / \$1,500	\$2,000 / \$4,000	<b>\$500 / \$1,000</b>	\$2,000 / \$4,000
Out-of-Pocket Max. Indv/Fam	\$4,000 / \$8,000	\$4,000 / \$6,850	<b>\$6,900 / \$13,800</b>	<b>\$6,900 / \$13,800</b>
Preventative Care	100%	100%	100%	100%
Primary Care Office Visit	\$40	20% after ded.	<b>\$25</b>	<b>100% after ded.</b>
Virtual Visit	\$40	20% after ded.	<b>\$5</b>	<b>100% after ded.</b>
Specialist Office Visit	\$45	20% after ded.	<b>\$50</b>	<b>100% after ded.</b>
Urgent Care	\$50	20% after ded.	<b>\$75</b>	<b>100% after ded.</b>
Emergency Room	\$250 waived if admitted	20% after ded., waived if admitted	<b>\$200 waived if admitted</b>	<b>\$250 after ded.</b> , waived if admitted
Outpatient Therapy	\$45	20% after ded.	<b>\$50 (60 visits)</b>	<b>100% after ded.</b> (60 visits)
Inpatient Hospital Benefit	\$500 + 20%, after ded.	20% after ded.	<b>100% after ded.</b>	<b>100% after ded.</b>
Outpatient Surgical (Ambulatory)	\$100 + 20%, after ded.	20% after ded.	<b>100% after ded.</b>	<b>100% after ded.</b>
Outpatient Surgical (Acute Care)	\$100 + 20%, after ded.	20% after ded.	<b>100% after ded.</b>	<b>100% after ded.</b>
High Tech Imaging	20% after ded.	20% after ded.	\$250 after ded.	<b>100% after ded.</b>
Radiology	20% after ded.	20% after ded.	<b>100% after ded.</b>	<b>100% after ded.</b>
Independent Laboratory	20% after ded.	20% after ded.	<b>\$25</b>	<b>100% after ded.</b>
Facility Laboratory	20% after ded.	20% after ded.	<b>\$50 after ded.</b>	<b>100% after ded.</b>
Mental Health Outpatient / Inpatient	\$40 / \$500 + 20%, after ded.	20% after ded.	<b>\$50 / 100% after ded.</b>	<b>100% after ded.</b>
Durable Medical Equipment	20% after ded.	20% after ded.	<b>100% after ded.</b>	<b>100% after ded.</b>

**Green: Greater benefit than current**

**Red: Lesser benefit than current**

# Medical Benefit Plan Comparison – Out-of-Network Coverage

	Current		Proposal	
Carrier	Cigna		Capital Blue Cross	
Plan Name	EPO	HDHP	PPO 500/0/25 Rx 0	QHDHP 2000/0/0
Out-of-Network				
Plan Year Deductible Indv/Fam		\$4,000 / \$8,000	<b>\$5,000 / \$10,000</b>	<b>\$5,000 / \$10,000</b>
Coinsurance	Not covered	60%	<b>50%</b>	<b>50%</b>
Out-of-Pocket Max. Indv/Fam		\$8,000 / \$16,000	<b>\$10,000 / \$20,000</b>	<b>\$10,000 / \$20,000</b>

**Green: Greater benefit than current**

**Red: Lesser benefit than current**

# Dental Benefit Plan Comparison – Current Cigna vs. Capital Blue Cross

Carrier	Current Dental Plan			Option IV	
	Cigna			Capital Blue Cross	
Plan Name	DHMO & DPPO			Dental PPO Preferred Plus	
Network	In-Network	Out-of-Network	DHMO	In-Network	Out-of-Network
Primary Care Dentist Required	No		Yes	No	
Office Visit Copay	None		None	None	
Plan Runs Calendar Year/Policy Year	Calendar Year		Calendar Year	Calendar Year	
Deductible Indv/Fam	\$50/\$150		\$0 / \$0	\$50/\$150	
Deductible Waived for Preventive	Yes		Yes	Yes	
Annual Benefit Maximum (Type I, II, III and IX)	\$2,000		No maximum	<b>\$1,500</b>	
Offer Annual Plan Maximum Rollover?	Progressive Maximum Benefit <sup>1</sup>		Not applicable	<b>No</b>	
Orthodontia Lifetime Maximum	\$1,500		No maximum	<b>\$1,000</b>	
Type I - Preventative/Diagnostic	100%	100%	Fee Schedule	100%	100%
Type II - Basic	90% after deductible	80% after deductible		<b>80% after deductible</b>	80% after deductible
Type III - Major	60% after deductible	50% after deductible		<b>50% after deductible</b>	50% after deductible
Type IV - Orthodontia	60%	60%		<b>50%</b>	50%
Type IX - Implants	60% after deductible	50% after deductible		<b>50% after deductible</b>	50% after deductible
Out-of-Network Reimbursement Level	N/A	MAC	N/A	N/A	<b>90th Percentile</b>
Dependent Limiting Age	Age 26			Age 26	
Orthodontia for Children up to Age	Age 26			<b>Age 19</b>	
Rate Guarantee	12 Months			12 months	

# Vision Benefit Plan Comparison – Current VSP vs. Capital Blue Cross

Carrier Benefits	VSP Current		Capital Blue Cross Vision 12/10 Plus	
	In-Network	Out-of-Network	In-Network	Out-of-Network
Eye Exam	\$25 copay	Up to \$40 Reimbursement	<b>\$10 copay</b>	<b>Up to \$32 Reimbursement</b>
Frequency Exam Lenses Frames Contacts (in Lieu of Glasses)	Every 12 Months Every 12 Months Every 12 Months Every 12 Months	Every 12 Months Every 12 Months Every 12 Months Every 12 Months	Every 12 Months Every 12 Months Every 12 Months Every 12 Months	Every 12 Months Every 12 Months Every 12 Months Every 12 Months
Lenses Single Vision Lenses Bifocal Lenses (lined) Trifocal Lenses (lined)	\$25 copay \$25 copay \$25 copay	Up to \$40 Reimbursement Up to \$60 Reimbursement Up to \$80 Reimbursement	<b>100%</b> <b>100%</b> <b>100%</b>	<b>Up to \$24 Reimbursement</b> <b>Up to \$36 Reimbursement</b> <b>Up to 72 Reimbursement</b>
Frames	\$150 allowance 20% savings off balance	Up to \$45 Reimbursement	<b>\$120 allowance</b> <b>30% off of balance</b>	<b>Up to \$60 Reimbursement</b>
Contacts (in Lieu of Glasses) Contact Lenses- Medically Necessary Contact Lenses- Elective	\$25 copay \$150 Allowance	Up to \$210 Reimbursement Up to \$105 Reimbursement	<b>100%</b> <b>\$115 Allowance</b>	<b>Up to \$225 Reimbursement</b> <b>Up to \$75 Reimbursement</b>
Rate Guarantee	12 Months		24 Months	

## Current Costs Based on % of Payroll

Coverage	Carrier	Annual Premium
Medical	Cigna	Based on 23% of payroll
Dental	Cigna	
Vision	VSP	
Ancillary	Cigna	
<b>Total:</b>		<b>\$4,237,172</b>

Based on total salary per census of \$18,422,487

## Costs Based on COBRA Rates

Coverage	Carrier	Annual Premium
Medical	Cigna	\$2,814,750
Dental	Cigna	\$158,494
Vision	VSP	\$33,700
Ancillary	Cigna	\$187,771
<b>Total:</b>		<b>\$3,194,715</b>

- COBRA rates do not include 2% administration fee

## Best Offer Regardless of Plan Design

Coverage	Carrier	Annual Premium
Medical	Capital Blue Cross	\$2,928,149
Dental	Capital Blue Cross	\$133,813
Vision	Capital Blue Cross	\$23,015
Ancillary	Cigna	\$187,771
<b>Total:</b>		<b>\$3,272,749</b>
2% discount for dental and vision with Capital		-\$58,563
<b>Revised Total:</b>		<b>\$3,214,186</b>

## Best Plan/Price Combination

Coverage	Carrier	Annual Premium
Medical	Capital Blue Cross	\$2,928,149
Dental	Aetna	\$141,023
Vision	UHC VH482	\$32,411
Ancillary	Cigna	\$187,771
<b>Total:</b>		<b>\$3,289,354</b>



## 2020–2021 Teacher Training and Professional Learning

# TEACHER TRAINING AND PROFESSIONAL LEARNING 2020–2021

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## Mission

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

## Training and Professional Learning Objectives

The training and professional learning sessions provided by Online and Blended Learning are designed to support Connections Academy teachers with the skills and strategies to:

- Use the tools in our education management system, Connexus, to support and monitor student learning
- Use data to manage student engagement and inform instruction
- Identify students who may be at-risk, or in need of targeted intervention
- Facilitate learning in a virtual environment using Pearson Online and Blended Learning (OBL) curriculum
- Conduct required school year cycle teacher tasks
- Implement school processes and policies
- Foster socialization and connectedness in a virtual school community

## Training and Professional Learning Delivery Models

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

- 1. In-Person Training:** Recognizing the tenets of effective professional development established by Learning Forward, interpersonal connections increase the impact of training for adult learners. The Training Services team at OBL delivers on-site training by school request. This can help establish rapport and promote collegial learning communities that are continued throughout the year via remote interactions. **Note that all “back to school training” for 20-21 will be delivered virtually due to COVID –19.**
- 2. “Train-the-Trainer”:** Each school selects at least one teacher to serve as a Training Representative to work with members of the Training Services team throughout the year via regularly scheduled meetings. During these meetings, the Training Services consultant and the school-based Training Representative(s) use key School Year Cycle milestones, task completion data, and anecdotal feedback from school staff to determine training needs and establish a training plan. Training Representatives then train teachers at their school on school-year cycle tasks, Connexus updates, and changes to processes. To assist them in this role, Training Representatives are given access to training materials they can customize, such as PowerPoint presentations, teacher job aids, and activities to reinforce learning. To ensure Training Representatives can focus on supporting the training needs of all school staff the Training Support team provides additional support to new teachers by offering monthly sessions specific to reviewing the key operational and instructional tasks for that month.
- 3. Synchronous Web-Based Training:** In line with our commitment to use cutting-edge technology to promote learning for students, Connections Academy also implements this model for teacher training and professional learning. Connections uses Adobe® Connect™ (LiveLesson sessions) and Zoom to facilitate virtual meetings with teachers to demonstrate new Connexus functionality, present and model best practices in online teaching, and showcase available resources and tools for online teaching and learning.



The technology also allows sessions to be recorded so that teachers can play them back at any time, providing teachers continuous access to pertinent information. Schools can request additional, school-specific sessions at any time.

## Research Base

Professional learning at Connections is intensive, ongoing, and connected to practice. Teachers need to try out new ideas and strategies with their students and to reflect on the results of these strategies. Intensive professional development, especially when it includes application of knowledge to planning and instruction, has a greater chance of influencing teaching practices, and in turn, leading to gains in student learning. Presenters with various backgrounds and areas of content expertise conduct synchronous professional learning sessions on a rotating basis throughout the school year. Professional learning session includes large and small group activities, breakout rooms, chat pods, microphones, cameras, file sharing, interactive polling, and session summaries.

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

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

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

## New Teacher Orientation Courses, New Teacher Training Series, and Returning Staff Update

**Teacher Orientation Course:** All new teachers complete a self-guided, OBL-developed teacher orientation course. This course is delivered through Connexus and contains lessons, interactive practice activities, assessments, and online tutorials. This course covers “the basics” teachers need to know to effectively do their job, including guidance on how to establish a relationship with students, personalize instruction, effectively grade and provide meaningful feedback, monitor progress, and use our multitiered instructional model. Upon successful completion of this course and its assessments, teachers are ready to begin. Teachers must complete this course within their first 30 days of employment with an overall score of 80% or higher.

**Connexus and Curriculum Course:** All new teachers complete a self-guided, OBL-developed orientation course to become familiar with the course(s) they will teach within Connexus. The course is delivered through Connexus and contains various lessons, interactive practice activities, assessments and online tutorials. The course provides basic training on guiding principles of Connections Academy schools, commonly used tools and features in Connexus, and the curriculum. Teachers must complete this course within their first 30 days of employment with an overall score of 80% or higher.

**New Teacher School Year Cycle Training Series:** All new teachers with the role of Advisory, Elementary, or Secondary Teacher are directly invited to synchronous training sessions held throughout the school year that align to school year cycle tasks teachers are responsible for completing.

**Returning Staff Updates:** Returning staff are assigned a Data View within Connexus that provides year-over-year updates. The Data View is designed for teachers who are returning to Connections Academy and have already completed the Connexus and Curriculum orientation course and Teacher Orientation Course. The returning staff update includes information about procedures, Connexus features, and instructional programs that are new or updated for the current school year. A link to the Connexus and Curriculum course and Teacher Orientation courses is included in the returning staff update for reference. To ensure they are aware of changes from the prior school year, returning teachers must review and mark the Data View as complete within 30 days of the school year.

## 2020-2021 Professional Learning

All teachers have access to a Professional Learning Catalog of various synchronous and asynchronous professional learning opportunities to access and participate in throughout the school year. Teachers can self-select asynchronous assets to read/view and synchronous sessions to attend. Teachers are encouraged to participate monthly in professional learning by selecting a learning opportunity from the catalog. Additional professional learning is also offered throughout the school year provided directly from their school.

The Professional Learning Catalog provides content on various topics to support teachers in areas such as: engagement, exceptional learners, instruction, multi-tiered system of support, to name a few. Below is a list of the professional learning opportunities available in the Professional Learning Catalog for the 2020-2021 school year:

- Building Collaboration and Participation in a Synchronous Setting
- Creating a Classroom Community
- Data to The Rescue
- Developing Empathy in a Virtual World
- Discourse Strategies
- Distracted Students in a High Tech World

- Effective Time Management for Virtual Instruction
- Ensuring Student Safety in the Virtual Environment
- Finding Data After the Polls
- General Educators and Special Educators Coming Together to Support Student Performance
- Growth Mindsets in Math
- Helping English Learners Find Success in the Virtual Classroom
- Learning Differences in the Classroom
- LiveLesson® Layouts: Working Smarter
- Making Math Stick: Brain-Based Strategies for the Elementary Classroom
- Math, We've Got This! Elementary - The Importance of Vocabulary in Math
- Math, We've Got This! Elementary - When Numbers Don't Make Sense
- Math, We've Got This! Elementary – Rules Don't Apply
- Math, We've Got This! Secondary - Ask Me Anything About My Math
- Math, We've Got This! Secondary – Decoding Math: What the Mistakes are Saying
- Math, We've Got This! Secondary – Talk the Talk
- Modifications for Students with IEPs and Section 504 Plans
- Plan, Monitor, Reflect- Teacher Roles in a Virtual Environment
- Polaris- New Courses
- Quality Feedback for Student Engagement
- RTI/MTSS Q&A: Essentials and Your Role
- RTI/MTSS Q&A: Progress Monitoring/SST Reps
- RTI/MTSS Q&A: Time Management and Myths
- Secondary Students and the Hidden Hurdle of Reading Proficiency
- Self – Care 101 for Educators
- Supplemental Instructional Support Programs - Spotlight Series
- Student Engagement: Strategies to Excite, Engage, and Energize Your Teaching!
- Supporting LGBTQIA+ Youth
- Tips and Tricks for Using Excel
- Tips and Tricks to Manage Your Time
- Truancy and Withdrawal
- Unpacking SEL Strategies for the Virtual Classroom
- Using Assistive Technology to Support Students with Disabilities
- Using Breakout Rooms with Confidence
- Using LiveLesson Tools to Streamline Tasks
- Using Video to Engage Students
- Using Web 2.0 Tools to Enhance Your 21st Century Classroom
- Flipping the Tassel: Doing What it Takes

## Teacher Central

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

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

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## Recognitions

- Pearson Online & Blended Learning K–12 won a BESSIE award for Teacher Central, Best Teacher Instructional Support Website. Teacher Central is a proprietary instructional support website for the [certified teachers and school-based staff](#) serving K-12 students nationwide in fully online public schools supported by Connections Academy®, a division of Pearson Online & Blended Learning. The site serves as a one-stop shop for resources to support teacher effectiveness, best practices, and tools for personalizing learning for students. Teacher Central is comprised of a variety of recorded tutorials, presentations, and guides.
- In 2017, Tech & Learning recognized the Pearson Online & Blended Professional Learning Model with its 2017 Award of Excellence.
- In April 2015, the Connections Professional Development Model was recognized with a silver award for Best Practices for Distance Learning Programming by the United States Distance Learning Association (USDLA). This prestigious award recognizes organizations that have designed and delivered outstanding and comprehensive best practices in distance learning programming, including program content and delivery, integration of technology, presentation, and impact on participant learning. The USDLA International Distance Learning Awards are presented to five major sectors of distance education and training and include the Pre-K - 12, Higher Education, Corporate, Government, and Telehealth markets.
- In May 2016, the Connections Professional Learning Model was recognized as a CODIE Award finalist in the category of Best Professional Learning Solution for K-20 Faculty and Administrative Staff. The CODIE Awards recognize the best educational application or service designed to support PK-12 or postsecondary education institutions in the professional development of faculty and administrative staff.

# QUOTE FORM



AquaPhoenix Scientific, Inc.

860 Gitts Run Rd  
Hanover, PA 173318123  
Tel: (717) 632-1291  
Fax: 1 (717) 633-1285  
Email: sales@aquaphoenixsci.com

## Quote No. : Q2008791

REFERENCE WHEN ORDERING

Customer Number: C2824  
Customer: Pearson Online & Blended Learning  
Requested by:  
Quoted by: Amanda Krajan  
Date : 9/14/2020

Special Instructions:

TERMS: 30 Days  
FOB Hanover, PA  
Quote valid for 30 days  
Lead time depends on  
availability of order in items.  
Shipping charges will apply.

Quantity	Code	Description	Unit Price	PRICE
1119	PS-5501-KIT	Reach K-2 STEM Kit 2020-21 School year	172.98	193,564.62
1581	PS-5502-KIT	Reach 3-5 STEM Kit 2020-21 School year	161.19	254,841.39
785	PS-5503-KIT	Reach 6-8 STEM Kit 2020-21 School year	128.50	100,872.50
1265	PS-5504-KIT	Reach 9-12 STEM Kit 2020-21 School year	156.54	198,023.10

Please Refer to Quote # when Placing Your Order

**TOTAL: \$747,301.61 USD**

Please Note - There may be a restocking fee associated with returned items. A \$4.00 processing and handling fee may be applied to all collect shipments.

## **INTERNSHIP AGREEMENT**

This agreement establishes the relationship between California University of Pennsylvania (referred to as the “University”), an educational institution in the State System of Higher Education, Commonwealth of Pennsylvania and REACH Cyber Charter School, referred to as the “Organization”).

The University offers degree programs in a wide variety of disciplines, which are academically enhanced by practical experiences outside of the traditional classroom setting. For this agreement the Organization shall provide practical experience pursuant to the terms of this agreement and serve as an internship site offering facilities, resources, and supervision to students. Both parties agree to the following:

### **I. DUTIES AND RESPONSIBILITIES OF THE UNIVERSITY**

1. The University will be responsible for internships that are conducted during a regular academic semester(s) or scheduled summer term(s). The University and the Organization agree to schedule the internship hours to mutually benefit all parties involved and to conform to the scheduling formula of 40 hours of site contact to equal one credit.
2. The University shall certify eligibility for students registering internships for academic credit. Approved students will have the appropriate educational background and skills consistent with the advertised internship and departmental requirements for participation.
3. The University determines the amount of academic credit to be earned through the internship and establishes all academic requirements that the student must meet to earn the credit. The University establishes a grading system and criteria to earn the grade upon completion of the internship.
4. The University will assign a faculty member to monitor and evaluate the student’s performance during the internship. The University will assume all costs associated with the faculty supervision of the intern.
5. The University, at the beginning of the internship term, will provide the Organization with all evaluation materials and the expected timeline for submission.
6. The University agrees to advise students of any known policies, procedures, and requirements of the internship as specified by the Organization.
7. The University, at the beginning of the internship term, will inform the Organization of course requirements such as the intern’s attendance at meetings/seminars or activities that may take the intern away from the assignment.
8. The University may request termination of the internship placement for any student not complying with University guidelines and procedures for the internship program, as long as the Organization has been notified in advance.
9. The Organization understands that as an Agency of the Commonwealth, the University is prohibited from purchasing insurance. As a public university and state instrumentality there is no statutory authority to purchase insurance and it does not possess insurance documentation. Instead, it participates in the Commonwealth’s Tort Claims Self-Insurance program administered by the Bureau of Risk and Insurance Management of the Pennsylvania Department of General Services. This program covers Commonwealth/University-owned property, employees, and officials acting within the scope of their employment, and claims arising out of the University’s performance under this Agreement, subject to the provisions of the Tort Claims Act, 42 Pa.C.S.A §§8521, et seq.

## **II. Duties and Responsibilities of the Organization**

1. The Organization agrees to prepare an internship job description that outlines the duties and responsibilities of the intern. The University will use this document to determine the suitability of the internship for academic credit. Should changes to the job description be necessary after the internship is approved, the Organization agrees to notify the University of such changes.
2. The Organization agrees to notify the University of all selection criteria and any requirements of the selection process including but not limited to background investigations, drug testing, health screenings, etc.
3. The Organization selects interns based on the Organization's needs and preferences.
4. The Organization determines the schedule that the intern will maintain on premises. The total scheduled hours will comply with standards established by the University for the award of credit hours: 40 hours of site contact equals one credit. The minimum internship is 120 hours for a semester or summer term.
5. The Organization, at the beginning of the internship, determines the amount of compensation, if any, received by the intern. The Organization will inform the University if interns will receive an hourly wage, stipend or will serve in a non-paid capacity.
6. The Organization agrees to provide suitable workspace and resources for the intern to complete the internship assignment. The Organization will also provide orientation, training, supervision and evaluation of the intern.
7. The Organization shall provide all reasonable information requested by the University on a student's internship performance. If there are any student evaluations, they will be completed and returned according to any reasonable schedule agreed to by the University and the Organization.
8. The Organization also agrees to allow the intern to attend University-required internship meetings/seminars during the internship.
9. Should the Organization become dissatisfied with the performance of a student, the Organization may in its sole discretion request removal of the student.

## **III. Mutual Terms and Conditions**

1. This agreement will last for 5 years from the date of the final signature below. Either the University or the Organization may terminate this agreement with 30 days written notice to the other party regarding such termination. Should the Organization wish to terminate the agreement prior to the completion of a semester/term, any student intern(s) will have the opportunity to complete their internship. In the event of a substantial or material breach, either party may terminate this agreement.
2. The parties agree to continue their respective policies of nondiscrimination based on Title VI of the Civil Rights Act of 1964 in regards to sex, age, race, color, creed, national origin, Title IX of the Education Amendments of 1972 and other applicable laws, as well as the provisions of the Americans with Disabilities Act.
3. The Organization agrees to cooperate with California University of PA in its investigation of any claims of discrimination or harassment made by student(s) participating in the internship. In addition, The Organization shall report any incident in which a student is the victim of sexual assault, dating violence, domestic violence, stalking or sexual harassment to Cal U's Title IX Coordinator, Dr. John A. Burnett, Special Assistant for Equal Employment and Educational Opportunity and Title IX Coordinator, Human Resources, Dixon Hall 413, 724-938-5425, [burnett@calu.edu](mailto:burnett@calu.edu).
4. The laws of the Commonwealth of Pennsylvania shall govern this Agreement.
5. The relationship between the parties to this Agreement to each other is that of independent contractors. The relationship of the parties to this contract to each other shall not be construed to constitute a partnership, joint venture or any other relationship, other than that of independent contractors.
6. Neither of the parties shall assume any liabilities to each other. As to liability to each other or death to persons, or damages to property, the parties do not waive any defense as a result of entering into this contract. This provision shall not be construed to limit the Commonwealth's rights, claims or defenses which arise as a

matter of law pursuant to any provisions of this contract. This provision shall not be construed to limit the sovereign immunity of the Commonwealth or of the State System of Higher Education or the University.  
7. This Agreement represents the entire understanding between the parties. This Agreement shall only be modified in writing with the same formality as the original Agreement.

The authorized representatives of the parties have executed this Agreement as of the date indicated below.

California University of Pennsylvania

\_\_\_\_\_  
(Organization Name)

\_\_\_\_\_  
(California University Authorized Signature)

\_\_\_\_\_  
(Organization Authorized Signature)

Daniel Engstrom, Interim Provost

(Name/Title)

\_\_\_\_\_  
(Print Name/Title)

EFFECTIVE DATE OF AGREEMENT (date of last signature): \_\_\_\_\_

Approved by SSHE Legal Counsel 9/7/02

Please sign and return to:

Meaghan Clister, Director  
Internship Center  
California University of PA  
Natali Student Center Suite 138  
250 University Avenue  
Box #57  
California, PA 15419





## **Proposal for Teacher Mentor Stipends**

**School Year 2020-2021**

Reach administration proposes that teachers who serve as Teacher Mentors receive a \$500.00 stipend, per mentee up four mentees, payable for the school year ending June 30, 2021.

These teachers serve as a mentor through a Pennsylvania approved and required induction process for a period of one school year.



Reach Cyber Charter School  
MINUTES OF THE BOARD OF DIRECTORS MEETING  
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#

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

Mr. Taylor called the meeting to order at 9:05 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, Dave Biondo, Paul Donecker, Joe Harford, Alex Schuh and Gail Hawkins Bush (all via phone);

Guests: Jane Swan, School Leader; Pat Hennessey, Board Counsel; Karen Yeselavage, Jordann (J.D.) Smith, Rachel Parker, Scott Stuccio, Rachel Graver, LeeAnn Richey, Nancy Wagner, Andy Gribbin, Kelly McConnell, Cory Groff, Jamie Miedel, Kristen Hovorka, Greg McCurdy, Christine Miller and Dan Purnell, School Staff; Kevin Corcoran, Charter Choices, Financial Consultant; Laura Johnson, Melissa Brown, Gary Corkran, Emily Lee and Megann Arthur, Online and Blended Learning (OBL) staff (via phone).

**II. Public Comment**

There were no public comments made at this time.

[Mr. Purnell joined the meeting at 9:07 a.m.]

**III. Routine Business**

a. Approval of Agenda

Mr. Taylor asked the Board to review the agenda distributed prior to the meeting. The Board expressed their intent to add the following Action Items: Approval of Student Teaching/ Practicum Agreement, Approval of HRIS Systems Vendor and Proposal: UltiPro and Approval of School's Phased Reopening Health and Safety Plan. There being no further changes noted, a motion was made and seconded as follows:

RESOLVED, that the Agenda for the August 19, 2020 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

##### i. Student Progress Benchmark Assessments

Ms. Swan presented this item to the Board. She reviewed with the Board the new assessment tools available to track student performance. Ms. Swan indicated these were intended to improve progress tracking, and also assist the school in performance tracking in the absence of previous tools, such as state testing.

##### ii. Back to School Activities, Staffing and Training Update

Ms. Swan advised the Board of various upcoming virtual trainings available to staff. She and members of the School Leadership team further advised of virtual back to school events and activities for students that will take place in September.

##### iii. Enrollment and Staffing Update / COVID-19 Related Changes

Ms. Swan presented this item to the Board. She provided an update on staffing, as well as the school's current enrollment. Ms. Graver advised the Board of enrollment trends within the grade bands. The Board discussed the geographic mix of enrolling students and the number of students in the enrollment pipeline. Ms. Swan thanked her staff for their hard work in enrolling new students and hiring new staff. Ms. Hovorka then provided an update on new hires and Ms. Swan advised of progress on staff openings.

##### iv. Connections Academy Summer Leadership Conference

Ms. Swan advised that Ms. Brown will cover this item in her report later in the meeting.

##### v. Reports and Grants Update

Ms. Swan presented this item to the Board. She provided an overview of the Comprehensive Plan and advised the Board of updated goals within the plan. Ms. Swan then provided an update on the Health and Safety Grant including its permissible uses and timeline for utilization.

Ms. Swan made the Board aware of the June submission of the Annual Charter School Report and then discussed the components of the School's Phased Reopening Health and Safety plan. She reviewed sanitization processes and CDC approved procedures, as well as the plan for staff time in the office.

##### vi. Student Teacher Program Update

Ms. Swan advised that she would provide an update on this item later in the meeting.

##### 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.

[Mr. Corkran left the meeting at 9:37 a.m.]

i. Unaudited 2019-2020 SY Financial Results

Ms. Yeselavage reviewed the unaudited financial results from the previous school year with the Board, highlighting specific areas of interest in discussion with the Board.

[Mr. Corkran rejoined the meeting at 9:39 a.m.]

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

RESOLVED, the Consent Items:

- a. Approval of Minutes from the June 17, 2020 Annual Board Meeting;
- b. Approval of Staffing Report;
- c. Approval of OBL Invoice(s) for June;
- d. Ratification of Renewal Statement of Agreement (SOA) with OBL; and
- e. Ratification of CSI Improvement Plan; are hereby approved.

The motion passed unanimously.

**VI. Action Items**

a. Approval of Board Training and Conference Attendance for the 2020-2021 School Year

Ms. Arthur reviewed the upcoming training offerings, and the advantages and agenda topics of each conference, and the Board indicated their support of Board members making an effort to attend the training opportunities. Board members also indicated their interest in continuing to be presented with additional local and national opportunities for continued Board member governance education as information on those become available. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the Board training and conference attendance for the 2020-2021 school year, including the National Charter Schools Conference and the PCPCS Annual Conference, as discussed, are hereby approved.

The motion passed unanimously.

Approval of Student Teaching/ Practicum Agreement

Ms. Swan advised that Ms. Ritchie will provide an overview of this program. Ms. Ritchie discussed this partnership with the Board, including the high level of interest within the school to provide student teachers with experience in a virtual environment. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the Student Teaching/Practicum Agreement, as discussed, are hereby approved.

Approval of HRIS Systems Vendor and Proposal: UltiPro

Ms. Hovorka presented this item to the Board. She advised of the staff familiarity with this system, and further provided an overview of the benefits of the system. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the HRIS Systems Vendor and Proposal: UltiPro, as discussed, are hereby approved.

#### Approval of School's Phased Re-opening Health and Safety Plan

Ms. Swan presented this item to the Board, reminding the Board of her discussion of this item previously in the meeting. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the School's Phased Re-opening Health and Safety Plan, as discussed, are hereby approved.

### **VII. Information Items**

#### a. 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, specifically detailing activities related to the COVID-19 public health crisis. Ms. Johnson and the Board praised Ms. Swan for her efforts in managing the various legislative updates due to the COVID-19 public health crisis.

#### i. Policy Maker Outreach Projects

Mr. Stuccio presented this item to the Board. He outlined the background of the project and advised the Board of the various plan components. Mr. Stuccio specifically discussed how the project highlights the parent experience with the school and he further discussed the second phase of the project, which will include letter submissions.

#### b. Partner School Leadership Team (PSLT) Update

Ms. Brown presented to the Board on behalf of Online & Blended Learning's (OBL) School Leadership Team. Ms. Brown discussed the Connections Academy leadership conference, held virtually. She reviewed many of the topics covered at the retreat, as well as mentoring and networking opportunities for school leadership team members.

#### i. School Operations Metrics

Ms. Brown presented this item to the Board. She reviewed the data included in the Board materials, highlighting the school's performance as compared with other Online and Blended Learning partnering schools of similar size and years in operation. Board members discussed the metrics data with Ms. Brown.

### **VIII. Strategic Planning**

#### a. Strategic Planning Progress Report

Ms. Swan presented this item to the Board. Sje provided an overview of the target areas within the Strategic Plan, as well as progress on specific action plans and goals.

#### b. Review and Consideration of Diversity and Inclusion Proposal

Mr. Smith presented this item to the Board. He advised the Board of the intent to create a Diversity and Inclusion Council as well as to develop a Diversity and Inclusion plan with various components including staff training. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the Diversity and Inclusion Proposal, as presented, is hereby approved.

The motion passed unanimously.

c. Review and Consideration of MOUs for 2020-2021 School Year

i. Carnegie Science Center

Mr. Stuccio presented this item to the Board. He provided an overview of the partnership to date, and reminded the Board that this MOU is a renewal. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the MOU with the Carnegie Science Center for the 2020-2021 School Year, as presented, is hereby approved.

The motion passed unanimously.

ii. Reach and ABC 27 Weather Education Campaign

Mr. Stuccio presented this item to the Board, providing an overview of the campaign. Mr. Stuccio advised the Board of the benefits of the MOU and associated program opportunities. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the MOU with ABC 27 Weather Education Campaign for the 2020-2021 School Year, as presented, is hereby approved.

The motion passed unanimously.

iii. Univision

Mr. Stuccio presented this item to the Board. He provided the Board with an overview of this proposed partnership including the student story highlights. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the MOU with Univision for the 2020-2021 School Year, as presented, is hereby approved.

The motion passed unanimously.

**IX. EXECUTIVE SESSION**

- 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

The Board entered into an Executive Session at 10:41 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) and 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, pursuant to 65 Pa. C.S. §§ 708(a)(5). Board members present were: David Taylor, Dave Biondo, Paul Donecker, Joe Harford, Alex Schuh and Gail Hawkins Bush.

Guests present at the request of the Board were: Jane Swan and Pat Hennessey. All others left the meeting at this time.

The Board discussed an employment investigation matter as well as a special education legal settlement. 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 10:53 a.m. No action was taken during Executive Session.

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

RESOLVED, that the Special Education Settlement (23469-19-20), as discussed, is hereby approved.

The motion passed unanimously.

**X. Adjournment and Confirmation of Next Meeting – Wednesday, September 16, 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 September 16, 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 10:56 a.m., is hereby approved.

The motions passed unanimously.

## REACH Staffing Report

### New Hires

First Name	Last Name	Area	Compensation	Bonus Potential	Start Date
Stacey	Abels	Elementary Teacher	53,500.00	4%	9/15/2020
Julia	Adams	Elementary Teacher	54,000.00	4%	9/22/2020
Megan	Anderson	Secondary Social Studies Teacher	51,000.00	4%	9/1/2020
Lori	Azar	Special Ed Administrative Assistant	\$21.00 per hour	4%	9/15/2020
Jessica	Bailey	Elementary Teacher	58,500.00	4%	9/1/2020
Erika	Barlow	Secondary Social Studies Teacher	54,000.00	4%	9/15/2020
Nicholas	Beegle	Health and PE Teacher	54,000.00	4%	9/15/2020
Michelle	Beyer	Elementary Teacher	54,500.00	4%	9/9/2020
Afton	Bonser	Elementary Teacher	53,000.00	4%	08/25/2020
Cynthia	Brez	Elementary Teacher	55,500.00	4%	9/1/2020
Kathryn	Bubb	Special Education Teacher	58,500.00	4%	9/1/2020
Jenna	Chapman	Elementary Teacher	51,000.00	4%	09/22/2020
William	Closson	Special Education Teacher	70,000.00	4%	9/9/2020
Corinne	D'Onofrio	Art Teacher	56,500.00	4%	9/1/2020
Melissa	Dusovic	Elementary Teacher	57,500.00	4%	9/9/2020
Katherine	Eccleston	Elementary Teacher	59,500.00	4%	9/1/2020
Jennifer	Efinger	Elementary Teacher	54,500.00	4%	9/9/2020
Shannon	Eichensehr	Elementary Teacher	54,000.00	4%	9/15/2020
Stephanie	Falzone	Family Mentor	57,500.00	4%	9/1/2020
Gianna	Flail	Elementary Teacher	50,000.00	4%	9/1/2020



Richard	Flederbach	Elementary Teacher	53,000.00	4%	9/15/2020
Latasha	Ford	High School Science Teacher	56,500.00	4%	9/22/2020
Adam	Gable	Secondary Math Teacher	56,000.00	4%	9/1/2020
Cynthia	Gegaris	Elementary Teacher	59,000.00	4%	9/9/2020
Sarah	Geiger	Elementary Teacher	53,000.00	4%	9/9/2020
Kristen	Gentile	Elementary Teacher	56,000.00	4%	9/1/2020
Jessica	Gerhard	Elementary Teacher	51,000.00	4%	9/1/2020
Kirsten	German	Elementary Teacher	49,000.00	4%	9/9/2020
Claire	Germello	Elementary Teacher	52,500.00	4%	9/15/2020
Sarah Jo	Goehring	Elementary Teacher	56,500.00	4%	9/15/2020
Joanne	Gries	Elem Ed Tech Teacher	56,000.00	4%	9/1/2020
Brittany	Gruver	Enrollment	\$20.00 per hour	4%	9/15/2020
Meesha	Harris	School Counselor	57,500.00	4%	9/29/2020
Shauna	Havrilla	School Counselor	56,500.00	4%	9/9/2020
Maureen	Helfrich	Elementary Teacher	59,500.00	4%	9/1/2020
Carly	Hill	Elementary Teacher	49,000.00	4%	9/9/2020
Jason	Hinshaw	Family Mentor	48,000.00	4%	9/15/2020
Lori	Husarik	Secondary Math Teacher	58,500.00	4%	9/15/2020
Jamie	Hutchings	Secondary Science Teacher	55,500.00	4%	9/9/2020
Kate	Johnson	Elementary Teacher	54,000.00	4%	9/15/2020
Brian	Joseph	Family Mentor	52,000.00	4%	9/15/2020
Jessyca	Kellogg	Family Mentor	57,000.00	4%	9/9/2020
Ashlee	Kerle	Elementary Teacher	53,500.00	4%	9/1/2020

Traci	Kerr	Elementary Teacher	51,000.00	4%	9/9/2020
Melissa	Knapp	School Counselor	51,500.00	4%	9/15/2020
Emilie	Kovacs	Elementary Teacher	53,500.00	4%	9/15/2020
Daniel	Ladislaw	Middle School Principal	98,000.00	15%	8/31/2020
Martin	Lebow	Secondary Science Teacher	54,500.00	4%	9/9/2020
Christine	Leibig	Elementary Teacher	53,000.00	4%	9/9/2020
Brittany	Lent	Special Education Teacher	52,000.00	4%	08/25/2020
Kendra	Lorson	Elementary Teacher	54,500.00	4%	9/9/2020
Sara	Lutz	Elem Ed Tech Teacher	58,500.00	4%	9/1/2020
Danielle	Marsicano	Enrollment Administrative Assistant	\$22.00 per hour	4%	9/15/2020
Adrienne	Martinez	Elementary Teacher	56,500.00	4%	9/1/2020
Shannon	May	Family Mentor	55,000.00	4%	9/9/2020
Greta	McCracken	Secondary Social Studies Teacher	56,500.00	4%	9/9/2020
Mary	Miller	Elementary Teacher	58,500.00	4%	9/1/2020
Jennifer	Morganheira	Special Ed Teacher MS	59,500.00	4%	9/1/2020
Kenneth	Moyer	Family Mentor	52,000.00	4%	9/1/2020
Raymond	Murhon	Health and PE Teacher	58,000.00	4%	9/15/2020
Kayla	Perez	Enrollment Administrative Assistant	\$20.00 per hour	4%	9/15/2020
Kristin	Peterson	Elementary Teacher	52,000.00	4%	9/9/2020
Rachel	Porterfield	Secondary English Language Arts Teacher	55,500.00	4%	9/9/2020

Kelly	Purvis	Middle School Science Teacher	56,500.00	4%	9/22/2020
Nicole	Puscian	Health and PE Teacher	56,500.00	4%	9/1/2020
Kristi	Radu	Secondary English Language Arts Teacher	53,000.00	4%	9/9/2020
Daniel	Raeder	Elementary Teacher	53,500.00	4%	9/15/2020
Kristine	Rice	Elementary Teacher	59,000.00	4%	9/15/2020
Stacee	Richards	Elementary Teacher	56,500.00	4%	08/25/2020
Elizabeth	Robey	Elementary Teacher	54,500.00	4%	9/9/2020
Meghan	Rodgers	School Counselor	51,500.00	4%	9/29/2020
Nicole	Rogers	Elementary Teacher	53,000.00	4%	9/1/2020
Rachel	Scheitrum	Credit Recovery Teacher	56,500.00	4%	9/15/2020
Brittany	Severn	Elementary Teacher	54,000.00	4%	08/25/2020
Heather	Shollenberger	Intervention Specialist	54,500.00	4%	08/25/2020
Kristen	Slezak	Elementary Teacher	53,000.00	4%	9/9/2020
Krista	Smith	Assistant Principal Elementary School	88,000.00	12%	8/31/2020
Jessica	Smith	Elementary Teacher	56,000.00	4%	9/15/2020
Amy	Smith	School Counselor	52,500.00	4%	9/22/2020
David	Stack	Reading Specialist	59,500.00	4%	08/25/2020
Eileen	Steager	Elementary Teacher	54,000.00	4%	9/15/2020
Natalie	Steinberg	Elementary Teacher	57,000.00	4%	9/15/2020
Nicole	Stern	Health/PE Teacher	54,500.00	4%	09/29/2020
Carrie	Stevens	Enrollment Administrative Assistant	\$20.00 per hour	4%	9/15/2020
Erin	Stonebraker	Secondary Science	57,500.00	4%	9/9/2020

Kristy	Strishock	Elementary Teacher	60,000.00	4%	9/15/2020
Alexander	Stupak	Enrollment Administrative Assistant	\$20.00 hour	4%	9/15/2020
Cali	Szczesniak	Enrollment Administrative Assistant	\$20.00 per hour	4%	9/22/2020
Alexis	Szeles	Family Mentor	51,000.00	4%	9/15/2020
Lauren	Traut	Reading Specialist	56,500.00	4%	08/25/2020
Abigail	Wagner	School Counselor	51,500.00	4%	9/15/2020
Ashley	Weaver	Elementary Teacher	53,000.00	4%	9/15/2020
Morgan	Wertz	Special Education Teacher	55,000.00	4%	9/1/2020
Amy	Woods	Elementary Teacher	57,500.00	4%	9/9/2020
Michelle	Wright	Secondary English Language Arts Teacher	55,000.00	4%	9/9/2020
Lauren	Zamonski	Elementary Teacher	55,500.00	4%	9/15/2020
Cynthia	Ziegler	Secondary Social Studies Teacher	55,000.00	4%	08/25/2020

#### Departing Employees

Name	Area	Last Day of Work
Alyssa Missmer	Family Mentor	09/03/2020
Elisa Capozoli	Elementary Teacher	08/28/2020
Heather Lee	Secondary Teacher	08/28/2020

#### Promotion / Position Changes

Name	Former Position	New Position	Compensation	Bonus Potential	Start Date
Andrew Gribbin	Assistant Principal	Director of STEM	97,850.00	15%	08/25/2020
Sarah Russel –Isaula	Lead Teacher	Related	75,000.00	10%	08/26/2020
Angela Thompson	Secondary Teacher	Lead Teacher – Electives	9% Stipend added		08/26/2020
Toni Talipan	Elementary Teacher	Lead Teacher 1 <sup>st</sup> and 2 <sup>nd</sup> Grade	9% Stipend added		08/26/2020
Stephanie Bost	Lead Teacher	Assistant Principal	81,000.00	12%	08/31/2020

# Stacey L. Abels

(412)916-5588 | abelsstacey@gmail.com | 4110 Miracle Ridge Road, PA 15063 | [portfoliogen.com/staceyabels85](http://portfoliogen.com/staceyabels85)  
code: **inspire85**

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Dedicated and enthusiastic teaching professional who uses effective methods while focusing on individual student learning needs. I am committed to providing a flexible hands-on learning style with an engaging and supportive environment.

## **Education and Credentials**

### **Bachelor of Science in Education**

Edinboro University of Pennsylvania  
Edinboro, PA

May 2007

Major: Elementary Education  
GPA: 3.75 overall / 3.9 Major

### **Master of Education in Reading**

Edinboro University of Pennsylvania Online  
Edinboro, PA

May 2009

Major: Reading  
GPA: 3.6

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## **Professional Employment**

### **Elizabeth Forward School District - William Penn Elementary, Elizabeth, PA**

*Kindergarten Long-Term Substitute*

*Jan. 2020- April 2020*

- Used the Elizabeth Forward SD Badger system to maintain and monitor student mastery of skills
- Individualized student learning with the use of math and reading small group instruction
- Integrated the use of technology with a balance of hands-on activities to meet core standards
- Administer MAP tests and utilized the collected data to target student readiness and growth
- Encourage personalize student learning through the use of custom NearPod lessons, eSpark, IXL, and Splash Math programs
- Hosted parent/teacher conferences along with Kindergarten fun nights
- Continued the non-stop education of my students while also completing our chicken-hatching unit virtually during the start of COVID-19

### **Elizabeth Forward School District - Greenock Elementary, Elizabeth, PA**

*Kindergarten Long-Term Substitute*

*March 2019- June 2020*

- Improved the classroom discipline with a positive environment centered on structure
- Awarded badges to students as they mastered target skill following EFSD's unique badge system
- Hosted parent/teacher conferences and maintained communication with all parents
- Increased student reading skills by using the small group RAC program
- Created a chicken-hatching educational thematic unit that included daily observation journals and cross-curriculum activities
- Integrated the use of technology with a balance of hands-on activities to meet core standards
- Administer MAP tests and utilize the collected data to target student readiness and growth
- Encourage personalize student learning through the use of eSpark, IXL, and Splash Math programs

## **Elizabeth Forward School District - Greenock Elementary, Elizabeth, PA**

*Kindergarten Classroom Aide & Day-to-Day Substitute*

*November 2018- March 2019*

- Assist the classroom teacher with students' daily educational needs or assume classroom teacher duties for the day.
- Prepared and taught struggling students reading skills in a small group setting
- Instructed students with RAC reading program and worked alongside the elementary Reading Specialist to target individual student needs

### **Related Experience**

## **All Star Learning Preschool - Court Time, Elizabeth, PA**

*Preschool Teacher and Enrichment Lead Teacher*

*September 2018- November 2018*

- Used age appropriate curriculum to guide lesson plans and meet early childhood standards
- Create structured daily lessons to promote literacy
- Help students transition to a school setting by providing a nurturing environment that focused on simple routines
- Developed and maintain an ongoing rapport with children and parents
- Encourage student learning with fun hands-on activities
- Collaborate with other teachers to ensure early learning growth

## **Crawford Central School District- Cochranon Elementary, Cochranon, PA**

*Learning Support long-term Substitute (2nd-4th grades)*

*March 2008 - June 2008*

- Held parent/teacher conferences, wrote and updated students IEP forms, provided parents with weekly progress report on students academic standing
- Completed weekly DIBELS testing and DRA placement testing
- Administered PSSA testing for state Reading, Math, and Science tests
- Used differentiated instruction along with a balanced literacy approach daily
- Incorporated daily writing journals along with guided and independent reading lessons\

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### **Certifications**

Elementary K-6 - Commonwealth of Pennsylvania  
Mandated Reporter in Pennsylvania  
Adult and Pediatric First Aid/CPR/AED

### **Honors and Awards**

Magna Cum Laude, Edinboro University  
Elementary Education Achievement Award, Edinboro University  
Dean's List -held each semester August 2003-May 2007, Edinboro University  
National Honor Society, Edinboro University

## **Credentials**

### **Edinboro University**

-Undergrad and Masters-  
Center of Career Services, Edinboro PA 16444  
Telephone: 814-732-2781 Fax: 814-732-2909

### **Gannon University**

-Continuing Education Credits-  
Office of the Registrar  
109 University Square, Erie PA 16541-0001  
Fax: 814-871-5870

### **Southern New Hampshire University**

-Continuing Education Credits-  
2500 North River Road, Manchester, NH 03106  
Telephone: 603-645-9799

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## **Digital Portfolio**

<https://www.portfoliogen.com/staceyabels85>

password code: inspire85

**Julia Adams**  
**Elementary Teacher (40)**

452 hartwick road  
mercero, PA 16137  
[juliaadams0707@gmail.com](mailto:juliaadams0707@gmail.com)  
(724) 301-9773

## **PERSONAL INFORMATION**

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### **General Information**

*How did you learn about this position?* **Employee Referral**

### **Contact Information**

<i>First Name</i>	<b>Julia</b>	<i>Middle Name</i>	<b>L</b>
<i>Last Name</i>	<b>Adams</b>	<i>Other Name</i>	<b>Adams</b>
<i>Email</i>	<b>juliaadams0707@gmail.com</b>	<i>Have you worked here before?</i>	<b>No</b>
<i>Primary Phone</i>	<b>7243019773</b>	<i>Mobile Phone</i>	

### **Address**

<i>Street</i>	<b>452 hartwick road</b>	<i>City</i>	<b>mercero</b>
<i>State</i>	<b>Pennsylvania</b>	<i>Zip Code/Postal Code</i>	<b>16137</b>

### **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>	<b>Female</b>	<i>Ethnicity</i>	<b>Not Hispanic/Latino</b>
<i>Ethnicity</i>	<b>White</b>		

## **BACKGROUND INFORMATION**

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### **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	<b>College/University</b>	Name of School	<b>Other: Westminster College</b>
City	<b>New Wilmington</b>	State	<b>Pennsylvania</b>
Degree	<b>Bachelor of Arts</b>	GPA	<b>3.5</b>

**Graduate Institution #1**

Name of School	City/State
GPA	Semester Hours Credit
Degree	

**Major/Course of Study**

Undergraduate	<b>Early Childhood Education/Special Education</b>	Master's	
Specialist's		Doctorate	
Publications		Activities/Honors	<b>Dean's List</b>

**JOB SKILLS**

**Activities**

List activities you are willing to sponsor

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

**Certification Information/Professional Certificate #1**

Certification Area	<b>Grades Pre-Kindergarten - 4</b>	Certification Area Type	<b>Licensed</b>
Grade Level		Expiration Date	<b>2023</b>

**Certification Information/Professional Certificate #2**

Certification Area	<b>Special Education PK-8</b>	Certification Area Type	<b>Licensed</b>
Grade Level		Expiration Date	<b>2025</b>

**Certification Information/Professional Certificate #3**

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

**REFERENCES**

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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.

**Kevin Boariu**

<i>Title</i>	<b>Principal</b>	<i>Relationship</i>	<b>Supervisor</b>
<i>Address</i>	<b>1387 School Road</b>	<i>City</i>	<b>Stoneboro</b>
<i>State</i>	<b>Pennsylvania</b>	<i>Zip</i>	<b>16153</b>
<i>Email</i>	<b>k_boariu@docs.lakeview.k12.pa.us</b>	<i>Phone</i>	<b>7243767911</b>
<i>From</i>	<b>08/2017</b>	<i>To</i>	<b>present</b>
<i>Reference Letter</i>	<b><a href="#">Kevin Boariu.pdf</a></b>		

**Nichole Gaines**

<i>Title</i>	<b>Teacher</b>	<i>Relationship</i>	<b>Colleague</b>
<i>Address</i>	<b>60 Fredonia Rd</b>	<i>City</i>	<b>Greenville</b>
<i>State</i>	<b>Pennsylvania</b>	<i>Zip</i>	<b>16125</b>
<i>Country</i>	<b>United States</b>		
<i>Email</i>	<b>ngaines@greenville.k12.pa.us</b>	<i>Phone</i>	<b>7245881018</b>
<i>From</i>	<b>08/2019</b>	<i>To</i>	<b>present</b>
<i>Reference Letter</i>	<b><a href="#">Letter of Ref Gaines.pdf</a></b>		

**Kayla Hibbard**

<i>Title</i>	<b>Special Education Teacher</b>	<i>Relationship</i>	<b>Colleague</b>
<i>Address</i>	<b>60 Fredonia Rd</b>	<i>City</i>	<b>Greenville</b>
<i>State</i>	<b>Pennsylvania</b>	<i>Zip</i>	<b>16125</b>
<i>Country</i>	<b>United States</b>		
<i>Email</i>	<b>khibbard@greenville.k12.pa.us</b>	<i>Phone</i>	<b>7245881018</b>
<i>From</i>	<b>08/2019</b>	<i>To</i>	<b>present</b>
<i>Reference Letter</i>	<b><a href="#">Kayla hibbard RL.pdf</a></b>		

**Jen Johnston**

<i>Title</i>	<b>School Psychologist</b>	<i>Relationship</i>	<b>Supervisor</b>
<i>Address</i>	<b>429 Wiley Avenue</b>	<i>City</i>	<b>Franklin</b>
<i>State</i>	<b>Pennsylvania</b>	<i>Zip</i>	<b>16323</b>
<i>Email</i>	<b>jjohnston@staff.vgsd.org</b>	<i>Phone</i>	<b>814-720-4565</b>
<i>From</i>	<b>08/2016</b>	<i>To</i>	<b>present</b>
<i>Reference Letter</i>	<b><a href="#">Jen Johnston.pdf</a></b>		

**EMPLOYMENT HISTORY**

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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>	<i>Salary</i>
<i>Name of Employer</i>	<i>Employer's Address</i>

Employer's City  
Employer's Zip  
Code/Postal Code  
Supervisor Name

Employer's State  
Start Date  
  
Supervisor Phone  
Number

Supervisor Email  
Duties and  
Responsibilities  
Reasons for Leaving  
May we Contact this  
Employer

**Work Experience #1**

Employer  
  
Employed to  
(mm/yyyy)  
Reason For Leaving  
Address  
Supervisor Name  
May we Contact this  
Employer

Employed from  
(mm/yyyy)  
Title  
  
Phone Number

**Work Experience #2**

Employer  
  
Employed to  
(mm/yyyy)  
Reason For Leaving  
Address  
Supervisor Name  
May we Contact this  
Employer

Employed from  
(mm/yyyy)  
Title  
  
Phone Number

**Work Experience #3**

Employer  
  
Employed to  
(mm/yyyy)  
Reason For Leaving  
Address  
Supervisor Name  
May we Contact this  
Employer

Employed from  
(mm/yyyy)  
Title  
  
Phone Number

**ATTACHMENTS**

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**Attachments**

Resume                    [recent resume.pdf](#)  
Cover Letter            [Cyber cover letter.pdf](#)

**DISCLAIMERS AND AFFIRMATION**

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*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*                      **JLA**

*Affirmation Date*            **08/28/2020**



## Education

Conneaut Valley Jr./Sr. High School 2012 Graduate

Conneautville, PA

Westminster College (PreK-4 & SED PreK-8) 2016 Graduate

New Wilmington, PA

## Certifications

Early Education PreK - 4 Active 2017

Special Education PreK - 8 Active 2019

## Experience

Neshannock Memorial Elementary School - Neshannock, PA March - April 2014

- Kindergarten

- Assisted teacher with daily activities and assisted students one-on-one.

Tutoring an English Language Learner – New Wilmington October - December 2014

- Tutored migrant workers from Mexico (ages 8 - 42), create lessons and engaging activities, and provide supplies as needed.

Westminster College Preschool Science Camp June 2014

- Assisted instructors lead daily activities, keep children engaged and involved, manage behavior, promote verbal discourse, and interact with parents and discuss daily progress.

Maplewood Elementary School May 2015

- Assisted teacher with daily activities, assisted students one-on-one, planned and instructed lessons, managed behavior (acted as a substitute teacher but with permanent teacher in the classroom).

New Wilmington Area Soccer Association September 2015

- Assistant coach (six-year-old team)

- Plan practice activities/drills, engage children in play, communicate with families daily, and manage behavior.

Mohawk Elementary School October - December 2015

- 1<sup>st</sup> Grade

- Assisted teacher with daily activities, assisted students one-on-one, planned and instructed lessons, managed behavior (acted as a substitute teacher but with permanent teacher in the classroom).

Maplewood Jr./Sr. School December 2015 - January 2016

- Special Education / Life Skills (7<sup>th</sup> - 12<sup>th</sup> Grade)

- Assisted teacher with daily activities, assisted students one-on-one, planned and instructed lessons, managed behavior, gave emotional support, and attended IEP/behavioral meetings, (acted as a substitute teacher but with permanent teacher in the classroom).

George Junior Republic School April 2016

- Special Education (3<sup>rd</sup> - 6<sup>th</sup> grade)

- Assisted teacher with daily activities, assisted students one-on-one, planned and instructed lessons, managed behavior, gave emotional support, and attended IEP meetings (acted as a substitute teacher but with permanent teacher in the classroom).

New Wilmington Middle School April 2016

- Special Education (7<sup>th</sup> - 8<sup>th</sup> Grade)

- Assisted teacher with daily activities, assisted students one-on-one, planned and instructed lessons, co-taught, managed behavior, gave emotional support, and attended IEP meetings (acted as a substitute teacher but with permanent teacher in the classroom).

Nanny - Personal Family (ages 8-13) – New Wilmington March 2013 - December 2017

- Provide care and supervision for 3 children. Assist students with daily homework; ensure understanding of newly learned content, and aide students in academic progression.



### Oakview Elementary School

August – October 2016

- Student Teacher – Kindergarten
  - Assisted teacher with daily activities, assisted students one-on-one and whole group, planned and instructed lessons, managed behavior, gave emotional support, attended in-service trainings, communicated with families daily, progress monitored, and worked with Kindergarten team to create differentiated learning groups where students received remediation with letters and letter sounds (acted as a substitute teacher but with permanent teacher in the classroom).

### Lakeview Middle School

October – December 2016

- Student Teacher – Special Education – 6<sup>th</sup> Grade
  - Assisted teacher with daily activities, assisted students one-on-one and whole group, planned and instructed lessons, managed behavior, gave emotional support, attended IEP meetings, in-service trainings, and parent-teacher conferences, communicated with families daily, progress monitored (acted as a substitute teacher but with permanent teacher in the classroom).

### Pearson Park

May 2013 – September 2016

- Collaborated with park director in planning and instructing summer clinics for students, such as tennis, arts and crafts, cooking, cross-fit, basketball, kickball, volleyball, and painting.

### Kelly Services

January 2017 – June 2019

- Substitute teacher
  - Short-term (day to day) vacancies at Lakeview School District; PreK – 12<sup>th</sup> Grade (general and special education settings).
  - Long-term vacancies at Lakeview School District; 2<sup>nd</sup> grade (general education – 3 weeks), 9<sup>th</sup> grade (special education – 6 weeks), Title 1 Reading Support (8 weeks), 5<sup>th</sup> grade math (general education – 13 weeks), 1<sup>st</sup> grade (general education – 6 weeks), Kindergarten (8 weeks)
    - Provided daily/weekly lesson plans, differentiated instruction, administered Keystone State Assessments and MAP tests, and attended professional development in-services.

### Lakeview School District

August 2018 – April 2019

- Long-term vacancy (5<sup>th</sup> Grade Math and Science – 7 months)
  - Provide daily/weekly lesson plans, differentiate instruction, administer formal/informal assessments, manage student behavior, monitor academic/behavioral growth, collaborate with other staff/administration/families, and attended professional development in-services.

### Greenville School District

August 2019 – June 2020

- Kindergarten Teacher
  - Create and maintain a safe and positive learning environment, partnered with veteran teachers to create and implement supplemented lessons, differentiate instruction, administer formal/informal assessments to monitor academic/behavioral growth, manage student behavior, and communicate with families on a daily/weekly basis. Adapted to COVID-19 pandemic by creating an online/virtual educational classroom for 22 Kindergarteners, in addition to providing paper resources.

### Skills

- Classroom, assessment, and assistive technology (SMARTboard, Ipad Technology, Google Classroom, Class Dojo, Study Island, Reading Eggs, Epic!, ESGI software, DRA, Dibels, Boehm, MAP, Dynavox, etc.)
- Other – wide range of experience in curriculum (Handwriting Without Tears, Wilson-Fundations, Journey’s Literacy, GoMath, Sadlier Math, Simple Solutions Math, Big Ideas Math, etc.)

### Professional Development

- Curriculum Based Trainings
  - Wilson Fundations, Simple Solutions, Big Ideas
- Problem Solving in Special Education
- Classroom Meeting Procedures
- Olweus Bullying/Discrimination
- Fine Motor
- IEP
- STEAM
- ALICE – Active Shooter
- QPR - Suicide Prevention
- Stop the Bleed

# Megan Anderson

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4551 Sequoia Drive, Apt. C276 Harrisburg, PA 17109 | 724-683-2589 | megan.anderson381@gmail.com

## Career Objectives

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My goal as an educator is to utilize my knowledge and industry skills to teach students in a holistic way in order to address the social questions of our world. By teaching students through the lens of progressivism and reconstructionism viewpoint, I will allow students to grapple with problems relating to social studies so they can formulate their own solutions while relating social studies to other content areas for a wholesome education.

## Education

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Penn State Harrisburg, Middletown, PA **May 2019**  
Bachelor of Science in Elementary Education  
Grade 4-8 Social Studies Certification  
GPA of 3.86

Community College of Beaver County, Monaca, PA Transferred to Penn State  
Associate Degree in Humanities  
GPA of 4.0

## Teaching Experience

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Online English Teacher **2020**  
Tower Bridge International Group

Building Substitute 2019-20 school year **2019**  
Mechanicsburg Middle School, Mechanicsburg, PA 17055

Student-Teacher January 22nd - April 26th  
Lower Dauphin Middle School, Hummelstown, PA 17036  
Derek Shaffer, Cooperating Teacher

Student Observer August - November **2018**  
Lower Dauphin Middle School, Hummelstown, PA 17036  
Derek Shaffer, Cooperating Teacher

Student Observer January - April  
Reid Elementary Middletown School District, Middletown, PA 17057  
Nichole Camposarcone, Cooperating Teacher

Student Observer September - November **2017**  
Foosse Elementary School, Harrisburg, PA 17104

Student Observer January - April  
Kunkle Elementary Middletown School District, Middletown, PA 17057  
Kyle Weary, Cooperating Teacher

Teacher's Assistant June - August  
Mercersburg ESL Summer Program, Mercersburg, PA, 17236

ESL Tutor and Intern September - April 2017 **2016**  
Tri-County OIC, Harrisburg, PA, 17110

## Leadership and Accomplishments

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Cum Laude Graduation Honors **2019**

Dean's List, Pennsylvania State University, Capital College 2016-2019 **2019**

Vice President of Kappa Beta Gamma International Sorority January - May **2018**

Secretary of Kappa Beta Gamma International Sorority August - December **2017**

Recruitment Chair and Sisterhood Development Chair of Kappa Beta Gamma International Sorority; January - May

Dean's List, Community College of Beaver County **2015**

## Skills and Competencies

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Pennsylvania 4-8 Teaching Certificate Social Studies

Pennsylvania 7-12 Teaching Certificate Social Studies

Criminal Background Check, FBI Fingerprints, Child Abuse, and Tuberculosis Test (Negative)

CAIU High Impact Strategies Training

Teen Line Training

Tech team for Mechanicsburg Middle School musical 2019

Studied educational psychology, social and cultural factors of education, and educational theory/policy

Musical Theater: Trained professionally (singing, dance, and acting) from 2010-2014 at CLO Academy of Musical Theater, Pittsburgh, PA 15122

Boxing club at Penn State Harrisburg and Mixed Martial Arts green belt

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References available upon request



# Lori D. Azar

Mobile: 717-802-0041 Email: [lazarinpa@aol.com](mailto:lazarinpa@aol.com)

**EDUCATION:** HARRISBURG AREA COMMUNITY COLLEGE  
**Associate in Art Degree** – Visual Art / Art and Design

**PROFESSIONAL:** *Accomplished professional, artist and team player driven with polished customer service and administrative skill set in aviation, arts/beauty, education and jewelry trade show industries. Embracing diversity and empowering others through strong leadership, education and demonstration in a safe setting.*

**PROFILE**

## EXPERIENCE:

**DIAMOND EVENTS AND PRODUCTIONS LLC.** Las Vegas, NV **July 2018 - February 2020**

### Event Consultant

Providing clients with first class service by offering a wide variety of services ranging from premier catering, menu and event planning, coordination, consultation, bartending, management services and specialized catering set up and cleanup for corporate event sit down dinners for 500 to private home celebrations.

**LORI AZAR DESIGNS** Harrisburg, PA **January 2017 - March 2010**

### Self - Employed Jewelry Designer/ Partnered with Elle Salon & 2<sup>nd</sup> Floor Gallery

Designing one of a kind custom jewelry created of precious and semi- precious gems and metals, involving techniques in Metal-smithing, beading and multi-media designs. Hand crafted jewelry and commissioned pieces were sold in galleries, Trunk Shows, Elle Salon and private home shows.

**THE URBAN BEADER** Chagrin Falls , Ohio **April & August 2011, 2012 & 2013**

### Exhibitor, Assistant for Trade Shows and Website Copywriter

My duties as an exhibitor and Assistant included: helping to set up booths with tools, metal stamps and and products at trade shows. I was responsible for selling, educating and demonstrating tools, products and services. Assistant duties included: Assisting Kieu Pham Gray in setting up her classroom with Flex Shafts, Jeweler's torches, securing fire extinguisher, implementing first aid procedures, helping students with techniques and answering questions. Providing support for owner's needs and processing sales.

**CENTRAL DAUPHIN EAST MIDDLE SCHOOL** Harrisburg, PA **October 2015 - November 2013**

### Intensive Learning Support Paraprofessional

**CENTRAL DAUPHIN EAST HIGH SCHOOL**

**June 2007- November 2007**

### Multi-Disabilities ESY and Emotional Support Paraprofessional

Provide emotional, academic and social support to students who exhibit a wide range of behavioral and cognitive deficits. These deficits require much adult attention, redirection and positive feedback for the student to grow in middle and high school settings. By providing inspiring feedback and encouragement, the student is empowered to take educational and social risks with confidence in a secure environment.





## Jessica J. Bailey

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3424 Shiloh Road, Woodland, PA 16881 | 814-758-2246 | je88icajoy@gmail.com

### EDUCATION

Bloomsburg University of Pennsylvania, Bloomsburg, PA

**M.S. in Instructional Technology**

**2013**

Global Classroom, Burlington, VT

**Program Specialist, English as a Second Language**

**2008**

Westminster College, New Wilmington, PA

**B.A. in Elementary Education K-6**

**2006**

Minor: Spanish

### TEACHING EXPERIENCE

Clearfield Area School District, Clearfield, PA

**English Language Arts Teacher, Grade 5**

**Jan 2017-Present**

- Utilizes Edmodo for content delivery, Think Central for curriculum assessments, and integrates various iPad applications including but not limited to Duolingo, Stop, Breathe & Think, Calm, Quizlet, and Epic!
- Develops text dependent analysis writing using a multimedia approach starting with images, working through videos, and ending with traditional text
- Organizes HMH System 44 and Read 180 interventions determined by student need

Clearfield Area School District, Clearfield, PA

**Instructional Technology Coach**

**English as a Second Language Teacher**

**2014-Jan 2017**

- Coached teachers one-on-one and in small group settings on implementation of various technology tools as well as Penn Literacy instructional strategies through PIIC (Pennsylvania Institute for Instructional Coaching)
- Designed and facilitated monthly Technology Cafe small group sessions for professional learning
- Designed and presented at Pete & C 2016 on Teaching STEM with SMORE using SMORE flyers to flip learning

Clearfield Area School District, Clearfield, PA

**High School Gifted Support Teacher**

**English as a Second Language Teacher**

**2009-2014**

- Developed and Supervised Gifted Individualized Education Plans with individualized goals for high school Gifted students
- Utilized Edmodo Web 2.0 Application for daily classroom tasks; facilitated Gifted IEP project goals in Web Design, Google Earth, and PowerPoint as E-Portfolio
- Co-created English as a Second Language curriculum maps for Intermediate Unit 10 Consortium

Berkeley County Schools, Martinsburg, WV

**Third Grade Teacher**

**2007-2009**

- Utilized "Response to Intervention" Three Tiered Instruction to differentiate reading instruction using multiple forms of assessment to drive instruction

Franklin Area School District, Franklin, PA

**English as a Second Language Teacher**

**Substitute Teacher**

**2006-2007**

### Recent Professional Development

<i>Test Dependent Analysis Cadre of Experts: Advanced (2 sessions up to date)</i>	<b>2019-2020</b>
<i>Text Dependent Analysis Cadre of Experts (4 sessions)</i>	<b>2018-2019</b>
<i>Building Learning Communities Conference attendee -Alan November</i>	<b>July 2016 and July 2015</b>
<i>Pennsylvania Institute for Instructional Coaching</i>	<b>Sept. 2015 June 2016</b>
<i>Penn Literacy Network 1</i>	<b>May 2016</b>
<i>“Teaching STEM with SMORE” -Pennsylvania Educational Technology Expo &amp; Conference Presenter</i>	<b>February 2016</b>
<i>Pennsylvania Education Technology Expo &amp; Conference Attendee</i>	<b>February 2015</b>
<i>“Top Ten Ways to Google-ize your Classroom” -PETE &amp; C Presenter</i>	<b>February 2014</b>

### Technology Skills

*Willing, eager, and capable to learn any new tool*

*Office 365: Sway, Office Tools, Office Mix*

*Google Drive: Docs, Slides, Sheets, Forms, and other apps*

*Web Design*

*Online Course Design -Desire 2 Learn, Edmodo*

*Education Software: Smart Board, Sapphire, Adobe Illustrator, Adobe Captivate, Adobe Photoshop*

*Web 2.0 and 3.0 Tools*

### References

Bruce Nicolls, *Assistant Superintendent -Retired* | **Clearfield Area School District**, 678 Treasure Lake, Dubois, PA 15801 | 814-591-7004 | [banicolls@gmail.com](mailto:banicolls@gmail.com)

Jennifer Gaston, *Elementary School Assistant Principal*, **Clearfield Area Elementary School**, 700 High Level Rd, Clearfield, PA 16830 | 814-765-5511 | [jgaston@clearfield.org](mailto:jgaston@clearfield.org)

Ken Veihdeffer, *Elementary School Principal*, **Clearfield Area Elementary School**, 700 High Level Rd, Clearfield, PA 16830 | 814-765-5511 | [ken.veihdeffer@clearfield.org](mailto:ken.veihdeffer@clearfield.org)

Dr. Lynn R. Hummel, Ed. D, *Associate Professor*, **Department of Instructional Technology, Bloomsburg University**, 204 Sutliff Hall, 400 East 2nd St, Bloomsburg, PA 17815 | 570-389-5308 | [rhummel@bloomu.edu](mailto:rhummel@bloomu.edu)



**Erika K. Barlow**

171 Glen Rape Rd,  
Zelienople, PA 16063

(724) 553 8114

Ek.barlow@hotmail.com

## ABOUT ME

Miss Barlow has a profound love and passion for both teaching and the field of history. Through her 5 years of professional teaching she has developed a student-centered pedagogy that allows students to reach high levels of achievement, as well as develop emotionally, socially, and academically. Her instructional methodology incorporates the use of primary sources, allowing students the ability to develop historical inquiry and analytical skills. Miss Barlow believes in teaching the structure of the discipline or how the past is reconstructed using historical contextualization, evidence, analysis, objectivity (ideally), as well as many other factors. When she is not lesson planning or improving her professional practice, one can find her reading classic literature or running long distance in the park.

# Erika K. Barlow

## Secondary Social Studies Educator

### EXPERIENCE

(2015– present)

#### **SOCIAL STUDIES EDUCATOR**

##### *ST. GREGORY CATHOLIC SCHOOL*

- Experience teaching middle level social studies curriculum to students and implementing Pennsylvania state standards and NCSS standards
- Successfully completed induction program and achieved additional 24 credits to gain Instructional II certification
- Experience teaching students in a completely virtual setting, using Google Meet, Edpuzzle, Nearpod, and Khan Academy
- Experience teaching American history, world history, and geography to middle school aged students.
- Created engaging lesson plans that successfully incorporated multiple disciplines, such as math, science, and art in social studies classroom
- Promoted and enforced a classroom management plan that enabled both a nurturing and safe academic environment
- Developed technological literacy amongst students using Google Chromebooks
- Communicated with parents through both email and ClassDojo updates
- Developed student leadership skills through student council advisement
- Used outside the box methods to increase historical inquiry through the analyzation of primary and secondary sources

(2014 – 2015)

#### **SUBSTITUTE TEACHER**

##### *KELLY EDUCATION*

- Assumed instructional and behavioral responsibilities of K-12 primary teachers
- Adapted quickly to versatile classroom environments and procedures
- Established a positive learning environment and rapport with students
- Communicated effectively with both administration and professional staff
- Ensured the safety of students by researching emergency procedures

## SKILLS

(2014 – 2015)

### WORK

MICROSOFT OFFICE	■	■	■	■	■
WORD	■	■	■	■	■
POWERPOINT	■	■	■	■	■
EXCEL	■	■	■	■	■
GOOGLE SUITE	■	■	■	■	■
CLASSDOJO	■	■	■	■	■
EDPUZZLE	■	■	■	■	■
NEARPOD	■	■	■	■	■

### PERSONAL

COMMUNICATION	■	■	■	■	■
ORGANIZATION	■	■	■	■	■
TEAM PLAYER	■	■	■	■	■
CREATIVITY	■	■	■	■	■
PROBLEM SOLVING	■	■	■	■	■

### TECHNOLOGY

AUDIO VISUAL AIDS	■	■	■	■	■
SMART TECH.	■	■	■	■	■
TELENETWORKING	■	■	■	■	■
DATA ANALYSIS	■	■	■	■	■
WEB DEVELOPMENT	■	■	■	■	■
SOCIAL MEDIA	■	■	■	■	■
DIGITAL GRAPHICS	■	■	■	■	■

### Varsity Track Coach

#### Freedom Area School District

- Thorough knowledge of track and field event procedures
- Created individualized middle and long distance workouts
- Ability to motivate athletes by focusing on individual target goals
- Suggested exercise modifications to athletes to avoid strain and injury
- Built strong professional relationships with both athletes and parents

### Camp Counselor

(Summer 2012-2013)

#### St. Gregory Catholic School

- Created lesson plans on daily curriculum
- Coordinated group activities
- Effectively taught on the proper educational level of youth students
- Used classroom management skills to create a healthy learning environment
- Built strong professional relationships with students and parents

## EDUCATION

### Bachelor of Science

#### Secondary Social Studies Education Indiana University of Pennsylvania

(2010 – 2014)

GPA: 4.0/4.0

*Summa Cum Laude*

### Instructional II Certification

#### Secondary Social Studies Education Beaver Valley Intermediate Unit

(2015 - 2019)

24/24 credits

## HONORS & ACTIVITIES

### HONORS

Dean's List (IUP)	<i>All Semesters Attended</i>
National Society of Leadership and Success (IUP)	<i>February 2012- 2014</i>
Undergraduate Scholar's Forum (IUP)	<i>April 2014</i>
Provost Scholar Award	<i>Fall Semester 2012</i>
Aramark Scholarship	<i>Fall Semester 2013</i>
Butler Times Feature on Community Outreach	<i>Fall 2019</i>
National Geographic Educator (40 hours)	<i>Spring 2020</i>

### ACTIVITIES

Morning Announcement Organizer	<i>August 2015-Present</i>
Newspaper Club Advisor	<i>August 2015-Present</i>
Student Council Advisor	<i>August 2015-Present</i>
Volunteer Outreach Coordinator	<i>August 2015-Present</i>
Social Media Coordinator	<i>August 2015-Present</i>

# NICHOLAS BEEGLE

223 Mount Airy Drive Bedford, PA 15522

Home: 814-977-0615 • Cell: 814-977-0615

nickbeegle2@gmail.com

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## SUMMARY

- Enthusiastic Physical Education and Health Education teacher, passionate about creating a positive educational experience for all students.
- Works to improve school climate so that all students may learn in a fun and positive manner, the interpersonal social skills they need to thrive in all aspects of their lives.

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## HIGHLIGHTS

- Valid and Current Teaching Certification in West Virginia & PA – 06/13 – Current
  - WFA/CPR/AED/WSI Trained and Certified
  - Four years successfully teaching Special Education
  - Taught Sport Education for Chicago Park District
  - Certified Physical Best Health - Fitness Specialist
  - Proficient in FitnessGram and ActivityGram software and application
  - Uses technology integration
- SPARK Curriculum Expertise
- Sport Education Curriculum Expertise
- EdLine and Excel Grade sheet experience
- PAAAPHERD & WVAAPHERD Member Spring 2010 - Current

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## ACCOMPLISHMENTS

Elementary Physical Education:

- Developed units, lesson, and activities that promote the pursuit of lifetime leisure physical activity. Covered eight different sport areas as well as some more non-traditional physical activity into the planning of lessons in order to maximize student involvement and success.

Material Development (Adapted Physical Education):

Created lessons and activities targeting learners with special needs to create an engaging educational experience for all participants. Front-loaded this instruction a week in advance for this class in order for them to have concrete knowledge of the skill and/or activity when these students participated in their general education class's gym class day for the cycle.

Unit Development:

Planned entire units of instruction cohesive with state and national standards. Introduced hands on experiences and some academic integration to ensure total comprehension for all students.

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## EXPERIENCE

### Pine Grove Area Elementary School

Pine Grove, PA

**Long-term Sub** 09/2018 to 06/2019: Implemented Physical Education curriculum for grades K-4 on a six-day rotation during a long-term substitute opportunity.

### Ephrata Area School District

Ephrata, PA

**Long-term Sub** 04/2017 to 06/2017: Implemented Physical Education curriculum for grades 5-8 on a three day rotation during a long-term substitute opportunity.

### Yellow Breeches Educational Center

Annville, PA

**Special Education Teacher** 8/15/13 to Current: Implemented and Executed lessons and activities that engaged students with emotional needs in a full time emotional support program. Used experiential and adventure based education to enhance student learning. Created behavior modification plans and implemented behavioral techniques. Updated an 8-student caseload of I.E.P's planned and attended district I.E.P meetings.

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## EDUCATION

**BACHELOR OF SCIENCE: PHYSICAL EDUCATION TEACHER EDUCATION**

**West Virginia University, Morgantown, WV, USA**

2013



# Michelle Elizabeth Beyer

110 Kreidler Avenue, York, Pa 17402 717-318-2302 michellebeyer11@yahoo.com

## EDUCATION

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**Master of Education, Special Education**, Slippery Rock University, January 2019

**Bachelor of Science, Elementary Education**, York College of Pennsylvania, May 2013

- Dean's List Recipient
- Member of the Senior Honor Society

**Certifications:** PA Instructional II: Elementary Education K-6, Early Childhood Pre-K-4, Art K-12, Special Education PK- 12, English as a Second Language (ESL) Program Specialist PK-12

## TEACHING EXPERIENCE

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**TEACHER, Learning Support (long-term substitute), Dallastown Area High School** *January 2020- June 2020*

- Provided effective instruction and educational support to secondary students in accordance with their Individual Education Plan (IEP)
- Co-taught courses in collaboration with English Department teachers
- Developed, implemented, and revised as necessary an appropriate IEP for each student on assigned caseload
- Maintained compliance for all IEP's and re-evaluations on assigned caseload
- Oversaw the IEP process, including organizing, scheduling, and attending meetings
- Provided specially-designed instruction and assessments per the requirements of the IEP
- Monitored the progress of each student through the collection, organization, and interpretation of data; remediated as necessary to ensure maximum student growth and achievement
- Maintained professional, ongoing communication with parents/guardians
- Developed and maintained positive and supportive relationships with students on the assigned caseload

**TEACHER, Multiple Disabilities Support (MDS), Lincoln Intermediate Unit 12** *September 2017- September 2019*

- Coordinated and provided academic and social instruction to support the educational and physical needs of special education students with multiple disabilities
- Planned curriculum, prepared lessons and instructional materials according to students' achievement levels and in accordance with Individualized Education Programs
- Taught students core content in all subject areas as well as functional life skills
- Provided instruction while utilizing various means of assistive technology and augmentative communication devices
- Implemented positive reinforcement methods to redirect behavior
- Worked collaboratively with therapists and staff to meet the unique needs of each student
- Maintained appropriate assessment data to measure progress and use data to inform instruction
- Maintained frequent communication with parents
- Supervised teacher assistant and PCA to ensure they are following planned activities, hygiene and safety standards

**TEACHER, Pre-K Counts, School District of the City of York** *September 2015 - September 2017*

- Designed, planned and implemented math, reading, writing, science and social skills lessons
- Provided children with learning experiences that promoted their cognitive, social, and emotional development
- Employed assessment tools and research based strategies to facilitate instruction
- Monitored student progress using work sampling portfolios, checklists, and informal assessments
- Prepared and maintained classroom environment using the Early Childhood Environment Rating Scale, ECERS
- Implemented Positive Behavior Interventions and Supports (PBIS) in keeping with district requirements

## TECHNOLOGY SKILLS

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- Skyward
- IEP Writer
- Microsoft Office Suite
- Social Media Tools
- Google Drive
- Zoom
- Electronic Presentation
- Videoconferencing
- Scencastify
- Google Meet
- Google Classroom
- Spreadsheet and Database

## REFERENCES

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Andrew Schneider  
Special Education/ Dallastown Area High School  
717-244-4021 ext.3519  
717-817-4373 (cell)  
Andrew.Schneider@dallastown.net  
Relationship: Co-Worker  
Years known: 6 months

Karen Snyder  
Retired Teacher/ School District of the City of York  
717-586-1710  
ksnyder782@aol.com  
Relationship: Mentor  
Years known: 7

Romy Steinauer  
York City School District/ Community Progress Council  
Pre-K Education Manager  
717-845-3571 ext. 4035  
Steinrom@ycs.k12.pa.us  
Relationship: Former Supervisor  
Years known: 3

Erin Joyce  
Freelance Writer; Community Outreach Volunteer  
717-741-4838  
erinalicia11@hotmail.com  
Relationship: Outreach Volunteer Co-worker  
Years known: 8

# Afton N. Bonser

and5022@yahoo.com  
(570) 269-1500

128 Journey Drive  
Albrightsville, PA 18210

## SUMMARY

Accomplished teacher with experience planning and designing lessons based on state standards. Effectively uses strategies to meet needs of individuals that allow student growth on assessments. Experience leading professional learning community and interdisciplinary groups through excellent communication and organizational skills.

## HIGHLIGHTS

- Data Driven Instruction
- Technology and Computer Literate
- Exceeded Student Growth on Final Exams
- IEP Familiarity with Implementation
- Standards Based Lessons
- Parent Communication
- Classroom Management
- Interdisciplinary Reading Strategies
- Voted Teacher of the Year 2016-2017
- Voted Employee of the Month March 2019
- International Baccalaureate Trained
- Established Entrepreneur Program for Students

## EDUCATION

Pennsylvania State University, The Capital College 2009 B.A. Elementary Education with an endorsement in Early Childhood Education

## EXPERIENCE

### 6<sup>th</sup> Grade Long Term Substitute Teacher

November 2018 – June 2020

#### *Pleasant Valley Intermediate School*

Kunkletown, PA

- Plan and organize curriculum for 6<sup>th</sup> grade Social Studies, Math and Science
- Collaborate with Social Studies teacher to ensure expectations of classroom policies, standards and school procedures were met
- Work in partnership with special education department to guarantee use of individualized education plan
- Work together with my grade level team to plan and implement policies, procedures, celebrations and activities
- Utilize a variety of instruction strategies such as direct instruction, partner work, group discussion, research projects, technology resources and inquiry-based learning
- Established and maintained relationships with parents/guardians using a variety of communication methods such as conferences, phone calls, emails, progress reports, and notes
- Established and maintained a nurturing classroom atmosphere, conducive to learning

### 5<sup>th</sup> and 6<sup>th</sup> Grade Math Summer Camp Teacher

June 2019 – July 2019

#### *Pleasant Valley Elementary School*

Kunkletown, PA

- Plan and organize math remediation for fifth and sixth grade students
- Use a variety of instructional strategies to ensure engagement, understanding and retention of information
- Communicate with colleagues to ensure planning, organization and success of themed activities
- Establish and maintain a nurturing classroom atmosphere, conducive to learning

- Establish and maintain relationships with parents/guardians to ensure student needs are met, as well as an enjoyable and successful completion of the program

**6<sup>th</sup> Grade Math/Science Teacher**  
**Albemarle Road Middle School**

**August 2011 – November 2018**  
**Charlotte, NC**

- Planned and organized curriculum for 6<sup>th</sup> grade Math and Science
- Collaborated with my Professional Learning Community (math and science team) to plan lessons and activities to best meet the needs of our students and teach Common Core or State Standards
- Used data to plan next steps for classroom instruction, small groups, and individual remediation or enrichment to ensure students reach mastery or growth goals
- Collaborated with my grade level team to plan and implement policies, procedures, celebrations and activities
- Used a variety of instruction strategies such as direct instruction, hands-on activities, partner work, group discussion, labs, and inquiry-based learning
- Established and maintained relationships with parents/guardians using a variety of communication methods such as conferences, phone calls, emails, progress reports, notes, and Remind101
- Established and maintained a nurturing classroom atmosphere, conducive to learning
- Various leadership positions, such as Department Chair, PLC Lead, Interdisciplinary Team Lead and Mentor

**CERTIFICATIONS**

**Pennsylvania Professional Certificate - Instructional I**  
 Elementary Education and Birth through Kindergarten

**North Carolina Continuing/Standard Professional II**  
 Highly Qualified in Elementary Education and Birth through Kindergarten

**REFERENCES**

**Todd Breiner**

Principal  
 Pleasant Valley Intermediate School  
 477 Polk Township Road  
 Kunkletown, PA 18058  
 (570) 402 – 1000 ext. 3003

**Toni Perry**

Principal  
 Albemarle Road Middle School  
 6900 Democracy Drive  
 Charlotte, NC 28212  
 (704) 258 - 8478

**Kendal Askins**

Assistant Principal  
 Pleasant Valley Intermediate School  
 477 Polk Township Road  
 Kunkletown, PA 18058  
 (570) 402 – 1000 ext. 3018

**Matthew Adelman**

Assistant Principal  
 Albemarle Road Middle School  
 6900 Democracy Drive  
 Charlotte, NC 28212  
 (704) 603 – 1918

**Kimberly Hazel**

Assistant Principal  
 Albemarle Road Middle School  
 6900 Democracy Drive  
 Charlotte, NC 28212  
 (704) 763 – 5793

# Cynthia L. Brez

220 Willow Drive  
Jefferson Township, PA 18436  
(570) 689-7399 or (570) 445-6325  
[cbrez@m.marywood.edu](mailto:cbrez@m.marywood.edu)

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## OBJECTIVE

To obtain a position as an elementary teacher

## EDUCATION

Marywood University, Scranton, PA  
Masters of Arts in Elementary Teaching, May 2013  
Certification in Elementary Education K-6, January 2013  
GPA 3.859/4.0

University of Scranton, Scranton, PA  
M.B.A., Concentration in Accounting, 1997  
GPA 3.47/4.00

Pennsylvania State University, State College, PA  
B.S., Finance, Minor in Economics, 1992  
GPA 3.5/4.0

## PROFESSIONAL EXPERIENCE

**Student Teacher**, 4<sup>th</sup> Grade

Fall 2012

- Instructed 20+ students utilizing Promethean board technology
- Taught science through FOSS program as a co-teaching experience
- Implemented differentiated lessons for all students
- Completed a Teacher Work Sample according to NCATE-National Council for the Accreditation of Teacher Education

**Student Teacher**, 3<sup>rd</sup> Grade

Fall 2012

- Used research-based methods and strategies for improvement of students' literacy skills
- Integrated math and reading with social studies lessons
- Focused on the Common Core English standards for use in creative and informational writing

**Field Experience**, 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> Grade

Spring 2011- Spring 2012

- Completed 106 hours
- Implemented lessons focused on writing for different purposes
- Assisted and observed cooperating teacher
- Tutored ELLs and students with learning disabilities in math and reading

**Shine Afterschool STEM program**, teacher for 1<sup>st</sup> - 4<sup>th</sup> grade September 2019-present

**Educational Testing Services**, rater for SAT writing, ELPAC September 2016- present

**Substitute Teacher**, K-12, Special Education October 2009 - present

**Teacher Aide**, Pre-K, Little Acres, Mount Cobb, PA May 2009 - September 2009

**Economics Teacher**, Lackawanna College, Scranton, PA February 2001- May 2001  
•Adjunct teacher for Macroeconomics and Microeconomics for professor on family medical leave

**Math tutor**, Pennsylvania State University, Dunmore, PA Fall 1989

### **ADDITIONAL EXPERIENCE**

Gymboree, Scranton, PA July 2012 – July 2013  
**Sales associate**

La Tonalteca, Dickson City, PA June 2010 -March 2011  
**Waitress/hostess**

The Drapery Shop, Clarks Summit, PA January 2006 - present  
**Window treatment installer**

CIGNA Healthcare, Scranton, PA October 2001 - January 2003  
**Medical Claims Examiner**

McGregor Industries, Dunmore, PA January 2001 - February 2001  
**Accounts Payable Associate**  
•Temporary position to handle accounts payable for employee on maternity leave

Prudential Investments, Scranton, PA February 1994 -2000  
**Senior Account Executive**  
•Assisted client inquiry and beneficiary benefit payments of 401 (k) savings plan  
•Passed Series 6 and Series 7 License Exam needed to service Self Directed Brokerage customers

**Senior Claims Examiner**  
•Responsible for the supervision and review of retirement plan administration  
•Utilized internal database to prepare reports for senior management

New York Life Insurance, Scranton, PA 1993-1994  
**Field Agent**

•Sold life insurance policies to individuals and organizations  
Mutual of New York, Clarks Summit, PA 1992-1993  
**Field Agent Assistant**

### **RELATED EXPERIENCE**

**Teacher**, 5<sup>th</sup> Grade CCD teacher, St. Eulalia's, Elmhurst, PA Spring 2011 - 2018  
**PTA Treasurer**, Jefferson Elementary School, Jefferson Township, PA 2009 - 2011  
**Member Keystone State Reading Association** 2013 - present  
**Member of Kappa Delta Pi**, International Honor Society in Education 2012 - present  
**Member of Beta Gamma Sigma**, National Honor Society in Business 1994 - present

### **COMPUTER EXPERIENCE**

**Excel, Microsoft Word, PowerPoint presentations, Promethean and SMART Board technology**

**Kathryn Bubb**  
**Elementary Special Education Teacher (14)**

121 Twin Oaks Drive  
Sarver, PA 16055  
[kgal0711@gmail.com](mailto:kgal0711@gmail.com)  
(724) 316-9931

**PERSONAL INFORMATION**

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**General Information**

How did you learn about this position? **Employee Referral**

**Contact Information**

First Name	<b>Kathryn</b>	Middle Name	
Last Name	<b>Bubb</b>	Other Name	
Email	<b>kgal0711@gmail.com</b>	Have you worked here before?	<b>No</b>
Primary Phone	<b>7243169931</b>	Mobile Phone	<b>7243169931</b>

**Address**

Street	<b>121 Twin Oaks Drive</b>	City	<b>Sarver</b>
State	<b>Pennsylvania</b>	Zip Code/Postal Code	<b>16055</b>

**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.

Gender	<b>Female</b>	Ethnicity	<b>Not Hispanic/Latino</b>
Ethnicity	<b>White</b>		

**BACKGROUND INFORMATION**

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**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	<b>SLIPPERY ROCK UNIVERSITY</b>
City	Slippery Rock	State	<b>Pennsylvania</b>
Degree	Bachelor of Science	GPA	<b>3.5</b>

**Graduate Institution #1**

Name of School	<b>SLIPPERY ROCK UNIVERSITY</b>	City/State	<b>Slippery Rock, PA</b>
GPA	<b>3.6</b>	Semester Hours Credit	
Degree	<b>Master of Science</b>		

**Major/Course of Study**

Undergraduate	<b>Elementary K-6, Special Education N-12</b>	Master's	<b>Special Education- Autism Emphasis</b>
Specialist's Publications		Doctorate Activities/Honors	

**JOB SKILLS**

**Activities**

List activities you are willing to sponsor

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

**Certification Information/Professional Certificate #1**

Certification Area	<b>Elementary Education K-6</b>	Certification Area Type	<b>Licensed</b>
Grade Level		Expiration Date	<b>NA</b>

**Certification Information/Professional Certificate #2**

Certification Area	<b>Special Education PK-12</b>	Certification Area Type	<b>Licensed</b>
Grade Level		Expiration Date	<b>NA</b>



**Certification Information/Professional Certificate #3**

<i>Certification Area</i>	<i>Certification Area</i>
	<i>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.

**Samantha Generalovich**

<i>Title</i>	<b>Education Director</b>	<i>Relationship</i>	<b>Supervisor</b>
<i>Address</i>	<b>255 N Negley Ave</b>	<i>City</i>	<b>Pittsburgh</b>
<i>State</i>	<b>Pennsylvania</b>	<i>Zip</i>	<b>15206</b>
<i>Email</i>	<b>sgeneralovich@thewatsoninstitute-fa.org</b>	<i>Phone</i>	<b>4123653800</b>
<i>From</i>	<b>09/2012</b>	<i>To</i>	<b>present</b>

**Sarah Leader**

<i>Title</i>	<b>Education Liasion</b>	<i>Relationship</i>	<b>Colleague</b>
<i>Address</i>	<b>255 N Negley Ave</b>	<i>City</i>	<b>Pittsburgh</b>
<i>State</i>	<b>Pennsylvania</b>	<i>Zip</i>	<b>15206</b>
<i>Email</i>	<b>sleader@thewatsoninstitute-fa.org</b>	<i>Phone</i>	<b>4123653800</b>
<i>From</i>	<b>09/2012</b>	<i>To</i>	<b>present</b>

**Renee Smyda**

<i>Title</i>	<b>Speech Pathologist</b>	<i>Relationship</i>	<b>Colleague</b>
<i>Address</i>	<b>255 N Negley Ave</b>	<i>City</i>	<b>Pittsburgh</b>
<i>State</i>	<b>Pennsylvania</b>	<i>Zip</i>	<b>15206</b>
<i>Email</i>	<b>rsmyda@thewatsoninstitute-fa.org</b>	<i>Phone</i>	<b>4123653800</b>
<i>From</i>	<b>09/2013</b>	<i>To</i>	<b>present</b>

**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>	<b>Supervisor</b>	<i>Salary</i>	<b>54900</b>
<i>Name of Employer</i>	<b>The Watson Institute-Friendship Academy</b>	<i>Employer's Address</i>	<b>255 N Negley Ave</b>
<i>Employer's City</i>	<b>Pittsburgh</b>	<i>Employer's State</i>	<b>Pennsylvania</b>
<i>Employer's Zip Code/Postal Code</i>	<b>15206</b>	<i>Start Date</i>	<b>08/20/2012</b>
<i>Supervisor Name</i>	<b>Samantha Generalovich</b>	<i>Supervisor Phone Number</i>	<b>4123653800</b>
<i>Supervisor Email</i>	<b>sgeneralovich@thewatsoninstitute-fa.org</b>		

*Duties and Responsibilities*

**Supervise 20 employees (teachers, therapists, aides), Provide leadership to Special Education students in grades K-5, review lesson plans, attend IEP meetings and medical management meetings- providing input when needed, aiding staff in implementing behavior plans, progress monitoring, etc., communicating with special education parents and guardians, day to day operations needed of a supervisor**

Reasons for Leaving **Considering leaving to try something new**  
May we Contact this **No**  
Employer

**Work Experience #1**

Employer  
Employed from (mm/yyyy)  
Employed to (mm/yyyy)  
Title  
Reason For Leaving  
Address **255 N Negley Ave**  
Supervisor Name  
Phone Number **4123653800**  
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**

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**Attachments**

Resume [Bubb Resume.docx](#)  
Cover Letter [BUBB Cover Letter.docx](#)

**DISCLAIMERS AND AFFIRMATION**

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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*     **Affirm**  
*above*

*Initials*                     **KB**

*Affirmation Date*         **08/17/2020**

# Kathryn Ann Bubb

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121 Twin Oaks Drive, Sarver, PA 16055  
(Cell) 724-316-9931  
Kgal0711@gmail.com

## **CERTIFICATIONS**

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- Master's in Special Education- Autism Emphasis
- Elementary Education K-6
- Special Education K-12
- Middle School Math

## **EDUCATION**

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**SLIPPERY ROCK UNIVERSITY**, Slippy Rock, PA Spring 2012-May 2013  
Graduate School: Master's in Special Education with an emphasis in Autism

**SLIPPERY ROCK UNIVERSITY**, Slippy Rock, PA Fall 2009 – Dec. 2011  
Undergraduate: Special Education and Elementary Education Program; Maintained a 3.7 GPA  
Bachelor of Science in Elementary Education and Bachelor of Science in Special Education

**BUTLER COUNTY COMMUNITY COLLEGE**, Butler, PA Spring 2008 - Spring 2009  
Early Childhood/Elementary Education Program; Maintained a 4.0 GPA

**WASHINGTON AND JEFFERSON COLLEGE**, Washington, PA Fall 2007  
Education Program

**KNOCH HIGH SCHOOL**, Saxonburg, PA Graduation Year of 2007

## **PROFESSIONAL PREPARATION**

---

**PROGRAM SUPERVISOR, FRIENDSHIP ACADEMY**, Pittsburgh, PA *September 2018-Present*

- Leadership responsibility for the education/milieu teams for oversight and supervision in the day-to-day operations of the program
- Responsible for the day-to-day operations of one of the Learning Communities
- Directly supervise the classroom/milieu and ancillary staff individually
- Maintain familiarity with the laws and regulations governing special education and partial hospital programs
- In conjunction with the Clinical Coordinator and Education Director, facilitate the integration of educational and mental health programming for students, based on each student's IEP and mental health treatment plan
- Ensure students' Individualized Education Plan (IEP) are developed and implemented
- Mentor newly hired classroom/milieu staff concerning knowledge and acquisition of skills specific to the responsibilities of their job assignment
- Oversee defined aspects of mental health programming (group documentation)
- Address disciplinary or crisis situations within the Learning Community
- In conjunction with the Directors, plan and conduct professional development for program staff that reflects best practices

- Perform other duties pertinent to the job as directed by the Education or Clinical Director

**SPECIAL EDUCATION TEACHER, FRIENDSHIP ACADEMY, Pittsburgh, PA August 2012-2018**

- Teach 4<sup>th</sup>-9th grade students (with severe emotional, behavioral, and learning disabilities)
- Perform all duties needed to run a successful classroom (i.e. lesson plans, classroom management)
- Work with a Classroom therapist and social worker daily
- Work with Direct Instruction Curriculum
- Work with Grade Quick, Edline, IEP writer, AIMsWeb, READ 180 Program, CHAMPS, Sanctuary SELF Model
- Trained in Crisis Management
- Work with a school-wide Positive Behavior Support Plan
- Administered PSSA Tests
- Implement Classroom Management Techniques (Homeworkopoly), Individual Student rewards and contracts, and Room Contingencies

**LONG TERM SUBSTITUTE, CLEARFIELD ELEMENTARY, Fenelton, PA February -May 2012**

- Performed all duties needed to run a successful classroom (i.e. lesson plans, classroom management, grandparents day, communicated with parents weekly)
- Worked with Grade Quick software and Edline
- Administer PSSA tests

**STUDENT TEACHER, MERIDIAN ELEMENTARY, Butler, PA October 2011-Present**

**STUDENT TEACHER, CLEARFIELD ELEMENTARY, Fenelton, PA August 2011-October 2011**

**FIELD TEACHER, NEW CASTLE JUNIOR/SENIOR HIGH SCHOOL, New Castle, PA April 2011**

**FIELD TEACHER, CLEARFIELD ELEMENTARY, Butler, PA December 2010**

**RELATED EXPERIENCES**

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- Slippery Rock Middle School Tutor
- Attended Autism Awareness Conference 2011, Attended Autism 101 with Rebecca Moyes, October, 2011
- Summer tutor/babysitter for 3 Elementary age boys
- Experience with IEP Writer, Edline, AIMsWEB, PBSP, Grade Quick, CREDIBLE, PBSP, FBAs

**ADDITIONAL EXPERIENCES**

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Various part-time jobs were held as I worked my way through school. While working a maximum of 25 hours per week, a 3.7 GPA was maintained for undergraduate degree. Maintained a 3.9 GPA during graduate school while working full-time.

**HONORS AND AWARDS**

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Dean's List 2012

Dean's List 2011

Dean's List 2010

Dean's List 2009

PHI THETA KAPPA

Dean's List 2008

**REFERENCES:** Available upon request.

**NOTE:** Please feel free to contact me at either of the above phone numbers or e-mail address.

Jenna Chapman

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**Work  
Experience**

February 2018 to Current

Wayne County Children and Youth Services Honesdale, Pennsylvania

**Intake Caseworker/Ongoing Caseworker**

- Job duties: working with children and families providing services to help keep the families as a family unit, or in some cases to help reunify the families. I visit homes weekly, bi-weekly, or monthly depending on their level of risk. In some cases, when children are unsafe, I remove them from the home and place them either with kin or in foster care. I am responsible for testifying at court about my cases as well as preparing all documentation for this. Other responsibilities in my job include: Noting all phone calls, collateral contacts, and home visits in dictation. Visiting my homes and families according to their level of risk. Referring service providers that may be able to help the families. Being able to determine if a child is safe in a home. Helping families find jobs, get food, and get to appointments, and be a support for families. I am required to work my normal hours as well as on-call hours.

September 2013 to June 2017

Western Wayne School District Lake Ariel, Pennsylvania

Wayne Highlands School District Honesdale, Pennsylvania

**Substitute Teacher**

- Job duties: be on call to teach for teachers unable to be in their classroom, follow teachers given plans, management, rules, and routines, ensure safety and wellbeing of students, be flexible and reliable.

June 2014 to August 2014 Dyberry Day Camp Honesdale, Pennsylvania

**Head Camp Counselor**

- Job duties: caring for children with special needs, directing junior counselors in what each child may need specifically, ensuring safety of children, knowing children and their abilities, needs, and how to handle any specific behaviors they may exhibit, planning activities for children, working with Therapeutic Support Staff and Nurses that are with children, and having fun with the children!

December 2011 to December 2012 Beach Lake Free Methodist Child Care Center  
Beach Lake, Pennsylvania

**Preschool Teacher and Group Supervisor**

- Job duties: managing a classroom, educating students in preparation for kindergarten, working with special needs children, evaluating academic progress, maintaining parent relationships, record keeping for each child that included academic evaluations, meal records, and attendance records.

April 2011 to December 2012 The Central House Beach Lake, Pennsylvania

**Waitress and bartender**

- Job duties: waiting on customers, setting up for events, cleaning, prepping food, serving, and working as a team.

May 2010 to August 2010 YMCA Day Camp Honesdale, Pennsylvania

**Senior Camp Counselor**

- Job duties: directing activities for children, managing behaviors, child safety, following a daily schedule of activities, and directing junior counselors.

August 2007 to May 2010 The Dime Bank Honesdale, Pennsylvania

**Teller**

- Job duties: receiving and paying out money, working with checking, savings, loan, and other accounts, balancing drawers and cash machines daily, checking proper identification of customers when needed, identifying counterfeit money, and taking classes and training to always ensure to further education of products and new technology within the bank.

**Education**

**High School Diploma** June 2006 Honesdale High School

**Bachelor's Degree in Elementary Education** December 2011 Keystone College

**Awards**

Phi Theta Kappa

**Received**

Magna Cum Laude

**Special Skills**

Basic Sign Language Skills ASL (Class at The Scranton School for the Deaf and Hard of Hearing)

# William B. Closson, M.S.Ed., COMS

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230 Burning Oaks Drive • North Huntingdon, PA 15642 • 412-491-1612 • williambclosson@gmail.com

## 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

**Corinne D'Onofrio**  
1101 Trewellyn Avenue  
Penllyn, Pennsylvania 19422

978-886-2930

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**EDUCATION**

Lesley University  
M.Ed. in Art Education May 2007

University of New Hampshire  
B.S. in Child-Family Services

**CERTIFICATION**

Pennsylvania Professional Instructional I License,  
Art PK-12, 2019

Massachusetts State Professional Certification #417871  
*Visual Art Education, K – Grade 8*

**K – 8<sup>th</sup>  
EDUCATION  
EXPERIENCE**

**Guilmette Elementary School, Lawrence, MA  
2008 –Present**

*Visual Arts Specialist, Grades 1 - 4*

- Plan, develop and implement innovative art curriculum and learning experiences that complement interdisciplinary and multicultural learning with academic disciplines. Curriculum aligns with the MA State Curriculum Standards.
- Establish and maintain efficient classroom management and procedures to attain a safe environment. Restorative Justice practices as a school community.
- Create a positive and achievement oriented learning environment. Adhere to SIOP model to assist ELL students in advancing in academic content and language skills.
- Collaborate with Arts Specialists to plan and produce a school Winter and Spring Arts Showcase. Student art presentations, as well as stage set design.
- Coordinate museum trips to Museum of Fine Arts in Boston.

## Corinne D'Onofrio, Resume Continued

- Awarded multiple Massachusetts Cultural Council STARS Grants for yearly school murals 2013-2017. Collaboration with mural artist, David Fichter.
- Awarded Sontag Prize in Urban Education. Lead art classes as part of the LPS Acceleration Academy, a program designed to provide targeted small group support for students. February vacation 2014-2020.
- 3<sup>rd</sup> grade student winner of City Year Art Contest. Student artwork published. 2012.
- Lawrence Rotary nomination for *Rising Star* 2010.
- Student art exhibitions include Winter and Spring School concerts, LPS website Art Student of the Week, LPS District Art Show, *Appleseed Magazine*, Merrimack River Watershed website, NAEA state exhibition, MABA Annual Southern New England Dual Language Conference in Rhode Island, MA YAM student exhibit, and Escuela De Teatro Infantil yearly art contest.
- Raised funds on Donorschoose.org in order to have Japanese weaver, Mihoko Wakabyashi weave banners with 3<sup>rd</sup> and 4<sup>th</sup> graders 2016.
- Post School happenings and events on LPS Website.
- Guilmette After School Art Program for grade 4 to explore independent work and visions.
- Collaboration with district art teachers for yearly auction to raise funds for local charities in the city of Lawrence.
- Technology Skills: Microsoft Suite, Google Classrooms, Zoom, Instagram Art Page, Post announcements on School LPS website

**B.R.I.D.G.E. Program, David J. McHugh Alternative  
Middle School, Lowell, MA                      2007 – 2008**  
*Resident Artist/Art Teacher*

## **Corinne D'Onofrio, Resume Continued**

- Planned and implemented a comprehensive arts program aligned with MA State Standards.
- Collaborated with director and middle school team in integrating life/social skills strategies across the school's curriculum and human service components.
- Planned, implemented and transported students to after school art program with explorations in various media.
- "Toys and Games More Than Amusement" Student art exhibit of puzzles depicted the novel, The Rag and Bone Shop at the Revolving Museum in Lowell, MA

### **Our Lady of Good Counsel School, Lawrence, MA 2005 – 2008**

*Art Teacher, Grades K – 8*

- 8<sup>th</sup> grade winner of the NAEA Youth Art Month flag design.

### **PROFESSIONAL DEVELOPMENT:**

*Child Behavior Disorders, LaVerne University (2019)*

*Frida Kahlo: Pain & Passion, , LaVerne University (2018)*

*Loosen Your Grip: Exploring and Making Abstract Art, Framingham State (2017)*

*Understanding Academic Language to Improve Content Area Instruction for ELLS, Westfield State University (2017)*

*Picasso: Creator of Modern Art, LaVerne University (2016)*

*Bridging the Culture and Poverty Gap in Education, LaVerne University (2015)*

*Teaching the Latino Student, LaVerne University (2014)*

*Understanding Modern Art, LaVerne University (2013)*

## **PROFESSIONAL DEVELOPMENT: continued**

*Creating Positive Learning Environments: Part I*, FOCUS Academy (2013)

*Teaching and Learning with Digital Media*, Lesley University (2012)

*Current Research and Practice In Differentiated Instruction and Standards Based Teaching*, FOCUS Academy (2012)

*Web Design*, Salem State University (2012)

*Inspired by Women Artists Part 1*, Framingham State College (2012)

*Drawing*, Salem State University (2011)

*Assessment: Practical Strategies for Powerful Learning*, Salem State University (2011)

*Cultural Diversity in Artistic Expression*, Salem State University (2011)

*Using Technology to Meet the Needs of Visual Learners*, Salem State University (2010)

*Painting*, Salem State University (2009)

*Asserting Classroom Management Skills*, Endicott College (2009)

# MELISSA DUSOVIC

433 Travis Drive  
East Stroudsburg, PA 18302  
(570)460-8804 E-mail: dusovic1@gmail.com



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## EDUCATIONAL AND CERTIFICATIONS:

**Instructional II Certificate in PA Early Childhood N-6**

**Permanent NYS license Early Childhood/Elementary Education N-6**

**Obtained Masters Early Childhood and Elementary Education and NYS Permanent certification - Pre K, Kindergarten & Grades 1-6** - New York University, New York

**Obtained AMS Certification – Early Childhood (3-6)** - West Side Montessori School, New York

**Obtained BA in Liberal Arts** - The New School for Social Research, New York

**Obtained Associate in Applied Science degree Business Administration / Customer Relations:** The Berkeley School, New York

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## PROFESSIONAL BACKGROUND:

Notre Dame School System

2007 – 2011 Notre Dame Elementary School, East Stroudsburg, PA 18301 (570) 421 - 3651

2011 – present Monsignor McHugh School, Cresco, PA 18326 (570) 595 - 6374

### Teacher

- Planning curriculum according to the Pennsylvania Common Core Standards and carrying out the daily activities. Individualize the children's progress to help make them eligible for upper grade.
- Provide an environment that is hands on, allowing a child to explore and become a part of their learning process through various teaching approaches.
- Assess student performance through anecdotal records, student – teacher conferences, Peer evaluating, check lists and student portfolios.
- Instructing all academic subject areas to classroom of up to 33 Pre K, K, 1<sup>st</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade students.
- Established positive relationships with students, parents, fellow teachers and school administrators/staff.
- Works well with the IU20 to help students receive and grow with assistance early childhood intervention.

1997- 2003 West Side Montessori School, New York (212) 662-8000

### Head Teacher

- Started as an intern and left as a head teacher
- Planning and designing a curriculum
- Used kinaesthetic, visual, and auditory approach to make lessons interesting and interactive; utilized various mediums, modeling, and organized student –led group sharing
- Actively engaged students in the learning process through the use of diverse manipulatives; used literature, guest speakers, movies, arts, songs to encourage participation and allow students to take ownership of their learning.
- Enhance student's academic and social growth by using varied teaching strategies and techniques. Whole group, individual and small group, and teacher modeling to provide a solid academic foundation and positive attitude towards education
- Foster a sense of curiosity and a deeper understanding of varied subjects using thematic units within Math, Reading, Science, and Social Studies; developed themes on rainbows, Antarctica, penguins, plants, holidays, books, and authors.

**Katherine E. Eccleston**  
9215 WoodenBridge Road  
Philadelphia, PA 19114  
215-698-0616 (Home)    215-208-3645 (Cell)  
E-mail: [keccleston3@yahoo.com](mailto:keccleston3@yahoo.com)

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EDUCATION

<b>University Of Phoenix</b> Education with a focus in Curriculum and Instruction (MAEDCI Program)	<i>August 2002 to May 2004</i> Graduation Date: May 2004 Degree Received: Masters of Education
<b>The College of New Jersey (formerly Trenton State College)</b> Ewing, NJ Professional Major: Elementary Education Academic Major: History	<i>Fall 1995 to Spring 1999</i> Graduation Date: May 14, 1999 Degree Received: Bachelor of Science

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PROFESSIONAL EXPERIENCE

<b>Elementary Teacher – Kindergarten, 6<sup>th</sup> grade, and Technology (K-8)</b> St. Dominic School, Philadelphia, PA Handled all classroom responsibilities. Prepared and presented lessons for all subjects.	<i>August 2015 to March 2020</i>
<b>Preschool Teacher</b> Northampton Township Preschool Potpourri Lead teacher for the 4 year old class on Mon., Wed., & Fri. Lead teacher for the 3 year old class on Tues. & Thurs. Handled all classroom responsibilities. Prepared and presented lessons for all subjects.	<i>August 2013 to June 2015</i>
<b>ComputerTots Teacher</b> Computer Explorers Main Office, Exton, PA Traveled to various preschools and Kindergartens to teach computer classes Incorporated learning skills and goals into technology lessons Communicated with each child's teacher and parent about their progress	<i>August 2012 to June 2013</i>
<b>Substitute Teacher - various grade levels</b> *Bristol Township School District, Levittown, PA 2013 *Northwood Academy Charter School, Philadelphia, PA *St. Dominic School, Philadelphia, PA *Neshaminy School District, Langhorne, PA *Bensalem School District, Bensalem, PA	<i>October 2010 to June</i>
<b>Elementary Teacher - grade 3</b> Holy Trinity School, Morrisville, PA Handled all classroom responsibilities. Prepared and presented lessons for all subjects. Prepared students for receiving First Holy Communion. Ran several school-wide fundraisers. Organized a collection of items for soldiers serving in Iraq/Afghanistan	<i>September 2000 to August 2010</i>
<b>Social Studies Curriculum Coordinator</b> Holy Trinity School, Morrisville, PA 19067 Met with teachers from grades K to 8 twice a year Presented new information regarding the social studies curriculum Supervised the previewing of textbooks and supplemental materials	<i>September 2000 to August 2010</i>

**Elementary Teacher- grade 5**

*1999 - 2000 school year*

Mother of Divine Grace School, Philadelphia, PA

Handled all classroom responsibilities.

Prepared and presented lessons for all subjects.

Co-planned Confirmation with 6th grade and taught Confirmation candidates.

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TEACHER CERTIFICATION

**Commonwealth of Pennsylvania**

**Professional Certificate**

Type: Instructional II

Area: Elementary K-6

Effective Date: March 2004

**State of New Jersey**

**Certificate of Eligibility with Advanced Standing**

Elementary School Teacher

Issue Date: June 1999

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CERTIFICATIONS

**Fire Safety Training**

training provided by local fire authorities in accordance with PA regulations.

*February 1999*

**CPR Certified**

*April 2018*

**First Aid Certified**

*April 2018*

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REFERENCES

Carin Vena; Teacher

St. Dominic School, Philadelphia, PA

cell: 215-696-5310

Carol Cox; Teacher

St. Dominic School, Philadelphia, PA

cell: 215-499-1103

Dominic McAllister; Teacher

St. Dominic School, Philadelphia, PA

cell: 267-506-5804

Mary Ann Beck; Teacher

Northampton Twp. Preschool Potpourri

cell: 267-229-7413

Marilyn Quattrone; Teacher

Holy Trinity School, Morrisville, PA

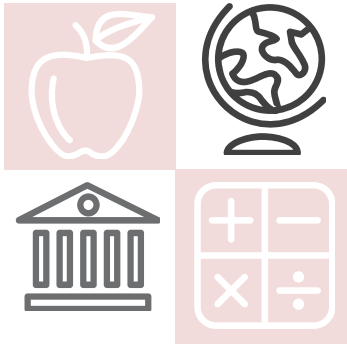
home: 215-579-9507

Suzanne Weckenman; Teacher

Northampton Twp. Preschool Potpourri

cell: 215-290-2543





# Jennifer Efinger

ELEMENTARY SCHOOL EDUCATOR

## Profile

- Current Behavioral Health Associate at Lancaster Behavioral Health.
- Enthusiastic educator who continues to expand her knowledge to better serve and teach students to the level they need.

Key skills include:

- Patience
- Student Advocacy
- Bilingual – English and Spanish
- Team building

## Professional Experience

### BEHAVIORAL HEALTH ASSOCIATE – LANCASTER BEHAVIORAL HEALTH

June 2019 – Present | LANCASTER, PA

- Responsible for working with patients in dysregulated and regulated states on an adolescent unit in an inpatient psychiatric facility.
- Responsible for providing social/coping skills instruction.
- Responsible for maintaining structure with patients on and off unit
- Responsible for facilitating peer interactions between patients as needed.

### PARAEDUCATOR – MANHEIM TOWNSHIP SCHOOL DISTRICT

AUG. 2018 – June 2019 | LANCASTER, PA

- Responsible for working with learning support students from kindergarten through 4<sup>th</sup> grade. Assisted in implementing student's IEPs and behavior plans, providing social skills, and creating a growth mindset classroom.

Curriculum used:

- Foundations
- My Math

### INTERMEDIATE SCHOOL TEACHER - LANDIS RUN INTERMEDIATE SCHOOL


NOV. 2016 - MAY 2017 | LANCASTER, PA

Short term substitute 6<sup>th</sup> grade

- Responsible for creating and implementing lessons plans for 6<sup>th</sup> grade ELA and Social Studies, as well as observing and collecting data to create report cards. Assisted in implementing student IEPs and creating lesson plans that fit their different needs.

Curriculum used:

- School Designed ELA
- Harcourt Social studies

 717.368.6998

 Jefinger524@gmail.com

 119 Oxford Drive  
Lititz, PA 17543

Jenniferefinger.weebly.com

## CERTIFICATION

STATE OF PENNSYLVANIA

- PreK – 4 Instructional 1
- Grades 5 – 6 Instructional 1

## EDUCATION

MASTER'S IN EDUCATION –  
TEACHING AND LEARNING

Lock Haven University of PA  
Lock Haven, PA | August 2018

BACHELOR OF SCIENCE IN  
EDUCATION

Lock Haven University of PA  
Lock Haven, PA | December  
2015

ALL REQUIREMENTS MET FOR BA  
IN FOREIGN LANGUAGE -  
SPANISH

Lock Haven University of PA  
Lock Haven, PA | December  
2015

## SKILLS

- PROFICIENT IN MICROSOFT OFFICE.
- EXPERIENCE WITH VARIOUS WEB-BASED EDUCATION TOOLS AND APPS.
- EXPERIENCED WITH WEB-BASED COLLABORATIVE TOOLS.
- EXPERIENCED IN THE HYBRID MODEL OF TEACHING IN ELA.
- BILINGUAL – SPANISH AND ENGLISH.
- EXPERIENCED IN USING DIFFERENT TYPES OF TECHNOLOGY IN THE CLASSROOM.
- TRAINED IN DIBLES
- EXPERIENCED IN HOLDING GUIDED READING GROUPS AS WELL AS ASSESSING FOR GUIDED READING GROUPS
- TRAINED IN HANDLE WITH CARE AND CPR

## REFERENCES

Sharon Schaefer  
Director of Elementary  
Curriculum and development  
Manheim Township  
P: 717.569.8231  
E: SchaeferSh@mtwp.net

Joshua Stehman  
Classroom Teacher  
Brecht Elementary  
P: 717.291.1733  
E: StehmaJo@mtwp.net

Dana Thomas  
Registered Nurse – Nurse  
educator  
Lancaster Behavioral Health  
P: 717.333.2296  
E: Dana.Thomas@lbhh.org

# Professional Experience

## INTERMEDIATE SCHOOL TEACHER - LANDIS RUN INTERMEDIATE SCHOOL

NOV. 2016 - MAY 2017 | LANCASTER, PA

Long term substitute 5<sup>th</sup> grade,

- Responsible for creating and implementing lessons plans for 5<sup>th</sup> grade ELA, Math, and Science, as well as observing and collecting data for parent teacher conferences and to create report cards. Participated in several IEP and 504 plan meetings to help students excel in school. Proctored both ELA and Math PSSAs. Assisted in implementing student IEPs and working with individual students to develop skills at their ability level.

Curriculum used:

- School Designed ELA
- My Math
- Foss Science Kits

## 4<sup>TH</sup> GRADE STUDENT TEACHER - LIBERTY-CURTIN ELEMENTARY

AUG. 2015 - OCT 2015 | Blanchard, PA

- Responsible for teaching all subject matters in a 4<sup>th</sup> grade classroom. Implemented lessons in both a small group and whole class setting to meet the needs of each individual student. Helped observe and collect data to assist with report card creation.

Curriculum used:

- Benchmark Literacy
- Envision Math
- Teacher designed science and social studies lessons.

## KINDERGARTEN TEACHER - AVIS ELEMENTARY

OCT. 2015 – DEC. 2015 | AVIS, PA

- Responsible for teaching all subject matters in a kindergarten classroom. Implemented lessons in both a small group and whole class setting to meet the needs of each individual student. Helped observe and collect data to assist with report card creation.

Curriculum used:

- Everyday Math
- Treasures.

# Other Related Experience

## SYLVAN TUTORING CENTER

AUG. 2018 - PRESENT | LANCASTER, PA

- Working with a variety of students from 2-12<sup>th</sup> grade on various subject matters

## PRIVATE TUTOR

June 2016 - PRESENT | LANCASTER, PA

- Reviewing and working on assignments for 3<sup>rd</sup> and 4<sup>th</sup> grade math, science, social studies, and ELA, as well as High School Honors Algebra 2.

## SUBSTITUTE TEACHER – THE SUBSTITUTE TEACHER SERVICE

FEB. 2016 – AUG. 2018 | LANCASTER, PA

- Worked in various grades and buildings. Followed the lesson plans left for me by the classroom teacher, as well as being able to modify them as needed when there were schedule changes.

# Shannon L. Eichensehr

1501 Bloomingrove Road, Williamsport, PA, 17701 • 570-337-9995 • seichensehr06@gmail.com

## **Objective**

Seeking an Elementary Educator position within the online instruction space of the Reach Cyber Charter School.

## **Employment History**

**Group Leader** Pennsylvania College of Technology, 2018 - Present  
Dunham Children's Learning Center Williamsport, PA

- Plan, assemble and implement thematic lessons in all subjects.
- Devise and create individual classroom stations to enhance student learning.
- Assess and evaluate the goals for the individual children and hold parent conferences when necessary.

**Educator** Lock Haven Catholic School, 2015 - 2017  
3<sup>rd</sup> Grade Lock Haven, PA

- Plan, assemble and implement thematic lessons in all subjects.
- Devise and create individual classroom stations to enhance student learning.
- Assess and evaluate the goals for the individual children and hold parent conferences when necessary.
- Experienced with multiple curricula including DIBELS, Math In Focus, and Treasures.

**Educator** St. John Neumann Regional Academy, 2007 - 2015  
Pre-K3, Pre-K4, 2<sup>nd</sup> & 3<sup>rd</sup> Grade Williamsport, PA

- Organize, arrange and implement developmental activities based upon curriculum and goals for the individual children.
- Develop, formulate and apply lessons according to various learning styles.
- Experienced with multiple curricula including DISTAR, Houghton Mifflin, Scott Foresman, and Reading Street.
- Adept computer skills and experience working with Microsoft Office and SMART Board technology.

## **Education**

Bachelor of Science Degree, Lock Haven University, May 2004  
Early Childhood Education Lock Haven, PA

## **Professional Development/Specialized Training**

- Pediatric CPR and First Aid Certification
- APL Classroom Management Training
- SMART Board Training
- Curriculum Development
- Team Building
- Working with the Struggling Learner in the Classroom
- Alternative Assessment – Reading/Language Arts
- Curriculum Mapping
- Building Blocks of Literacy
- Reading Street Orientation

## **Assessments/Committees/Conferences Attended**

- Terra Nova Standardized Tests
- Middle States Committee from 2012 to 2017
- National Autism Conference
- DIBELS Conference

## **References**

References are available upon request.

# STEPHANIE FALZONE

(610)509-4254 - spf3577@gmail.com

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## CURRENT PROFESSIONAL PROFILE

### Moravian Academy, Bethlehem, Pennsylvania

*Associate Director of Admissions, August 2018-present*

- Responsible for Lower School enrollment grades Primer-5 both in person and virtually
- Cultivate original and reimagined admissions events for the purpose of recruitment of new families and re-enrollment of current families both virtually and in-person (Open House, PAN Events, Festival of the Arts, Kindergarten Information Night)
- Establish relationships and work with families through the admissions process including tours, classroom visits, and recommendations; develop virtual classroom visits and assessments for Primer through grade 5 both virtually and in person
- Lead the Lower School Admissions Committee for review of applicants
- Work with the School Psychologist and counselor as part of the admissions committee to ensure fit for the student and family at Moravian Academy
- Collaborate with early childhood teachers on the evaluation of and recommendation for student placement
- Work closely with the Lower School faculty and administration to highlight differentiators and facilitate meaningful interactions with prospective families

*Administrative Assistant, March 2016-July 2018*

- Prepare presentations for parents, faculty and staff events-contribute articles to the weekly newsletter/blog
- Assist the School Psychologist to deliver ERBs annually, maintain testing materials, submit tests for scoring and share results with teachers, administration and parents (Lower and Middle School)-maintain a database of scores for the Lower and Middle Schools. Score OLSATS for 5th and 8th grades, able to assist in administering and scoring KIDS. Provide faculty at the Lower and Middle Schools with behavioral monitoring sheets - work with the School Psychologist to provide doctors, parents and school members with results and recommendations

## PROFESSIONAL EXPERIENCE

### Lafayette College, Easton, Pennsylvania

*Admissions Application Reader: January 2016 - October 2018*

- Read Common Application admission applications for students applying to Lafayette College in accordance with Lafayette's Admissions standards and processes (confidential)
- Use Technolutions SLATE to manage online applications

*Drug and Alcohol Program Coordinator, July 2013-March 2016*

- Created, recruited, interviewed and selected students for the peer education group, LDAPA (Lafayette Drug and Alcohol Peer Adviser). Advised and mentored peer educators in their development of social norms campaigns, alcohol education programs, and events to encourage healthy decision making
- Built and maintained Lafayette College Drug and Alcohol website using WordPress
- Lead writer and recipient of the Pennsylvania Liquor Control Board 2015-17 grant for reducing underage and dangerous drinking. Monitored compliance with federal laws and regulations with regard to alcohol and other drug communication to staff and students. Created the Friendly Neighbor Program as well as utilized the Easton Police Department to routinely monitor locations frequented by underage students. Increased enforcement at high risk events to maintain the health and welfare of students and the surrounding community
- Managed the communication and completion of AlcoholEdu for first year students
- Worked with students in violation of the Lafayette College's alcohol policy to create personal plans to assist them with navigating the college drinking culture and making their health and well-being a priority
- Planned and executed training for Campus Life staff focused on assessing student needs utilizing motivational interviewing techniques.
- Co-chaired the Alcohol and Other Drugs Standing Committee consisting of thirty faculty, staff, students, and community members

### Valley Youth House, Bethlehem, Pennsylvania

*Power of 10 Coordinator, August 2011-December 2015*

- Working with the faculty and administration of Lehigh and Northampton County schools, recruited middle and high school students to form Power of 10 tobacco education groups
- 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.
- Created and implemented tobacco education curriculum for 3rd, 5th, 6th, 7th, and 8th grades

*Strengthening Families Coordinator, August 2009-August 2013*

- Implemented, organized, and staffed the seven-week Strengthening Families Program (SFP) in local middle schools.
- Recruited schools to host SFP and trained facilitators on curriculum changes and updates

*Educational Prevention Specialist, August 2009-August 2015*

- Coordinated SADD groups in Lehigh and Northampton Counties including all county and individual school meetings, activities, and peer to peer education sessions
- Provided small group counseling for high school students on topics ranging from personal and familial to career and college situations
- Implemented ten week drug and alcohol prevention programs in Lehigh and Northampton County elementary schools for grades kindergarten through second grade

### Bethlehem Area School District, Bethlehem, PA

*Secondary School Counselor 2001 - 2004*

- Provided academic and personal guidance for 400 students
- Assisted with college searches, applications, and interviews. Managed transcripts, course selections, coursework compliance, and credit completion. Mediated student, peer, and parent conflicts. Coordinated SAP and IEP meetings.

## EDUCATION

### Lehigh University, Bethlehem, Pennsylvania

*M.Ed Counseling and Human Services December 2001*

- GPA: 3.98
- Secondary Guidance Counselor Certificate
- Internship at IMPACT Project, Emmaus, Pennsylvania
- Internship at Liberty High School, Bethlehem, Pennsylvania

### Lafayette College, Easton, Pennsylvania

*B.A. Psychology May 1999*

- GPA: 3.42
- Member Lafayette College Psi Chi- the national psychology honor society
- Member of Kappa Kappa Gamma

## PROFESSIONAL DEVELOPMENT

- Penn State Drug and Alcohol Prevention Conference 2014
- NASPA Conference 2015: Drug and Alcohol Prevention
- Trained in Motivational Interviewing Techniques 2015
- PLCB (Pennsylvania Liquor Control Board) Annual Conference 2015
- Everfi Coalition Annual Research Summit 2015
- Leadership Development Training Fall 2015
- Rediker Software Training Summer 2016
- Blackbaud Software Training Spring 2017
- Teaching Empathy and Mindfulness in Education Courses 2020

# Gianna Flail

## Resume

### Licensure/Certification

 Pennsylvania Educator Certification, PreK-4



### My Education

**Pennsylvania State University (Berks)** | Bachelor's Degree  
Spring 2020 | Major: Elementary Education PreK-4 | GPA: 3.9 *Phi Kappa Phi Honor Society*



### Student Teaching

**September 2019-May 2020** | **16<sup>th</sup> and Haak Elementary** | Reading, PA  
*Second-Grade: 24 Students, including 3 with IEPs and 1 ELL student*

- \* Designed units among different academic areas with corresponding formal and informal assessments.
- \* Collaborated with other teachers, sharing my plans, materials and presentations for their own use.
- \* Implemented lesson plans for all academic areas based on the Common Core curriculum.
- \* Integrated Smart Board technology and into all academic areas.
- \* Created and implemented choice-boards for virtual teaching when schools were shut down and moving to online learning.
- \* Helped manage a fully-online classroom, working with faculty to develop strategies and plans to move forward with online learning.
- \* Designed and implemented my own management techniques.

### Other Teaching Experience

**Glenside Elementary** | Reading, PA  
*Kindergarten & First-Grade*  
January 2019-April 2019

**North Schuylkill Elementary** | Ashland, PA  
*First-Grade* | October 2018-March 2019

### My Goals:

To obtain a position that utilizes my dedication to students' individual needs, encourage creativity, and foster a positive and productive learning environment.



311 North Nice St, Frackville, PA  
17931

[Giannaflail@gmail.com](mailto:Giannaflail@gmail.com)  
570.590.7397

### Related Experiences

- **Ready Set Read: 16th and Haak Elementary:** provided one-on-one instruction with a second-grade student through read-alouds and small activities to improve reading proficiency by the end of third-grade.
- **Migrant Education Program: Northwest Elementary and Lavers Park Elementary:** worked closely with English Language Learner students through created lesson plans, games, and activities to help them read, write, and speak English.
- **Literacy Night: Glenside Elementary:** Created a lesson and activities for early elementary students based on the book "Growing Vegetable Soup," presenting to students and families at a Literacy Night event, giving them materials to take home to do with their children on their own.
- **Camp Noah: Orange County, Texas:** volunteered with students emotionally recovering from losses from Hurricane Harvey. I was the head second-grade teacher in a class of 12 students, using a curriculum designed to deliver resiliency skills and foster a sense of healing in a therapeutic environment.

## Richard Flederbach Elementary Teacher (40)

25 Intervale Rd  
Honesdale, PA 18431  
[RichardFlederbach@gmail.com](mailto:RichardFlederbach@gmail.com)  
(570) 470-2835

### PERSONAL INFORMATION

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#### General Information

*How did you learn about this position?* **Employee Referral**

#### Contact Information

<i>First Name</i>	<b>Richard</b>	<i>Middle Name</i>	
<i>Last Name</i>	<b>Flederbach</b>	<i>Other Name</i>	
<i>Email</i>	<b>RichardFlederbach@gmail.com</b>	<i>Have you worked here before?</i>	<b>No</b>
<i>Primary Phone</i>	<b>570-470-2835</b>	<i>Mobile Phone</i>	<b>570-470-2835</b>

#### Address

<i>Street</i>	<b>25 Intervale Rd</b>	<i>City</i>	<b>Honesdale</b>
<i>State</i>	<b>Pennsylvania</b>	<i>Zip Code/Postal Code</i>	<b>18431</b>

#### 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>	<b>Male</b>	<i>Ethnicity</i>	<b>Not Hispanic/Latino</b>
<i>Ethnicity</i>	<b>White</b>		

### BACKGROUND INFORMATION

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#### 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**

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**Undergraduate Institution #1**

Type of School	<b>College/University</b>	Name of School	<b>Other: Moravian College</b>
City	<b>Bethlehem</b>	State	<b>Pennsylvania</b>
Degree	<b>Bachelor of Arts</b>	GPA	

**Graduate Institution #1**

Name of School	<b>KUTZTOWN UNIVERSITY</b>	City/State	<b>Kutztown, Pa</b>
GPA	<b>3.6</b>	Semester Hours Credit	
Degree	<b>Other: K-6 Cert.</b>		

**Major/Course of Study**

Undergraduate	<b>Sociology</b>	Master's
Specialist's		Doctorate
Publications		Activities/Honors

**JOB SKILLS**

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**Activities**

List activities you are willing to sponsor **I am willing to sponsor any activities needed.**

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

**Certification Information/Professional Certificate #1**

Certification Area	<b>Elementary Education K-6</b>	Certification Area Type	<b>Licensed</b>
Grade Level	<b>K-6</b>	Expiration Date	<b>N/a</b>

**Certification Information/Professional Certificate #2**

Certification Area	Certification Area Type
Grade Level	Expiration Date



**Certification Information/Professional Certificate #3**

<i>Certification Area</i>	<i>Certification Area</i>
<i>Grade Level</i>	<i>Type</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.

**Robert Black**

<i>Title</i>	<b>Athletic Director</b>	<i>Relationship</i>	<b>Supervisor</b>
<i>Address</i>	<b>1970 A Easton Turnpike</b>	<i>City</i>	<b>Lake Ariel</b>
<i>State</i>	<b>Pennsylvania</b>	<i>Zip</i>	<b>18436</b>
<i>Country</i>	<b>USA</b>		
<i>Email</i>	<b>RBlack@westernwayne.org</b>	<i>Phone</i>	<b>800-321-9973</b>
<i>From</i>	<b>10/2019</b>	<i>To</i>	<b>Present</b>

**Jennifer Bradley**

<i>Title</i>	<b>Principal</b>	<i>Relationship</i>	<b>Supervisor</b>
<i>Address</i>	<b>1970B Easton Turnpike</b>	<i>City</i>	<b>Lake Ariel</b>
<i>State</i>	<b>Pennsylvania</b>	<i>Zip</i>	<b>18436</b>
<i>Country</i>	<b>USA</b>		
<i>Email</i>	<b>Jbradley@westernwayne.org</b>	<i>Phone</i>	<b>800-321-9973</b>
<i>From</i>	<b>09/2017</b>	<i>To</i>	<b>Present</b>

**Anthony Donnini**

<i>Title</i>	<b>Pincipal</b>	<i>Relationship</i>	<b>Supervisor</b>
<i>Address</i>	<b>123 ABC Drive</b>	<i>City</i>	<b>Honesdale</b>
<i>State</i>	<b>Pennsylvania</b>	<i>Zip</i>	<b>18431</b>
<i>Country</i>	<b>USA</b>		
<i>Email</i>	<b>Adonnini@whsdk12.com</b>	<i>Phone</i>	<b>570-253-4661</b>
<i>From</i>	<b>09/2017</b>	<i>To</i>	<b>Present</b>

**Adam Holtzer**

<i>Title</i>	<b>Coach/Teacher</b>	<i>Relationship</i>	<b>Supervisor</b>
<i>Address</i>	<b>500 Academy St</b>	<i>City</i>	<b>Hawley</b>
<i>State</i>	<b>Pennsylvania</b>	<i>Zip</i>	<b>18428</b>
<i>Country</i>	<b>USA</b>		
<i>Email</i>	<b>Coachholtzer@gmail.com</b>	<i>Phone</i>	<b>845-551-3397</b>
<i>From</i>	<b>9/1/2019</b>	<i>To</i>	<b>Present</b>

**Michael Motsko**

<i>Title</i>	<b>NEIU 19 Supervisor</b>	<i>Relationship</i>	<b>Colleague</b>
<i>Address</i>	<b>35 Donovan RD</b>	<i>City</i>	<b>Honesdale</b>
<i>State</i>	<b>Pennsylvania</b>	<i>Zip</i>	<b>18431</b>
<i>Country</i>	<b>USA</b>		
<i>Email</i>	<b>Michael.motsko@gmail.com</b>	<i>Phone</i>	<b>570-470-3831</b>
<i>From</i>	<b>12/1/1990</b>	<i>To</i>	<b>Present</b>

**Sandra Rickard**

<i>Title</i>	<b>Principal</b>	<i>Relationship</i>	<b>Supervisor</b>
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Address	<b>129 Lakeside Drive</b>	City	<b>Honesdale</b>
State	<b>Pennsylvania</b>	Zip	<b>18431</b>
Country	<b>USA</b>		
Email	<b>Srickard@whsdk12.com</b>	Phone	<b>570-470-2835</b>
From	<b>09/2010</b>	To	<b>Present</b>

## **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.

Present Title	<b>Substitute Teacher/ Basketball Coach</b>	Salary	
Name of Employer	<b>Western Wayne School District</b>	Employer's Address	<b>1970A Easton Turnpike</b>
Employer's City	<b>Lake Ariel</b>	Employer's State	<b>Pennsylvania</b>
Employer's Zip Code/Postal Code	<b>18436</b>	Start Date	<b>09/01/2017</b>
Supervisor Name		Supervisor Phone Number	<b>800-321-9973</b>
Supervisor Email			
Duties and Responsibilities	<b>Per Diem Substitute Teacher</b>		
Reasons for Leaving			
May we Contact this Employer	<b>Yes</b>		

### **Work Experience #1**

Employer	<b>Wayne Highlands School District</b>	Employed from (mm/yyyy)	<b>09/2017</b>
Employed to (mm/yyyy)		Title	<b>Per Diem Substitute</b>
Reason For Leaving			
Address	<b>Honesdale, Pa</b>		
Supervisor Name		Phone Number	<b>570-253-3010</b>
May we Contact this Employer	<b>Yes</b>		

### **Work Experience #2**

Employer	<b>Wallenpaupack School District</b>	Employed from (mm/yyyy)	<b>09/2017</b>
Employed to (mm/yyyy)		Title	<b>Per Diem Substitute</b>
Reason For Leaving			
Address	<b>Hawley, PA</b>		
Supervisor Name		Phone Number	<b>570-251-3000</b>
May we Contact this Employer	<b>Yes</b>		

### **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

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### Attachments

*Resume*

[July 2 Resume.pdf](#)

*Cover Letter*

[Reach Cyber Charter Letter of Interest 827.docx](#)

## DISCLAIMERS AND AFFIRMATION

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*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*      **Rjf**

*Affirmation Date*      **08/27/2020**

# Richard Flederbach

Phone: (570)-470-2835

Address: 25 Intervale Rd.  
Honesdale, PA  
18431

Email: [RichardFlederbach@gmail.com](mailto:RichardFlederbach@gmail.com)

## EDUCATION

**Kutztown University of Pennsylvania** 2003 to 2005  
**K-6 Certification**  
3.5 GPA

**Moravian College** 1997 to 2001  
**Bachelors/Sociology**  
*4 Year Golf Letterman*  
*Omicron Gamma Omega*

**Honesdale High School** 1994 to 1997  
**Academic**  
*Community Service and Learning Award*  
*Times Tribune Golf All-Star*  
*Varsity Basketball*  
*Concert/Marching Band*

## TEACHING EXPERIENCE

**Western Wayne School District** Mar 2018 to Present  
**Western Wayne Substitute Teacher**

**Western Wayne School District** Nov 2019 to Present  
**Jr. High Boys Basketball Coach**

**Wayne Highlands School District** Mar 2018 to Present  
**Wayne Highlands Substitute Teacher**

**Wallenpaupack Area School District** Mar 2018 to Present  
**Wallenpaupack Substitute Teacher**

**Tyler Hill Camp (Damascus, Pa)** Jun 2011 to August 2013  
**Assistant Director of Basketball and Golf**

**Walter D. Palmer Charter School** Oct 2009 to Jun 2011  
**K-6 Teacher/ Full Time**

**The School District of Philadelphia** Oct 2005 to Jun 2009  
**K-6 Teacher/ Full Time**

**Wayne County Job Training Ctr**  
**Employment Training Counselor**

Jun 1997 to Sep 2000

**WORK EXPERIENCE**

**Memorial Links Golf Course**  
**Assistant Operations Manager**

July 2019 - Present

**Rent Event**  
**Event Construction/Assembly**

May 2018 - August 2019

**Kurtz Bros School Supplies**  
**Educational Furniture, Equipment, and Supplies Sales and Consulting**

Dec 2013-Sept 2017

**SKILLS**

Microsoft Office, K-6 Education, Literacy, Strategic Planning, Curriculum Development, Classroom Management, Public Speaking, Team Building, Leadership, Athletic Coaching, Social Media,

# Latasha Ford

White Oak, PA 15131

[fordlatasha36\\_qgk@indeedemail.com](mailto:fordlatasha36_qgk@indeedemail.com)

(412)513-7787

Seeking a position as an online Chemistry teacher.

Authorized to work in the US for any employer

## Work Experience

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### **Chemistry and Physical Science Teacher Facilitator**

Lincoln Learning Solutions

2015 to 2020

- Assist students with online course work via office hours or email communication in an asynchronous environment
- Conduct weekly progress monitoring of all students and track student progress
- Grade all coursework for online students providing detailed feedback through rubrics
- Wrote the high school chemistry curriculum including student worksheets
- Assist with other course curriculum projects
- Embed videos into online courses

### **Science Teacher**

Propel Schools - Homestead, PA

2013 to 2015

- Taught 3 classes of high school Chemistry and 2 classes of high school Integrated Science.
- Performed all necessary activities related to teaching as provided under the previous experiences listed below.

### **Clinical Resident Instructor (CRI)**

Pittsburgh Public School District - Pittsburgh, PA

2011 to 2013

- Mentor teacher in the Aspiring Teachers Corp (ATC)
  - Work closely with ATC member to help him learn how to be an effective teacher in an urban district.
  - Attended monthly out-of-building trainings on equity with the responsibility of spreading equity training throughout the school
  - Learn how to provide an equitable education for all students
  - An active member of the CARE (Collaborative Action Research for Equity) Team in which after one year of going through the process with my 4 other CARE Team members, we were then responsible for sharing the CARE process with the rest of the school through professional development.
  - Planned and implemented Equity and CARE professional development for teachers.
- 
- Attended monthly out-of-building training on the Danielson Proficiency System (DPS) with the responsibility of passing a 6 hour test and being a master classroom video scorer for the district. As a master scorer, I help the district and principals to learn how to evaluate teacher effectiveness uniformly and without bias.

- CORO Leadership training to become an effective leader
- Begin a teacher leadership project which will help to dramatically transform something of value to me within the district.

#### Promise Readiness Corp (PRC)

- Ensure that 80% of my students will meet the requirements to receive the district's Promise Scholarship
- Set up and conduct parent meetings to discuss student success/failure
- Meet 1 period each day and work closely with a cohort of 7 teachers including myself, 1 teacher from each of the other content areas, and 3 special education teachers.
- Organize and analyze student data

#### Chemistry Teacher

- Teach 4 periods of chemistry: 3 Conceptual Chemistry and 1 Chemistry
- Differentiate instruction for students with IEPs while co-teaching with a special education teacher.
- Pilot a new Conceptual Chemistry course through the LAB-Aids curriculum.
- Practice scientific inquiry
- Function as a member of the Professional Development Committee which helped to plan and sometimes implement effective and meaningful PD for the staff.
- Assistant coach to the school's Dance Team who performs at football and basketball games, as well as parades.

### **Chemistry Teacher**

Pittsburgh Public School District - Pittsburgh, PA  
2009 to 2011

- Teach 3 blocks of chemistry on a semester schedule
- Use a variety of styles of teaching such as inquiry based instruction, direct instruction, and differentiated instruction
- Create lesson plans while integrating SAT and PSSA test taking techniques
- Grade papers
- Work in an inclusion setting
- Coordinated a fashion show, homecoming, and other events as the student council coordinator.

### **Teacher Intern**

West Mifflin High School - West Mifflin, PA  
2008 to 2009

- Taught and managed 3 classes of chemistry for the full year while attending classes at the University of Pittsburgh
- Helped manage the school's step team

### **Chemist Summer Intern**

PPG Industries - Allison Park, PA  
2006 to 2007

- Worked in industrial coatings formulating paint formulas and testing durability for a customer
- Attended meetings and conferences with the customer, including out of town meetings
- Tested formulations in a weatherizing machine
- Kept a legal scientific notebook

## Research

University of Pittsburgh - Pittsburgh, PA  
2005 to 2007

Undergraduate Research

- Modified gold electrode surfaces using various sulfur containing compounds.
- Used Cyclic Voltammetry to test the amount of current that ran through a modified gold electrode.

## Education

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### Master of Arts in Teaching

University of Pittsburgh - Pittsburgh, PA  
May 2009

### Bachelors of Science in Chemistry

University of Pittsburgh - Pittsburgh, PA  
April 2008

## Skills

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- 5 years of experience as an online educator
- 7 years of experience with high school students including 3 year of special training in equity, diversity, and leadership.
- Experience in being a teacher leader for the district (see description of CRI and PRC below).
- A highly energetic and enthusiastic individual, specializing in chemistry. Dedicated to providing the best education to all students.
- Classroom Management
- Laboratory Experience
- Mentoring
- Curriculum Development
- Tutoring

## Certifications and Licenses

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### Teaching Certificate

## Assessments

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### Scheduling — Expert

August 2020

Cross-referencing agendas and itineraries to avoid scheduling conflicts.

Full results: [Expert](#)

Indeed Assessments provides skills tests that are not indicative of a license or certification, or continued development in any professional field.



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## Adam M. Gable

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702 Scott Street -- Philipsburg, PA 16866 -- (814) 577- 3154 --- [agable79@gmail.com](mailto:agable79@gmail.com)

### Objective

I am interested in the Mathematics Instructor position posted for the 2020 - 2021 school year.

### Education:

Pennsylvania State University  
Bachelor of Science, December 2003  
Major: Secondary Education (Mathematics)  
Overall GPA: 3.06

### Related Experience:

*Full time Teaching, September 2013 - Present*

- Steelton Highspire School District
  - Teaching 9<sup>th</sup> - 12<sup>th</sup> grade students in Statistics, Geometry, Personal Finance, Pre-Algebra, Algebra I, Algebra II, Pre-Calculus and AP Calculus.
  - Tutoring students after school as needed.
  - Developing positive relationships with student, parents and faculty.
  - High School Mathematics Department Head.
  - 11<sup>th</sup> Grade Team Leader
  - Track and Field Head Coach 2014 - 2020

*Full time Teaching, August 2009 - 2012*

- West Branch Area School District
  - Teaching 9<sup>th</sup> - 12<sup>th</sup> grade students in Geometry, Trigonometry and Business Math
  - Tutoring students after school as needed.
  - Developing positive relationships with students, parents and faculty.

*Full time Teaching, September 2006 – 2009*

- Scotland School for Veterans' Children
  - Taught 7<sup>th</sup>, 8<sup>th</sup>, 9<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grades consisting of basic math to Algebra II and Geometry.
  - Tutored students both before and/or after school as needed.
  - Helped to alter PSSA remediation methods.
  - Developed a positive relationship with students, parents and faculty.

*Head Girls Coach for Track and Field, February 07 – May 09*

- Scotland School for Veterans' Children
  - Ran practice and researched new drills
  - Coached sprinters/relay teams
  - Did necessary paper work for meets and invitational
  - Communicated to other coaches of needs that arose during the season

*Chess Club Advisor, November 08 – June 09*

- Scotland School for Veterans' Children
  - Restarted club that was dormant for years
  - Created a roster and developed interested in student body
  - Set up meeting dates around various other sports/clubs to maximize student involvement.

*Summer School Teaching, June 2005 – July 2005*

- West Branch Area High School
  - Taught 10<sup>th</sup> – 12<sup>th</sup> Grade class of Geometry.
  - I developed and taught lesson plans, facilitated group work and activities, developed and assessed tests and quizzes, and employing various classroom management techniques.

*Assistant Junior High Basketball/Track and Field Coach, November 2005 – May 2006*

- West Branch Area High School
  - Assisted Head Coach in running practices.
  - Assisted Head Coach in preparing fundraising activities. (Track and Field)
  - Coached second-string games (Basketball).
  - Coached sprinters/hurdles/high jumpers. (Track and Field)

**Computer Skills:**

Microsoft Power Point  
Microsoft Excel

Microsoft Word  
Internet Usage

**References:**

<i>Name</i>	<i>Position</i>	<i>Telephone</i>
Travis Waters	Superintendent	(717) 704 - 3800
Michael Iskric	Assistant to the Superintendent	(717) 704 - 3800
Kathryn Gallagher	High School Principal	(717) 704 - 3800

## Cynthia Gegaris Elementary Teacher (26)

212 Ledge Lane  
Mt top, PA 18707  
[cindy.gegaris@gmail.com](mailto:cindy.gegaris@gmail.com)  
(570) 371-1327

### PERSONAL INFORMATION

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#### General Information

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

#### Contact Information

<i>First Name</i>	<b>Cynthia</b>	<i>Middle Name</i>	<b>Marie</b>
<i>Last Name</i>	<b>Gegaris</b>	<i>Other Name</i>	
<i>Email</i>	<b>cindy.gegaris@gmail.com</b>	<i>Have you worked here before?</i>	<b>No</b>
<i>Primary Phone</i>	<b>5703711327</b>	<i>Mobile Phone</i>	

#### Address

<i>Street</i>	<b>212 Ledge Lane</b>	<i>City</i>	<b>Mt top</b>
<i>State</i>	<b>Pennsylvania</b>	<i>Zip Code/Postal Code</i>	<b>18707</b>

#### 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>	<b>Female</b>	<i>Ethnicity</i>	<b>Not Hispanic/Latino</b>
<i>Ethnicity</i>	<b>White</b>		

### 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

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### Undergraduate Institution #1

Type of School	<b>College/University</b>	Name of School	<b>Other: Misercordia University</b>
City	<b>Dallas</b>	State	<b>Pennsylvania</b>
Degree	<b>Bachelor of Science</b>	GPA	<b>3.5</b>

### Graduate Institution #1

Name of School	City/State
GPA	Semester Hours Credit
Degree	

### Major/Course of Study

Undergraduate	<b>Elementary Education</b>	Master's
Specialist's		Doctorate
Publications		Activities/Honors

## JOB SKILLS

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### Activities

List activities you are willing to sponsor

**I would be willing to sponsor the following activities:**

**Public Speaking Club**  
**Poetry Club**  
**Book Club**  
**Art Club**

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

### Certification Information/Professional Certificate #1

Certification Area	<b>Elementary Education K-6</b>	Certification Area Type	<b>Licensed</b>
Grade Level	<b>K-8</b>	Expiration Date	<b>2023</b>

**Certification Information/Professional Certificate #2**

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

**Certification Information/Professional Certificate #3**

<i>Certification Area</i>	<i>Certification Area</i>
	<i>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.

**Jennifer Brennan**

<i>Title</i>	<b>Director of Education and Child Care Services</b>	<i>Relationship</i>	<b>Supervisor</b>
<i>Address</i>	<b>40 W. Northampton Street</b>	<i>City</i>	<b>Wilkes-Barre</b>
<i>State</i>	<b>Pennsylvania</b>	<i>Zip</i>	<b>18701</b>
<i>Email</i>	<b>jennifer.brennan@wbymca.org</b>	<i>Phone</i>	<b>570.970.5041</b>
<i>From</i>	<b>06/2018</b>	<i>To</i>	<b>Present</b>

**Ellen Hopkins**

<i>Title</i>	<b>Teacher</b>	<i>Relationship</i>	<b>Colleague</b>
<i>Address</i>	<b>68 Yorktown Road</b>	<i>City</i>	<b>Mountaintop</b>
<i>State</i>	<b>Pennsylvania</b>	<i>Zip</i>	<b>18707</b>
<i>Email</i>	<b>hopkins5pa@aol.com</b>	<i>Phone</i>	<b>570-239-2750</b>
<i>From</i>	<b>06/2018</b>	<i>To</i>	<b>present</b>

**Natasha Milazzo**

<i>Title</i>	<b>Commercial Lighting Manager</b>	<i>Relationship</i>	<b>Other - Tutor her daughter</b>
<i>Address</i>	<b>34 Greystone Drive</b>	<i>City</i>	<b>Mountain Top</b>
<i>State</i>	<b>Pennsylvania</b>	<i>Zip</i>	<b>18707</b>
<i>Email</i>	<b>Nmilazzo82@hotmail.com</b>	<i>Phone</i>	<b>570.578.7328</b>
<i>From</i>	<b>06/2019</b>	<i>To</i>	<b>present</b>

**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>	<b>Elementary/Middle School Reading/Vocabulary/Public Speaking Teacher</b>	<i>Salary</i>	<b>\$35.000</b>
<i>Name of Employer</i>	<b>Susquehanna Prep School</b>	<i>Employer's Address</i>	<b>1710 Wyoming Avenue</b>
<i>Employer's City</i>	<b>Forty Fort</b>	<i>Employer's State</i>	<b>Pennsylvania</b>
<i>Employer's Zip Code/Postal Code</i>	<b>18704</b>	<i>Start Date</i>	<b>09/05/2011</b>
<i>Supervisor Name</i>	<b>Margaret Moreck</b>	<i>Supervisor Phone Number</i>	
<i>Supervisor Email</i>			
<i>Duties and Responsibilities</i>			

**My primary responsibility is to educate the students in each of my classes. I teach Reading, Vocabulary, and Spelling to Grades 5th through 8th. In addition, I teach 7th and 8th Public Speaking and 8th Grade Health. Along with instruction, I encourage and inspire my students to become independent learners. I guide them and differentiate instruction in order to provide each student the opportunity to experience success and stay engaged in the lesson. I am also responsible for planning all of my lessons, track student performance, and communicate with parents, colleagues, and administrators on a frequent basis. I am also responsible to manage my class in a way that academics is the focus, not behavior issues. Students know from the first day of school what my expectations are and together we discuss classroom rules..that way I give them an opportunity to be a part of it...it is their classroom as well.**

*Reasons for Leaving*

**I am looking for a new opportunity in my career as a teacher. I had the opportunity to teach remote on Google classroom last year and I was very impressed by it and enjoyed the experience.**

*May we Contact this Employer* **No**

**Work Experience #1**

<i>Employer</i>	<b>Susquehanna Prep School</b>	<i>Employed from (mm/yyyy)</i>	<b>08/2011</b>
<i>Employed to (mm/yyyy)</i>		<i>Title</i>	<b>Elementary/Middle School Reading Teacher</b>
<i>Reason For Leaving</i>	<b>Still employed; looking for a new opportunity in my teaching career</b>		
<i>Address</i>	<b>1710 Wyoming Avenue Forty-Fort, PA 18704</b>		
<i>Supervisor Name</i>	<b>Margaret Moreck</b>	<i>Phone Number</i>	
<i>May we Contact this Employer</i>	<b>No</b>		

**Work Experience #2**

<i>Employer</i>	<b>Crestwood School District</b>	<i>Employed from (mm/yyyy)</i>	<b>08/2009</b>
<i>Employed to (mm/yyyy)</i>	<b>08/2011</b>	<i>Title</i>	<b>Short-term and Long-term Substitute Teacher</b>
<i>Reason For Leaving</i>	<b>No further teaching positions available/downsizing staff</b>		
<i>Address</i>	<b>117 Spruce Street Mountain Top, PA 18707</b>		
<i>Supervisor Name</i>	<b>Kevin Seyer</b>	<i>Phone Number</i>	<b>5704745942</b>
<i>May we Contact this Employer</i>	<b>Yes</b>		

**Work Experience #3**

<i>Employer</i>	<b>Holy Family Academy</b>	<i>Employed from (mm/yyyy)</i>	<b>08/2007</b>
<i>Employed to (mm/yyyy)</i>	<b>08/2009</b>	<i>Title</i>	<b>Reading/Literature Teacher</b>
<i>Reason For Leaving</i>	<b>Furlough of teachers</b>		
<i>Address</i>	<b>601 North Laurel Street Hazleton, PA 18201</b>		
<i>Supervisor Name</i>		<i>Phone Number</i>	
<i>May we Contact this Employer</i>	<b>Yes</b>		

**ATTACHMENTS**

**Attachments**

*Resume* [CYNGegaris Resume 2019 \(1\).pdf](#)

## DISCLAIMERS AND AFFIRMATION

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### *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 VII), 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*                      **CMG**

*Affirmation Date*            **08/08/2020**



# Sarah Geiger

504 Antietam Drive  
Douglassville, PA 19518  
484.949.5649 / sarah.geiger07@gmail.com

**Professional Objective:** To enrich the minds and nurture the hearts of the future world leaders, growing a better tomorrow

## Educational Preparation:

### *Certification*

Pennsylvania Instructional I (PreK-4) Association of Christian Schools International Standard (K-8)		May 2012
		May 2012
Bachelor of Science Education Bachelor of Science Bible	Lancaster Bible College	May 2012

## Educational Experience:

Student Teaching- 2 <sup>nd</sup> Grade	Reading School District Amanda E. Stout Elementary Reading, PA 19602	Mar. – May 2012
Student Teaching- 1 <sup>st</sup> Grade	Conestoga Christian School Morgantown PA, 19543	Jan. – Mar. 2012
Practicum- 3 <sup>rd</sup> Grade	School District of Lancaster Ross Elementary School Lancaster PA, 17601	Sept. – Dec. 2011
Internship- 5 <sup>th</sup> Grade	Manheim Township School District Nitrauer Elementary School Lancaster, PA 17601	Jan. – May 2011
Internship- Pre-Kindergarten	Manheim Christian Day School Manheim, PA 1754	Sept. – Dec. 2010
Internship- 4 <sup>th</sup> Grade Spanish Immersion Program	Manheim Township School District Nitrauer Elementary School Lancaster, PA 17601	Sept. 2009 - May 2010



**Employment Experience:** 

Kindergarten Classroom Teacher (LTS)	Wilson School District	Aug. 2019 – June 2020
Substitute Teacher	Substitute Teacher Services Daniel Boone Area SD Spring-Ford Area SD	Sept. 2012 – Aug. 2019 Sept. 2013 – June 2016 Sept. 2012 – June 2014
Cool School Summer School Program	Spring-Ford Area SD	Jun. 2018 – Jul. 2018
Teacher/ Production Team Member	All About Kids Productions Lamplight Artists	June – Aug. 2011

**Voluntary Experience:** 

Children’s Theater Director	1 <sup>st</sup> Street Players, Birdsboro	Jan. 2016 - Present
Technology Student Association Competition Judge	Daniel Boone School District	Feb. 2014 Feb. 2015
Odyssey of the Mind Competition Judge	Daniel Boone School District	Competition Season 2013 Competition Season 2015
Summer Camp Director	Pughtown Baptist Church	Summers 2014 - 2016
Camp Counselor	Camp Innabah	Summers 2013 - 2018

**Personal Information:** 

<b>Academics:</b> SPECIAL EDUCATION: Effective Practices for my General Education Classroom (Online Course) 2013  Helping Kids Write (Online Course) 2019  Social Media in the Classroom (Online Course) 2019	<b>Memberships:</b> International Literacy Association  National Education Association	<b>Hobbies:</b> drama, musical theater, theater production work (1 <sup>st</sup> Street Players member) knitting, photography, traveling  <b>Languages:</b> German
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**References:** 

Jennifer Joiner Principal 610.952.0363 joijen@share.wilsonsdsd.org	Anissa Southwick Mentor Teacher 610.780.8802 souani@share.wilsonsdsd.org	Christina Berkheiser Co-Teacher 610.256.0879 cberk@spring-ford.net
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**Additional references upon request.**

**Kristen Gentile**  
**(Maiden Name: Vincent)**

1119 Roberts Rd.  
Warminster, PA 18974  
Phone Number: (609)-658-3044  
[Kvincent0428@gmail.com](mailto:Kvincent0428@gmail.com)

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**Goal:** To obtain a teaching position in order to inspire students and help each student become successful in reaching their individual goals.

**Education**

William Paterson University, Wayne, NJ

B.A: P-3/K-5

B.A: Liberal Studies: English and Psychology

Overall GPA: 3.352

Standard Certificate

Mercer County Community College, West Windsor, NJ

A.A.: Education

GPA: 3.70

Commonwealth of Pennsylvania Professional Certificate

Elementary K-6

**Teaching Experience:**

Our Lady of Good Counsel Catholic School

August 2018-current

Media Teacher

- Create weekly lesson plans for grades PreK 3- 8<sup>th</sup> grade
- Communicate with staff members and students on a daily basis
- Differentiate instruction for students who were struggling with the basic usage of iPads and computers along with those were struggling with programs that were being taught
- Create lesson plans that were cross curricular
- Teach students about plagiarism and how to properly cite sources
- Communicate with parents on a daily basis
- Teach students about the library and how to properly check out books
- Help other teachers when needed
- Create and teach virtual lessons
- Well versed with:
  - Google Suites and the applications within it
  - Google Classroom
  - Power Point
  - Excel
  - Microsoft Word

- Have been to trainings on STEM, helped pick out a STEM curriculum from grades K-8, and gone to a STEM expo

Neshaminy School District/Mission One

Instructional Assistant

March 2016- June 2018

- Assist teachers and staff in both the classroom and school as a whole
- Assist students who need help during lessons and during class work
- Communicate with staff members as well as students on a daily basis
- Complete required hours of training per year

Neshaminy School District Summer School

July 2016-August 2016 and July 2017-August 2017

Teacher

- Create lesson plans
- Worked with students who needed some extra instruction over the summer to get them on pace for the following school year
- Communicate with other teachers within the program
- Communicate with the parents of the students

Campfire NJ

October 2015- March 2016

CFNJ Teacher

- Teaching children from Kindergarten through 8<sup>th</sup> grade about how to deal with difficult situations
- Teaching about drugs, alcohol, bullying, etc.
- Answering questions from students based on the lessons taught that day
- Communicating with the classroom teachers
- Completing trainings throughout the year

Ewing Township School District

September 2014-June 2015

First Grade Teacher

- Teacher of students ages six and seven in all subject areas
- In charge of planning daily and weekly lesson plans
- Communicate with other teachers and administrators within the school and district.
- Learn each student as an individual and what their needs are
- Communicate with parents
- Complete individualized assessments
- Complete quarterly report cards for each student and mid-marking period progress reports if necessary
- Completing the necessary trainings throughout the year

Ewing Township School District

July 2014-August 2014

Summer Achievement Academy

- Worked with students who needed some extra instruction over the summer to get them on pace for the following school year.
- Used a SmartBoard to help instruct the students
- Communicate with other teachers within the program
- Communicate with the parents of the students

Ewing Township School District

February 2014-June 2014

Early Intervention Specialist for Language Arts

- Teacher of Language Arts Reading for second, third, fourth, and fifth grade lower level learners
- In charge of planning daily lesson plans for each of the four grade levels
- Communicate with other teachers and administrators within the school and district
- Assist all students and head classroom teacher during the mini-lesson
- Communicate with parents

East Windsor Regional School District, Hightstown/Twin Rivers, NJ

May 2013- February 2014

Substitute Teacher

- Follow planning instructions left by the teacher, assist students who needed help, and work with assistant teachers to follow the everyday activities
- Assist in Kindergarten testing at all four elementary schools
- When substituting I work with the students on Foundations and the Journey Program
- Communicate with other staff members throughout the day as well as administrators

Princeton Family YMCA

September 2012- September 2013

Head Teacher in Kinder-Prep

- Responsible for creating lesson plans based on the Creative Curriculum
- Interacted with students on a daily basis through teaching and centers
- Created small group activities to help assess each child and completed individual assessments three times a year
- Communicated with parents on a daily basis and through parent-teacher conferences
- Helped plan nutritional meals and encourage healthy living through eating and physical activity
- Collaborated with other teachers in the classroom and other classrooms while lesson planning

Perry L. Drew School, Twin Rivers, NJ

September 2011- May 2012

Senior Practicum and Student Teacher (Grade 2)

- Responsible for daily planning and instruction of all subject areas
- Created original lessons and assessments reflecting state standards
- Instructed many lessons as part of Foundations
- Participated in "Double Dosing" lessons and collaborated with another teacher in planning the lessons
- Implemented new program to give extra help to students struggling in reading, writing, and Foundations
- Collaborated with other teachers while planning lessons

Howley Preschool, Trenton, NJ

February 2011- May 2011

Junior Practicum

- Developed original lesson plans and assessments based on the curriculum and that were age appropriate
- Interacted with the students in various centers

- Collaborated with the head teacher and assistant teacher in the classroom

Hopewell Valley Regional School District, Hopewell, NJ                      September 2011- June 2012

Substitute Teacher

- Followed planning instructions left by the teacher, assisted students who needed help, and worked with assistant teachers to follow the everyday activities

Grow-Ville Community Day School, Groveville, NJ                      February, 2011- October 2011

Head Teacher and Assistant Teacher

- Lead teacher for Toddler Classroom; responsible for daily planning
- In charge of teaching children how to connect words to everyday activities and items
- Assistant teacher for Infant Room; responsible for helping with daily activities
- Assistant teacher for the Pre-K classroom; responsible for helping with daily activities
- Responsible for bulletin boards in my classroom, other rooms and the hallway within the school
- Communicated with parents on a daily basis

**Awards and Distinctions**

- Carol A. Allen Scholarship Recipient
- NJ Stars Recipient
- Phi Theta Kappa Honor Society (selected to be secretary of this organization)
- Mercer County Community College Board of Trustees (Alumni Trustee)
- Coca-Cola Scholarship Nominee
- Mercer County Community College Alumni and Friends Board Member
- Alexander K. Buck Leadership Award

**Related Experience:**

Princeton YMCA Summer Sports Camp, Princeton, NJ                      June 2012- August 2012

Camp Counselor

- Interacted with the campers and other counselors
- Helped put together sports activities for campers to partake in
- Assisted other counselors with activities that they put together

Build A Bear Workshop, Lawrence, NJ

Bear Builder

March 2008- August 2009

- Interacted and greeted children and parents as they walked into the store
- Conducted parties on numerous occasions

Assistant Manager

August 2009- February 2011

- Helped to plan ways in which to make the store environment friendlier and to make families happier as well

- Helped in planning special events (i.e. story hour- children would come in to listen to a couple of stories and do an arts-and-crafts activity as well

Antheil Elementary School, Ewing, NJ

September 2007-June 2008

High School Senior Experience Student (Grade 2)

- Helped the head teacher plan and teach daily lesson plans and activities
- Worked one-on-one with students struggling in math and/or reading
- Worked one-on-one with a student who only spoke Polish and helped her learn to read and speak in English through flashcards and books

Girls Soccer Coach, Ewing, NJ

2009-2016

Head Coach

- Conducts regular training and instruction with team.
- Looking for new individual and team goals to set for the players and team as a whole
- Collaborated with several other coaches throughout all of the seasons to look for ways to improve the team and the game itself

## References

Mrs. Melissa Curran  
Maple Point Middle School Teacher  
C: (267)-799-6671  
[mcurrran@neshaminy.org](mailto:mcurrran@neshaminy.org)

Mrs. Michele Hofner  
Our Lady of Counsel Catholic School Teacher  
C: (215)-802-7542  
[Seashell0964@aol.com](mailto:Seashell0964@aol.com)

Dr. Pamela Brillante  
Associate Professor  
Director, Disability Studies  
William Paterson University College of Education  
Office: Valley 3102  
C: (973)-981-0984  
[BrillanteP@wpunj.edu](mailto:BrillanteP@wpunj.edu)

Mrs. Erika Kraemer (Rieth)  
Friend  
C: (609)-553-8720  
[aelkraemer@gmail.com](mailto:aelkraemer@gmail.com)

# Jessica Gerhard

25 Samoa Drive  
Plum, PA 15239  
(412) 605-7769  
JGerhard07@gmail.com

## EXPERIENCE

### Online ESL Teacher, VIPKid — *Virtual* (2019-PRESENT)

- Teaches English Language Arts to Chinese students in grades K-6 in an interactive 1-on-1 online classroom.
- Uses physical and digital tools, total physical response, clear enunciation, enthusiasm, and positive reinforcement.
- Administers and scores assessments in order to evaluate student progress.
- Communicates to parents and learning partners on a daily basis.

### Science Instructor, Carnegie Science Center- *Pittsburgh, PA* (2019)

- Taught engaging STEM lessons on space, chemistry, physics, engineering, geography, and circuits to 20-25 summer camp students from K-5th grade based on the theme of the week.
- Facilitated hands-on activities and utilized Lego Education Kits, WeDo 2.0, Sphero, Osmo, Google Expeditions, and Code.org.

### Pre-Kindergarten Teacher

KINDERCARE LEARNING CENTER - *Plum, PA* (2010-2013)

BANANA BUNCH - *Rapid City, SD* (2009-2010)

- Supervised and taught 10 four and five year olds according to state standards. Created lesson plans, taught letters, numbers, shapes, colors, and writing as well as social skills, independence, and following directions.
- Incorporated art projects, science experiments, facilitated fine and gross motor activities, dramatic play, outdoor activities, held conferences, and led field trips.

### Fourth Grade Teacher, Riverview Elementary School — *Dayton, NV* (2008-2009)

- Prepared lesson plans according to the state standards and taught Math, Science, Language Arts, Spelling, Guided Reading, and Social Studies.
- Taught Tier 2 Reading Flex Groups with 4th and 5th graders for fifty minutes a day.
- Incorporated group projects, science experiments, art, discussions, math manipulatives, and writing into a variety of subjects.
- Created a weekly class newsletter with classroom information, homework assignments, subject topics, and class pictures.
- Collaborated with grade level teachers every Thursday for an hour and a half.
- Used PowerSchool to enter grades, AIMSweb to monitor reading skills, supervised field trips, participated in Family Learning Night, and volunteered for school events.

## EDUCATION

### Slippery Rock University Elementary Education K-6 *Slippery Rock, PA*

AUGUST 2004 - MAY 2008

## STUDENT TEACHING

### 6th Grade, Hartman Elementary School — *Ellwood City, PA* (MARCH - MAY 2008)

- Taught social studies, spelling, and math lessons to two sixth grade classes.

- Presented a unit on Embryology where students observed chicks grow from eggs into babies and helped organize activities for Pi Day and the 6th Grade Olympics.

### 2nd Grade, Hartman Elementary School — *Ellwood City, PA* (JAN - MARCH 2008)

- Taught reading, language arts, math, spelling, science and social studies. Graded assignments, created engaging lessons, and utilized a classroom management system.

- Incorporated Geoboards, fraction circles, and mini clocks for hands-on experiences in math and developed art projects with writing activities for each reading story.

## PROFESSIONAL TRAINING

Engaging Standards-Based Instruction, Teaching in the 21st Century, Flexible & Responsive Teaching, Communicating with Families, Sparking Student Engagement, Managing Classroom Procedures, Student Participation, Communicating Directions, Promoting Safe Schools – SAS-2019

**COVER LETTER**

REAP ID No: 256418

**TO:** Director of Human Resources**FROM:** German, Kirsten Leigh**Present Address:**

1440 Heritage Sq  
Middletown, PA 17057  
(717) 649-1074  
kirstengerman14@gmail.com

**DATE:** May 23, 2019

In the past year, I have acted as the building substitute for Rutherford Elementary in the Central Dauphin School District. In my time at Rutherford Elementary, I have thoroughly enjoyed working with all of the students, getting to know each one of them, and what makes them excited in learning. The students in the various grades all are curious in different ways, and helping these students foster their understanding in academics is a rewarding experience to me.

During my time as the building substitute for Rutherford Elementary, I have spent time in kindergarten to fifth grade, along with specialist classrooms such as the ESL, Special Education, Reading Specialist; and the various arts classrooms such as music, art, etc. Due to the fact that Rutherford Elementary is a Title I school, I don't just meet my student's academic needs. Often, I am also meeting the students social and emotional needs; which include strong behaviors, home issues, and helping the students to work together as a classroom community. Rutherford Elementary uses a Positive Behavioral Interventions and Supports System, so I work to insure that I reward students for positive behaviors, instead of focusing on their negative behaviors.

During my time at Shippensburg University, I spent many hours in the field. While student teaching at LeTort Elementary in Carlisle School District in a second-grade classroom, I motivated my students to value their learning. When I planned my lessons using state standards in conjunction with a literacy curriculum, I gave instruction in ways that is differentiated for my various student's needs. I believe that every student can learn and be respected in my classroom and be empowered by being part of decisions made in the classroom. I nurture each and every student to make them feel valued within my classroom community.





**EDUCATIONAL BACKGROUND**

	SCHOOL OR INSTITUTION AND LOCATION	MAJOR/MINOR	DIPLOMAS, DEGREES OR CREDITS EARNED	GRADE POINT AVERAGE (GPA)
HIGH SCHOOL	Middletown Area High School Middletown, PA, PA 17057	(Does Not Apply)	High School Diploma	4.0
COLLEGE/UNIVERSITY	Shippensburg University Pennsylvania 17257	Elementary Education	BS 120.0 CrHr	3.583
COLLEGE/UNIVERSITY			CrHr	
GRADUATE STUDY			CrHr	
GRADUATE STUDY			CrHr	

**EXPERIENCE**

(PRESENT OR MOST RECENT FIRST)

Dates		Name of Employer and Address		Your Title
From	September 2018	Substitute Teacher Service, Inc Rutherford Elementary, CD SD Harrisburg, PA 17111		K-12 Educator
To	May 2019	(Area Code) Telephone:	(717) 561-1990	
Work Performed:			Reason for Leaving:	
Kindergarten (1.0 yrs), Grade 1 (1.0 yrs), Grade 2 (1.0 yrs), Grade 3 (1.0 yrs), Grade 4 (1.0 yrs), Grade 5 (1.0 yrs)			(???)	
Name and Title of Supervisor:	Tabitha Richardson Human Resources Representative		Final Yearly Salary:	\$25,000

Dates		Name of Employer and Address		Your Title
From				
To		(Area Code) Telephone:		
Work Performed:			Reason for Leaving:	
(No Entries were made in this section.)				
Name and Title of Supervisor:			Final Yearly Salary:	

Dates		Name of Employer and Address		Your Title
From				
To		(Area Code) Telephone:		
Work Performed:			Reason for Leaving:	
(No Entries were made in this section.)				
Name and Title of Supervisor:			Final Yearly Salary:	

Please list activities that you are qualified to supervise or coach:

(No Entries were made in this section.)

If you have not been previously employed in a teaching position, please complete the following:

### STUDENT OR PRACTICE TEACHING

GRADE OR SUBJECT TAUGHT	NAME AND ADDRESS OF SCHOOL	1. COLLEGE SUPERVISOR 2. COOPERATING TEACHER
Grade 2	Carlisle School District LeTort Elementary Carlisle, PA 17013	1. Dr. Eucabeth Odiambo 2. Heather Egan
		1. 2.

#### Student Teaching References:

Please attach photocopies of letters of reference and/or evaluations from college/university student teacher supervisor and cooperating teacher(s).

### REFERENCES

References should include superintendents, principals or professors who have first-hand knowledge of your professional competence and your personal qualifications. Experienced teachers should include the superintendent and principal of the two most recent schools in which employed. If any person(s) listed should not be contacted for reference at the present time, indicate in the left-hand margin the date contact(s) may be made.

NAME	POSITION	ADDRESS	TELEPHONE
Deron Doi	Principal of Rutherford Elem.	6500 Clearfield St, Harrisburg, PA 17111	(717) 561-1990 Ext. 151
Melissa Lightner	5th Grade Teacher	6276 S Highlands Circle, Harrisburg, PA 17111	(717) 576-4579
Jennifer Todd	Kindergarten Teacher	6500 Clearfield St, Harrisburg, PA 17111	(717) 561-1990 Ext. 101

### OTHER QUALIFICATIONS

Summarize special job-related skills and qualifications acquired from employment or other experiences (including U.S. military service) and/or state any additional information you feel may be helpful in considering your application, i.e. honors, awards, activities, technology skills or professional development activities:

- Taught lessons provided by teachers, and followed plans thoroughly; frequently receiving positive feedback
- Created relationships with students to have rapport throughout various elementary schools
- Maintained flexibility by traveling to various elementary schools on a daily basis
- Instructed students in grades kindergarten to fifth grade including ESL, Special Education, Reading Specialist, and arts classrooms such as music, art, etc.
- Mentored student teacher on classroom management and teaching lessons

**GENERAL BACKGROUND INFORMATION**

You must give complete answers to all questions. If you answer "Yes" to any question, you must list all offenses, and for each conviction provide date of conviction and disposition, regardless of the date or location of occurrence. Conviction of a criminal offense is not a bar to employment in all cases. Each case is considered on its merits. Your answers will be verified with appropriate police records.

Criminal Offense includes felonies, misdemeanors, summary offenses and convictions resulting from a plea of "nolo contendere" (no contest).

Conviction is an adjudication of guilt and includes determinations before a court, a district justice or a magistrate, which results in a fine, sentence or probation.

You may omit: minor traffic violations, offenses committed before your 18th birthday which were adjudicated in juvenile court or under a Youth Offender Law, and any convictions which have been expunged by a court or for which you successfully completed an Accelerated Rehabilitative Disposition program.

Were you ever convicted of a criminal offense?  Yes  No

Are you currently under charges for a criminal offense?  Yes  No

Have you ever forfeited bond or collateral in connection with a criminal offense?  Yes  No

Within the last ten years, have you been fired from any job for any reason?  Yes  No

Within the last ten years, have you quit a job after being notified that you would be fired?  Yes  No

Have you ever been professionally disciplined in any state?  Yes  No

Professionally disciplined means the annulment, revocation or suspension of your teaching certification or having received a letter of reprimand from an agency, board or commission of state government, such as the Pennsylvania Professional Standards and Practices Commission.

Are you subject to any visa or immigration status which would prevent lawful employment?  Yes  No

**Note: If you answered "Yes" to any of the above questions, please provide a detailed explanation on a separate sheet of paper, including dates, and attach it to this application. Please print and sign your name on the sheet, and include your social security number.**

**ACT 34 Clearance (PA State Police Criminal Background Check)**

Each applicant must submit with his/her employment application a copy of a Criminal History Record from the Pennsylvania State Police. Prospective employees must submit ORIGINAL report, which may not be more than one (1) year old.

\*\*\*\*\*

**ACT 114 (Federal Criminal History Record)**

Each applicant must submit with his/her employment application a copy of a Federal Criminal Record from the Federal Bureau of Investigation (FBI). Prospective employees must submit ORIGINAL report, which may not be more than one (1) year old.

\*\*\*\*\*

**ACT 151 Clearance (PA Child Abuse History Clearance)**

Each candidate must submit with his/her employment application a copy of an official clearance from the Pennsylvania Department of Public Welfare. Prospective employees must submit ORIGINAL report, which may not be more than one (1) year old.

\*\*\*\*\*

**ESSAY**

Please write an essay as described on page six. For your convenience, you may attach a sheet; however, your essay may not exceed one page. At the bottom of the attachment, please print and sign your name.

\*\*\*\*\*

**CERTIFICATION AND RELEASE AUTHORIZATION**

I certify that all of the statements made by me are true, complete and correct to the best of my knowledge and belief, and are made in good faith. I further certify that I am the sole author of the essay. I understand that any misrepresentation of information shall be sufficient cause for: (1) rejecting my candidacy, (2) withdrawing of any offer of employment, or (3) terminating my employment.

I hereby authorize any and all of my previous employers and/or supervisors to release any and all of my personnel records, and to respond fully and completely to all questions that officials of \_\_\_\_\_ (school district) may ask regarding my prior work history and performance. I will hold such previous employers and/or supervisors harmless of any and all claims that I might otherwise have against them with regard to statements made to this school district. I further authorize these officials to investigate my background, now or in the future, to verify the information provided and release from liability all persons and/or entities supplying information regarding my background. However, I do not authorize the production of medical records or other information, which would tend to actually identify a disability nor do I authorize inquiries which would include information related to any medical condition or medical history. Further, I do not waive any rights which I may have under state or federal law related to my right to challenge the disclosure of unlawful or inaccurate information, whether by the school district or by entities or persons providing such information to the school district, including any and all claims concerning allegations of employment discrimination because of race, color, sex, religion, national origin, ancestry, age or disability.

\_\_\_\_\_ **Date** \_\_\_\_\_ **Signature of Candidate (in ink)**  
**[Must be original]**

*Pennsylvania school districts shall not discriminate in their educational programs, activities or employment practices based on race, color, national origin, sex, disability, age, religion, ancestry or any other legally protected classification. This policy is in accordance with state and federal laws, including Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, the Americans with Disabilities Act of 1990 and the Pennsylvania Human Relations Act. Information relative to special accommodation, grievance procedure, and the designated responsible official for compliance with Title VI, Title IX, and Section 504 may be obtained by contacting the school district.*

**ESSAY**

We are interested in your ability to organize and express thoughts on a specific topic in a succinct manner. Please select one of the following topics and write an essay in the space provided on this page.

1. The Most Important Qualities of an Outstanding Educator.
2. My Philosophy of Student Discipline.
3. The Importance of Continuing Professional Development and How I Plan to Incorporate It Throughout My Career.
4. Essential Elements of Instruction, Administration or Area of Certification.
5. How Information Technology (i.e. computers, Internet) Can Be Integrated into the Instructional Process and Curriculum.

Signature \_\_\_\_\_

Name \_\_\_\_\_

Note to applicants: This application can be downloaded from the Department of Education's home page which is accessible at: <http://www.state.pa.us>.

This application was developed, in accordance with Section 1204.1 of Act 107 of 1996, by the Pennsylvania Department of Education in consultation with organizations representing school administrators, including personnel administrators, teachers and school boards. Questions should be referred to PDE School Services Office at Voice Telephone (717) 787-4860, Text Telephone TTY (717) 783-8445 or FAX (717) 783-6802. If you need accommodation in completing this application, including alternate format, please contact the school district.

**ADDENDUM: ESSAY**

As a teacher, it is important to continuously attend professional development, to better all aspects of my teaching. I believe that I am a forever learner, and that there is always something new that I can learn that has more experience or expertise in a specific area. As a teacher, I will reflect personally on the areas that I struggle, and seek out professional development opportunities to help me better myself in these areas. These areas may include a specific program or subject.

In my teaching career, I plan on attending professional development that I find helps and suits my current needs as a teacher at that specific time. I plan on using the professional development seminars that are provided by the district to better my classroom, and use them as a way to collaborate with other teachers in my district in the same grade level I am teaching. I plan to seek out professional development, as I work toward getting my master's degree in an area of education.

I also plan on seeking out professional development on my own, finding online resources or other presentations to make me a stronger teacher, even in areas where I am a strong. In addition, I plan on reading research-based literature in areas such as classroom management to find new and creative ideas in an area that I feel as a teacher you can always improve on, and how to manage a class in a positive way.

Signature \_\_\_\_\_

Name \_\_\_\_\_

**ADDENDUM: ADDITIONAL INFORMATION FROM REAP APPLICATION**

## Professional Statements

**1. What are your three (3) most important reasons for wanting to be a teacher?**

First, I am passionate about my students, getting to know them individually. Second, I had a chronic-illness as a child, and I had a teacher influence me and I want to do the same for students. Third, I have seen the impact I can make as a substitute, having a class I would be able to extend this.

**2. How much do you want to know about your students in order to be helpful to them?**

I want to know as much as possible about my students. I the more information that I have about my students, the more I am able to to teach to each specific learner and student to best fit each of their needs. So that every student learns to their best ability.

**3. What three (3) things do you most want to know about your students?**

The first thing I want to know is their family and their home life so that I am able to support their needs at school. Second, I want to know if my students have an IEP/504 Plan, so I am able to use these as a guide to teach the students. Finally, I want to know what type of learner my students are.

**4. What do you need to know in order to begin your lesson planning for a class?**

The first thing I need to know to being lesson planning is what the standards are, what the goal of the lesson is, and the assessment form. From there, I can create an objective for the lesson and build a lesson from the objective, focusing the lesson around the objective, even if it is multi-day.

**5. What four (4) key components do you believe you must include in your plan?**

The first key component is the objective/standards which is the goal of the lesson. The second is the procedure, including a hook to gain students interest. Third, is closure to review and see what should be extended. Fourth, evaluation/assessment, to see what students learned from that lesson.

**6. When you think about your students, in what major ways do you most want to influence their lives?**

I want my students to enjoy learning and find that though school is hard work that if they try they can accomplish it. I also want them to feel school as a safe place, with adults that care and love for them, and are there for them at all times.

**7. List and describe two (2) core teaching strategies you most utilized in your classroom.**

One core teaching strategy is to use differentiated instruction in both the whole group and small group setting. The small group setting in my classroom are used for both guided reading and guided math. Another teaching strategy is modeling instruction, leading showing examples such as in writing.

## Additional Question(s)

Question	Response
<b>1. Have you been a resident of the Commonwealth of Pennsylvania for at least two years preceding the date of this application for employment?</b>	YES



**ADDENDUM: ADDITIONAL INFORMATION FROM REAP APPLICATION, CONTINUED**

## Test Scores

	Date Taken	Test Name	Score
<b>1</b>	September 2017	Praxis II-- Pre K-4 Module 1-Child Dev Prof (8006)	231
<b>2</b>	September 2017	Praxis II-- Pre K-4 Module 2-Lang Social Stud (8007)	229
<b>3</b>	September 2017	Praxis II-- Pre K-4 Module 3-Math Science (8008)	190

PDE 353A (12/03/13)

Addendum - Additional Info, Continued

# Sarah Jo Goehring

## Early Childhood Education N-3 and Reading Specialist K-12

1013 RT 68

New Brighton, PA 15066

[sarahjogoehring@gmail.com](mailto:sarahjogoehring@gmail.com)

(724)462-5682

## Education

### Slippery Rock University

- Master of Education
- Elementary Ed: K-8 Math and Science
- GPA: 3.9 Graduated January 2017

### Youngstown State University

- Bachelor of Science in Education
- Early Childhood Education Pre K-3
- GPA: 3.88 Graduated December 2011

### Edinboro University of Pennsylvania

- Bachelor of Arts: Individualized Studies
- Minor in Psychology
- Graduated May 2008

## EXPERIENCE

### **Ellwood City Area School District, Ellwood City, Pennsylvania - Title 1 Reading Aide**

November 2014 - PRESENT

- Collaborate daily with 3rd & 4th grade reading teachers.
- Coteach within the Tier 2 Intervention classrooms and assist in implementing planned lessons.
- Administer DIBELS Next assessments and progress monitor students as necessary.
- Administer the TOSREC and GORT assessments.
- Provide small group reading intervention using Sonday System 2.
- Implement reading strategies within content areas such as Science and Social Living.
- Build strong rapport with faculty, staff, students, parents, and community.
- Model and teach test-taking strategies across all content areas.
- Administered, reviewed, and grouped students based on AIMSweb assessments from 2014-2016.
- Administered and reviewed CRI and QRI assessments to use for retention and Sp. Ed. consideration.
- Certified to administer PSSA's in Language Arts, Math, and Science.
- Communicate student's academic data, strengths, and weaknesses with teachers and administration.
- Conduct small group instruction based on the student's individual needs.
- Assist with the Perry School Store by helping students gain skills of cooperation, collaboration, creativity, and communication through authentic learning.
- Expand student's understanding of vocabulary and comprehension through guided reading in Accelerated Reader groups.
- Provided support with online learning for students during COVID 19 school closures, through google meet sessions, email, and provided read alouds.
- Monitor students daily during lunch and dismissal times.
- Maintain a flexible schedule to assist with student and teacher needs.
- Volunteer for Bedtime Stories yearly.
- Knowledgeable in Google.

  
**Huntington Learning Center, Cranberry Township, Pennsylvania** - *Learning Center Teacher*

March 2014 - March 2020

- Administer Academic Evaluations and implement the prescribed programs to best meet the student's needs.
- Facilitate one-on-one, zone, or subject tutoring sessions in Reading, Math, Writing, and Study Skills.
- Self initiate and maintain a working knowledge of available and new curriculum materials.

**Ellwood City Area School District, Ellwood City, Pennsylvania** - *Math Tutor*

August 2014 - November 2014

- Collaborated with fifth and sixth grade math teachers by discussing student's strengths and needs.
- Adapted lessons provided during math class to enhance student engagement and understanding.
- Planned daily math group mini lessons for struggling students.
- Strengthened student's math abilities, by encouraging them to work through frustrations.

**Ellwood City Area School District, Ellwood City, Pennsylvania** - *Building Substitute*

August 2013 - June 2014

- Communicated with classroom teachers.
- Executed lesson plans as assigned by classroom teachers.
- Covered for differing amounts of time from short meetings to extended absences up to a week.
- Provided support in the classroom when not substituting.
- Assisted teachers with small study groups, reteaching math and reading lessons.

**Keystone SMILES AmeriCorps, Ellwood City, Pennsylvania** - *AmeriCorps Service Member*

January 2012 - July 2013

- Retought lessons by tutoring third through sixth grade students in math.
- Gathered and analyzed data through pre and post testing, as well as AIMSweb.
- Participated in and on the Relay for Life Committee in Ellwood City, PA.
- Volunteered for "Youth Global Service Day" in Erie, PA and "A Day On, Not Off" in Farrell, PA.
- Created, planned, and taught summer Science and Social Living enrichment programs.
- Volunteered monthly to assist with PTO sponsored Family Fun Nights at North Side Primary.
- Completed service learning projects that helped clean up the community and collected canned food items for the local food pantry.
- Completed CPR, CERT (Community Emergency Response Team), and First Aid training.

**NHS, Baden, Pennsylvania** - *Lead Program Specialist, Program Specialist, and Therapeutic Support Staff*

May 2008 - December 2010

- Created curriculum, implemented treatment plans, and gathered observable data of client's behaviors.
- Supervised Autism Program Specialist during treatment plan implementation and documentation.
- Used MI (Motivational Interviewing) techniques to greet and interact with clients and their families.
- Counseled clients and implemented treatment plans in home, school, and community settings.
- Acted based on child specific behavior plans.
- Implemented treatment plans in a therapeutic setting to help foster social interactions.
- Assisted the Lead Autism Program Specialist in executing curriculum.

# Joanne Gries

20 Daniels Road  
Lake Ariel, PA 18436  
570.381.2001  
joannegries@gmail.com

## EXPERIENCE

### **Western Wayne School District, Lake Ariel, PA - substitute teacher**

September 2019 - Present

Follow and teach lesson plans provided by the classroom teacher.

Maintain effective classroom management strategies.

Determine appropriate consequences for any inappropriate student misbehaviors.

### **Hays CISD, Kyle, TX - technology application teacher**

August 2011 - April 2019

Utilized and incorporated Google Suite (Docs, Sheets, Slides and Classroom) into classroom instruction.

Collaborated with classroom teachers on upcoming curriculum and integrate technology into lesson planning.

Communicated with students, parents, colleagues, district officials in a courteous and professional manner.

Taught students keyboarding, Microsoft Office (Word, PowerPoint, Excel) and Google Suite to promote 21st century learning.

Maintained school social media (Facebook, website and Twitter).

Maintained files, statistical data and records for curriculum planning.

### **Hays CISD, Kyle, TX - classroom teacher**

August 2004 - August 2011

Planned lessons according to district standards to cover all requirements and prepare for standardized tests.

Planned, implemented, monitored and assessed classroom instructional program.

Modified the general education curriculum for special education students.

Built positive relationships with parents to involve them in the educational process.

Fostered positive relationships with children in a professional manner.

Attended faculty briefings and responded to administrative

## SKILLS

Lesson planning

Microsoft Office and Google skilled

Strong collaborator

Self-motivated

Critical thinking

Outstanding social skills

Technological instruction

Data entry

## ACCOMPLISHMENTS

Invited to State Capitol in Austin to Hour of Code event hosted by First Lady Abbott

Recognized in first edition "Our Digital Hays" magazine for my work in coding

Teacher of the Year nominee

Math leader for district

## LANGUAGES

English and Polish

correspondence.

Maintained student education files, student achievement data and records for RTI (Response to Intervention) meetings.

Responded to telephone calls from parents.

### **Community Action, Inc, San Marcos, TX - Early Intervention Teacher**

August 2003 - August 2004

Conducted home visits to work with infants through four years old.

Educated and provided parents the necessary skills to continue working with their child.

Worked with children to develop their cognitive skills using multiple strategies.

Built positive relationships with parents to involve them in the educational process.

Maintained records on each child's progress.

## **EDUCATION**

### **University Of Pittsburgh - Bradford, PA**

#### **Elementary Education Certificate**

August 2000- May 2002

Elementary Education certification

### **University Of Pittsburgh - Bradford, PA**

#### ***Bachelor of Science***

August 1995 - May 1999

Psychology major

Gender Studies minor

## **ACTIVITIES**

Team leader for third grade and special area

Social committee chair for eight years

Technology committee chair

Student Council advisory chair

Mentor to new teachers

Campus webmaster

**CONTACT**

- 📞 717-802-1066
- ✉ brittany.gruver@gmail.com
- 📍 1 Adams Street, Enola, PA 17025

**PROFESSIONAL SUMMARY**

Efficient, accuracy-driven front office coordinator excited to transition into healthcare administration. Offering excellent communication, planning and prioritization skills demonstrated with years of customer service experience and past 4 years working in outpatient physical therapy. Exceptional leadership skills with expertise in streamlining workflow to optimize personnel strengths.

**SKILLS**

- Medical office administration
- Scheduling proficiency
- Managing patient records (EMR)
- Payment collection
- Insurance verification and authorization
- Patient care and communication
- Use of Raintree and Medent systems

**EXPERIENCE****FRONT OFFICE COORDINATOR** *May 2016 - Current*  
*Drayer Physical Therapy Institute, Harrisburg, PA*

- Deliver top-notch administrative support to office and clinical staff, promoting excellence in office operations.
- Create and update electronic medical records to maintain current, accurate and compliant documentation.
- Accurately collect personal, billing, and medical details for 50+ patients per day.
- Communicate verification and authorization status updates with patients and clinical staff to facilitate decision-making for patient admissions and insurance coverage.
- Coach new employees on administrative procedures, company policies and performance standards.
- Maintain reports and spreadsheets to track, analyze and report on patient intake, copay collections, authorization, etc.

**RECEPTIONIST** *Mar 2015 - May 2016*  
*Polished Salon, Spa & Wellness, Lemoyne, PA*

- Acted as first point of contact and set appointments for prospective clients.
- Learned details of types of treatments and procedures in order to answer questions from spa guests.
- Consistently kept reception area clean and tidy and maintained presence at desk area.
- Maintained reception efficiency by taking phone calls, inputting appointments, and collecting payments.
- Maintained schedule for opening, closing, and cleaning duties.

**ASSISTANT MANAGER** *Aug 2012 - Mar 2015*  
*Palm Beach Tan, Lemoyne, PA*

- Updated computer system with client schedules, inventories, and salon information.
- Educated clients on health and safety of tanning facilities and procedures.
- Managed quality assurance program, including on-site evaluations, internal audits, and customer surveys.
- Created work schedules according to sales volume and number of employees.
- Coached staff of 7 in product specifications, sales incentives and selling techniques.
- Maintained consistent "per retail average" per company goals.

**EDUCATION****BACHELOR OF SCIENCE –  
HEALTHCARE ADMINISTRATION** *September 2020*  
*Central Penn College, Summerdale, PA*

# MEESHA J. HARRIS

912 S 60<sup>th</sup> Street ✦ Philadelphia, PA 19143 ✦ Phone: 267-408-5536 ✦ Email: [meeshajanaeharris@gmail.com](mailto:meeshajanaeharris@gmail.com)

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## 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 10<sup>th</sup> 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 9<sup>th</sup> 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 9<sup>th</sup> grade students to the new school for the 2015 - 2016 school year. Supported the teacher advisory model, offering additional assistance to the founding 9<sup>th</sup> 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.

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## 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.

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## 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**



# Shauna Havrilla

341 East Thirlwell Avenue  
Hazleton, PA 18201  
(570)900-5923  
shavrilla1@gmail.com

## **OBJECTIVE:**

To obtain a career as a virtual Elementary or Secondary School Counselor.

## **EDUCATION:**

### **Bloomsburg University, Bloomsburg, PA**

Graduate coursework: Elementary School Counseling, May 2019.  
K-6 School Counseling Certification

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

M.S in School Counseling, May 2008.  
Secondary Counseling Certification

### **The Pennsylvania State University, Dunmore, PA**

B.S in Human Development and Family Studies, December 2005.  
Community Human Service Certification

## **WORK EXPERIENCE:**

### **November of 2018 -Present**

#### Middle School Counselor

Wyoming Valley West Middle School, Kingston, PA

- Individual Counseling/Small Group Counseling with strong emphasis on the ASCA National Model: Career, Academic and Social/Emotional components (Grades 6-8)
- Implementation of 504 plans
- SAP team member
- PSSA/Keystone testing administrator
- CDT screening
- Coordinate with the West Side Career and Technical Center which consists of 8<sup>th</sup> grade Student tours, application process, observation of shops
- Interact closely with the special education staff and administration (actively participate in IEP meetings, 504 meetings, MDT meetings and scheduling)
- Coordinator of the Junior National Honor Society, Peer Tutoring Program, Youth Scholar Program.
- Work closely with Prosper which is a program through PSU to help families in need.

### **March of 2010-November of 2018**

#### Secondary School Counselor

Pine Grove Area High School, Pine Grove, PA

- Individual Counseling/ Small Group Counseling with strong emphasis on the ASCA National model: Career, Academic and social/emotional components (Grades 9-12)
- **Coordinator** of our districts Virtual Academy grades k through 12 (blended schools) for several years.
- **Coordinator** of the Schuylkill County Youth Group (Stand against Racism Event) and Advisor of our newly approved Diversity Club and peer mentor club
- **District coordinator** of 504 plans
- **Coordinator** of the SAP team
- Keystone Testing **Coordinator**

- **STC Coordinator** (Career and Tech Ed Coordinator): enrollment and application process and recruitment of students interested to learn trades
- Have knowledge working with students who fall under the McKinney Vento Act.
- Co-assessment coordinator and proctor for the ASVAB, PSAT, SAT, ACT, and AP exams.
- Interact closely with the special education staff and administration (actively participate in IEP meetings, 504 meetings, MDT meetings and scheduling)
- Co-facilitate local scholarships for students and work closely with scholarship providers
- Co-facilitate our annual Financial Aid night and FAFSA workshop for parents/students.

### **August of 2008-2010**

#### Behavioral Specialist Consultant/Mobile Therapist

Providence Community Center, Pottsville, PA

- Implement behavior interventions/proactive strategies.
- Function as behavioral support in a variety of therapeutic areas.
- Collaborate with treatment team.
- Case documentations
- Experience working with family of adolescents who have special needs.
- Develop and update treatment plans
- Supervise therapeutic staff support workers
- Educate therapeutic staff support workers, clients, families, school personnel, etc. on helpful interventions.
- Assist in initiating individual/family therapy sessions with children and adolescents in their homes, school, and community.

### **SKILLS:**

Computer Experience - Internet, Windows, Microsoft Office, partial Excel, CSIU (on-line scheduling system), Sapphire software, NAVIANCE, various online school counseling resources: Common Application, Send Edu, ONET, College Board, NCAA clearinghouse eligibility website, PVASS, DRC portal.

Test Administration- Keystone Exams, PSAT, SAT, ACT, AP exams, NOCTI, PSSA,

### **QUALIFICATIONS:**

#### Area of Certification-

Education Specialist II: School Counseling, Grades K through 12.

Education Specialist 1: Secondary School Counseling, grades 7 through 12.

Student Assistant Program Certified, Previous PGA Virtual Academy Coordinator, PA Tenured, Mandated reporter training certified.

### **REFERENCES:**

Available upon request

# Carly J. Hill

2859 Hemlock Farms | Hawley, PA 18428

Hillca44@gmail.com | 917-747-4316

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## Profile

Compassionate, dedicated, and growing educator. Determined to motivate students to investigate the world around them artistically and creatively. Excellent communication skills and great empathy for students, parents and colleagues. Collaborates technology and learning to provide multiple pathways of learning maximizing both individual and grade level academic goals. Embraces diversity in the classroom, recognizing and utilizing the direct correlation with the growth and development of learning.

*"Education is not the filling of the pail, it's the lighting of the fire"*

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## Education

### East Stroudsburg University of Pennsylvania

May 2019

*Bachelor of Science in Early Childhood Education*

GPA: 3.46

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## Certifications and Trainings

*Pennsylvania Educator Certification Test*

October 2019

- Module 1
- Module 2
- Module 3

*Mandated Reporter*

August 2018

*Question, Persuade, Refer (QPR) Training*

September 2018

*Youth Mental Health First Aid*

February 2019

*Raz-Kids*

October 2018

*Amplify*

*Class Dojo*

*Kaboot*

*Epic*

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## Awards

*Dean's List*

Fall 2015

Spring 2016

Fall 2017

Spring 2018

Fall 2018

*Cum Laude*

Spring 2019

# Carly J. Hill

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## Teaching Experience

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### Pre-K Block

**Wallenpaupack Hawley Center** | Hawley, PA

Fall 2017

*Professional Development Instructor*

- Preschool classroom, with a total of 120 hours
- Observed diversity and culture within inclusion classrooms as well as special education classrooms.
- Observed early language arts teaching skills and techniques

### Primary II

**Chipperfield Elementary School** | Stroudsburg, PA

Spring 2016

*Professional Development Instructor*

- 2nd Grade classroom with a total of 112 hours
- Observed content presentation techniques
- Observed teacher/student interactions and classroom management.
- Reviewed unit and lesson plans and observed the teacher put those plans into action.
- Analyzed and applied knowledge of teaching and learning theory.

### Primary III

**Chipperfield Elementary School** | Stroudsburg, PA

Fall 2018

*Professional Development Instructor*

- 4th Grade classroom, with a total of 225 hours
- Observed superior classroom management and upholding an appropriate atmosphere beneficial to the learning environment.
- Implemented my own lesson plans and activities simultaneously developing classroom management techniques while teaching.
- Demonstrated professional growth in explanation and presentation of content material.

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## Student Teaching Internship

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**Chipperfield Elementary School** | Stroudsburg, PA

January 2019-March 2019

*Student Teacher*

- Practiced ethical and meaningful learning
- Embraced diversity, creative ideas and point of views
- Developed proficient classroom management skills
- Expanded professional growth in effective teaching and knowledge of technology uses in the classroom

**Chipperfield Elementary School** | Stroudsburg, PA

March 2019-May 2019

*Student Teacher*

- Developed proficient content presentation using various methods of instruction
- Clarity of content and procedures were proficiently developed
- Reached proficient levels of emotional maturity and management of the classroom
- Correlation of academic standards and lesson objectives have shown advanced growth

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**Additional Employment**

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**Wallenpaupack Area School District | Hawley, PA** November 2019-Present

*Substitute Teacher*

- Upholding classroom management the teacher implemented
- Ensuring the requirements of students are met
- Upholding safety and integrity of students

**Hemlock Farms Recreation Department | Hawley, PA** May 2016-Present

*Front Desk Receptionist*

- Appropriate and friendly communication with members
- Providing members with helpful information about the community and events.
- Accurately singing in badge numbers
- Enforcing safety rules of the clubhouse building

*Child Care After-School Program* September 2016-June 2017

- Supervisor of 15-20 children daily after school
- Assisted children with homework
- Engaged in arts and crafts activities with the children

**The Forest Lake Club | Rowland, PA** April 2018-September 2019

*Waitress*

- Fine dining
- Upheld the highest standards of customer service
- Ensured customer satisfaction through dining experience
- Assisted in planning, setting up, and working large club events

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**Community Service**

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**Pike Count Area Agency Aging | Hawley, PA** June 2016-December 2016

*Volunteer*

- Assisted in putting together weekly lunches for senior citizen
- Served lunch to senior citizens
- Volunteered 2-3 times a week

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**References**

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Mrs. Diane Saylor  
4<sup>th</sup> Grade General Education Teacher  
(570) 350-7893  
[Dsaylor@sburg.org](mailto:Dsaylor@sburg.org)

Dr. Alison Rutter  
East Stroudsburg University Professional  
(908) 268-5268  
[Dralisonrutterst@gmail.com](mailto:Dralisonrutterst@gmail.com)

**Jason D. Hinshaw**  
**6193 Mark Circle**  
**Bensalem, Pa 19020**  
**267-249-1731**  
[hdj692@yahoo.com](mailto:hdj692@yahoo.com)

## **Education**

Lock Haven University, Lock Haven, PA  
**Bachelor of Science--**August 2012  
**Major:** Interdisciplinary Studies

Bucks County Emergency Health Services, PA  
**EMT Certification Program**

## **Certifications**

Guest Teacher  
NR-EMT and BLS

## **Experience**

**PCA 8/19 to present**  
*Bucks County Montessori School, Fairless Hills, PA*

- *Support students with disabilities in a one on one and small group setting.*
- *Develop goal plans with the student, parents, special education supervisor and classroom teacher to ensure the student is successful in completing their academic work and progressing with the goals set.*
- *Participate in IEP meetings as a part of the IEP team.*
- *Provide daily, weekly, and monthly feedback on student progress and suggested areas of need.*
- *Communicate with parents via email, text and in person on a regular basis to share student progress and achievement.*
- *Develop behavior plans to help students be successful in the academic environment.*
- *Experience with students with downs syndrome, on the autism spectrum, and ADHD.*

**Ancillary Tech- OR 1/18 to 12/18**  
*St. Mary Medical Center-Trinity Healthcare System, Langhorne, PA*

- *Along with my team, maintain and order stock for the operating room.*
- *Maintain 21 operating rooms to ensure they are clean, stocked, and prepared for each surgery.*
- *Anticipate and prepare for emergencies that may arise in the operating room.*
- *Provide patient with care and consideration before and after surgery.*
- *Coordinate with a team of techs, orderlies, charge nurses, surgeons, and anesthesiologist to ensure patient safety and dignity.*

**Anesthesia Tech- CTOR & EPS lab 2/10 to 6/15**  
*Aria Hospital-Torresdale Campus, Philadelphia, PA*

- *Maintain and sterilize all anesthesia equipment including IV pumps, TEE probes, anesthesia breathing machine, intubation blades, glidescope, portable ultrasound, fiber optic scope.*
- *Set up arterial line cart- using sterile techniques to open kit and add equipment.*
- *Assist anesthesiologist with floating swan ganz, intubation, and ultrasound to locate arteries.*

**Jason D. Hinshaw**  
**6193 Mark Circle**  
**Bensalem, Pa 19020**  
**267-249-1731**  
[hdj692@yahoo.com](mailto:hdj692@yahoo.com)

- Prepare all IVs for anesthesia including heparin, normasol, sodium chloride, dextrose, and zeroing of the lines.
- Assemble pressure kits and PSI kits.
- Ensure all circuits and suction canisters are new, clean, and free from occlusion.
- Maintain stock and order all anesthesia equipment and supplies for CTOR anesthesia work room.

**Orderly- CTOR, HCU, EPS & Telemetry 1/08 to 2/10**  
*Aria Hospital- Torresdale & Frankford Campus, Philadelphia, PA*

- Transport of patients to and from surgery while ensuring the patient's bed was clean and had all the necessary equipment to come out of the OR.
- Stock patient rooms with all necessary equipment and supplies including gloves, syringes, tubing pumps, and IV fluids.
- Cleaned OR, sterilized equipment, and completed limited set-up after each surgery.
- Clipped and performed first body cleansing before surgery.
- Assisted doctors and nurses in tasks requested to ensure patient safety and dignity at all times.

**Mortgage Loan Officer/Broker 2/04 to 1/07**  
*Empire Mortgage Services, Inc/Freedom Mortgage, Bensalem, PA*

- Responsible for selling conforming and non-conforming mortgages by developing strong relationships directly with potential clients, while identifying their financial needs.
- Maintain client contact through the entire loan process, while building relationships with new clients through in-bound and out-bound calls.
- Continually develops solid product knowledge to keep up to date with the ever-changing market.
- Work closely with processor to clear stipulations and ensure loans close in a timely manner.
- Ensure compliance with all federal and state policies.

**References Available Upon Request**

# LORI HUSARIK

714 Jen Lynn Court  
Apollo, PA 15613  
724-448-8266  
lhusarik@yahoo.com

## EDUCATION

Indiana University of Pennsylvania  
Master of Education in Literacy, August 2008  
Reading Specialist Certification K-12  
QPA: 3.92

### Additional Certifications

- English 7-9
- Math 7-9
- Earning English 7-12

Clarion University of Pennsylvania  
Bachelor of Science in Education, May 2005  
Elementary Education Certification K-6  
Natural Science Concentration: 11 Credits  
Elementary QPA: 3.8      Total QPA: 3.65

## TEACHING EXPERIENCE

### ***Penn Hills School District, Algebra and Geometry Teacher***

Aug. 2019 – Present

- Co-plan comprehensive lessons in following with the state standards. Develop unit-based, real-life projects to aid in comprehension of the instructed material. Incorporate a “Cambridge Approach” to classroom discussions on mathematical skills when challenges occur. Incorporate various technological devices in order to stimulate learning and curiosity of concepts.

### ***Penn Hills School District, Reading Teacher***

Aug. 2008 – Aug. 2019

- Cooperative planning with fellow Reading and ELA teachers to create standard-aligned, academically challenging lesson plans. Incorporate various instructional strategies while informally and formally assessing student needs on a daily basis. Being proactive and maintaining parental involvement via meetings, phone calls, and emails to assist with student accountability. Analyze local assessments (CDT/STAR) with colleagues to determine various academic levels within the classroom and how to enrich and differentiate instruction. Maintain a positive learning atmosphere while incorporating behavior management techniques all while sharing a love for reading.

### ***Apollo-Ridge School District, Long-Term Title I Reading Specialist***

Nov. 29 - Dec. 12, 2007, Dec. 17, 2007 - Jan. 11, 2008 & March 10 - April 4, 2008

- Assessed students with DIBELS subtests; implemented the Great Leaps Program to enhance phonemic awareness, phonics, and fluency skills; increased reading skills through the Sidewalks Program; utilized the Read Naturally Program to increase fluency, vocabulary, and comprehension levels of third through fifth-grade students.

### ***Apollo-Ridge School District, Long-Term 5<sup>th</sup> Grade Teacher***

Aug. 22, 2007 – Oct. 29, 2007

- Completed all classroom duties such as lesson planning, maintaining classroom management, implemented a Direct Instruction Reading Program which focused on increasing oral reading fluency, administered DIBELS and 4Sight Testing along with scoring the open-ended responses, attended IEP meetings and implemented updated information of students to aid in a productive learning atmosphere.



## ***Kiski Area School District, Home Bound Instruction Teacher***

January 8, 2008 – February 18, 2008

- Instructed sixth-grade student in all content area material with a focus on mathematics.

February 15, 2007 – April 30, 2007

- Instruction of fifth-grade student focusing in all content subjects. Prepared student for the PSSAs along with administering the assessments.

October 30, 2006 – February 5, 2007

- Instructed sixth-grade student with a focus on Reading and Language Arts.

## **PROFESSIONAL DEVELOPMENT AND HONORS**

Title 1 Summer Tutoring – Mathematics and Reading (2019)

Mentor for new teachers (2017-2019)

Teacher of the Year Nominee (multiple honors)

Member of Equity and Diversity Cohort (2017 - current)

Restorative Justice PITT Training and Implementation (Summer 2018)

Trained in Skyward, ProSoft, and Edline to maintain student records efficiently (daily)

Renaissance STAR Testing (progress monitoring)

National Science, Mathematics, and English Training (2018 - 2019)

Google Classroom Instruction (2017 - current)

Read 180 and System 44 Training and Implementation (2010 - 2011)

Keystone State Reading Associate; Penn State Leadership Conferences (annually)

The Lindamood Phonemic Sequencing® (LiPS®) Training and Seeing Stars Programs

Active Shooter Training, Crisis Prevention, and Intervention Techniques (2017-2019)

PD on Teacher Evaluation Model of Charlotte Danielson

PTA – Jean Day Incentive Program Creator

PA Licensed Notary

## **VARIOUS WORK EXPERIENCE**

Group Supervisor, Come-N-Play Daycare, Export, PA

2004 - 2009

- Intervene in child development including social, emotional, and behavioral concepts from birth through middle school age. Assist in creating exciting and stimulating educational projects while coordinating field trips.

Teacher's Aide, Immaculate Conception School, Clarion, PA

2002 - 2004

- Assisted and observed various teachers to enhance learning in small group settings. Operated office equipment, designed bulletin boards, created classroom projects, and guided activities for levels preschool through sixth.

Private Tutoring, Locally

2005 - Present

- Individualize instruction for children in order to increase their knowledge for success, growth, and improvement in various academic areas. Create motivational goals for each child to earn as an incentive.

Vitali's Greenhouse, Saltsburg, PA

2008 - Present

- Hands-on skills on growing, planting, pinching, cleaning various annuals and perennials.

# JAMIE HUTCHINGS

1503 Old Orchard Road | Media, Pa 19063 | 610-662-7900 | jamielhutchings@gmail.com

## OBJECTIVE

To obtain a position teaching middle school science or biology.

## EDUCATION

- |  |             |
|--|-------------|
| <b>Clemson University</b>  | 2015 — 2019 |
| - Earned M.S. in Biological Sciences   |             |
| <b>Pennsylvania Department of Education</b>                                    | 2016        |
| - Awarded Master's Equivalency Degree  |             |
| <b>Nova Southeastern University</b>  | 2009 — 2012 |
| - Pursued Doctor of Physical Therapy – 107 credits completed                   |             |
| <b>Pennsylvania State University</b>   | 2002 — 2007 |
| - Pursued M. Ed. In Curriculum and Instruction: Science – 24 credits completed |             |
| - B.S. Wildlife and Fisheries Sciences   |             |

## EMPLOYMENT HISTORY

- |  |                      |
|--|----------------------|
| <b>Middle School Science Curriculum Designer, Commonwealth Charter Academy</b><br><i>Norristown, Pa</i>  | April 2019 — present |
| <ul style="list-style-type: none"><li>- Designed and planned standards aligned curriculum for students to complete asynchronously</li><li>- Participated in meetings and collaborated with other designers and instructional coaches to formulate innovative and interactive lessons</li><li>- Manipulated a learning management system to build lesson content</li><li>- Utilized PA and NGSS standards to organize a scope and sequence for the middle school science program</li></ul>  |                      |
| <b>8<sup>th</sup> Grade Science Teacher, Commonwealth Charter Academy</b><br><i>Bryn Mawr, Pa</i>  | 2012 — 2019          |
| <ul style="list-style-type: none"><li>- Utilized Adobe Connect and Zoom software to teach lessons daily in an online setting</li><li>- Planned cooperative learning lessons, incorporated differentiated instruction, introduced students to online manipulatives</li><li>- Maintained open communication with administration and daily communication with students and parents regarding course progress</li><li>- Participated in PLC groups for content area planning of curriculum resources and grade level meetings to discuss shared students and aided where needed</li><li>- Analyzed data and adjusted instruction accordingly</li></ul> |                      |
| <b>7<sup>th</sup> Grade Science Teacher, Westpine Middle School</b><br><i>Sunrise, Fl</i>  | 2007 — 2009          |
| <ul style="list-style-type: none"><li>- Planned lessons and integrated reading into the curriculum including creating and implementing lab experiments</li><li>- Employed the use of technology daily: Smart board, presentation software and classroom laptops</li><li>- Implemented classroom procedures to assist with classroom management</li></ul>   |                      |

## TEACHING CERTIFICATIONS

- Pennsylvania Teaching Certificates: General science 7-12, Environmental education PK-12, and Biology 7-12

## PROFESSIONAL DEVELOPMENT

- Member: National Science Teachers Association, Pennsylvania Science Teachers Association
- Participant: Project WILD – learned how to teach students K-12 about the environment and the organisms that live in it using hands on labs or activities both indoors and out

## REFERENCES

Available upon request

**Kate Johnson**  
**Elementary Teacher (40)**

513 Highland Ave  
 Clarks Summit, PA 18411  
[kjohnson3088@gmail.com](mailto:kjohnson3088@gmail.com)  
 (570) 881-2326

## **PERSONAL INFORMATION**

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### **General Information**

*How did you learn about this position?* **Employee Referral**

### **Contact Information**

<i>First Name</i>	<b>Kate</b>	<i>Middle Name</i>	<b>Laura</b>
<i>Last Name</i>	<b>Johnson</b>	<i>Other Name</i>	<b>Kate Trentacoste</b>
<i>Email</i>	<b>kjohnson3088@gmail.com</b>	<i>Have you worked here before?</i>	<b>No</b>
<i>Primary Phone</i>	<b>5708812326</b>	<i>Mobile Phone</i>	

### **Address**

<i>Street</i>	<b>513 Highland Ave</b>	<i>City</i>	<b>Clarks Summit</b>
<i>State</i>	<b>Pennsylvania</b>	<i>Zip Code/Postal Code</i>	<b>18411</b>

### **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>	<b>Female</b>	<i>Ethnicity</i>	<b>Not Hispanic/Latino</b>
<i>Ethnicity</i>	<b>White</b>		

## **BACKGROUND INFORMATION**

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### **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**

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**Undergraduate Institution #1**

Type of School	<b>College/University</b>	Name of School	<b>Other: Penn State University</b>
City	<b>State College</b>	State	<b>Pennsylvania</b>
Degree	<b>Bachelor of Science</b>	GPA	<b>3.51</b>

**Graduate Institution #1**

Name of School	City/State
GPA	Semester Hours Credit
Degree	

**Major/Course of Study**

Undergraduate	<b>Elementary Education</b>	Master's
Specialist's		Doctorate
Publications		Activities/Honors

**JOB SKILLS**

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**Activities**

List activities you are willing to sponsor **Yearbook**

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

**Certification Information/Professional Certificate #1**

Certification Area	<b>Elementary Education K-6</b>	Certification Area Type	<b>Licensed</b>
Grade Level		Expiration Date	<b>06/30/2017</b>

**Certification Information/Professional Certificate #2**

Certification Area	Certification Area Type
Grade Level	Expiration Date

**Certification Information/Professional Certificate #3**

<i>Certification Area</i>	<i>Certification Area</i>
<i>Grade Level</i>	<i>Type</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.

**Elizabeth DeRoo**

<i>Title</i>	<b>Teacher</b>	<i>Relationship</i>	
<i>Address</i>	<b>60 Spangenburg Avenue</b>	<i>City</i>	<b>East Stroudsburg</b>
<i>State</i>	<b>Pennsylvania</b>	<i>Zip</i>	<b>18301</b>
<i>Country</i>	<b>United States</b>		
<i>Email</i>	<b>grizzly.deroo@gmail.com</b>	<i>Phone</i>	<b>570-977-5314</b>
<i>From</i>	<b>02/2012</b>	<i>To</i>	

**Rhonda Levine**

<i>Title</i>	<b>Remedial Teacher</b>	<i>Relationship</i>	
<i>Address</i>	<b>6 Danforth Drive</b>	<i>City</i>	<b>Easton</b>
<i>State</i>	<b>Pennsylvania</b>	<i>Zip</i>	<b>18045</b>
<i>Country</i>	<b>United States</b>		
<i>Email</i>	<b>rlevine@ciu20.org</b>	<i>Phone</i>	<b>570-290-4469</b>
<i>From</i>	<b>08/2012</b>	<i>To</i>	

**Becca Torregrossa**

<i>Title</i>	<b>Principal</b>	<i>Relationship</i>	
<i>Address</i>	<b>17 North Convent Avenue</b>	<i>City</i>	<b>Nazareth</b>
<i>State</i>	<b>Pennsylvania</b>	<i>Zip</i>	<b>18064</b>
<i>Country</i>	<b>United States</b>		
<i>Email</i>	<b>torregrossa.becca@gmail.com</b>	<i>Phone</i>	<b>570-242-0469</b>
<i>From</i>	<b>02/2012</b>	<i>To</i>	

**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>	<b>Teacher</b>	<i>Salary</i>	<b>29,900</b>
<i>Name of Employer</i>	<b>Saint Nick-Saint Mary School</b>	<i>Employer's Address</i>	<b>242 South Washington Street</b>
<i>Employer's City</i>	<b>Wilkes Barre</b>	<i>Employer's State</i>	<b>Pennsylvania</b>
<i>Employer's Zip Code/Postal Code</i>	<b>18701</b>	<i>Start Date</i>	<b>06/25/2020</b>
<i>Supervisor Name</i>	<b>Chris Tighe</b>	<i>Supervisor Phone Number</i>	<b>570-823-8089</b>
<i>Supervisor Email</i>			
<i>Duties and Responsibilities</i>	<b>Third grade teacher, all subjects</b>		
<i>Reasons for Leaving</i>			
<i>May we Contact this Employer</i>	<b>Yes</b>		

**Work Experience #1**

<i>Employer</i>	<b>Monsignor McHugh</b>	<i>Employed from (mm/yyyy)</i>	<b>08/2015</b>
<i>Employed to (mm/yyyy)</i>	<b>06/2020</b>	<i>Title</i>	<b>Second Grade Teacher</b>
<i>Reason For Leaving</i>	<b>School permanently closed</b>		
<i>Address</i>	<b>Cresco, PA</b>		
<i>Supervisor Name</i>	<b>Dr. Becca Torregrossa</b>	<i>Phone Number</i>	<b>5705957463</b>
<i>May we Contact this Employer</i>	<b>Yes</b>		

**Work Experience #2**

<i>Employer</i>	<b>Monsignor McHugh</b>	<i>Employed from (mm/yyyy)</i>	<b>08/2013</b>
<i>Employed to (mm/yyyy)</i>	<b>06/2015</b>	<i>Title</i>	<b>6, 7, 8 Grade Teacher-ELA and Social Studies</b>
<i>Reason For Leaving</i>	<b>n/a</b>		
<i>Address</i>	<b>Cresco, PA</b>		
<i>Supervisor Name</i>	<b>Nicole Romano</b>	<i>Phone Number</i>	<b>5705957463</b>
<i>May we Contact this Employer</i>			

**Work Experience #3**

<i>Employer</i>	<b>Monsignor McHugh</b>	<i>Employed from (mm/yyyy)</i>	<b>08/2012</b>
<i>Employed to (mm/yyyy)</i>	<b>06/2013</b>	<i>Title</i>	<b>4th and 5th Grade Teacher-ELA and Social Studies</b>
<i>Reason For Leaving</i>	<b>n/a</b>		
<i>Address</i>	<b>Cresco, PA</b>		
<i>Supervisor Name</i>	<b>Nicole Romano</b>	<i>Phone Number</i>	<b>5705957463</b>
<i>May we Contact this Employer</i>			

**ATTACHMENTS****Attachments**

<i>Resume</i>	<a href="#">KATE JOHNSON Resume (11).pdf</a>
<i>Cover Letter</i>	<a href="#">CoverLetterReachCyber.pdf</a>

**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*     **Affirm**  
*above*

*Initials*                     **KJ**

*Affirmation Date*         **08/29/2020**

# KATE JOHNSON

## Professional Summary

Dedicated teacher with eight years experience in various grade levels. Adept at using positive reinforcement techniques to encourage student growth and behavior. Committed to providing all students with necessary tools to achieve academic goals. Focused on continuing to learn and grow professionally.

## Work History

### Msgr. McHugh School - Teacher- Grade 2

Cresco, PA

08/2015 - 06/2020

- Effectively used Zoom and other digital platforms to engage students during distance learning
- Enhanced lessons by incorporating STEAM activities and integrating technology into core curriculum
- Successfully implemented Google Classroom and related G-Suite apps
- Collaborated with fellow teachers to plan activities and maintain cohesiveness through grade levels
- Guided student research in order to publish a class book about the solar system
- Differentiated classroom assignments to meet the needs of all students

### Msgr. McHugh School - Teacher- Grades 6,7,8 ELA & Social Studies

Cresco, PA

08/2013 - 06/2015

- Earned high marks on teacher observations for the quality of classroom teaching, lesson plans and instructional materials used in teaching language arts and social studies
- Established positive relationships with students, parents, colleagues and administrators
- Encouraged discussion of class material to promote critical thinking skills

### Msgr. McHugh School - Teacher- Grades 4 & 5 ELA & Social Studies

Cresco, PA

08/2012 - 06/2013

- Cultivated student interest and curiosity through hands-on activities and field trips
- Created lesson plans according to students' academic needs, including both individual and group work

### Msgr. McHugh School - Kindergarten Long-Term Substitute Teacher

Cresco, PA

02/2012 - 06/2012

- Managed classroom of 26 students during the absence of assigned teacher
- Designed an experiential learning unit about the rainforest

kjohnson3088@gmail.com

570-881-2326

Clarks Summit, PA 18411

## Skills

- Creative lesson planning
- Proficient with educational technology
- Excellent classroom management
- Effective communication with students, parents, and colleagues
- Maintains a neat and organized classroom

## Education

05/2011

### Penn State University

State College, PA

### Bachelor of Science: Elementary Education

- Dean's List
- Graduated with 3.51 GPA
- Member of THON

## Certifications

- Pennsylvania Teacher Certification Level I, Grades K-6
- CPR/AED/First Aid

## Accomplishments

- Co-creator of the school yearbook for eight years
- Internal coordinator for Middle States
- Member of a visiting team for Middle States
- Mentored a new hire for their first year
- Mentor to a student teacher
- Co-facilitated a professional development day for colleagues



**Brian R. Joseph**  
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### **EDUCATION**

**California University of Pennsylvania**

B.S. of Social Work

### **PROFESSIONAL EXPERIENCE**

#### **ALLEGHENY COUNTY DEPARTMENT OF HUMAN SERVICES**

##### **Caseworker**

*October 2019-Present*

- ❖ Provide protective and supportive services for abused/neglected children and families.
- ❖ Provide counseling services to children, families, foster parents and/or adoptive parents
- ❖ Participate in conferencing and teaming to help families with their plan goals
- ❖ Provide crisis intervention when appropriate
- ❖ Present case facts and testimony in Children's court

#### **COMMUNITY HUMAN SERVICES**

*April 2020-Present*

##### **Community Support Specialist-Supervisor**

- ❖ Provide enhanced case management and service delivery to homeless individuals
- ❖ Ensure a safe, therapeutic environment for the clients
- ❖ Maintenance of progress notes in the database and creation/maintenance of paper records
- ❖ Communicate with CHS staff, and service providers

#### **CENTERVILLE CLINICS**

##### **Veteran's Blended Case Manager/BCM**

*July 2015-May 2016*

- ❖ Work one on one with clients of all ages, focus on Veterans
- ❖ Meet with clients regularly to monitor well-being, address questions and or concerns and connect them with appropriate resources
- ❖ Create and implement individualized treatment plans
- ❖ Maintain accurate progress notes and current files
- ❖ Attend workshops, professional development, local and county meetings
- ❖ Participate in community outreach

#### **SPHS CARE**

##### **Lead Case Worker-Crisis Center**

*January 2015-May 2015*

- ❖ Assess client's needs
- ❖ Provide counseling to clients
- ❖ Provide referral information to clients
- ❖ Provide support to clients in emotional crisis and or behavioral needs

## **HOLY FAMILY LEARNING**

### **Student Intervention Supervisor**

*September 2008 – June 2010*

- ❖ Supervised four student intervention specialists
- ❖ Charged with building security
- ❖ Assist with classroom management
- ❖ Implement and monitor individual and group interventions
- ❖ Serve as a contributing member responsible for the educational and behavioral development of students
- ❖ Composed disciplinary action reports

### **Teachers Aid**

*September 2007 – September 2008*

- ❖ Assisted teacher with lesson plan
- ❖ Monitored student behavior and work habits
- ❖ Encouraged motivation to learn and create proper learning environment
- ❖ Ensured student safety at all times

## **SOUTHWOOD RESIDENTIAL TREATMENT FACILITY**

### **Direct Care Staff**

*September 2007 – September 2008*

- ❖ Monitored youth residents
- ❖ Coordinated activities
- ❖ Instructed residents in life skills

## **THE ACADEMY**

### **Counselor**

*January 2007 - September 2007*

- ❖ Monitored 10 to 15 students in a classroom environment
- ❖ Conducted weekly one to one counseling with student and parent
- ❖ Held nightly groups on a variety of subjects
- ❖ Taught and upheld all expectations of the program

## **Joseph's Restoration**

- ◆ Labor for carpenter/ basic electrical
- ◆ Basic landscaping

*1994- Present*

## **NPL Construction Company**

### **Laborer**

*May 2016-December 2016, April 2018-June-2018*

- ❖ Install and replace natural gas pipelines
- ❖ Load and unload materials and equipment
- ❖ Clean and prepare worksites
- ❖ Complete tasks and duties as assigned by supervisors

### **Locator**

- ❖ Field mark customer natural gas facilities for internal construction crews
- ❖ Receive and manage customer comments, issues and complaints
- ❖ Resolve customer complaints and issues
- ❖ Gather and record sewer lateral depth measurements
- ❖ Relay data to foreman and management
- ❖ Provide daily and weekly reports
- ❖ Coordinate contractors to provide additional inspections as required

### **Pipefitter/Fuser**

- ❖ Install modify, inspect, troubleshoot, repair, and maintain new and existing underground gas distribution piping systems
- ❖ Construct, install, and maintain piping systems, appurtenances, and equipment for gas, based on knowledge of system operation and study of working drawings and gas standards manuals
- ❖ Reads and interprets fusion procedures, product manufacturer instructions, and customer construction standards
- ❖ Joins piping by means of fusion, electrofusion, or mechanical coupled joints
- ❖ Examines and Tests piping system for leaks by increasing pressure in pipes and observing gauges attached to pipes for indication of leaks
- ❖ Verify specifications by performing and recording QA tests & measurements on a wide variety of equipment

## **MILITARY**

### **United States Marine Corps**

#### **Platoon Sergeant**

*October 1996 – September 2006*

- ❖ Guided lower rank Marines in all aspects of life
- ❖ Planned and executed foot and mounted patrols
- ❖ Two combat tours in Operation Iraqi Freedom; January 2003 – June 2003 & September 2004 – June 2005
- ❖ Purple Heart Recipient
- ❖ Navy Commendation Medal for Valor Recipient

*\*\*References available upon request*