



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, November 18, 2020 at 9:00 a.m.

Meeting Location:

750 East Park Drive, Suite 204
Harrisburg, PA 17111

-And via teleconference-

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 – K. Hovorka
 - ii. Legislative Meetings Update
 - iii. Update on Student Intervention Efforts – Tier 1 and Tier 2
 - b. Financial Report (to follow) – K. Yeselavage
 - i. Audit Update

- V. Consent Items
 - a. Approval of Minutes from the October 21, 2020 Board Meeting (attached)
 - b. Approval of Staffing Report (to follow)
 - c. Approval of OBL Invoice(s) for October (to follow)
 - d. Approval of Enrollment Opening Date window from February 1 to March 15, to Occur in Perpetuity, and Authorization for the School Leader to Work with OBL Regarding Opening Enrollment
 - e. Approval of 2020-2021 School Year General School Handbook: FERPA Update (attached)
 - f. Approval of 2020-2021 School Year State Specific School Handbook: Dress Code Update(s) (attached)

- VI. Action Items

- VII. Information Items
 - a. State Account Relations (STAR) Update – L. Johnson
 - i. PCx Path Forward (attached)
 - ii. Legislative Priorities for Upcoming Session
 - b. Partner School Leadership Team (PSLT) Update – M. Brown
 - i. School Leader Review Process

- VIII. Strategic Planning
 - a. Approval of MOU with Drexel University (attached) – J. Swan

- IX. Adjournment and Confirmation of Next Meeting – Wednesday, January 20, 2021 at 9:00 a.m.

MONTHLY SCHOOL REPORT

School & Date Selection

School

Reach Cyber Charter School

Report Date

October 31, 2020

Currently Enrolled

8468

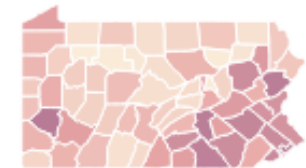
Total YTD Enrolled

9386

Enrollment Services Complete (Stage 4)

9593

Enrolled Students by County



Reach Cyber Charter School

October 31, 2020

Current Enrollment Month-Over-Month Change

3%

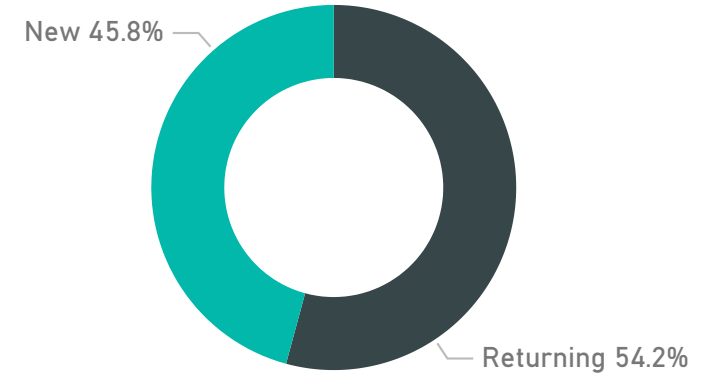
Current Enrollment Year-Over-Year Change

139%

New and Returning

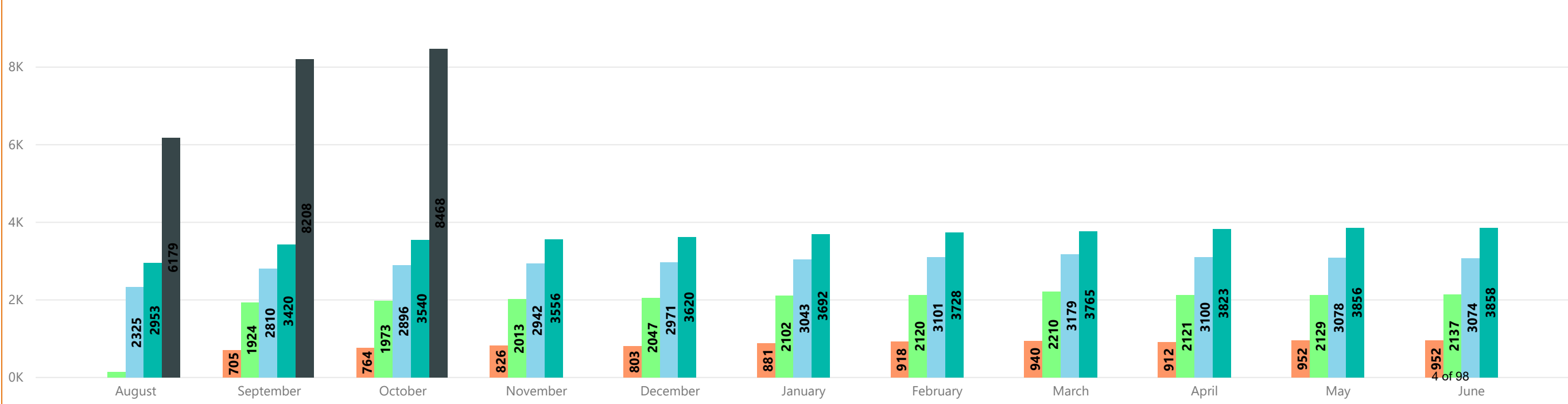


New and Returning Prior Year



Monthly Student Current Enrollment Comparison

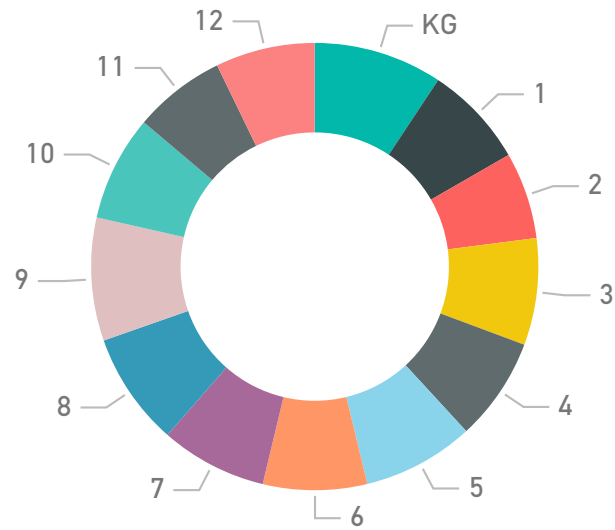
schoolYear ● 2016-2017 ● 2017-2018 ● 2018-2019 ● 2019-2020 ● 2020-2021



Reach Cyber Charter School

October 31, 2020

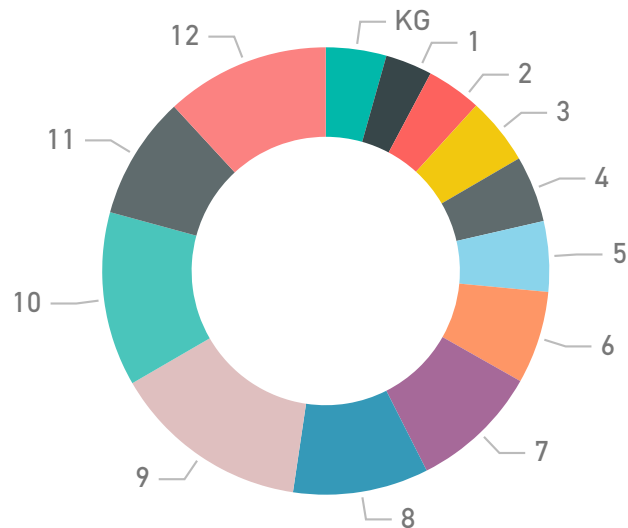
Enrolled Students by Final Grade



Grade Distribution

ReportPeriod GradeDistribution	SameMonthPriorYear		PriorEOY		LastMonth		CurrentMonth	
	Students	%CT Students	Students	%CT Students	Students	%CT Students	Students	%CT Students
PK-2	416	12%	459	12%	1920	23%	1944	23%
KG	155	4%	160	4%	773	9%	788	9%
1	120	3%	137	4%	609	7%	625	7%
2	141	4%	162	4%	538	7%	531	6%
3-5	522	15%	568	15%	1962	24%	1970	23%
3	172	5%	186	5%	644	8%	654	8%
4	170	5%	181	5%	643	8%	633	7%
5	180	5%	201	5%	675	8%	683	8%
6-8	915	26%	1023	27%	1920	23%	1983	23%
6	237	7%	260	7%	622	8%	637	8%
7	331	9%	379	10%	629	8%	652	8%
8	347	10%	384	10%	669	8%	694	8%
9-12	1687	48%	1808	47%	2406	29%	2571	30%
9	506	14%	516	13%	700	9%	753	9%
10	446	13%	495	13%	638	8%	646	8%
11	315	9%	383	10%	494	6%	563	7%
12	420	12%	414	11%	574	7%	609	7%
Total	3540	100%	3858	100%	8208	100%	8468	100%

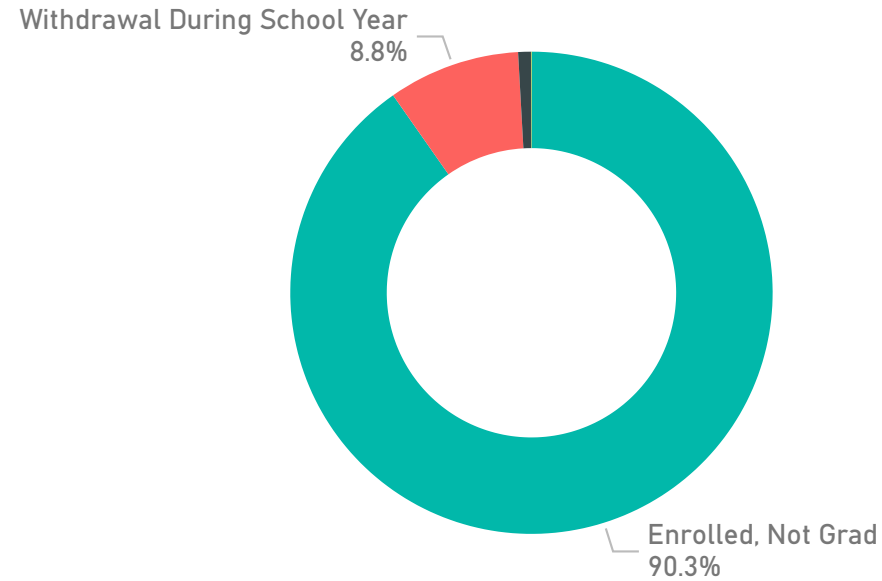
Enrolled Students Prior Year by Final Grade



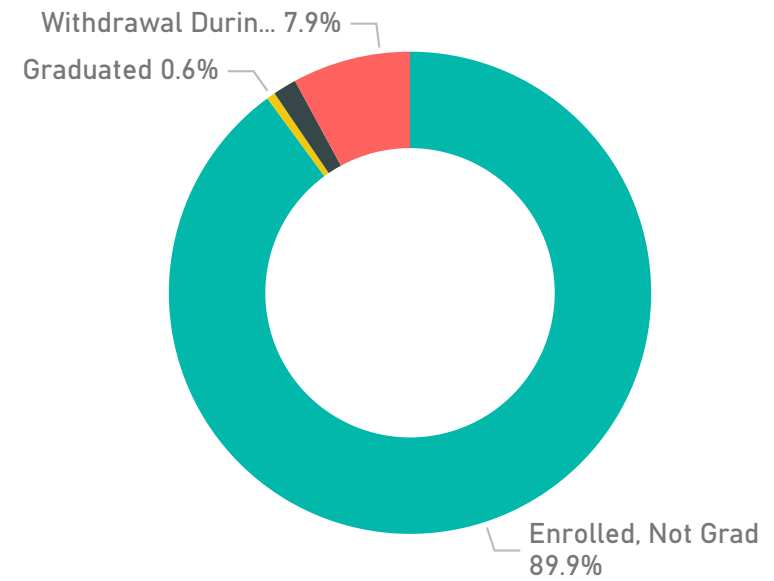
Reach Cyber Charter School

October 31, 2020

Total YTD Enrollment by Withdrawal Category



Total YTD Enrollment Prior Year by Withdrawal Category



Total YTD Enrollment

ReportPeriod Withdrawal Category	SameMonthPriorYear		PriorEOY		LastMonth		CurrentMonth	
	Student Count	%CT Student Count	Student Count	%CT Student Count	Student Count	%CT Student Count	Student Count	%CT Student Count
Enrolled, Not Grad	3543	90%	3858	78%	8211	95%	8473	90%
Graduated	23	1%	70	1%	3	0%	3	0%
Prior To Engagement	62	2%	80	2%	67	1%	80	1%
Withdrawal During School Year	312	8%	915	19%	399	5%	830	9%
Total	3940	100%	4923	100%	8680	100%	9386	100%

Enrollment Services Complete (Stage 4)

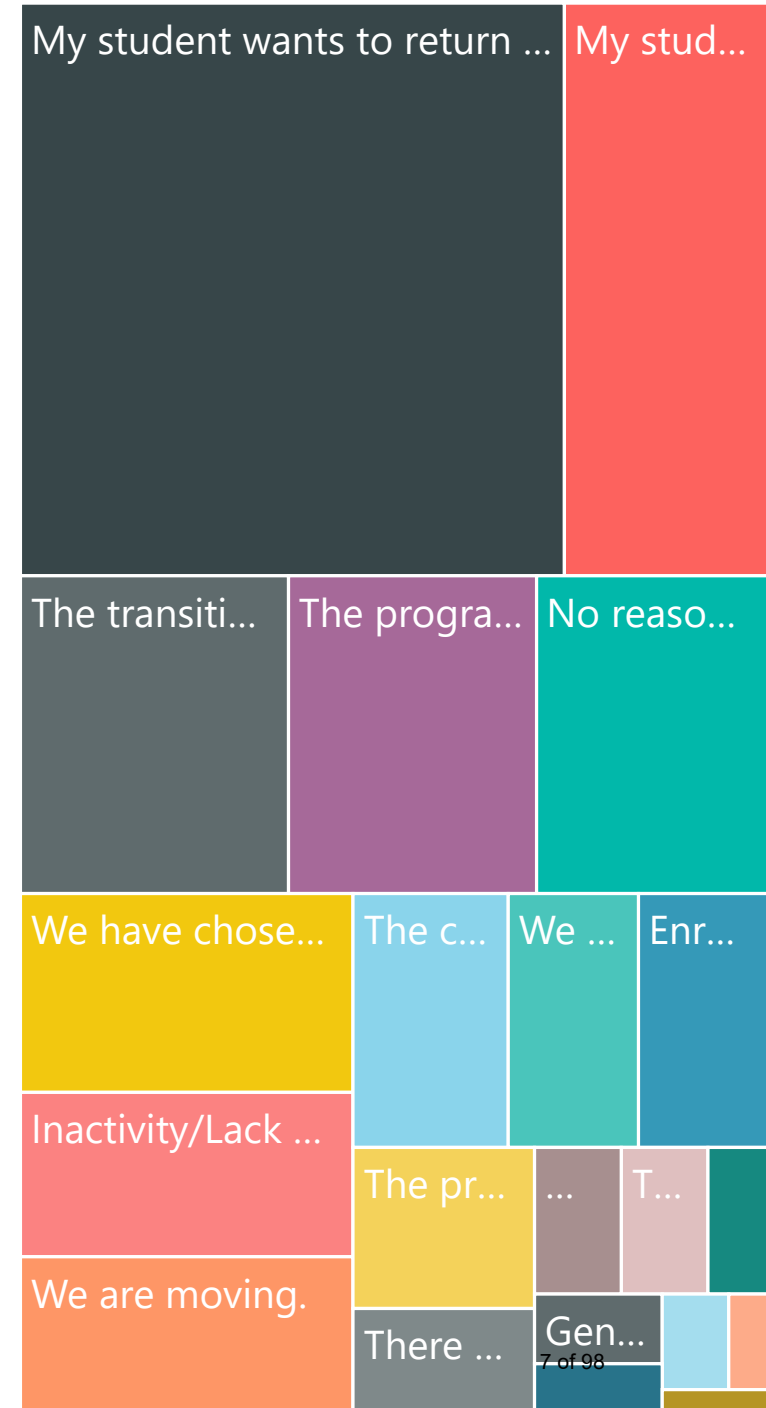
9593

Reach Cyber Charter School

October 31, 2020

Withdrawal Reason

WD Reason	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
	6	15	8	14
Another Reason		1	19	41
Different/Better Schooling Option (Not related to socialization)	131	325	153	245
Generally dissatisfied with curriculum/course options	4	11	4	7
Inactivity	13	167	13	43
No longer able to provide a Learning Coach	10	20	10	26
No Reason Given	10	21	23	58
Program not flexible enough	6	16	2	10
Program takes too much of Learning Coach's time	17	27	31	62
Program takes too much of student's time	5	11	15	23
Pursuing GED	10	28	5	5
Required Documentation Incomplete		2		
Student wants more socialization	31	67	32	92
Technical Difficulties	1	1	3	3
The curriculum is too hard	12	33	12	31
Transition to virtual school too difficult	12	45	28	67
Unhappy with the school	3	4	2	10
We are moving	17	75	17	41
We have chosen to home school	24	46	22	52



Reach Cyber Charter School

October 31, 2020

Household Data

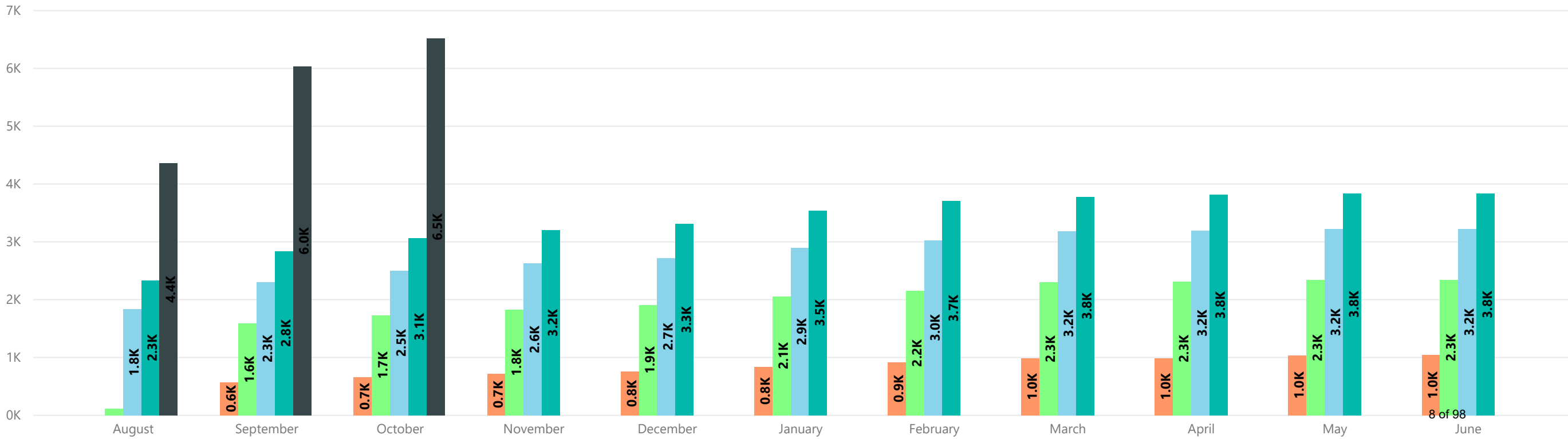
Household Data	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Active	2771	3041	5745	5933
Graduated	23	70	3	3
WD During School Year	254	749	276	590
WD Prior To Engagement	60	75	54	66

Students Per Active Household

SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
1.28	1.27	1.43	1.43

Monthly Total Households

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



Reach Cyber Charter School

October 31, 2020

Ethnicity

Ethnicity	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Hispanic or Latino	479	544	1112	1149
Not Hispanic or Latino	3059	3312	7093	7316

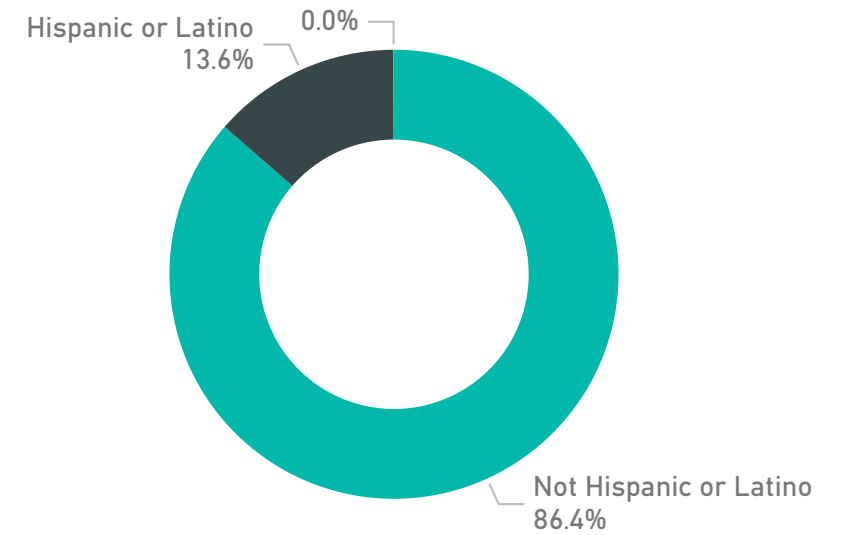
Race

Race	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	152	155	256	268
Asian	75	82	201	200
Black/African American	1045	1196	2324	2472
Native Hawaiian or Other Pacific Islander	40	47	81	89
White	2607	2761	6171	6308

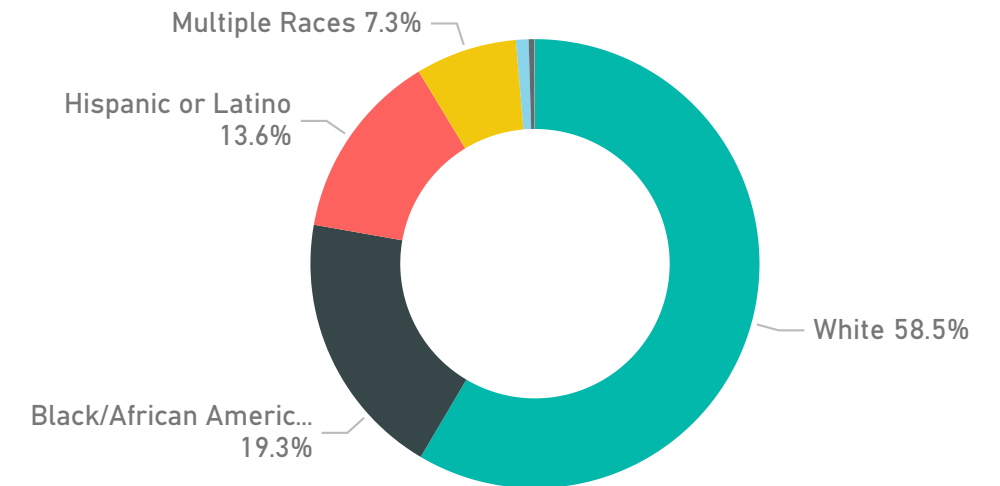
Distinct Race/Ethnicity

Distinct Race/Ethnicity	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	31	23	27	33
Asian	27	36	78	77
Black/African American	699	827	1532	1632
Hispanic or Latino	479	544	1112	1149
Multiple Races	270	272	589	618
Native Hawaiian or Other Pacific Islander	2	2	1	2
Not Indicated	2	2	2	2
Parent refused to report race			1	1
White	2030	2152	4866	4954

Enrolled Students by Ethnicity



Enrolled Students by Distinct Race/Ethnicity



Reach Cyber Charter School

October 31, 2020

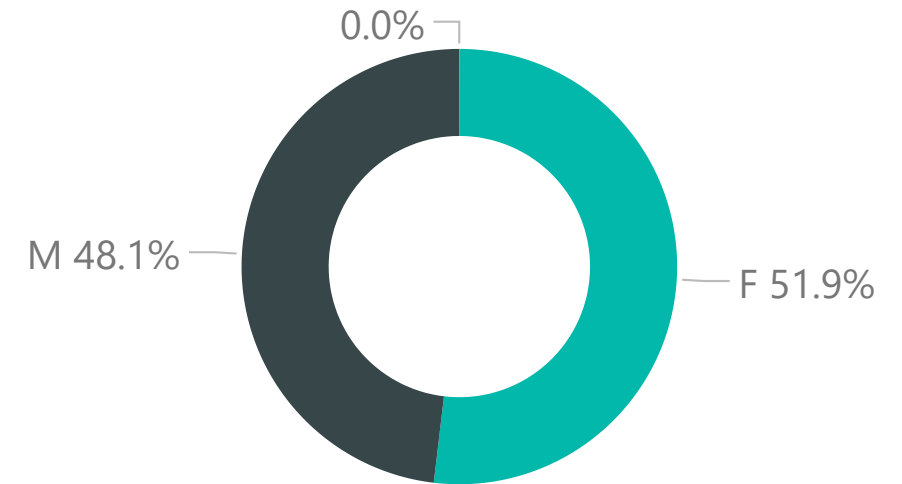
Gender

Gender	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
	1	1	1	1
F	1903	2066	4260	4393
M	1635	1790	3947	4074
X	1	1		

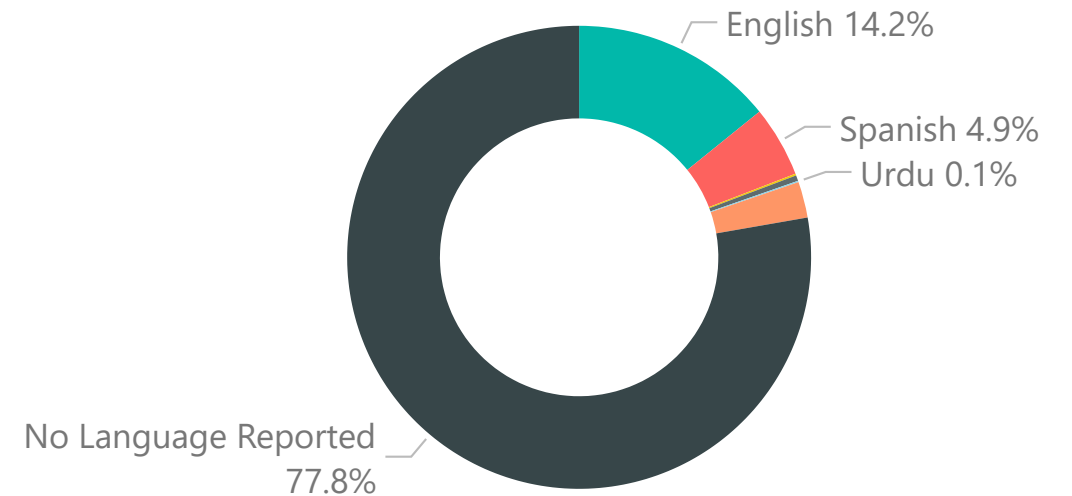
Primary Language

Home Language	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
English	1138	1105	1149	1200
Spanish	144	165	408	419
Russian	4	2	10	11
Arabic	11	9	34	33
Urdu	3	4	6	8
Another Language	67	93	206	213
No Language Reported	2173	2480	6395	6584

Enrolled Students by Gender



Enrolled Students by Language



Reach Cyber Charter School

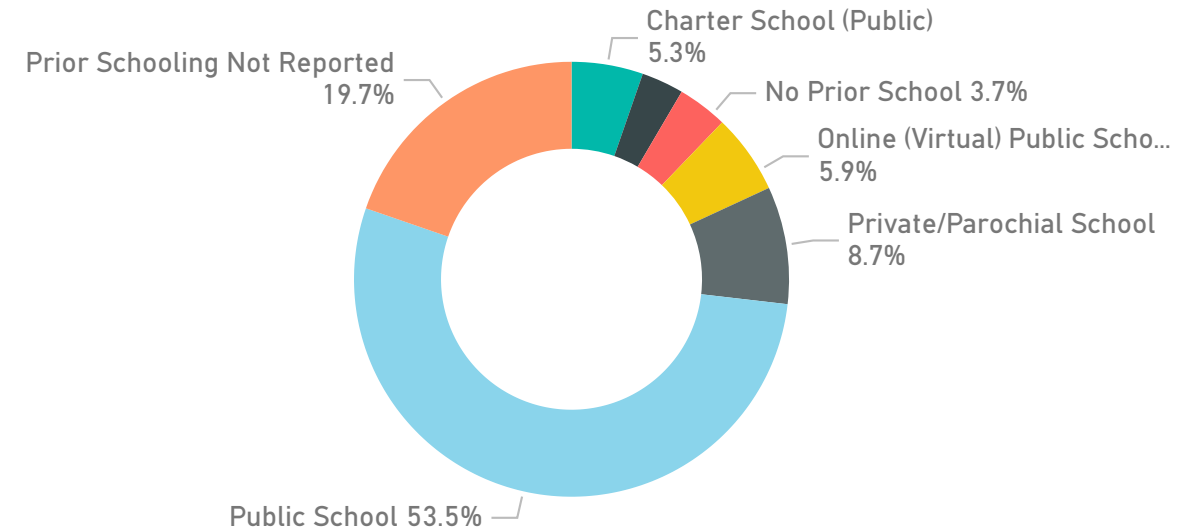
October 31, 2020

Prior Schooling

Prior Schooling	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Charter School (Public)	273	314	411	450
Home School	203	189	248	266
No Prior School	393	359	311	315
Online (Virtual) Public School	353	353	456	502
Private/Parochial School	176	203	718	739
Public School	1976	2291	4317	4527
Prior Schooling Not Reported	166	149	1747	1669

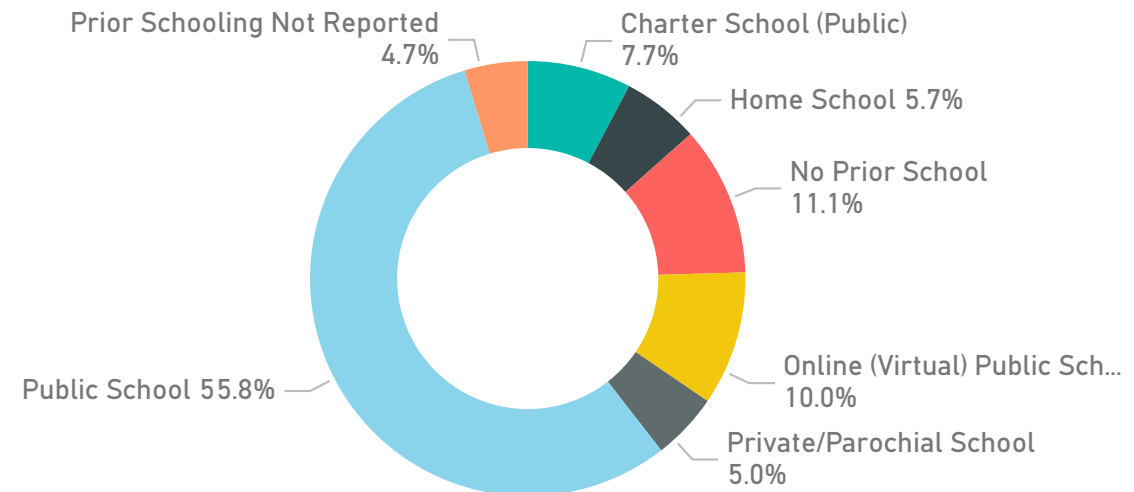
Prior Schooling

October 31, 2020



Prior Schooling

October 31, 2019

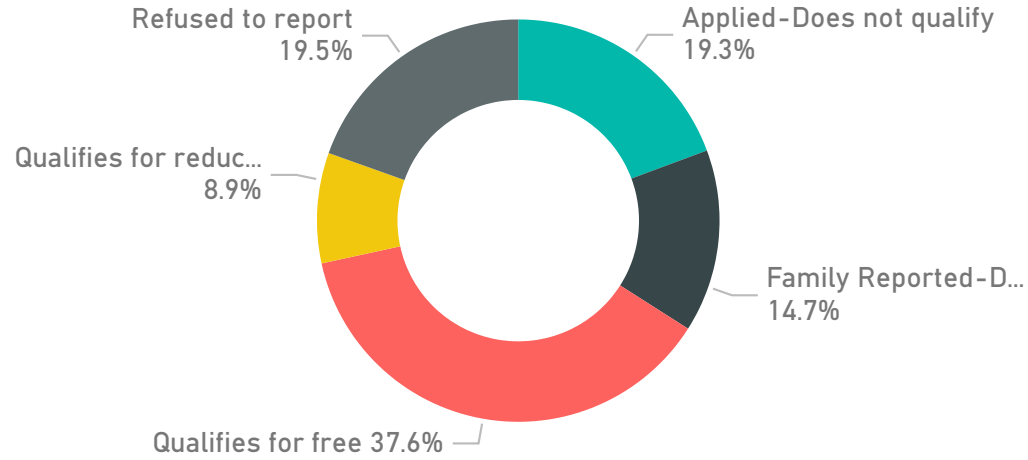


Reach Cyber Charter School

October 31, 2020

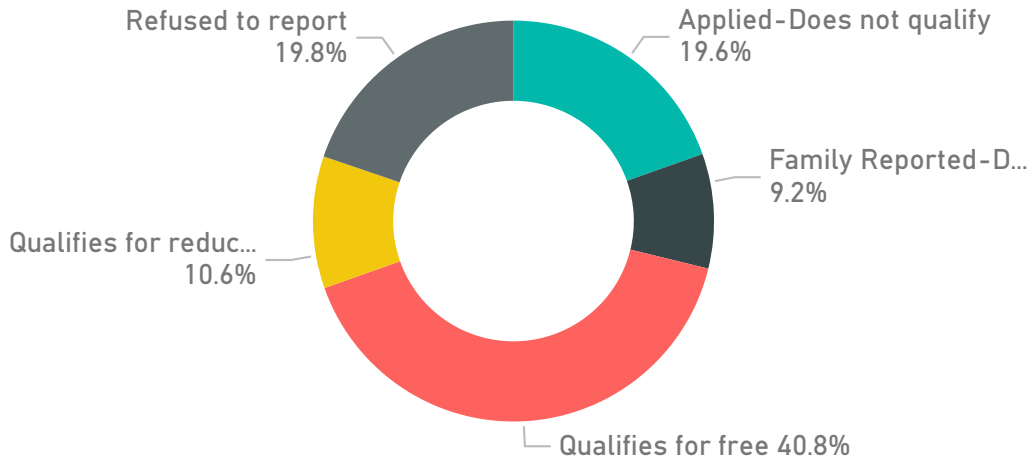
FARM Eligibility

October 31, 2020



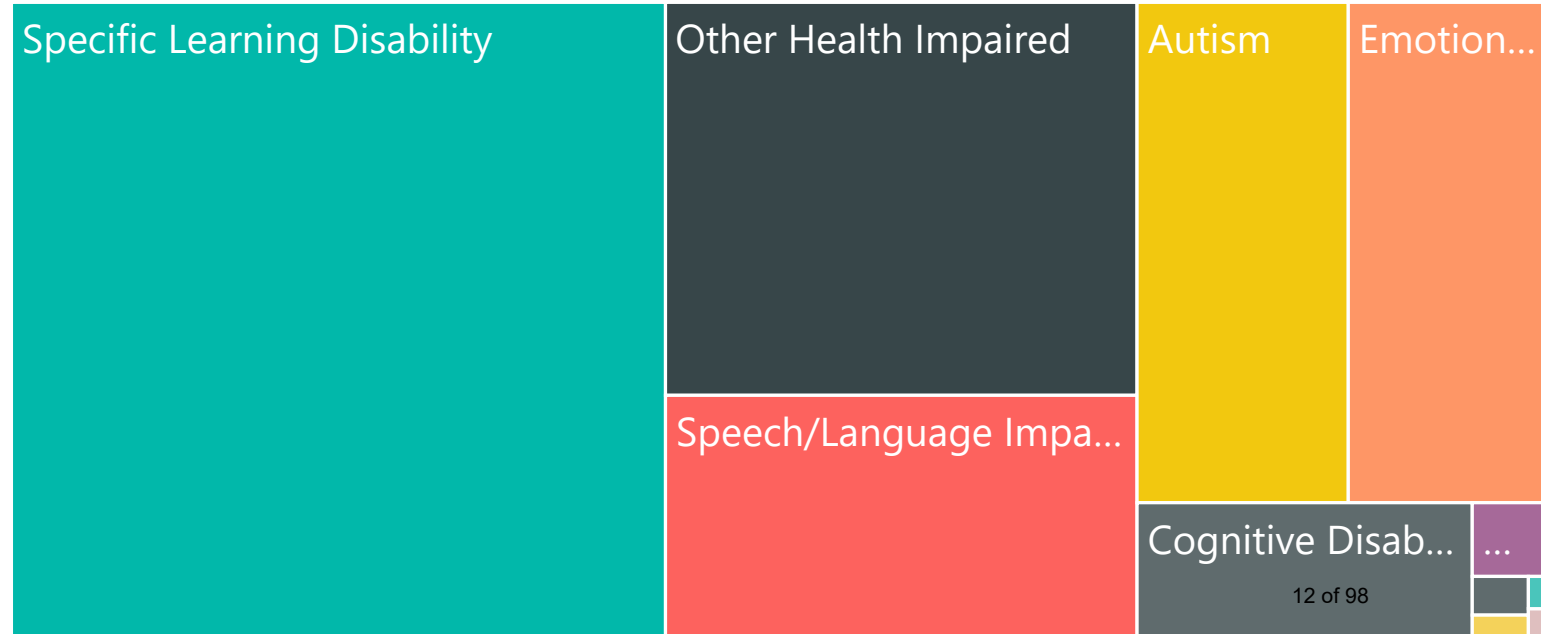
FARM Eligibility

October 31, 2019



Disability

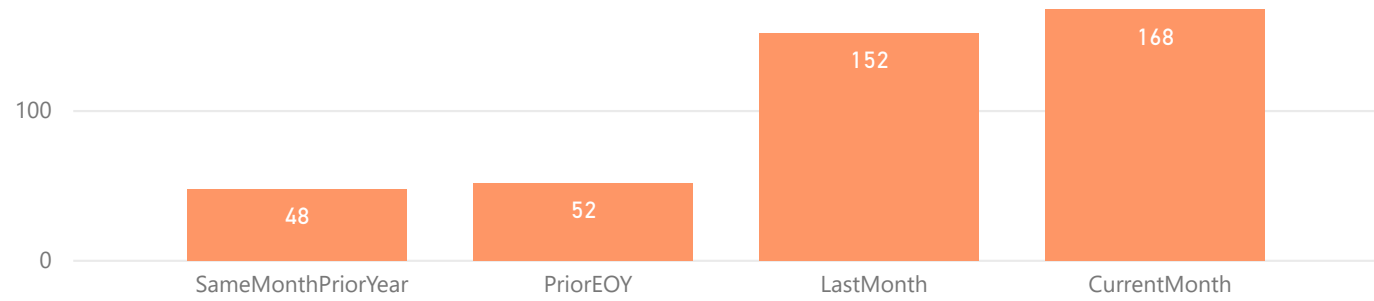
Disability	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Autism	75	82	132	146
Cognitive Disability	24	42	58	64
Developmentally Delayed	1			
Emotionally Impaired	87	120	123	140
Hearing Impaired	2	3	9	8
Multiple Disabilities	1	1	2	2
Other			10	
Other Health Impaired	127	166	244	256
Physical Disability	1	1	1	1
Specific Learning Disability	308	387	535	577
Speech/Language Impaired	44	55	144	160
Traumatic Brain Injury	3	3	1	1
Visually Impaired	2	2	3	3



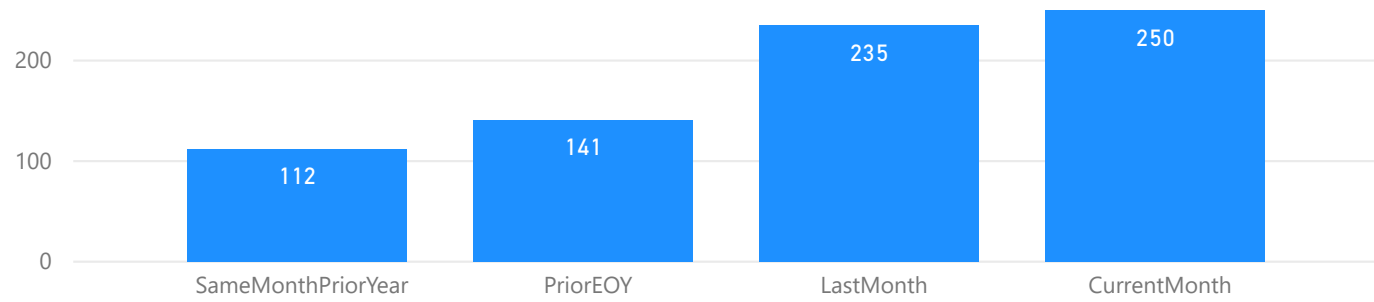
Reach Cyber Charter School

October 31, 2020

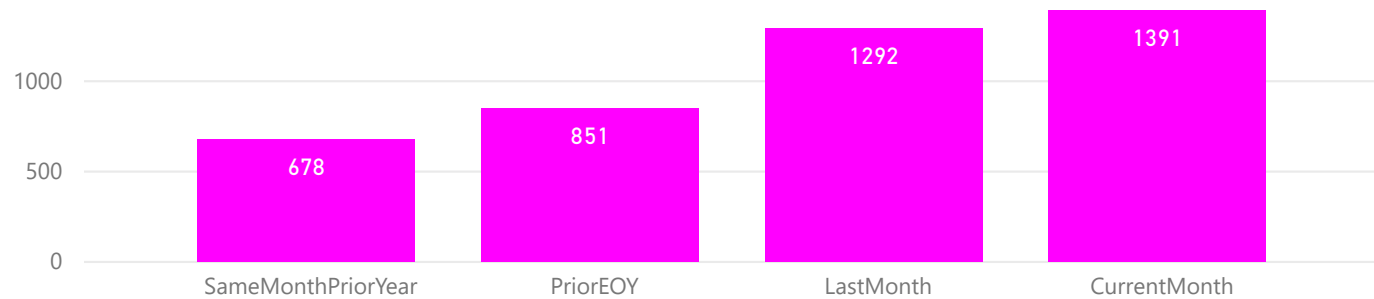
Gifted



Plan504



IEP



Currently Enrolled

8468

Gifted

2%

Plan504

3%

IEP

16%

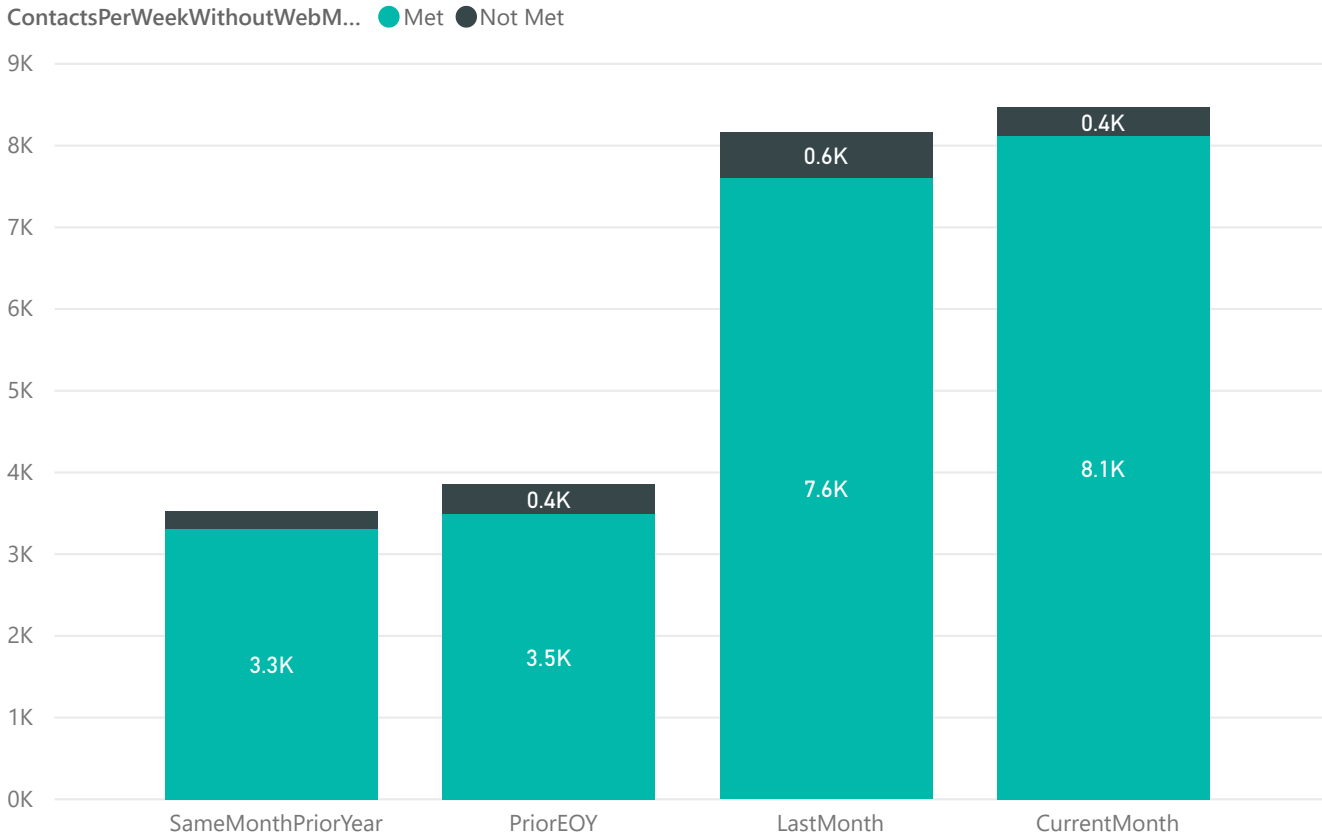
Not in Special Population

79%

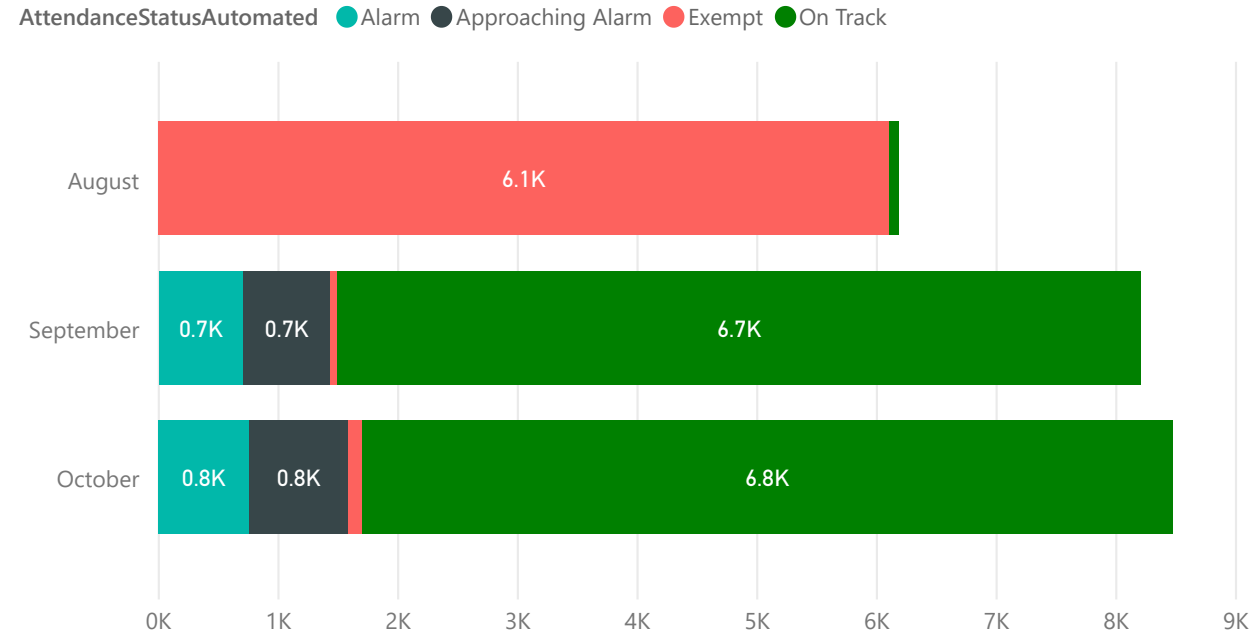
Reach Cyber Charter School

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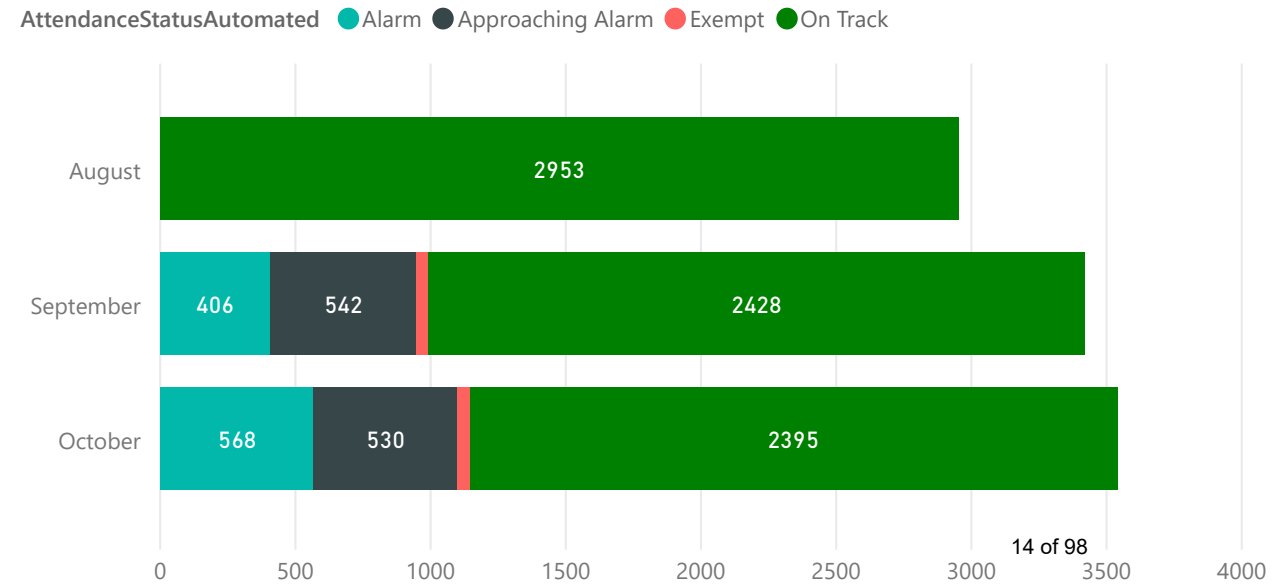
Contacts Per Week



School Year: 2020-2021



School Year: 2019-2020



Currently Enrolled

8468

Reach Cyber Charter School

October 31, 2020

Average Participation

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	100%	95%	84%	91%
3-5	95%	97%	85%	95%
6-8	85%	98%	87%	91%
9-12	83%	99%	77%	81%
Total	87%	98%	83%	89%

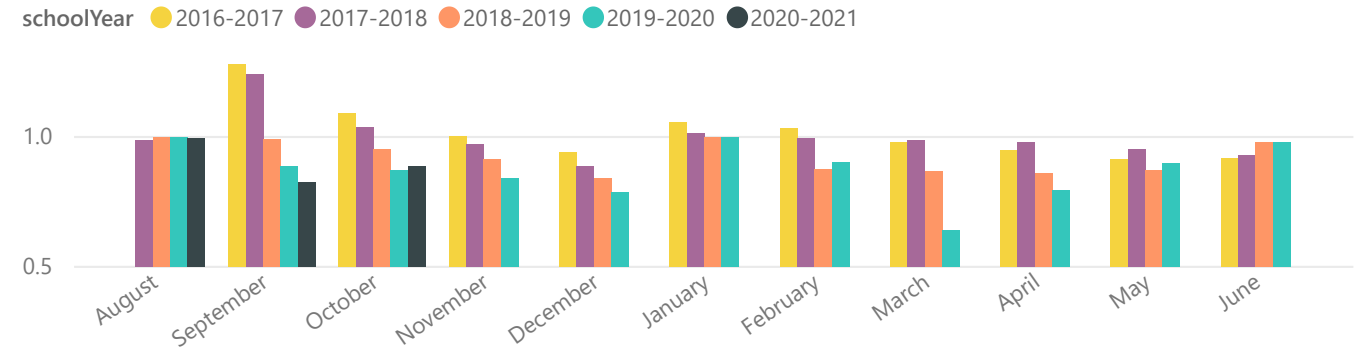
Average Performance

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	83%	86%	92%	83%
3-5	71%	81%	77%	75%
6-8	68%	77%	76%	72%
9-12	66%	76%	79%	72%
Total	69%	78%	80%	75%

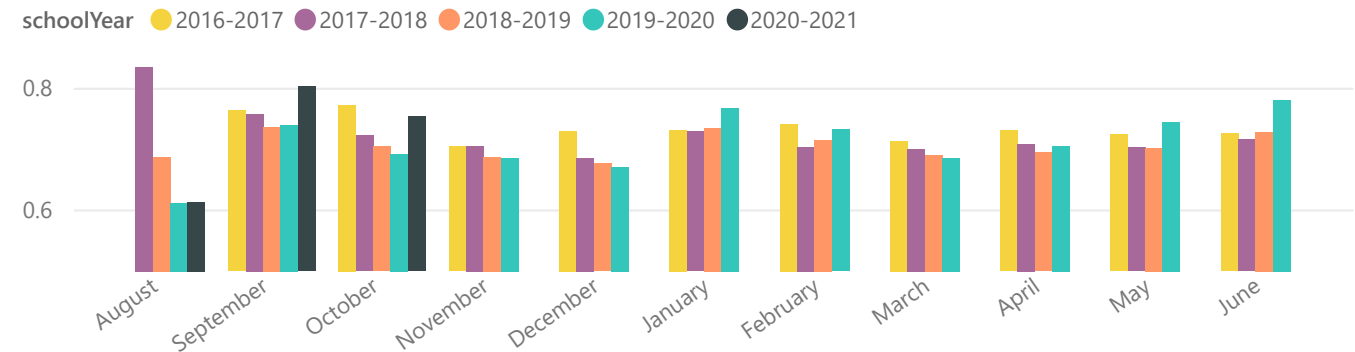
Average Attendance

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	102%	86%	106%	103%
3-5	106%	89%	106%	104%
6-8	103%	84%	105%	103%
9-12	96%	82%	103%	100%
Total	100%	84%	105%	102%

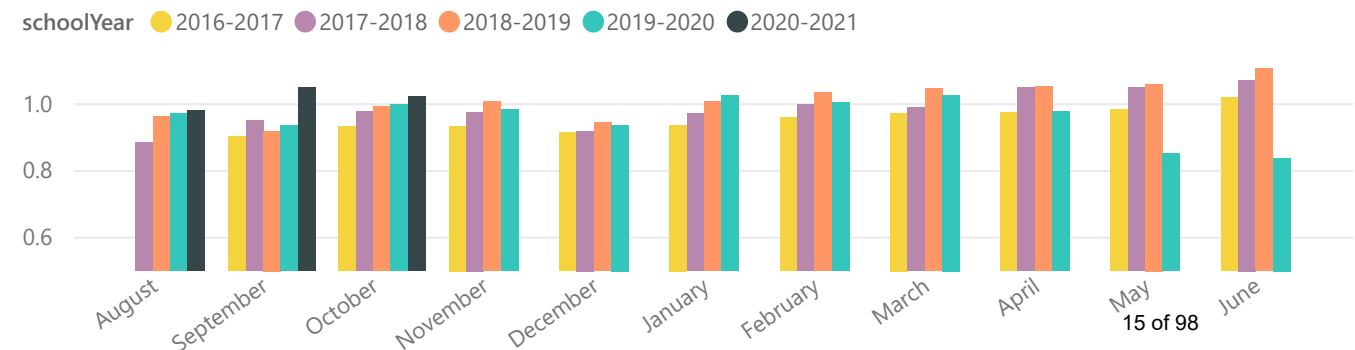
Average Total Participation



Average Total Performance



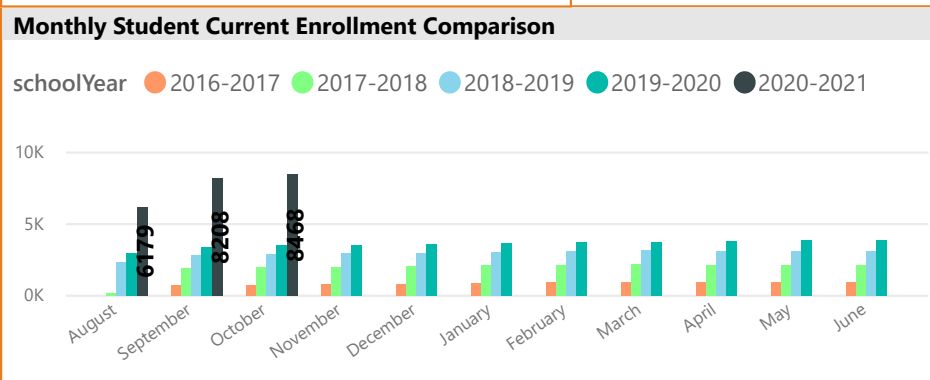
Average Total Attendance



Currently Enrolled	Total YTD Enrolled
8468	9386
Enrollment Services Complete (Stage 4)	
9593	

Reach Cyber Charter School
October 31, 2020

Current Enrollment Month-Over-Month Change
3%
Current Enrollment Year-Over-Year Change
139%



Total YTD Enrollment

ReportPeriod	SameMonthPriorYear		CurrentMonth	
Withdrawal Category	Student Count	%CT Student Count	Student Count	%CT Student Count
Enrolled, Not Grad	3543	90%	8473	90%
Graduated	23	1%	3	0%
Prior To Engagement	62	2%	80	1%
Withdrawal During School Year	312	8%	830	9%
Total	3940	100%	9386	100%

New & Returning

ReportPeriod	SameMonthPriorYear		CurrentMonth	
New or Returning	Students	%CT Students	Students	%CT Students
New	1621	45.79%	5697	67.28%
Returning	1919	54.21%	2771	32.72%

Household Data

Household Data	SameMonthPriorYear	CurrentMonth
Active	2771	5933
Graduated	23	3
WD During School Year	254	590
WD Prior To Engagement	60	66

Students Per Active Household

	SameMonthPriorYear	CurrentMonth
	1.28	1.43

Grade Distribution

ReportPeriod	SameMonthPriorYear		CurrentMonth	
GradeDistribution	Students	%CT Students	Students	%CT Students
PK-2	416	12%	1944	23%
KG	155	4%	788	9%
1	120	3%	625	7%
2	141	4%	531	6%
3-5	522	15%	1970	23%
3	172	5%	654	8%
4	170	5%	633	7%
5	180	5%	683	8%
6-8	915	26%	1983	23%
6	237	7%	637	8%
7	331	9%	652	8%
8	347	10%	694	8%
9-12	1687	48%	2571	30%
9	506	14%	753	9%
10	446	13%	646	8%
11	315	9%	563	7%
12	420	12%	609	7%
Total	3540	100%	8468	100%

Withdrawal Reason

Withdrawal Reason	SameMonthPriorYear
Applying for next year	
Enrollment was intended to be short term and is no longer needed for my student.	
Generally dissatisfied with curriculum/course options	
Inactivity/Lack of Attendance	
My student is pursuing GED	
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	
Technical Difficulties	
The curriculum is too easy.	
The curriculum is too hard.	
The program takes too much of the Learning Coach's time.	
The program takes too much of the student's time.	
The program/schedule is not flexible enough.	16 of 98
The transition to virtual school was too difficult.	

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Gender		
Gender	SameMonthPriorYear	CurrentMonth
	1	1
F	1903	4393
M	1635	4074
X	1	

Disability		
Disability	SameMonthPriorYear	CurrentMonth
Autism	75	146
Cognitive Disability	24	64
Developmentally Delayed	1	
Emotionally Impaired	87	140
Hearing Impaired	2	8
Multiple Disabilities	1	2
Other Health Impaired	127	256
Physical Disability	1	1
Specific Learning Disability	308	577
Speech/Language Impaired	44	160
Traumatic Brain Injury	3	1
Visually Impaired	2	3

Gifted		
Gifted	SameMonthPriorYear	CurrentMonth
Yes	48	168

Plan 504		
Plan504	SameMonthPriorYear	CurrentMonth
504	112	250

IEP		
IEP	SameMonthPriorYear	CurrentMonth
IEP	678	1391

Gifted	Plan504
2%	3%
IEP	Not in Special Population
16%	79%

Primary Language		
Home Language	SameMonthPriorYear	CurrentMonth
English	1138	1200
Spanish	144	419
Russian	4	11
Arabic	11	33
Urdu	3	8
Another Language	67	213
No Language Reported	2173	6584

Ethnicity		
Ethnicity	SameMonthPriorYear	CurrentMonth
Hispanic or Latino	479	1149
Not Hispanic or Latino	3059	7316

Distinct Race/Ethnicity		
Distinct Race/Ethnicity	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	31	33
Asian	27	77
Black/African American	699	1632
Hispanic or Latino	479	1149
Multiple Races	270	618
Native Hawaiian or Other Pacific Islander	2	2
Not Indicated	2	2
Parent refused to report race		1
White	2030	4954

Race		
Race	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	152	268
Asian	75	200
Black/African American	1045	2472
Native Hawaiian or Other Pacific Islander	40	89
White	2607	6308

Household FARM Eligibility		
HouseholdFARMEligibility	SameMonthPriorYear	CurrentMonth
Applied-Does not qualify	574	1426
Family Reported-Does not qualify	270	1108
Qualifies for free	1114	2559
Qualifies for reduced	314	605
Refused to report	593	1412

Prior Schooling		
Prior Schooling	SameMonthPriorYear	CurrentMonth
Charter School (Public)	273	450
Home School	203	266
No Prior School	393	315
Online (Virtual) Public School	353	502
Private/Parochial School	176	739
Public School	1976	4527
Prior Schooling Not Reported	166	1669

Reach Cyber Charter School
October 31, 2020

Contacts Per Week

ContactsPerWeekWithoutWebMail	SameMonthPriorYear	CurrentMonth
Met	3308	8115
Not Met	220	353

Attendance Status

AttendanceStatusAutomated	SameMonthPriorYear	CurrentMonth
Alarm	568	753
Approaching Alarm	530	834
Exempt	47	112
On Track	2395	6769

Average Participation

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	100%	91%
3-5	95%	95%
6-8	85%	91%
9-12	83%	81%
Total	87%	89%

Average Performance

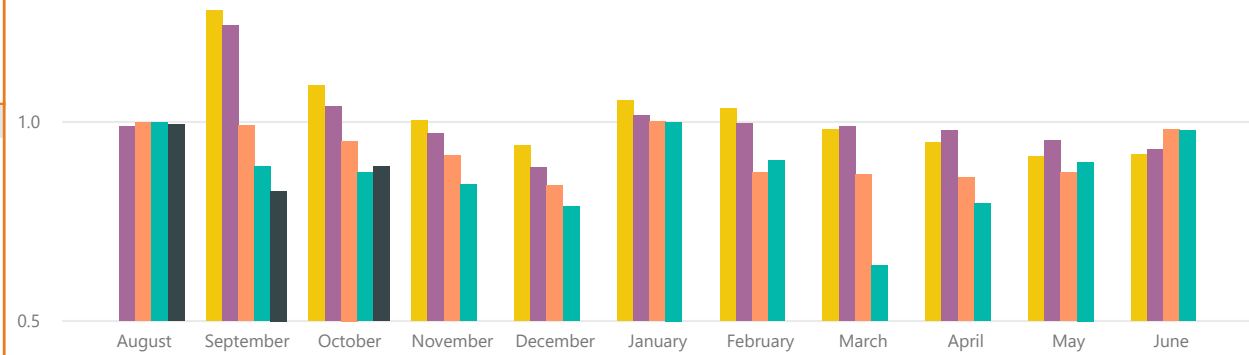
GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	83%	83%
3-5	71%	75%
6-8	68%	72%
9-12	66%	72%
Total	69%	75%

Average Attendance

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	102%	103%
3-5	106%	104%
6-8	103%	103%
9-12	96%	100%
Total	100%	102%

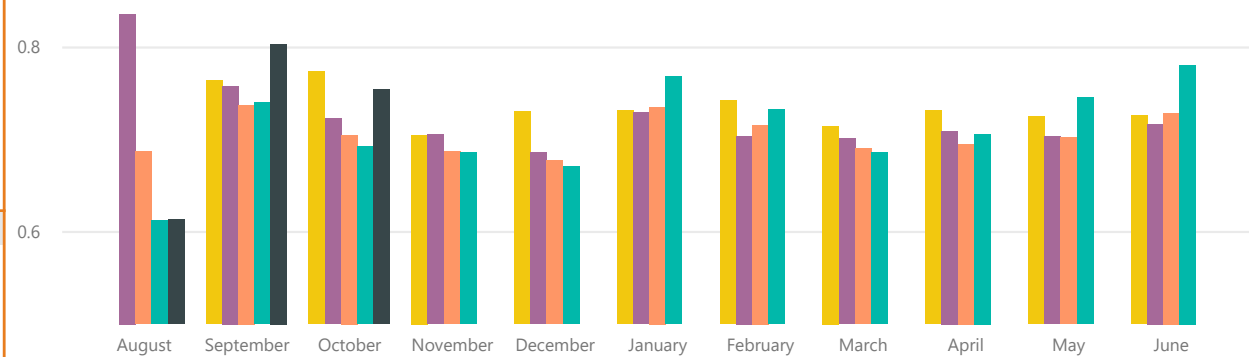
Average Total Participation

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



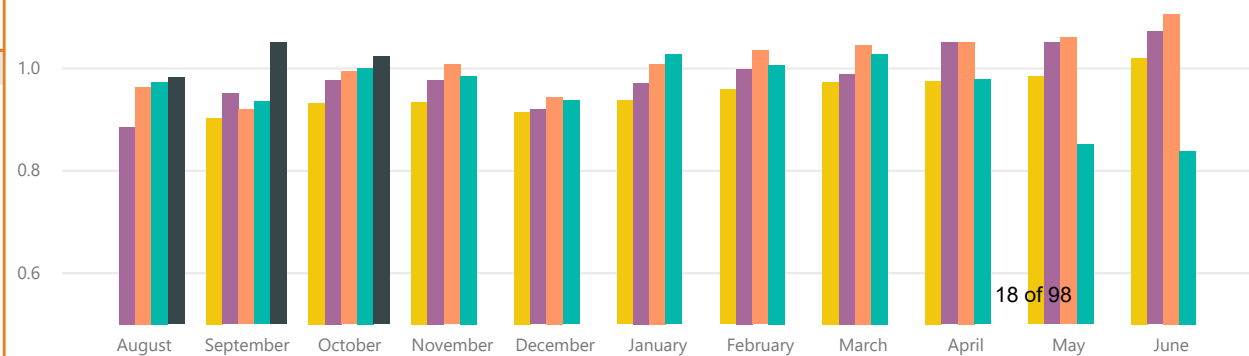
Average Total Performance

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



Average Total Attendance

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





Reach Cyber Charter School
MINUTES OF THE BOARD OF DIRECTORS MEETING
Wednesday, October 21, 2020 at 9:00 a.m.

Meeting Location:
750 East Park Drive, Suite 204
Harrisburg, PA 17111

-And via teleconference, as published on publicly posted agenda-

I. Call to Order and Roll Call

Mr. Taylor called the meeting to order at 9:07 a.m. when all participants were present and able to hear each other. The meeting was open to the public in person at the school, and held via teleconference.

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

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

Board Members Absent: Alex Schuh;

Guests: Jane Swan, School Leader; Karen Yeselavage, Kristin Hovorka and Andy Gribbin, School Staff (in person at the school, following COVID-19 social distancing protocols); Pat Hennessey, Board Counsel; Rachel Parker, Scott Stuccio, Rachel Graver, LeeAnn Richey, Michael Hinshaw, Kelly McConnell, Cory Groff, Jamie Miedel, Heather Berger, Stephanie Bost, Devin Meza-Rushanan, Greg McCurdy, Christine Miller, Jess Cordaro and Alicia Swope, School Staff; Kevin Corcoran, Charter Choices, Financial Consultant; Unnamed Member of the Public; Laura Johnson, Melissa Brown, Emily Lee, Becky Kendall and Megann Arthur, Online and Blended Learning (OBL) staff (via phone).

II. Public Comment

There were no public comments made at this time.

III. Routine Business

a. Approval of Agenda

Mr. Taylor asked the Board to review the agenda distributed prior to the meeting. The Board advised of their intent to add an Executive Session to the end of the agenda. There being no further changes noted, a motion was made and seconded as follows:

RESOLVED, that the Agenda for the October 21, 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. Enrollment and Staffing Update

Ms. Swan provided an enrollment update to the Board, noting the school's most up-to-date enrollment numbers, as well as grade distribution of those enrolled. The Board discussed the school's enrollment growth, and applauded the school for their hard work this year to successfully onboard new students, families and staff.

[Ms. Cordaro and Ms. Hennessey joined the meeting at 9:10 a.m.]

Ms. Hovorka updated the Board on newly hired school staff and advised of the school's onboarding efforts. Ms. Hovorka further updated the Board on open positions and hiring efforts to successfully fill remaining positions.

[Mr. Biondo joined the meeting at 9:14 a.m.]

ii. State of the School Report, including Final Results on 2019-2020 SY Goals

Ms. Swan presented this item to the Board, providing an overview of the report as included in the Board materials. Ms. Swan highlighted key aspects of State of the School report, including data on the class of 2020 graduates, back to school events and metrics of the parent satisfaction survey. Ms. Swan further shared her appreciation for the school's counseling team in support of the 2020 graduating students. The Board discussed the report with Ms. Swan and Ms. Parker discussed efforts of the counseling team to ensure student success.

Ms. Swan discussed the schools 2019-2020 school year goals attainment percentages and provided an overview of the school improvement plan for the 2020-2021 school year. Ms. Swan further discussed the school's proposed 2020-2021 goals.

[Mr. Meza-Rushanan joined the meeting at 9:29 a.m.]

[Mr. Hinshaw left the meeting at 9:29 a.m.]

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. The Board discussed projected future and ongoing expenses with Ms. Yeselavage.

Ms. Yeselavage provided the Board with an audit update noting the status and progress of audit items.

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 September 23, 2020 Board Meeting;
- b. Approval of Staffing Report;
- c. Approval of OBL Invoice(s) (#91000006257) for September;
- d. Approval of 2020-2021 School Year General School Handbook: Quick Check Assessment and External Web and Video Conferencing Services Updates;
- e. Approval of 2020-2021 School Year State Specific School Handbook: External Web and Video Conferencing Services Update; are hereby approved.

The motion passed unanimously.

VI. Action Items

a. Approval of School Focus Goals for the 2020-2021 School Year

Ms. Swan presented this item to the Board. She reminded the Board of the overview of the proposed School Focus Goals provided in her report earlier in the meeting. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the School Focus Goals for the 2020-2021 School Year, as presented, is hereby approved.

The motion passed unanimously.

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, including outreach activities.

i. Service Spotlight: STAR and Board Relations: What we do

Ms. Johnson provided an overview of services delivered by STAR regarding client relations support, including ensuring school satisfaction with Online & Blended Learning (OBL) services, providing strategic planning and trusted counsel, and sharing information regarding public policy and advocacy. Ms. Arthur reviewed the services provided by Board Relations, including the support which assists the Boards in efficient performance, and support to achieve their goals while ensuring compliance with legal and regulatory requirements.

ii. Policy Maker Outreach Projects

Mr. Stuccio advised of the recent launch date of the letter outreach project.

[Ms. McConnell left the meeting at 10:02 a.m.]

Mr. Stuccio further provided metrics on signatures and highlighted a heartfelt message from a family that participated in the project.

[Mr. Meza-Rushanan left the meeting at 10:05 a.m.]

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 shared her appreciation for the school in handling the enrollment growth.

i. School Operations Metrics

Ms. Brown reviewed the first quarter school operations metrics included in the Board materials, highlighting the school's performance as compared with other OBL partnering schools of similar size and years in operation. Ms. Brown specifically highlighted the increase of pass rates in every grade.

[Mr. Corcoran left the meeting at 10:08 a.m.]

VIII. Strategic Planning

a. Approval of MOU with Messiah University

Ms. Swan provided an overview of the agreement, as included in the Board materials. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the MOU with Messiah University, as presented, is hereby approved.

The motion passed unanimously.

IX. EXECUTIVE SESSION

The Board entered into an Executive Session at 10:21 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: 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. Board members present were: David Taylor, Dave Biondo, Paul Donecker, Gail Hawkins Bush and Joe Harford.

Guests present at the request of the Board were: Jane Swan, Kristin Hovorka and Pat Hennessey. All others left the meeting at this time.

The Board discussed personnel matters.

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 10:51 a.m. No action was taken during Executive Session.

X. Adjournment and Confirmation of Next Meeting – Wednesday, October 21, 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 November 18, 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 10:52 a.m., is hereby approved.

The motions passed unanimously.



From: Joan Roberts
To: Reach Cyber Charter School Board of Directors
Re: Connections Academy General Handbook 2020-2021

Attached for board approval is an update to be included in the Connections Academy General Handbook for 2020-2021. For your convenience, a summary of the change is provided below. Once approved, the update will be reflected in the 2020-2021 General Handbook and all future handbooks. The revised Handbook will be posted on the Virtual Library.

APPENDIX 2 – FERPA ANNUAL NOTIFICATION AND POLICY

Last Reviewed and Updated: ~~November 25, 2019~~ October 29, 2020

This FERPA Annual Notification and Policy may be updated periodically. The most current version is always available from the [login page of Connexus](#). Any changes will be effective as soon as they are posted in Connexus.

Connections Education LLC, dba Pearson Online & Blended Learning K-12 USA (OBL), its [managed-partnering](#) schools, programs and affiliates (collectively referred to as "the School") comply fully with the Family Educational Rights and Privacy Act ("FERPA").

*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

Attached for board approval is a Student Dress Code Policy to be included in the 2020-2021 School-Specific Handbook Supplements. For your convenience, a summary of the changes to the School-Specific Handbook Supplements are provided below.

Once approved, the update will be reflected in the 2020-2021 School Supplements and all future supplements and will be posted on the Virtual Library.

9.1 Dress Code

Students and parents/caretakers are responsible for the dress and grooming of students.

Approved dress and grooming:

- During all in-person student events and LiveLessons, students must wear clothing including both a shirt and pants, skirt, short, or the equivalent. All students attending field trips/events must also wear shoes.
- Shirts and dresses must have fabric in the front and on the sides.
- Clothing must cover undergarments.
- Fabric covering all private parts must not be see through.
- Hoodies must allow the student's face and ears to be visible to staff.

Not-Approved Dress and Grooming:

- Clothing may not depict, advertise, or advocate the use of alcohol, tobacco, marijuana, or other controlled substances.
- Clothing may not depict pornography, nudity, or sexual acts.
- Clothing may not use or depict hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, political beliefs, or any other protected groups.

If the student's attire or grooming threatens the health or safety (e.g. attire that is affiliated with a gang) of any other person, then discipline for dress or grooming violations will be consistent with discipline policies for similar violations.

All persons who are visible during student LiveLessons should adhere to the student dress code. This applies to parents, caretakers, siblings, or others within view of the web camera.

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

Pearson Connexus Path Forward

Introduction

Earlier this year, during April and May board meetings, Pearson Online & Blended Learning (OBL) provided information about a new ecosystem of applications called Pearson Connexus (PCx) to support the learning and operations of a full-time virtual school. We want to provide all boards an update on the path forward for PCx and how it impacts the schools that partner with OBL.

In the version launched this fall, PCx was composed of four applications:

- A new learning management system based upon an existing product called Buzz;
- A new enrollment experience based upon an existing product offered by Salesforce;
- A new student information system based upon an existing product called Alma; and,
- An identity management system based upon an existing product called ForgeRock.

PCx Launch in SY 2020-2021

This fall OBL and three schools – Arizona Connections Academy, Arkansas Connections Academy and Wyoming Connections Academy – launched PCx as described above. California Connections Academy began its school year using the new enrollment experience, but not the other components of PCx.

Our vision for how we support schools is supported by four pillars:

1. Developing students with a growth mindset;
2. Focusing on learning outcomes;
3. Attracting the best educators and giving them the best tools to improve teacher effectiveness; and,
4. Building the world's best virtual learning ecosystem.

One of the things we learned from the PCx launch was the amount of change was too much to introduce, manage, and implement at one time. We heard from families, teachers, school leaders, and board members that the academic experience should be the priority over operational improvements, even though those improvements had value.

PCx Path Forward for SY 2021-2022

After considering and contemplating the feedback we received from the PCx schools, we believe it is in the best interests of the partnerships with you – our customers – to chart a different path forward for Pearson Connexus. This path includes the following changes:

- All schools will use the Connexus 2.0 (V2) learning management system and its student information system for SY 2021-2022. There are planned enhancements to V2.
- Schools in Arizona, Arkansas, California, and Wyoming will use the new enrollment experience and the identity management system for SY 2021-2022. It is our intent to offer these two applications of PCx to all schools for the SY 2022-2023 enrollment cycle. There are planned improvements to the enrollment experience all schools will benefit from in SY 2021-2022.

To summarize, the replacement of the current PCx learning management and student information systems enable OBL and schools to work better together to improve the academic experience by using a familiar and reliable platform like Connexus 2.0. The new enrollment experience and identity management system have demonstrated some positive improvements, such as a streamlined experience that is mobile friendly and allows pictures to be used for document uploads. With another year of development work, these experiences will be enhanced and ready for all schools after the next school year enrollment cycle.

Some of the planned enhancements to V2 for SY 2021-2022 include:

- Improved Scheduler & Planner;
- Improved Lesson Viewer user experience;
- Synchronous session automatic attendance & scheduling;
- Improved loading times for data views, reports, courses and LiveLesson® sessions;
- Pilot the use of Zoom as an additional tool to facilitate LiveLesson® sessions; and,
- Hosting V2 “in the cloud” to increase data security and reliability.

Course customization functionality is a critical piece of the path forward for PCx. The new courses released for this school year, sometimes referred to as the Polaris courses due to the project name to create new curriculum, allow a level of customization not previously available in older courses because they are built in a modular way. There will be an increased number of new courses with the new curriculum design for SY 2021-2022 and we will be building more capabilities in the learning management system that allow schools to customize courses for SY 2022-2023.

Enrollment Experience Improvements

We are pleased to share the enrollment experience will begin a transformation in preparation for SY 2021-2022 with a reorganization of the entire Marketing and Enrollment Department. This has already begun by streamlining operations in order to better serve the families enrolling in your school. One of the centerpieces of this transformation is to organize teams by serving only a certain set of schools. For example, this means enrollment call center agents will answer calls only from their assigned schools so they will have more in-depth knowledge about each school they support, its unique offerings, and specific state requirements. We'll share more information about this initiative closer to the beginning of the SY 2021-2022 enrollment cycle.

Conclusion

We strongly value each partnership with each school and want to provide you and your families the highest quality products and services. As our customers and partners, your feedback and experiences shape how we support you and with what products we offer. We believe Pearson Connexus, a flexible ecosystem of applications to operate and support a full-time virtual school, remains our guiding north star to supporting great academic, social, and emotional experiences for students.

We take your feedback to heart and make changes based upon it, so we will continue to seek out input from schools, teachers, families, and board members. We commit ourselves to more frequent communication in the 2021 calendar year about the support we provide your school, and look forward to additional conversations about the path forward for Pearson Connexus.

**FIELD PLACEMENT
MEMORANDUM OF UNDERSTANDING**

THE TERM of this **AGREEMENT**, entered into by and between Drexel University, hereinafter referenced as the **UNIVERSITY**, and **Reach Cyber Charter School**, hereinafter referenced as the **CHARTER**, shall commence on January 1, 2021, and shall continue unless written notice is given by the CHARTER to the contrary.

WITNESSETH

WHEREAS, the governing board of a CHARTER may enter into agreements with a college or university approved by the Pennsylvania Department of Education to provide student teaching experience and to provide supervised field experience as may be called for in the requirements of the various authorized credentials for public school service; and

WHEREAS, any such agreement may provide for the payment in money or in services for the services rendered by the CHARTER of an amount not to exceed the actual cost to the CHARTER of the services rendered; and

WHEREAS, it has been determined between the parties hereto that the payments to be made to the CHARTER under this agreement do not exceed the actual cost to the CHARTER of the services rendered;

NOW, THEREFORE, it is mutually agreed between the parties hereto as follows:

I.

The CHARTER shall provide teaching experience through observations and student teaching in schools and classes of the CHARTER for teacher candidates/student interns of the University who possess a valid certificate of clearance and are assigned by the University to schools or classes of the CHARTER. Such observations and student teaching shall be provided in such schools or classes of the CHARTER, and under the direct supervision and instruction of such employees of the CHARTER, as the CHARTER and the University through their duly authorized representatives may agree upon.

The CHARTER may, for good cause, refuse to accept for observations and student teaching any teacher candidate/student intern of the University assigned to a placement in the CHARTER, and upon request of the CHARTER, made for good cause, the University shall terminate the assignment of any teacher candidate/student intern of the University to observation or student teaching in the CHARTER.

“Student teaching” as used herein and elsewhere in this agreement means active participation in the duties and functions of classroom teaching or administrative leadership functions under the direct supervision and instruction of employees of the CHARTER holding valid state-issued educator credentials, other than emergency or intern credentials, authorizing them to serve as classroom teachers or principal/superintendent interns in the schools or classes in which the student teaching is provided.

“Teacher candidate” and “student intern” as used herein and elsewhere in this agreement refers to a currently enrolled Drexel University student who is participating in field experiences, including pre-student teaching and student teaching, or a Principal or Superintendent internship.

II.

During their field experiences, teacher candidates will be participating in a directly linked corresponding course which provides continuous study and discussion. Three evaluators observe the student during these placements:

1. The *mentor teacher* works with the teacher candidate in the classroom and conducts a formative and final evaluation with the PDE 430 form; as required by the Pennsylvania Dept of Education.
2. The *site director* (as identified and hired by Drexel University) visits the placement location and completes a minimum of two formal observations depending on the type of assignment. The site director will complete the Drexel University Student Teaching Evaluation Form for each lesson observed. The site director will submit a formative and summative evaluation (PDE 430).
3. The Drexel University *course instructor* (*Drexel faculty*) will view two video recordings of the teacher candidate's teaching (stage IV only) and provide constructive feedback. Please note that teacher candidates will adhere to all CHARTER policies with regard to video recording.

III.

There are four stages of field experience of which Stages III and IV include student teaching. Each stage is progressively more intensive and requires the candidate to gradually assume more responsibility. The experiences should take place in collaborative settings across all grade levels to give candidates a flavor for the values, culture, and working styles of learning environments throughout the K-12 system.

Additionally, Drexel University offers three different internships designed for already-certified teachers who are looking to become administrative leaders: the Principal Internship, Superintendent Letter of Eligibility Internship, and the Special Education Leadership Internship.

An assignment of a teacher candidate or student intern of the University to schools or classes of the CHARTER shall be at the discretion of the University as described below. The start and end dates can be adjusted in order to align with the CHARTER's academic year calendar.

The University will award the CHARTER for performance by the CHARTER of all services required at a rate mutually agreed upon per University quarter term.

STAGE I: OBSERVATION

Candidates are observers in a variety of education and education-related settings (e.g., community organizations, tutoring programs). Programs are expected to design this phase so that candidates observe before formal admission to the teacher education program. Apart from community and after-school programs, there must also be a range of school and classroom experiences (e.g., urban, suburban, rural, high- and low-performing schools) so that candidates have a broad experience and learn as much as possible about K-12 learners and K-12 education philosophy.

STAGE II: EXPLORATION

This stage may be called the "assistant" phase of field experience where the candidate works under a certified teacher's direction with a small group of students. Activities could include tutoring, helping with assignments, and so forth.

STAGE III: PRE-STUDENT TEACHING

In pre-student teaching, candidates work with small groups of students in school or after-school settings under the supervision of a certified teacher. For this phase of field experience, K-12 level candidates will be formally admitted to the education program but will not be in full control of a class.

STAGE IV: STUDENT TEACHING

There is a minimum of 12 weeks of full-time student teaching required including all auxiliary duties normally performed by a teacher. The student teacher must be supervised by faculty with knowledge and experience in the area of certification and a mentor teacher with appropriate professional educator certification (three years satisfactory certified teaching experience on the appropriate certificate and one year certified experience in the specific placement) who is trained by the preparation program faculty. Programs are permitted to provide either a single placement for the duration of the student teaching or a split placement that provides a minimum of six weeks in two different grade bands.

INTERNSHIPS: PRINCIPAL, SUPERINTENDENT LETTER OF ELIGIBILITY, SPECIAL EDUCATION SUPERVISOR

These internships occur across four different quarter terms where each intern will complete 75-150 hours per term for a total of 300-600 hours over the course of a year.

The hours are embedded partly in current job functions such as leadership activities, school CHARTER planned activities, activities generated from courses and log reflections, and meeting with a mentoring administrator. Student interns will keep a log of weekly leadership activities that are implemented by the student intern and the mentoring administrator.

Each student intern is responsible for securing a mentoring administrator with a minimum of three years administrative experience on a state-issued administrative certificate and a minimum of one year in the CHARTER or school where the student intern currently works.

Furthermore, the mentor must have an administrative assignment as a school principal, assistant principal, superintendent, or other office administrative position, as appropriate. Additionally, each student intern has a Drexel University instructor who monitors the student intern's progress during the four-quarter internship experience.

IV.

TEACHER CANDIDATE/STUDENT INTERN QUALIFICATIONS

Each Drexel University teacher candidate or student intern must currently possess a clear federal background check which was conducted by local law enforcement authorities and complete at least three hours of Child Abuse Recognition and Reporting Training, under Pennsylvania Act 126. Furthermore, students completing field experiences or internships in the state of Pennsylvania must also currently possess a Pennsylvania State Criminal Background check and a Pennsylvania Child Abuse History clearance. Any student intern participating in one of the three Internships must also provide proof of an applicable valid state-issued certificate in their area of study.

MENTOR TEACHER/ADMINISTRATOR QUALIFICATIONS

Mentor teachers/administrators must have appropriate professional educator certification (three years satisfactory certified teaching experience on the appropriate certificate and one year certified experience in the specific placement). In addition, they should be open to engaging in mentoring professional development provided by Drexel University.

MENTOR TEACHER/ADMINISTRATOR RESPONSIBILITIES

Stages I/II: Observation/Exploration

1. Communicate with teacher candidate and Field Placement Office to share their expertise as appropriate.
2. Allow the teacher candidate to actively observe classroom instruction and collaborates in completing all attendant requirements prior to hosting.
3. Co-plan and co-teach lessons with the teacher candidate as necessary.
4. Sign the candidate's observation log indicating that they have observed the class for the number of hours reported.
5. Provide ongoing actionable feedback verbally throughout the experience.
6. Complete final, informal evaluation of the teacher candidate, identifying overall strengths and providing suggestions for the future.

Stage III: Pre-Student Teaching

1. Complete the Mentor Teacher Application prior to hosting.
2. Attend a Mentor Teacher Orientation prior to or at the beginning of the field experience.
3. Allow the teacher candidate to actively observe classroom instruction and teach 4-8 small group and/or whole class lessons during the placement.
4. Sign the candidate's observation log indicating that they have observed the class for the number of hours recorded.
5. Provide ongoing actionable feedback both verbally and in writing throughout the experience.
6. Complete a final evaluation of the teacher candidate, identifying overall strengths and providing suggestions for the future.
7. Communicate with the Site Director throughout the duration of the placement.
8. Communicate with Drexel University instructor as needed throughout the duration of the placement.

Stage IV: Student Teaching

1. Complete the Mentor Teacher Application prior to hosting.
2. Review the full-time student teaching or residency student teaching handbook.
3. Attend a Mentor Teacher Orientation prior to or at the beginning of the field experience.
4. Be willing to allow the teacher candidate to gradually assume the majority of the responsibilities of the classroom.
5. Complete two formal evaluations according to the four domains of the Danielson's Framework, identifying overall strengths and providing suggestions for the future.
6. Provide daily actionable feedback to the candidate both verbally and in writing throughout the experience.
7. Communicate with the Site Director throughout the duration of the placement.
8. Communicate with Drexel University instructor throughout the duration of the placement.

Principal/Superintendent/Special Education Supervisor Internship

1. Complete the Mentoring Administrator Application each term.
2. Assist the student intern with the Intern Goal Form.
3. Review each of the applicable documents: Internship Handbook, Evaluation/Feedback Form and Internship Schedule.
4. Suggest internship activities.
5. Meet with the student intern weekly, or as needed, for mentoring, feedback, and reflection.
6. If possible, participate in a Live Classroom with other mentoring administrators each term; an invitation will be sent from the Drexel University instructor with information on the time/day and how to participate.

7. Evaluate and provide feedback to the student intern on the Evaluation/Feedback Form at the end of each term.
8. Provide feedback to the Drexel University course instructor during and after each term.

SITE DIRECTOR QUALIFICATIONS

Site directors must be previously certified teachers with at least three years of teaching experience preferably in an area closely related to the certification area sought by the teacher candidate. In addition, the site director should have expertise and experience in staff development, mentoring, and supervising other teachers.

SITE DIRECTOR RESPONSIBILITIES

1. Clearly communicate program goals and objectives to mentor teachers, building administrators, and CHARTER administrators.
2. Clearly communicate goals, objectives, and policies to teacher candidates.
3. Clearly communicate timelines for required observations, presentations, and the like to teacher candidates and mentor teachers.
4. Effectively coordinate additional learning opportunities for teacher candidates.
5. Observe and supervise teacher candidates during their experience, providing student teaching assessment and documentation (PDE 430).
6. Conduct conferences with teacher candidates and mentor teachers on a regular basis.
7. Work effectively one-on-one to answer questions about individual teacher candidates and Drexel goals and objectives.

VII.

Notwithstanding anything herein contained to the contrary, this agreement may be terminated and the provisions of this agreement may be altered, changed, or amended, by mutual consent of the parties hereto.

If you have any questions regarding any area of this letter, I would be happy to discuss how the School of Education can accommodate **Reach Cyber Charter School** policies and procedures. I can be reached via phone: (215) 895-1865 or via email: spr37@drexel.edu.

If you find this contract agreeable, the following signatures hereby indicate the approval of this contract:

Drexel University

Reach Cyber Charter School



Sarah P. Ulrich, Ed.D.
Associate Dean, Teacher Education
School of Education

By: _____
Signature _____ *Date*

Printed Name

Title

REACH Staffing Report November 2020

New Hires

First Name	Last Name	Area	Compensation	Bonus Potential	Start Date
Julisa	Acevado	Administrative Assistant	20.00	4%	10/27/2020
Sadie	Albright	Administrative Assistant	20.00	4%	10/27/2020
Amber	Barker	Teacher- Middle School	\$55,000.00	4%	10/20/2020
Kayla	Bowman	Family Mentor	\$51,500.00	4%	10/20/2020
Nicholas	Bridge	Teacher- High School	\$57,000.00	4%	11/3/2020
Kayla	Foltz	Administrative Assistant	\$20.00	4%	10/20/2020
Catherine	Gallagher	Teacher- Elementary	\$56,500.00	4%	11/3/2020
Kayla	Gold	Family Mentor	\$55,000.00	4%	10/20/2020
Joanna	Grzenda	Family Mentor	\$52,500.00	4%	11/3/2020
Rachel	Guerra	Special Education Teacher	\$61,000.00	4%	10/20/2020
Jacqueline	Hershey	Administrative Assistant	\$20.00	4%	10/20/2020
Heather	Karpen	Teacher - Special Education	54,500.00	4%	10/20/2020
Timothy	LaGasse	Teacher- Middle School (term of project)	\$50,500.00	n/a	10/20/2020
Lauren	Nolan	Teacher- Middle School	\$56,500.00	4%	10/20/2020
Wendy	Sheeran	Teacher- Middle School	\$54,500.00	4%	11/3/2020
Colette	Silvestri	Teacher- Gifted	\$59,500.00	4%	10/27/2020
Alyssa	Sullivan	Teacher-Middle School	\$59,500.00	4%	10/20/2020
Andrew	Tworzydlo	Teacher- Middle School	\$51,000.00	4%	10/20/2020
Amanda	Wydra	Teacher -Special Education	\$56,500.00	4%	11/3/2020
Staci	Young	Speech Therapist	\$68,000.00	4%	11/3/2020

Departing Employees

Name	Area	Last Day of Work
Christine Miller	Principal	10/21/2020

Abigail Wagner	School Counselor	11/04/2020
Felicia Batrack	Special Education Teacher	11/06/2020

Promotion / Position Changes

Name	Former Position	New Position	Compensation	Bonus Potential	Start Date
Erica Carroll	Secondary Teacher	Assistant Principal	78,000.00	12%	11/1/2020
Ashley Mort	Special Education Teacher	Special Education Coordinator	4% Stipend added	No change	11/1/2020
Devin Meza-Rushanan	Assistant Principal	Principal – Elementary	93,430.00	15%	11/01/2020
Corey Groff	Principal – Elementary	Principal- High School	110,880.00	No change	11/01/2020
Jessica Finnegan	School Nurse	Manager of School Nursing	\$65,000.00	8%	11/01/2020
Radelle Fritz	Truancy Officer	Manager of Family Services	\$70,000.00	8%	11/16/2020
Christine Grullon	Family Mentor	School Social Worker	57,075.00	No Change	11/16/2020
Christine Vander Valk	Family Mentor	Family Mentor Coordinator	4% stipend added	No Change	11/16/2020

JULISA ACEVEDO

Legal Assistant, Lemoyne, PA

Lemoyne, PA 17043

julisa.a.0417@gmail.com 717 579-5625

WORK EXPERIENCE

Legal Assistant

Cipriani & Werner - Lemoyne, PA January

2019 to Present

- Responsible for receiving, reviewing, and entering bureau documents and processing them accordingly
 - Drafting and filing appropriate court documents and correspondence and billing time for assigned attorney
 - Responsible for receiving and reviewing incoming mail and relaying to the attorney important case aspects
 - Also responsible for scheduling meetings, conferences, and depositions with clients, medical experts, and insurance carriers
-

Assistant Store Manager

VILLA, Capital City

August 2014 to December 2018

- Customer Service
 - Loss Prevention
 - Merchandising of Product Lines
 - Store Procurement
 - Payroll Processing
 - Mentoring/Coaching
-

Assistant Store Manager

FAMILY DOLLAR - Harrisburg, PA May

2013 to March 2014

- Product Display
 - Lead- Loss Merchandising
 - Planogram Execution
 - Expense Control
 - Vendor Management • Loss Prevention
-

Clerical processor

NYC BOARD OF EDUCATION - Brooklyn, NY

January 2010 to September 2010

- Data reconciliation to be filed from districts, departments, and employees
- Sorted classified information according to guidelines such as content, purpose, user criteria or chronological, alphabetical or numerical order
- Implementation of new file data to file records and created new records

Bartender

ANNIE'S PLACE, Isabela

October 2008 to February 2009

- Greeted customers
- Took beverage orders from serving staff or directly from patrons
- Collected money for drinks served at bar utilizing cash register
- Checked identification of customers to verify age requirements for purchase of alcohol

Bank teller

CHECK CHANGE - Queens, NY September

2002 to March 2005

- Counted currency, coin, and checks received by hand or using currency counting machines to prepare them for deposit or shipment to branch banks or the Federal Reserve Bank.
- Processed utility bills and payments
- Received and counted daily inventories of cash, drafts, and checks
- Cashed checks and paid out money after verifying that signature matches and are correct, that written and numerical amounts agree and that accounts have sufficient funds

EDUCATION

High school

SKILLS

- **ASM**
- **Retail Management**
- **Filing**
- **Billing**

ASSESSMENTS

Composing & Sorting Email — Proficient

September 2019

Effectively composing and organizing email messages.

Full results: [Proficient](#)

Indeed Assessments provide skills tests that are not indicative of a license or certification or continued development in any professional field.

Sadie Albright
705 Briarcliff Rd Apt 10
Middletown, Pennsylvania 17057
717-582-6529
sadiemayalbright@aol.com

OBJECTIVE

To gain knowledge and skills working in a professional office environment, and be able to move forward within a business that values not only their services but also their employees.

SUMMARY OF SKILLS

- Computer and Microsoft office
- Experience working with multiple POS systems
- Customer service and interpersonal skills
- Communication and directional knowledge
- Respectful and attentive
- Ability to multitask and be flexible
- Leadership and management skills
- Creative problem solving
- Time management and office organization
- Navigating and interpreting complicated health insurance plans

WORK EXPERIENCE

- **Arlington Physical Therapy** – Front Office Coordinator– *June 2018 to present*
I welcome, schedule, and provide information for patients, staff and the public. Answer, transfer, and take messages from received phone calls. I proficiently use the computer system, type, format and run daily reports. Receive, sort and deliver mail to the proper person or location. Take payments including checks, cash and credit cards. Gather, enter and interpret patient information. Verify, authorize and communicate with insurance companies and doctors' offices.
- **Tröegs Brewery** – Snack Bar Employee – *February 2015 to present*
I organize and gather the supplies necessary for my shift. Clean and maintain the counter area. Take customer orders as well as expo the food. Help to accommodate customer needs and answer questions.
- **Wegmans** – Pizza Department Employee – *June 2013 to February 2015*

EDUCATION

- HACC – Harrisburg, PA 2013-2016
 - Obtained Associates in Business
 - Dean's List
- Newport High School – Diploma, 2013
 - Captain of Field Hockey and Basketball teams
 - Received Principal's Award
 - Member of Future Business Leaders of America

Amber Barker
28 Liberty St, Burgettstown, PA 15021
(T) 724-993-7602 (E) alakhlifi01@gmail.com

Objective _____

To obtain a teaching position with Blue Prints.

Certification _____

Bachelor's Degree Elementary Education and General Science 5-9	May, 2010
Family Consumer Sciences	December, 2016
PK-4 Education	November, 2017
Biology	August, 2020

Experience _____

September 2019- present	St Patrick School	Canonsburg, PA
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Science Teacher

- Create lessons and labs for students in 3rd – 8th Grade
- Creating lessons and activities using multiple technology and learning platforms for remote learning
- Maintained open communication with students and parents

Feb 2019- June 2019	Avella Area High School	Avella, PA
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Long Term Substitute Teacher

- Created lessons and labs for 7th, 8th, and 9th grade science classes
- Maintained open communication with students and parents

2016-2019	Blue Prints	Washington, PA
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Head Start Teacher

- Developed individual plans to help students learn and grow
- Maintained positive relationships between parents and students
- Created safe comforting environments for students

2008- 2013	Little People's Place	Avella, PA
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Preschool Teacher

- Created safe and friendly environment for the children
- Maintained open communication with children's parents
- Created fun learning experiences

Nov 2011- April 2011	Our Lady of the Sacred Heart High School	Moon, PA
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Long Term Substitute

- Created lessons and labs for Biology, Chemistry, and Bioinformatics
- Created a fun safe learning environment

Kayla Marie Bowman



ADDRESS
Lancaster, PA 17508

PHONE
717-823-3315 kmbowman95@gmail.com



EMAIL

DIGITAL PORTFOLIO
<https://kmbowman95.wixsite.com/my-site>

Education

Messiah College- Master of Arts in Counseling GPA: 3.9

Relevant Coursework:

- Professional Issues & Ethics for Counseling, Counseling Theories, Effective Practice of School Counseling, Group Counseling, Career Counseling Across Lifespan, Multicultural Issues for Counseling, Crisis, Trauma, & Grief Counseling, Assessment Techniques Individual, Couples, & Families, Effective Practices for Every Learner, School Counseling Practicum & Internship

Shippensburg University of Pennsylvania- Bachelor of Arts in Psychology

Campus Involvement

Mu Chi Alpha Counseling Honors Society, Messiah College- Community Engagement Chair

- Organized events in the community including Toys for Tots Drive, Thanksgiving Basket Giveaway, and Collecting donations for a local women's shelter
- Organized events on campus such as giving away snacks during finals week to connect with undergraduate students

School Counseling Experience

Brecht Elementary (Fall 2018) Site Supervisor: Mrs. Francine Rickert

- Ran counseling groups for new students, met weekly with students for lunch sessions, volunteered at Toys for Tots drive, individual counseling, Attended Individualized Education Plan meetings, assisted in creating 504 plans for students

Manheim Township Middle School (Fall 2019) Site Supervisor: Mr. Linden Bates

- Ran counseling groups for anxious girls, provided individual counseling for a mini caseload of students, spent time working in learning support, gifted, English Language Learner, and Autistic Support classrooms, collaborated with building Principal, Assistant principals, School nurse, Teachers, and School Social Workers, attended teacher team meetings

Conestoga Valley Senior High School (Fall 2019) Site Supervisor: Mr. Douglas Helsel

- Pushed in alternative education setting to provide group counseling to students, assisted in creating classroom guidance lessons, provided individual counseling for undecided senior students to help assist in creating a plan for after graduation, created a data project to visualize student schedule change data

Work Experience

Learning Support Paraprofessional- Landis Run Intermediate School (August 2017-May 2019)

- Support students in special education small group instruction by following student's Individualized Education Plan, Inclusion support to provide students with extra support during regular education classes according to their I.E.P.

Teacher Assistant- Envisions Enterprises, Neff Elementary School (June 2019-Present)

- Plan lessons for students, run "group time" activities, collaborate with other room leaders to plan activities, interact with parents at parent drop off/ pick up, provide support throughout the day to students

Nursery Leader, First Presbyterian Church of Mount Joy (September 2019-Present)

- Plan activities for children, communicate with parents during parent drop off/pick up, plan lessons for each week, interact with children, provide structured play activity choices for children

Long Term Substitute School Counselor, Cornwall Terrace Elementary School (February 2020-April 2020)

- Provide individual counseling for students in grades K-5, provide group counseling in four "managing emotions" groups, teach classroom guidance lessons on social emotional learning, facilitate class meetings based on teacher concerns, consult with parents, teachers, and administration to best advocate for students, complete necessary special education paperwork, create 504 plans for students, facilitate biweekly Student Assistance Program meetings, provide virtual and tele counseling to students during school closure

Nicholas W. Bridge

390 Richard Rd
Wexford, PA 15090
Phone: 412-654-1518
Email: Nbridge22@gmail.com

OBJECTIVE

To be an integral part of a secondary mathematics department that continuously strives for excellence in a faith-based community

CERTIFICATIONS

Pennsylvania - Secondary Mathematics 7-12

EDUCATION

Point Park University (Pittsburgh, PA)

Bachelor of Science in Mathematics/Secondary Education

Fall 1999 – Dec 2004

Newman University (Wichita, KS)

Achieved 15 credits towards a Masters Level ESL endorsement (15 credit program)

Fall 2007 – Spring 2008

SKILLS

Proficient in Microsoft Word, PowerPoint, Excel (and google equivalents), Canvas, Unified Classroom, Powerschool, Imagine Math (remediation program), Smart Notebook, and a Conversational understanding of the Spanish Language

TEACHING EXPERIENCE

Nazareth Prep High School (Emsworth, PA)

Full Time High School Math Teacher: 2015-present

- Integral team player that designed personalized learning pathways for a range of students (3 grade levels behind to AP)
- Established a positive learning environment while designing and implementing *Imagine Math* and *IXL* as a methodology to communicate math principles effectively
- Aided, created, and implemented the above programs in a cross-curriculum program
- Promoted students' critical thinking skills and abilities to utilize technology and mastery of math concepts in the workforce and everyday life
- Developed and cultivated lessons that strengthened students' involvement and achievement in Algebra 1, Algebra 2 and Geometry (regular and honors)
- Instrumental in launching the school's baseball program

Propel Braddock Hills High School (Braddock Hills, PA)

Full Time High School Math Teacher: 2011-2015

- Part of a team that designed curriculum for Algebra 1 and Algebra 2 while aligning courses towards helping students first pass the Keystone exams and then fulfill state graduation requirements
- Developed and implemented appropriate lessons and assessments for classes containing populations as high as %50 special needs students
- Integrated technology and projects into the classroom to demonstrate practical uses of math and student mastery of content
- Developed Appropriate lessons for Algebra 1, Algebra 2 (Keystone prep, regular and honors)
- Developed the curriculum for Foundations of Algebra and implemented the Accelerated Math computer program as a remediation tool
- Founding member of the BHHS chapter of the National Honor Society

Propel Braddock Hills High School (Braddock Hills, PA)

Para Professional: 2010-2011

- Co-taught Algebra classes with a focus on implementing IEPs for special need students
- Developed and designed lessons for special needs students outside of their normal math class to meet goals set through their IEPs
- Designed appropriate pull out groups for special needs students for extra practice and tutoring for class work and PSSAs

Hugoton Middle School (Hugoton, KS)

Full Time 8th Grade Mathematics Teacher: 2007-2010

- Developed and implemented appropriate lessons and assessments for classes containing populations as high as 60% ESL students and 25% Native Spanish speaking students
- Developed and designed lessons and curriculum for ATA (academic turn around) Math, a standards based class designed to improve the state exam scores of low scoring or at risk students
- Developed appropriate lessons and assessments for Math 8, Pre-Algebra, and Algebra 1
- Worked on vertical alignment within the math curriculum for the entire school district based on what students needs were vs. state exams, specifically targeting high and low anchors with the aim of redistributing class time
-

Steel Valley High School (Munhall, PA)

Long Term Substitute Teacher: April 2007-June 2007

- Developed appropriate lessons and assessments for Algebra II and Geometry
- Supervised students using the Carnegie Learning Computer Program (geometry)
- Proctored and assessed the Pennsylvania 4sight exams

COACHING EXPERIENCE

BASEBALL:

Head Varsity Baseball Coach, Nazareth Prep (PA – A)

Aug 2015 – present (5 seasons)

Head Varsity Baseball Coach, Hugoton High School (KS – 4A)

Aug 2007 – May 2010 (3 seasons)

Assistant Baseball Coach, Carlynton Jr./Sr. High School (PA – 2A)

Jan 2004-May 2005 (2 seasons)

OTHER:

Assistant Ultimate Coach, Propel Braddock Hills High School

Sept 2010 – Present (5 seasons; including inaugural season)

Head 8th Grade Basketball Coach, Hugoton Middle School

Aug 2007 – Jan 2008 (1 season)

Assistant Football Coach, Hugoton Middle School

Aug 2007 – Nov 2007 (1 season)

**REAP® - Regional Education Applicant Placement
Reach Cyber Charter School**

**Application Form
Source: www.pareap.net**

Cover Letter

REAP ID No: 263627

TO: Director of Human Resources

FROM: Foltz, Kayla Michele

Present Address:

5611 Devon Drive
Harrisburg, PA 17112
(717) 770-9679
kfoltz1@comcast.net

DATE: August 23, 2020

Kayla Foltz
5611 Devon Drive, Harrisburg, PA 17112 | 717-770-9679 | kfoltz1@comcast.net

I'm writing to express my interest in the this position you have available. I posse the necessary skills and experience you are seeking and would make a valuable addition to your company.

With these skills and qualifications, I believe I would be great asset to your company. I look forward to speaking with you further regarding your available position.

Sincerely,
Kayla Foltz

I. General Information

REAP ID No: 263627

Most Recent Update:	August 23, 2020	Date Available:	September 2020
Full Name:	Foltz, Kayla Michele		
Applicant Type:	Support Services		
Current Address:			
Street:	5611 Devon Drive		
City, State:	Harrisburg, PA 17112		
Phone #1:	(717) 770-9679 Ext:	Phone #2:	(Not Entered) Ext:
E-Mail:	kfoltz1@comcast.net		
Permanent Address:			
Note:	(Current Address is Permanent Address.)		
HTML Resume:	(None)		
Other Names Used:			
(None)			

I. General Information (continued)		REAP ID No: 263627
Summary Information		
Question	Response	
1. Are you currently legally authorized to work in the United States?	YES	
2. Are you currently working for a school district?	NO	
-- If so, enter the name of the school district:	(N/A)	
3. Are you currently under contract to a school district?	NO	
-- If so, enter the date the contract ends:	(N/A)	
4. Total years experience working for school districts:	0.00	
5. What is the highest educational level you have reached?	High School Level--Diploma or Equivalency (GED)	
6. May we contact your current employer?	YES	

II. Position Desired				REAP ID No: 263627
Support Services Position Preferences				
Category Name	Years Experience in Category	Position Name	Years Experience in Position	
1 Secretarial/Clerical Positions	0.00	Administrative Assistant	0.00	
Position Types:				
Question			Response	
Indicate which of the following types of positions you are willing to accept:				
1 Full Time			YES	
2 Part Time			YES	
3 Permanent			(?)	
4 Temporary			(?)	
5 Substitute			(?)	

III. Education and Professional Training				REAP ID No: 263627
High School				
Name of School	Location	Diploma	GPA	
CommonwealthConnectionsAcademy	Harrisburg, PA	High School Diploma		

III. Education and Professional Training (continued)

REAP ID No: 263627

Undergraduate Hours

Name of College or University, Location	Major Field	Cumulative		Degree Received	
	G.P.A.	Semester Hours	G.P.A.	Degree Name	Date Received
1 HarrisburgAreaCommunityCollege Pennsylvania 17110	0.000	0.0	0.000	None	(N/A)
Major Field: Psychology, General					
Minor Field:					
2 Pennsylvania State University Pennsylvania	0.000	0.0	0.000	None	(N/A)
Major Field: Psychology, General					
Minor Field:					

III. Education and Professional Training (continued)

REAP ID No: 263627

Graduate Hours

Name of College or University, Location	Major Field		Cumulative		Degree Received	
	Semester Hours	G.P.A.	Semester Hours	G.P.A.	Degree Name	Date Received
(None)						

IV. Professional Certification

REAP ID No: 263627

Professional Certificates

Description	State Where Issued	Date Issued - Expiration Date
(None)		

<u>V. Employment History</u>				
REAP ID No: 263627				
Positions Held				
Employer, Address, Phone	Position	Dates	Years Full Time	Years Part Time
1 PA Liquor Control Board 412 Northwest Office Building Harrisburg, PA 17124 Phone: (717) 558-6485 Reason for Leaving: (Does Not Apply) Final (Most Recent) Salary: \$13.05 (Hourly Rate)	Position: Intermittent Liquor StoreClerk Duties: Supervisor: Jack Jimmink Supervisor's Title:	March 2020 - (Present)	0.0	0.0
2 Berry Signor JanitorialService N/A Newport, PA N/A Phone: (315) 719-4635 Reason for Leaving: Left to Seek Other Employment Final (Most Recent) Salary: \$0 (Yearly Salary)	Position: Duties: Clean commercial offices Supervisor: Marissa Signor Supervisor's Title:	May 2018 - August 2020	0.0	0.0
3 Community Aid 4405 Lewis Road Harrisburg, PA 17111 Phone: (717) 412-7706 Reason for Leaving: (???) Final (Most Recent) Salary: \$0 (Yearly Salary)	Position: Cashier/Production worker Duties: Ran register, worked in production sorting/hanging clothes Supervisor: Supervisor's Title:	May 2017 - August 2017	0.0	0.0

<u>VI. Background Information</u>		
REAP ID No: 263627		
References		
Name, Address, Phone	Position	Years Known
1 Jack Jimmink 412 Northwest Office Building, Harrisburg, PA 17124-717 Phone: (717) 558-6485 Alternate Phone: (000) 000-0000	Manager Fine Wine and Spirits	1
2 Terry Signor N/A, Newport, PA N/A-717 Phone: (717) 512-7444 Alternate Phone: (000) 000-0000	Owner Berry Signor Janitorial	10
3 Loree Verone 412 Northwest Office Building, Harrisburg, PA 17124-717 Phone: (717) 639-7937 Alternate Phone: (000) 000-0000	Assistant manager	1
4 Marissa Signor N/A, Newport, PA 17074 Phone: (315) 719-4635 Alternate Phone: (000) 000-0000	Supervisor	2

VI. Background Information (continued)

REAP ID No: 263627

Employment Questions

Question	Response
1. Within the last ten years, have you been fired from any job for any reason?	NO
2. Within the last ten years, have you quit a job after being notified that you would be fired?	NO
3. Have you ever been professionally disciplined in any state?	NO
4. Are you subject to any visa or immigration status which would prevent lawful employment?	NO
If you answered "YES" to any of the above, please explain, giving date(s), location(s), and other information.	

VI. Background Information (continued)

REAP ID No: 263627

Conviction Questions

Question	Response
1. Were you ever convicted of a criminal offense?	NO
2. Are you currently under charges for a criminal offense?	NO
3. Have you ever forfeited bond or collateral in connection with a criminal offense?	NO
If you answered "YES" to any of the above, please explain, giving date(s), location(s), and other information.	

VII. Professional Statements and Additional Comments

REAP ID No: 263627

Professional Statements (Open Ended Questions)

Note: Applicants were asked to limit their response to 300 characters or less.
[Learn more](#) about these screening questions.

1. What are two or three of your most important reasons for wanting to work in the position for which you have applied?

I have previous experience with a cyber school, as I graduated from a cyber school.

2. In your previous work experiences, in what ways have you been most helpful to your employer?

I am extremely flexible and hardworking. I am always willing learn new things.

3. How much do you want to know about your co-workers in order to work most effectively with them?

I want know how they work, so we can work in the most effective way. I think knowing a little bit about their personal life will also allow us to work effectively, by having ways to relate to each other.

4. One of your co-workers gets their work done, but has poor relationships with the other co-workers in your area. What are your thoughts about such behavior?

I think it's great that they are able to get their work done, however I think having strong relationships with your co-workers is also important. It makes the work atmosphere better, as it allows you to be able to ask your co-workers for help or you are able to help them when your work is finished.

5. How do you feel about supervisors who have extremely high expectations of you? What would you do in such a situation?

I think that it is important to be held to high expectations at work. I always want to do my best work and being held to high standards assures that I am able to do this.

6. One of your co-workers is very skilled and is a hard worker who sometimes wants to leave early from work. What are your thoughts about this employee's desire?

I think that it is great that the employee is skilled and a hard worker, however, I think that they should be at work for the hours they are expected to be working. If they are wanting to leave early, they may not be getting all their work done.

7. Your manager wants to change your work assignment; yet, you are very happy with your current assignment. What would you do?

I would be willing to change my work assignment. I am very flexible and enjoy learning new things and feel that I am a fast learner.

These Support Staff screening questions are
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VII. Professional Statements and Additional Comments (continued)

REAP ID No: 263627

Additional Qualifications and Comments

I was on the Dean's list three semesters. I have extensive knowledge of Microsoft word, power point and excel.

VIII. Terms and Release Authorization

REAP ID No: 263627

This applicant has agreed to the following terms by selecting "I agree" on the REAP application.

revised Jan 21, 2005

1. The information disclosed in this application will be made available only to participating school districts. You may indicate multiple regions where you would prefer to work. In addition, if you are currently working for a school district in this state, you may prevent your current employer from receiving your data.
2. You must complete all sections of this application. Making false statements on this application or omitting information, may be grounds for dismissal.
3. I hereby authorize representatives of the Cooperating School Districts and all REAP members to contact all persons and entities listed on this application and to make all other contacts, inquiries, and investigations which they deem necessary to verify my education, employment, and criminal and child abuse history, including but not limited to contacting current and/or past employers, educational institutions, law enforcement, and child abuse agencies. I hereby consent to the release of any such information by third persons and I understand that the Cooperating School Districts will keep such information in a confidential file, available only to appropriate district officials.

I hereby release and hold harmless the directors, officers, employees, and agents of (1) Cooperating School Districts; (2) all REAP members; (3) each of my past employers; and (4) any other person or entity providing information to the Cooperating School Districts and/or members of REAP in connection with my application for employment, from any and all liability arising from disclosure of personnel records and/or from oral appraisals of my past performance made to the Cooperating Schools Districts and all REAP members.

I understand that employment with a REAP member is contingent upon the satisfactory completion of a criminal and child abuse/neglect record check. In accordance with State law, this background check will include a complete fingerprint criminal records check. An unsatisfactory report shall constitute cause for rejection of an application or immediate termination, if the applicant has been hired. Although the existence of an arrest, charge, plea, conviction, and/or sentence alone may not constitute an unsatisfactory report, a REAP member has a compelling interest in ensuring the safety and welfare of its students. Therefore, a REAP member is permitted by law, and has an obligation, to request criminal and child abuse/neglect information and official records for each applicant and employee, and to act in accordance with such information and official records.

I hereby certify that all information provided by me in connection with this application is true, accurate, and complete. I understand that any false, inaccurate, incomplete, omitted, or misleading information provided on this application, or on any other documents submitted in connection with this application, shall be cause for refusal to hire, or if the applicant has been hired, for immediate termination.

4. I understand that completion of the following application does not confer upon me status of candidate or applicant for any particular position with any participating school district or educational agency. The decision whether and the extent to which information available on or through PAREAP will be used by participating school districts or educational agencies in identifying candidates or applicants for an open position shall lie within the sole discretion of the district or agency.
5. Because it is very important to keep the information in REAP current:
 - I understand that my application will be deleted if it is not completed in 90 days.
 - I promise to keep my application up to date by periodically updating it.
 - I promise to put my application on "Hold" when I am no longer actively seeking employment.

(Note: you may reactivate your application anytime.)

Applicant's signature _____ Date _____

Catherine J. Gallagher

24 Meadow Dive
Camp Hill, PA 17011
717.433.8330
catherine.jean.gallagher@gmail.com

TEACHING EXPERIENCE

West Shore School District, Lewisberry, PA

Middle School Computer Education Teacher, Allen Middle School
August 2013 - PRESENT

- Developed and taught course content using Google Classroom
- Units taught: Digital Citizenship, Design Thinking for 3D printing, Productivity, Coding & Robotics, Multimedia, Graphic Design

High School Business Education Teacher, Red Land High School
August 2011 - June 2013

- Developed and taught course content on moodle, wikispaces and Google Docs
- Courses taught: Business Law, Personal Finance, Sports & Entertainment Marketing, Webpage & Multimedia Design, Introduction to Business & Entrepreneurship, Skills Development for Careers

Instructional Integration Advisor, Red Mill Elementary School
August 2007 - June 2011

- Liaison between Technology & Media Services Department and classroom teachers.
- Technology Coach for new technology integration. Trained staff with technology tools to integrate into the curriculum

Millersville University, Millersville, PA
Adjunct Instructor
August 1992 - January 1993

- Taught undergraduate course in Management Information Systems

EDUCATION

Shippensburg University, Shippensburg PA

January 2006 - January 2007

- PA Teaching Certificate: Business, Computer, Information Technology (BCIT) K12 Student
- Student Teaching: Northeastern High School, Manchester PA and Big Spring High School, Newville PA

PROFESSIONAL DEVELOPMENT

February 2020

Pennsylvania Educational Technology Expo & Conference (PETE&C) - *Attendee*

October 2019

Tinker Expo - *Attendee*
Capital Area IU, Summerdale PA

July 2018

Gen-Cyber Camp - *Attendee*
University Park PA

October 2018

Tinker Expo - *Presenter*
Session Title: Robots, Robots, Robots
Capital Area IU, Summerdale PA

July 2017

STEM Camp EDU - *Attendee*
Bloomsburg University PA

February 2011

Pennsylvania Educational Technology Expo & Conference (PETE&C) - *Presenter*
Session Title: Google Earth - The Whole World at Your Fingertips
Hershey PA

AWARDS/ACTIVITIES

West Shore Foundation

Educator Innovation Grant recipient - August 2018
\$1,200 for OZOBOTS

Girls Who Code Club

Faculty advisor for after-school club
2019/2020 School Year

3D Printing Club

Faculty advisor for after-school club
2018/2019 School Year

EDUCATION

Texas Tech University, Lubbock, TX Master of Business Administration

August 1985 - December 1986

- Rawls College of Business, MIS emphasis

The Pennsylvania State University, University Park, PA Bachelor of Science

September 1981 - May 1985

- Smeal College of Business, Operations Management

INDUSTRY EXPERIENCE

Computer Aid Inc. Harrisburg, PA Programmer/Analyst

November 1989 - December 1990

- COBOL programmer at AMP, Inc.
- Maintenance and evolutionary programmer

Robbins-Gioia Inc. Alexandria, VA Programmer/Analyst

July 1987 - October 1989

- Provided program management support as contractor
- Critical path analysis
- Trainer for new employees

AWARDS/ACTIVITIES

Computer Club

Faculty advisor for after-school club

2016/17 & 2017/18 School Years

Junior Achievement

Faculty coordinator for in-school day long event

2017/18 & 2018/19 School Years

Krystal Gold
172 Laurel Road
Churchville, Pa 18966
Krystalgold21@gmail.com

August 31, 2020

Dear Prospective Employer,

I am interested in applying for the family mentor position with Reach Cyber Charter School that has recently posted. I have been working in the Community School Program for nearly fifteen years with eight years as a Group Supervisor at Titus Elementary School in the Central Bucks School District. During my tenure as an educational assistant and group supervisor gained an intimate knowledge and professional working experience with the educational services and programs offered to the students.

I obtained my Bachelor of Science Degree in Education from Temple University. It is my goal to combine my professional and academic experiences thus far with my ability to be a compassionate, dedicated, and intelligent coordinator to make a positive contribution to the students, parents, teachers, and administrators I collaborate with.

I am a highly motivated individual with diverse professional experience in education and mental health. As a trustworthy, team-player, I have strong interpersonal skills. It is with great enthusiasm that I submit my resume for your consideration for family mentor position with Reach Cyber Charter School.

My educational coursework, as well as my professional opportunities have enhanced my communication skills to promote academic, emotional, and behavioral success for the children I work with. I welcome the opportunity to utilize my skills, knowledge, and professionalism as a classroom assistant with your district. Please feel free to contact me at (267) 337-2522 to schedule an interview. I eagerly look forward to earning the opportunity at hand and becoming an asset to the school.

Sincerely yours,

Krystal Gold

KRYSTAL L. GOLD

172 Laurel Road. Churchville, Pennsylvania 18966
[\(267\)337-2522](tel:(267)337-2522). Krystalgold21@gmail.com

OBJECTIVE

To further my career within Reach Cyber Charter School in which I continue to utilize my education, skills, and experience to provide support to the administration and the community in which it serves.

PROFESSIONAL EXPERIENCE

Gamut March 2018- Present

West Chester, PA

Special Instructor

- Continue education according to students' Individual Educational Plan (IEP) goals.
- Ensure a structured school day to obtain consistency
- Communicate and collaborate with the head teacher on student's progress how to further the student's progression
- Follow and execute modifications based on teachers plan and goals for student's progression
- Assessed students for appropriate services to meet developmental and academic goals

Central Bucks School District August 2011-Present

Doylestown, PA

Supervisor

- Ensure safety of 75-80 children with various needs/disabilities; supervise 7 educational assistants in before and after school program
- Communicate daily with parents and staff to address any issues
- Organize state documents for Department of Public Welfare
- Trained safety protocols to over 1000 staff members during my tenure

ESY Educational Assistant June 2013- August 2013

Doylestown, PA

- Continue education according to students' Individual Educational Plan (IEP) goals.
- Ensure a structured school day to obtain consistency
- Communicate and collaborate with the head teacher on student's progress how to further the student's progression
- Follow and execute modifications based on teachers plan and goals for student's progression

Child Care Instructor August 2006-June 2011

Doylestown, PA

- Implement activities that foster social and emotional development.
- Verify homework; engage in daily interaction and communication with parents and students.
- Attend various Department of Public Welfare workshops.

Valley Youth House November 2007- August 2011

Warminster, PA.

Case Management

- Advocated for the homeless youth, collaborated with families and case managers to coordinate necessary services and supports for clients.
- Conducted intakes, monitored community-based services, linked public transportation, secured financial and/or medical resources as needed.
- Communicated with school personnel to foster educational growth.

Lachman Gallery April 2001- August 2009

Lahaska, PA

Administrative Assistant

- Oversaw all aspects of general office coordination, maintained confidentiality in all aspects of client, staff and agency information, interacted with clients, vendors, and visitors, answered telephones and transferred
- Performed general clerical duties to include, but not limited to, bookkeeping, copying, faxing, mailing, and filing.
- Other duties as assigned by Executive Director; assisted with overall maintenance of the organization and its offices, knowledge of Microsoft Office.

EDUCATION

Bachelor of Science ▪ January 2011

Temple University, Ambler, PA.

Associates Degree ▪ December 2008

Bucks County Community College, Newtown, PA.

JOANNE E. GRZENDA

3106 Eagle View Court • Nazareth, Pennsylvania 18064 • Cell: (732) 744-6535
Joanneg17@gmail.com

OBJECTIVE

Seeking to obtain a full-time position to maximize my skills as a Communications major in conjunction with my educational background and experience.

EDUCATION AND CERTIFICATIONS

B.A., Communications, Villanova University 2002
Communication Honors Society Member – Lamda Pi Eta
Master of Special Education/Learning Disabilities, Kean University 2007

PROFESSIONAL EXPERIENCE

Edison Board of Education, Edison, NJ 2003-2007

John P. Stevens High School Special Education Teacher 2003-2007

- Developed, implemented and monitored individual educational plan, behavior plans, and intervention plans designed to promote educational and social development for students with learning disabilities
- Developed and implemented strategies to meet the needs of students for the appropriate method of learning and instruction in the least restrictive environment
- Coordinated special education services and serve as the primary contact for the parent and collaborate with teams to assure positive outcomes
- Developed and implemented curriculum, student directed learning activities and enhanced lessons using various technology platforms
- Worked cooperatively with general education teachers to include students in the general education setting
- Piloted the “Read 180 Program” at the 9th grade level for the Edison School District and became certified to continue to teach the program

J. Walter Thompson Specialized Communications, Media, PA 2001-2003

Intern of Account Services
Account Coordinator

- Performed entire process of employment print add for various clients from request to confirmation
- Conducted research, recommended media, booked space, sent and confirmed advertisements
- Cultivated relationships between agency and client and agency and media
- Assisted in the development of new business proposals and gathering market research

CERTIFICATIONS AND SKILLS

New Jersey Teacher of the Handicapped Certification (K-12)
JP Stevens High School Student Counsel Advisor
Differentiated Instruction
Whole Class/Small Group Instruction
Parent/Teach Communication
Zoom/Remote Technologies

Rachel Guerra

Camp Hill, PA

rachelguerra49_tzm@indeedemail.com

267.648.3556

#readytowork

Work Experience

Autistic Support Teacher

New Story - Harrisburg, PA

March 2018 to Present

Instruct students utilizing the VB-MAPP framework and teacher-created academic materials. Differentiate instruction to individualize for each student. Write annual IEPs, progress reports, lesson plans, and report cards. Develop, maintain, and document all instructional and behavioral programs within the school setting. Oversee classroom dynamics and functioning of all staff within the classroom.

Lead Teacher

The Children's Center - Camp Hill, PA

November 2017 to March 2018

Aligned curriculum with the PA State Standards to create weekly and monthly lesson plans, individualized lessons to meet the needs of each child, utilized whole group, small group, and individual teaching time, used positive behavior supports, focused on all domains of development for each child.

Diagnostic Teacher

Hill Top Academy, CAIU - Mechanicsburg, PA

August 2017 to November 2017

Worked as part of a multi-disciplinary team to create a specialized K-12 evaluation utilizing DIEBELS and iReady. Oversaw the classroom dynamics and functioning of all staff in the classroom. Created the curriculum and taught students across varied grade levels with significant behavioral and psychological needs in a self-contained classroom.

Teacher, SEEDS Program, Multi-Disciplinary Evaluation/IEP Team

Elwyn - Philadelphia, PA

July 2008 to July 2017

Worked as part of a multi-disciplinary evaluation team to identify initial and ongoing early intervention needs of children throughout Philadelphia. Coordinated evaluations by specialists including speech therapists, behavior specialists, feeding specialists, occupational therapists and physical therapists, as appropriate for each student's needs. Responsible for the overall evaluation and initial IEP goals for each student. Utilized the Battelle Developmental Inventory, DOCS Adjusted Behavior Inventory and DAYC-2 measurement standards.

Teacher, Early Intervention Program

The Consortium - Philadelphia, PA

September 2007 to July 2008

Taught children ages 3-5 with developmental delays; worked interactively with therapists, lead daily small and whole group pre-school focused activities involving speech, fine motor, gross motor, social, self-help and academic skills. Took data daily, provided quarterly reports, tested students in all areas of development, and wrote IEPs and ERs for each child.

Classroom Supervisor, Lead Pre-K Teacher

St. Mary's Nursery School - Philadelphia, PA

August 2004 to September 2007

Created and taught Pre-K curriculum to a contained 4/5-year-old Pre-K class, lead large and small group activities, coordinated/ lead the day, supervising other teachers and classroom assistants during cooperative teaching activities in large group settings.

Literacy Intern Teacher

School District of Philadelphia - Philadelphia, PA

January 2003 to May 2004

Served as a classroom teacher, teaching science, Everyday Math, social studies, and literacy to first and third grade students; created daily lessons and materials; targeted students' reading and math levels through testing and observation.

Education

Master of Education in Elementary Education K-6

Temple University - Philadelphia, PA

May 2006

Skills

- Organizational Skills
- Teaching
- CPR
- Math
- Developmental Disabilities Experience
- Autism Experience
- Classroom Management
- Special Education

Certifications and Licenses

Teaching Certificate

Elementary Education, Special Education

Jacqueline Hershey

Phone: (717) 877-0760
Email: jackie.m.hershey@gmail.com
Address: 134 Radle Road
Harrisburg, PA 17112

Objective

Administrative Assistant with 10+ years of experience looking for a position that will utilize my office administration experience and customer service skills.

Skills

Office Administration, Microsoft Office Suite, Database Management, Zoom, ProPresenter, Customer Service, Time Management, Adaptability, Strong Work Ethic, Reliability, Quickly Learns and Masters New Technology, Friendly and Personable.

Work Experience

Administrative Assistant

Living Legacy Church, Hershey, PA - June 2017 - Present

- Provide administrative support to the pastor and school leadership (Exceptional Learning Academy of Hershey).
- Manage website updates and social media accounts.
- Compose documents such as letters, emails and newsletters.
- Confidentially manage member financials and other personal information.
- Maintain efficiency in accounting, including billing, using Quickbooks.
- Perform inventory of office supplies and purchase new supplies when needed.

Secretary

Hamilton & Musser, PC, CPA's, Mechanicsburg, PA - August 2004 - April - 2006

- Provided secretarial support to an office staff of 10+.
- Managed schedules and updated calendars.
- Greeted all clients and visitors, providing a positive first impression of the company.
- Performed routine clerical tasks such as mailings, copying, faxing, filing and scanning.
- Monitored office supplies and replenished stock in a timely and efficient manner.

Other Work Experience:

Colour Forte, Mechanicsburg, PA - **Receptionist** - April 2003 - July 2004

Automotive Service Providers of Pennsylvania - **Receptionist/Executive Assistant** - June 1997 - February 2003

Education

Associates Degree in Office Administration

Central Pennsylvania College, Summerdale, PA

Heather L. Karpen, M.Ed.

8203 Club Side Drive
Mars, PA 16046

814-392-0366

Hlkarp04@gmail.com

I AM A SPECIAL EDUCATOR with over six years of experience cultivating academic and intrapersonal success for students with varying abilities. I am a fierce advocate for my students both inside and outside of the classroom; working hard to ensure they become the best versions of themselves. A Master's prepared educator who brings innovative ideas, a strong work ethic, and differentiated instruction to the classroom.

EDUCATION & CERTIFICATION

Slippery Rock University of Pennsylvania - Slippery Rock, Pennsylvania June 2015 - June 2016
Master of Education in Special Education Grades Birth-8
- Graduated Magna Cum Laude

Clarion University of Pennsylvania - Clarion, Pennsylvania August 2006 – May 2011
Bachelor of Education in Special Education N-12 and Elementary Education K-6
- Graduated Cum Laude; Honored with Clarion University's Most Outstanding Senior Award

Mobility Opportunities Via Education/Experience (M.O.V.E) Certified 2016 & 2019

PROFESSIONAL EXPERIENCE

Special Education Teacher August 2017 – Present
The Children's Institute Pittsburgh, Pennsylvania

- Provides instruction to students based on a curriculum focused on PA State Standards and various assessments, including the Essential for Living (EFL), VBMAPP, Equals Assessment and various screeners.
- Piloted the Equals Mathematics Curriculum for The Day School, presented the curriculum to the school, and serves as a point of contact for teachers using the Equals program.
- Serves on the Mathematics Curriculum Board for The Day School, which reviews and implements a math curriculum based on current assessments, PA Standards and best practices in special education.

Teacher's Aide December 2015 – August 2017
The Children's Institute Pittsburgh, Pennsylvania

- Provided supplemental instruction that related to maintaining IEP goal progress, introducing new core concepts, and cultivating self-care skills. Collaborated with program therapists and implemented individualized therapy activities into school curriculum.
- Served on the School Wide Positive Behavior Support (SWPBS) committee, which created, implemented, and maintained behavior strategies that increased student success in the community.
- Served on the school curriculum committee, which worked on improving our school-wide curriculum based on evidence from best practices in special education.

Nanny

James and Catherine O'Malley

August 2013 – November 2015

Upper Saint Clair, Pennsylvania

- Created and implemented activities focusing on the development of self-care skills and core education concepts. Developed daytime and after school schedules that provided quality educational content and social development opportunities.
- Tutored school-age child throughout her years in kindergarten and first grade, creating study materials and supplemental practice activities for subject enrichment.
- Collaborated with speech and language therapists in the home, participating in interdisciplinary team meetings to ensure comprehensive wrap-around speech and language support for youngest child.

Exceptional Student Education Teacher

Veteran's Park Academy for the Arts

July 2014 – November 2014

Lehigh Acres, Florida

- Implemented a curriculum that focused on development of life skills, core academic concepts (i.e. basic math skills, phonics), and positive behavior management. Successfully mainstreamed two students into electives with their general education peers.
- Developed and implemented positive behavior intervention plans, based in part on information derived from functional behavior assessments. Collaborated with behavior therapists to integrate positive behavior supports within the classroom that encouraged and cultivated positive behavior choices.
- Served as a member on the Autism Awareness committee, which focused on raising awareness and spreading acceptance for students with varying abilities within the school and outlying community.

Life Skills Teacher

The Barber National Institute

June 2012 – June 2013

Erie, Pennsylvania

- Designed and developed a curriculum that was based on the development of life skills and positive behavior interventions for students who possessed a wide variety of academic and emotional needs.
- Utilized Applied Behavior Analysis to increase/decrease behaviors; implemented reinforcement schedules to increase positive behavior; led behavior modification programs.
- Chosen by administration to participate in an educator review of an iPad application that targeted the development of life skills in children with Autism. Provided constructive feedback to InterBots developers in regards to their application, Popchilla's World.

Early Intervention Teacher's Aide

The Barber National Institute

September 2011 – June 2012

Erie, Pennsylvania

- Provided supplemental instruction that related to maintaining IEP goal progress, introducing new core concepts, and cultivating self-care skills. Implemented VB-MAPP instruction daily within the classroom setting.
- Developed themed fine motor activities and mini lessons which were taught in conjunction with the classroom teacher. Implemented therapeutic activities that supplemented instruction from speech therapists, physical therapists, and occupational therapists.
- Volunteered during the Institute's Autism Friendly time with Santa event, which focused on creating a calming, low-stimulatory environment for children and families to visit with Santa and celebrate the holiday season.

Extended School Year Teacher

The Watson Institute

June 2011 – July 2011

Sewickley, Pennsylvania

- Developed a variety of activities and lessons based on weekly themes that encompassed the Pennsylvania Academic Standards. Implemented activities and lessons with emphasis on differentiated instruction and generalization of skills.
- Integrated a plethora of different communication systems within daily lessons and activities, such as sign language, augmentative-communication devices, and PECs system.
- Collaborated with classroom therapists to implement behavior plans, therapy schedules, and feeding protocols in accordance with student IEP goals and developed behavior plans.

Timothy LaGasse

2256 Cross Road, Glenside PA 19038
Timmylagasse@gmail.com, 585-402-6485

SUMMARY OF QUALIFICATIONS

- Over 4 years of highly trained experience within the United States Marine Corps
- Helped develop and conduct STEM focused workshops for teachers
- Skilled at using smartboard and interactive whiteboards
- Skilled with Mastery's Five E lesson planning aligned with Keystone State Standards

EDUCATION

Master of Education Arcadia University
Secondary Education
Glenside, PA
December, 2018

B.S. Arcadia University
Biology
Glenside, PA
January 2015- May 2018

ESL Internship
Rochester City School District- School 33
Rochester, NY
December, 2018

WORK EXPERIENCE

Simon Gratz High School Mastery Charter
Philadelphia, PA

Environmental and Chemistry Teacher
August-March, 19-20

- Organized the self in delivering reports and paperwork critical to student data.
- Evaluated and graded students' class & laboratory works, assignments, and papers.
- Demonstrated professionalism at all times as a role model both to the students, staff and guardians.
- Supervised students as they performed laboratory experiments; prepared and evaluated their laboratory assignments
- Coordinated with colleagues from other Science Departments for experiments, projects, curriculum enhancement, and lesson design
- Provided instructions utilizing various methods including lectures, discussions, audio-visual presentations, and a multitude of other techniques
- Handled classes on subjects relating to chemical and physical properties and compositional changes of substances
- Part of new pilot project to introduce new technology into the classroom for a better learning experience

Magker's Bar & Grill

Philadelphia, PA

Bartender

December 2018- Present

- Strong marketing abilities through presenting offers in a compelling way
- Exceptional attention to details allowing for creative marketing and adaptive problem-solving skills
- Excellent organizational skills with record keeping of over \$50,000 of inventory
- Exceptional communicator with customers and distributors building stronger professional relationships
- Eagerness and dedication to building strong professional relationships
- Strong sales skills with upselling and meeting sale quotas for monthly goals

Simon Gratz High School Mastery Charter

Philadelphia, PA

Assistant Head Lacrosse Coach

January-May, 2019-20

- Use coaching and teaching methods to develop student athlete's skills, character and teamwork.
- Supervise/conduct practices, contests and travel to ensure student safety.
- Schedule and organize team related activities.
- Encourage and support in-season and out of season conditioning and fitness sessions for each team member. These would be voluntary and required team sessions during and after the season within the Philadelphia guidelines.
- Develop team strategy and analyze performance of student athletes. Provide constructive feedback to student athletes.
- Plan, coordinate and attend competitions and practices.
- Encourage academic excellence, camaraderie, respect and acceptance in student athletes.

Ontario ARC

Canandaigua, NY

Assistant social skill group leader

2012-2015

- Assisted with social skill development for teens on the autism spectrum
- Volunteered for the I Can Ride Bike event.
- Lead a workshop to help children with disabilities to learn how to ride a two wheeled bicycle.

Northstar Christian Academy

Rochester, NY

Basketball Head Coach

2013- 2015

- Won two inter-conference championships.
- Exceptional communication and organizational skills
- Excellent listening skills
- Able to maintain strong connections with players' parents

United States Marine Corps
Towed Artillery Mechanic

Camp Lejeune, NC
2008-2012

- Maintained and kept records of equipment worth over 2 Million dollars.
- Head artillery mechanic of Alpha and Bravo firing Battery.
- Head of Hazmat disposal while abiding to OSHA regulations.
- Oversaw the transactions of ordering and receiving parts.
- While being deployed maintained fire safety and fire ready equipment during active war time.

RELATED EXPERIENCE

- Volunteered at CP Rochester- organized a 5k run to raise money for children with disabilities.
- Volunteer at annual fundraiser for children affected by muscular dystrophy 8/2017 and 7/2018.

REFERENCES - Available upon request

Lauren N. Nolan

1500 Farm Cross Way
York, PA 17408

Phone: (814)-619-9279
Email: laurenolan15@gmail.com

Education:

Bloomsburg University

Supervisor of Curriculum and Instruction

- Passed Praxis and applied for certification

Immaculata University

Math Coach Endorsement

- 4.0 GPA

Penn State York

Master of Education in Teaching and Curriculum

- Graduated with a 4.0 (Summa cum laude)

University of Pittsburgh at Johnstown

Bachelor of Science in Elementary Education

- Graduated Summa cum laude
- Member of Society of Success and Leadership

Teaching Experience:

Dover Area School District

August 2008 - Present

Dover Intermediate School

Dover, PA

Job Title: Math Coach and Math Department Chair (2018-present)

- Writing math curriculum
- Aligning resources to written curriculum
- Providing professional development and resources to teachers
- Conferencing with teachers to review teaching practices
- Analyzing assessment data to identify areas of weakness and strength
- Creating Departmental agendas
- Participating on the Instructional Leadership Team
- Mentoring new teachers

Job Title: 8th Grade Math Teacher (2008-2018)

- Teaching 8th grade Algebra units connected to the common core and Connected Math Program
- Utilizing iPads to enhance student engagement (Schoology, nearpod, classkick, etc.)
- Co-taught inclusion math classes in collaboration with a learning support teacher
- Coordinating school events such as the school Color Run, PSSA prep music video, LEAD breakfast
- Mentoring new teachers
- Member of Instructional Leadership Team

Signal Knob Middle School

Strasburg, VA

Job Title: 8th Grade Math Teacher

- Taught 8th grade math based on the state Standards of Learning
- Developed a variety of activities with the emotional support teacher for a co-taught classroom
- Member of the Social Committee that increased school spirit
- Member of the “Character Counts” Committee that promoted and recognized specific successful qualities of students

Student Teaching Experience:

North Star School District

January 2007 – March 2007

North Star Elementary

Boswell, PA

4th and 5th Grade Math Teacher

- Designed and implemented lessons in conjunction with another teacher in my department
- Developed a variety of activities, learning opportunities, and types of assessments

Greater Johnstown School District

March 2007 - May 2007

East Side Elementary

Johnstown, PA

3rd Grade Teacher

- Piloted a FOSS research based science program
- Helped organize and manage a PSSA reward program

Coaching Experience:

Job Title:

Varsity Girls’ Tennis Coach: 2008 - 2012

Assistant Boys’ Varsity Tennis Coach: 2008 - 2011

Varsity Boys’ Tennis Coach: 2012

- Upheld the rules and regulations of the PIAA, with teams of 15-22 players
- Introduced a summer tennis camp taught by the tennis pros at Wisehaven Tennis Center
- Started a Junior Team Tennis team to compete with other York County teams

Skills:

- Microsoft Office and Google Applications
- Skyward
- Promethean Board
- ActivInspire
- Study Island
- Schoology
- ALEKS
- iPad implementation
- Exact Path

Wendy Sheeran

2562 Shelly Dr.
Indiana, PA 15701

wendya.sheeran@gmail.com
570-460-8650

Education

D.Ed. Candidate (anticipated 2022), Indiana University of Pennsylvania

M.Ed. Literacy, Reading Specialist Certification, Indiana University of Pennsylvania

B.A. English with Concentration in Writing, English 7-12 Certification, Lycoming College

University Teaching Experience Highlights

IUP Undergraduate Coursework (online instruction)

- ◇ ECED 451 Literacy for the Developing Reader: Grades 2-4 (synchronous) Fall 2020
- ◇ ECED 250 Language Development (asynchronous) Fall 2020

IUP Guest Lectures & Presentations

- ◇ Teaching Writing in the Early Elementary Grades (300 level course lecture) Fall 2019
- ◇ Analyzing Multimodal Composition Spring 2019
- ◇ Cognitive Processes of Adolescents during Digital, Multimodal Composition Spring 2019
- ◇ Reading Specialists in Middle and Secondary Schools (M.Ed. course lecture) Summer 2018

K-12 Teaching Experience Highlights

Temporary MCASD Literacy Coach, Secondary Reading, & K-6 Title I 2014-17

- ◇ Implemented & analyzed grades 7-12 SLO achievement testing, subsequently coaching individual teachers in response to data
- ◇ Independently designed research-based, individualized 1:1 writing interventions & reading strategy instruction for grades 7-12 in response to school-wide SLO data
- ◇ Emphasized informational text and thoughtful discussion on high-interest topics, such as “religious freedom laws,” in grades 8-10
- ◇ Assessed & instructed Tier 2 reading intervention groups for grades K-3 using both Wilson Foundations & individualized student-centered lessons

PMSD Faculty SAT Verbal, Literature & Composition, & Academic English

2000-6

- ◇ Designed and implemented a new remedial English curriculum & department-wide poetry units to address a gap in core disciplinary content knowledge
- ◇ Pioneered Keystone writing & scoring as the core of each course, increasing scores & changing department policy
- ◇ Adapted & contextualized vocabulary units for student-guided, collaborative small group instruction
- ◇ Instituted after-school student workshops with individualized, corrective anchoring activities for reading comprehension, vocabulary acquisition, & composition

University Service & Program Management

Bill & Judy Scheeren Literacy Center Program Management

2017-Spring 2020

- ◇ Increased tutor and student enrollment in the after-school tutoring program by approximately 900%
- ◇ Created and implemented undergraduate-tutor training in literacy assessment, orthographic development, text-leveling, and explicit reading strategy instruction
- ◇ Designed and instituted new programming for after-school K-8 tutoring, guiding undergraduate tutors in the development and critical evaluation of both phonics-based interventions and targeted comprehension instruction for individual elementary students
- ◇ Integrated challenging novel studies, process-writing practice, student inquiry and individualized project-based learning into grades 4-8 tutoring plans
- ◇ Conducted mentoring sessions weekly with undergraduate tutors to foster tutors' agency and reflexive planning and capitalize on opportunities to challenge students
- ◇ Created a community engagement partnership between tutors, families, and school district teachers to better serve K-8 students and promote undergraduate learning

University Project Management

Bill & Judy Scheeren Literacy Center Renovation Project Management *2017-Spring 2020*

- ◇ Developed interior design plan for major renovation and obtained estimates for comparative analysis of design flaws, cost, and furnishings to state-contract vendor renderings
- ◇ Independently created interactive online database of holdings, categorizing texts and materials by teaching unit topic and grade level appropriateness for undergraduate and faculty use
- ◇ Created community teacher needs survey and aligned Literacy Center services and client recruitment with data

Presentations

National Council of Teachers of English National Conference *November 2020*

- ◇ Constructing expertise in the post-print era: How faculty in secondary English teacher preparation programs develop teachers of digital composition
(Selected for participation in the L. Ramon Veal Research Seminar)

Association of Middle Level Educators National Conference *October 2020*

- ◇ Assessing Visual Literacy
- ◇ Learning from Middle-Schoolers: Writing on Their Terms

Community Presentations

- ◇ Improving Reading Achievement in Rural Schools Spring 2017
(Westmoreland County Community College presentation)
- ◇ Effective Writing Instruction for Adolescent Learners Fall 2016
(community presentation of coursework action-research)

Professional Memberships & Awards

- ◇ Association for Middle Level Education
Reviewer for AMLE Conference 2020 Proposals
- ◇ Association of Literacy Educators and Researchers
- ◇ National Council of Teachers of English
English Language Arts Teacher Educators
Selected participant for the L. Ramon Veal Research Seminar
- ◇ Phi Kappa Phi Honor Society

Indiana University of Pennsylvania Professional Activities

Center for Teaching Excellence

Writing Across the Curriculum Teaching Circle 2020

Reflective Practice Project & Fall Mini-Workshop Series Participant 2020

Collaborative Editor of Fulbright Awards Program Participants' Inquiry Projects 2019-2021

PSE Writing Across the Curriculum Committee 2020

PSE Master's/PCP Programs Committee 2020

Additional Professional Trainings & Activities

Chippewa River Writing Project 2020-2021 Webinar Series 2020

IES & U.S. Dept of Ed WRITE Center Summer Webinar Series 2020

Infographics: A Powerful Tool for Learning Webinar 2020

The Transformative Power of Audio Reading Webinar 2020

Social Justice Summits for Educators at Millersville University 2020

Teaching Online Certification for Faculty 2020

Colette Silvestri Teacher of Gifted and Talented (49)

1023 Hemlock Lane
Enola, PA 17025
silvestricolette@gmail.com
(717) 412-8741

PERSONAL INFORMATION

General Information

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

Contact Information

<i>First Name</i>	Colette	<i>Middle Name</i>	Colette
<i>Last Name</i>	Silvestri	<i>Other Name</i>	
<i>Email</i>	silvestricolette@gmail.com	<i>Have you worked here before?</i>	No
<i>Primary Phone</i>	717-412-8741	<i>Mobile Phone</i>	

Address

<i>Street</i>	1023 Hemlock Lane	<i>City</i>	Enola
<i>State</i>	Pennsylvania	<i>Zip Code/Postal Code</i>	17025

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>	<i>Ethnicity</i>
<i>Ethnicity</i>	

BACKGROUND INFORMATION

Background

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

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

If yes, please explain

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

If yes, please explain

Have you been **No**

convicted of any offense for physical or sexual abuse of a child?

If yes, please explain

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

If yes, please explain

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

No

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

EDUCATION

Undergraduate Institution #1

Type of School	College/University	Name of School	Other: Duquesne University
City	Pittsburgh, Pennsylvania	State	Pennsylvania
Degree	Bachelor of Arts	GPA	3.6

Graduate Institution #1

Name of School	Other: PSU Harrisburg	City/State	Middletown, Pennsylvania
GPA	4.0	Semester Hours Credit	30
Degree	Master of Arts		

Major/Course of Study

Undergraduate	Master's
Specialist's	Doctorate
Publications	Activities/Honors

JOB SKILLS

Activities

List activities you are willing to sponsor

The Brain Bee
USA Memory Championship
Future Business Leaders of America (FBLA)
PULSE (or other medical programs/conferences)
The Business Challenge (which includes product design)
Advise Governor Schools applications
PFEW (Pennsylvania Free Enterprise Week)

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

Certification Information/Professional Certificate #1

Certification Area	Music Education PK-12	Certification Area Type	Licensed
Grade Level	K-12	Expiration Date	06/02/2079

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.

John Castelli

<i>Title</i>	Executive Director (House of Representatives)	<i>Relationship</i>	Colleague
<i>Address</i>	House of Representatives	<i>City</i>	Harrisburg
<i>State</i>	Pennsylvania	<i>Zip</i>	17120
<i>Country</i>	United States		
<i>Email</i>	jcastel@pahouse.net	<i>Phone</i>	717-783-0250
<i>From</i>	01/1991	<i>To</i>	Present

Karen Pinson

<i>Title</i>	National Coordinator, USA Memory Championship	<i>Relationship</i>	Colleague
<i>Address</i>	310 Remington Road	<i>City</i>	East Stroudsburg
<i>State</i>	Pennsylvania	<i>Zip</i>	18301
<i>Country</i>	United States		
<i>Email</i>	karen.s.pinson@gmail.com	<i>Phone</i>	570-350-3839
<i>From</i>	05/2006	<i>To</i>	Present

Jeffrey Smith

<i>Title</i>	Principal, Hershey High School	<i>Relationship</i>	Supervisor
<i>Address</i>	550 Homestead Road	<i>City</i>	Hershey
<i>State</i>	Pennsylvania	<i>Zip</i>	17055
<i>Country</i>	United States		
<i>Email</i>	jsmith@hershey.k12.pa.us	<i>Phone</i>	7175312244
<i>From</i>	08/28/2017	<i>To</i>	08/17/2020

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>	NA	<i>Salary</i>	NA
<i>Name of Employer</i>	NA	<i>Employer's Address</i>	NA
<i>Employer's City</i>	NA	<i>Employer's State</i>	Pennsylvania
<i>Employer's Zip Code/Postal Code</i>	NA	<i>Start Date</i>	08/17/2020
<i>Supervisor Name</i>	Jeffrey Smith	<i>Supervisor Phone</i>	7175312244

<i>Supervisor Email</i>	jsmith@hershey.k12.pa.us	<i>Number</i>	
<i>Duties and Responsibilities</i>	NA		
<i>Reasons for Leaving</i>	NA		
<i>May we Contact this Employer</i>	Yes		

Work Experience #1

<i>Employer</i>	Derry Township School District	<i>Employed from (mm/yyyy)</i>	08/2007
<i>Employed to (mm/yyyy)</i>	08/2020	<i>Title</i>	Gifted & Enrichment Teacher
<i>Reason For Leaving</i>			
<i>Address</i>	Hershey, Pennsylvania		
<i>Supervisor Name</i>	Mr. Jeffrey Smith	<i>Phone Number</i>	717-531-2244
<i>May we Contact this Employer</i>			

Work Experience #2

<i>Employer</i>	East Pennsboro School District	<i>Employed from (mm/yyyy)</i>	08/2006
<i>Employed to (mm/yyyy)</i>	08/2007	<i>Title</i>	Long-Term Substitute Teacher
<i>Reason For Leaving</i>			
<i>Address</i>	Enola, Pennsylvania		
<i>Supervisor Name</i>	Kathy Jones	<i>Phone Number</i>	(717) 732-3601
<i>May we Contact this Employer</i>			

Work Experience #3

<i>Employer</i>		<i>Employed from (mm/yyyy)</i>	
<i>Employed to (mm/yyyy)</i>		<i>Title</i>	
<i>Reason For Leaving</i>			
<i>Address</i>			
<i>Supervisor Name</i>		<i>Phone Number</i>	
<i>May we Contact this Employer</i>			

ATTACHMENTS

Attachments

<i>Resume</i>	<u>Colette Silvestri Resume 2020.pdf</u>
<i>Cover Letter</i>	<u>Gifted Education Cover Letter.pdf</u>

DISCLAIMERS AND AFFIRMATION

District Policy

Reach Cyber Charter School does not discriminate on the basis of race, color, national origin age, sex or disability, in admission or access to, or treatment or employment in its programs and activities. Any person having inquiries concerning the School's compliance with the regulations implementing Title VII of the Civil

Rights Act of 1964 (Title VI), Section 504 of the Rehabilitation Act of 1973 (Section 504), or Title II of the Americans with Disabilities Act of 1990 (ADA), may contact Human Resources or the CEO.

Reach Cyber Charter School participates in the E-Verify program.

Application Confirmation Statement

I affirm that all information set forth in this application is accurate, truthful and complete. If I am employed by Reach Cyber Charter School, I will abide by all Board of Education and school policies, work on assigned committees, and continue my professional growth to the best of my ability and within reasonable and personal standards. I grant permission for school officials to obtain a personal record check from the federal, state, county, and/or local law enforcement agencies and Division of Family Services; also a credit history check may be made. I release individuals listed as references and current or former employers from any liability for information given in response to a request for an employment reference. I understand that I will be required to take a drug test and physical exam prior to assuming any position for which I may be employed. In the event that I am employed by Reach Cyber Charter School and in the further event that I have provided false or misleading information in this application or in subsequent employment interviews, I understand that my employment may be terminated at any time after the discovery of the false or misleading information. I understand that this application will be considered active for one year from date of submission.

I agree to the terms above **Affirm**

Initials **ces**

Affirmation Date **09/18/2020**

Colette Silvestri

(717) 412-8741

silvestriquette@gmail.com

PROFESSIONAL OBJECTIVE: To implement my vision to create a “collaboratory” between communities, institutions of secondary and higher education along with government in solving economic development and educational challenges

WORK EXPERIENCE:

Gifted & Enrichment Mentor, *Derry Township School District, P.O 898, Hershey, Pennsylvania*

- Directs Hershey High Schools Gifted and Enrichment Program
- Coach and adviser for Hershey Memory Team, Brain Bee, FBLA, Business Challenge, Scholastic Writing, Brain Busters, Poetry Out Loud, and Shakespeare competitions
- Created and manage The DownTown Hershey Website, as student-based community service program
- Lead National Contact as top mnemonic trainer
- Mentor for the Business Challenge Design Awards for regional students

Legislative Research Analyst, *Senate of Pennsylvania and House of Representatives, Harrisburg, Pennsylvania*

- Lead Research Analyst for the Committee on Banking and Insurance and Communications and High Technology
- Provided ‘plain language’ summaries on legislation relevant to emerging technologies and banking practices being applied in the workplace and classroom across the Commonwealth of Pennsylvania
- Represented the Commonwealth to discuss emerging technological applications

National Program Secretary, *National Center on Education and Employment, Columbia University, New York, New York*

- Compiled and maintained national database of educational and business contacts relevant to training of the transitional workforce
- Organized national meetings, schedules and travel arrangements for the National Director and representatives from around the nation to address projects and grants for state and national governments
- Coordinated national Workforce Transition Grant with National Department of Education and partners

COMMUNITY, NONPROFIT, AND PRESERVATION ACCOMPLISHMENTS:

- **State Public Policy Chair**, Junior Leagues of Pennsylvania
- **National Coordinator and Researcher**, for The Civilian Conservation Corps Alumni (1990 – present)
- **Successfully lobbied for the creation of National Public Lands Day based on CCC Legacy:** Signed into law by President George W. Bush in 2001 designating final weekend of September as new national holiday
- **Presented CCC Medallion** by Col. Robert Curtis, U.S. Army Appointee for the Shenandoah National Park
- **Created and manage *The WIREWorks Arts/Technology Education Workshop***
- **Grant Recipient of The National Lin Wright Award for Curriculum Design in Education**
- **Lobbied for creation of The Apollo Young Playwright Award Category: Present Evaluator** for the awards

EDUCATION:

- Duquesne University, Conservatory Musical Performance, Pittsburgh, Pennsylvania, *Bachelor of Arts*
- Penn State University, American Studies, Middletown, Pennsylvania, *Master of Arts*
- Seton Hill University, Greensburg, Pennsylvania, Education Certification
- Carnegie Mellon University, Pittsburgh, Pennsylvania
- Columbia Teachers College, New York, New York
- Stonybrook University, Southampton Campus, Southampton, New York



ALYSSA SULLIVAN

ART EDUCATOR, PROFESSIONAL ARTIST &
PUBLIC RELATIONS SPECIALIST

ALL ABOUT ME

I am an experienced, dynamic and self-motivated art educator, seeking a position in the field of education or art. I pride myself on the relationships I build with my learners and my staff.

ACCOMPLISHMENTS

- View Quarantine Virtual Art show 2020: [HERE](#)
- M.Ed. in Art Education 2011
- Electives Dept. Leader 2012-2020
- I-LEAD CS Teacher of the Year 2013
- Featured writings in: Essence magazine, Bookends, and online publications

CORE SKILLS

- Alternative education teaching
- Professional multi-media artist
- Curriculum mapping and development
- Grant-writing
- Public relations & social media promotion
- Business communications
- Directing and managing in education
- Spanish-speaking

CONTACT INFO

Mobile: 610-999-7346
Email: alyssa.sullivan78@gmail.com
Address: 220 Genesis Drive, Blandon, PA 19510

WORK EXPERIENCE

Art Teacher, Electives Dept. Leader

I-LEAD Charter School, Reading, PA; 2011 to 2020

- Online teaching & data-driven instruction
- Designs and develops multicultural, integrated art lessons
- Manages the Electives Department
- Comprehensive School Improvement Plan Committee member

After-School Director, S.T.R.ON.G Program

Roosevelt Alternative Sch, Allentown, PA; 2008 to 2012

- Designed and coordinated education programs
- Managed and directed staff & community outreach

Art Teacher, Alternative Education

Pottsgrove School District, Pottstown, PA; 2003 to 2008

- Designed and implemented multicultural, integrated art lessons
- Ongoing behavior management and assessment

Art Teacher, Long-Term Substitute

- West Pottsgrove Elementary, 2006 to 2007
- Spring-Ford High School, 2004 to 2005
- Ringing Rocks Elem/High School, 2003 to 2004

Public Relations Specialist, RE/MAX

RE/MAX Main Line offices, Philadelphia, PA; 2007 to 2008

- Writing, editing, & publishing press releases
- Sales & expansion

EDUCATION BACKGROUND

Kutztown University, Art Education

Bachelor of Science 2001 and Master's of Ed 2011

- Dean's List, 1997-2001
- Magna cum laude, 2001 & 2011

Pottsgrove High School

- Graduated with Academic Honors
- President of Art Club, Science club, Editor of Maxim literary magazine, National Honors Society

Andrew Tworzydlo

515 Madison Ave
Brownsville, PA 15417

724-825-0913
andrew.tworzydlo@hotmail.com

Education:

Bachelor of Science in Education: Social Studies; Minor History

California University of Pennsylvania, California, PA

May 2018

Pennsylvania State University – Fayette

2012

Relevant Experience:

Building Substitute Trinity Area School District October 2019 – Present

- Long term substitute for Social Studies courses including: Emerging World (11-12) and World History (9)
- Effectively deliver instruction to all students through various methods of content delivery and meeting all student needs
- Ability to make decisions, manage classroom, and provide an equitable classroom environment
- Member of the Trinity History Club
- Taught an online course during the COVID-19 pandemic using Google Classroom and other online instructional tools
- Teaching a blended/hybrid option during the COVID-19 pandemic using Canvas and other online instructional tools
- Provided instruction and additional services to Trinity North Elementary

Baseball Coach Bethlehem Center High School October 2019 – Present

- Design workouts and facilitate workouts and practices regularly
- Weekly team meetings to discuss academics, professionalism, and baseball information
- Working with all student-athletes to provide a safe and effective learning environment to shape the young men into professional student-athletes

Social Studies Teacher Pine Forest Middle School August 2018 – June 2019

- Teach World Cultures to 7th grade students
- Daily Team Meetings with staff and principal
- Ability to make decisions and manage classroom effectively
- Coached an undefeated, division championship middle school football team
- Teach in a diverse demographic area with the ability to provide equity and excellence to students from all backgrounds and academic levels
- Maintain accurate records and grades for students through data entry
- Handle and initiate positive communication with the parents
- Scaffold students to meet benchmark goals during the NC Check Ins and regular course
- Use of technology effectively to provide students with multiple methods of content delivery
- Use of Everfi: Character Playbook to instruct social skills
- Participate in on-going planning development and evaluation of students and curriculum

Student Teacher California Area Middle School January 2018 – May 2018

AMANDA WYDRA

4 Oxford Dr. Coraopolis, PA 15108 | awydra15@gmail.com | 412-290-1559

SUMMARY | Energetic, dedicated, and assiduous individual with a passion for working with others.

EXPERIENCE AND SKILLS

HR AND SAFETY ADMINISTRATOR

JUNE 2018-MAY 2020

M.G. DYESS, INC. NORTHEAST DIVISION OAKDALE, PA

The HR and Safety Administrator is a dependable and organized team player who is skilled at building relationships with employees, clients, and potential clients across the organization with the ability to communicate effectively and efficiently.

The number of active employees was dependent on our current projects and project schedules. Due to this, I was responsible for anywhere between 20 and 100+ employee records at a time.

- Form and maintain employee records
- Review company policies with employees
- Complete pre-hire drug tests
- Complete hire-in paperwork and run background checks
- Input individual's information into company database
- Communicate with external partners
- Provide new hire trainings and safety trainings
- Update company policy documents as needed
- Assist in safety specific trainings
- Prepare foreman binders and pre-job checklists
- Order supplies
- Complete relevant bid packet information
- Develop Site Specific Safety Plans
- Maintain random drug and alcohol testing pool
- Ensure quarterly drug and alcohol testing requirements are fulfilled

PRESCHOOL SPECIAL NEEDS TEACHER

AUGUST 2013-JUNE 2018

AT. ALLISON ELEMENTARY SCHOOL CHESTER, WV

As a staff member at AT. Allison Elementary School, the preschool teacher had to plan and implement fun and engaging lessons aligned with The Creative Curriculum to ensure a foundation was being laid for kindergarten readiness while tending to children's daily needs, personal hygiene, and care routines.

- Full-day Universal Preschool classroom
- Implementation of Creative Curriculum, Handwriting Without Tears, and Conscious Discipline programs
- Utilize technology, including iPads, Smartboard, computers, digital camera
- Organize and participate in monthly parent involvement activities
- Communicate daily with families
- Conduct functional behavior assessments and implement behavior support plans
- Collect, organize, and maintain student data and records
- Develop and implement IEP's
- Serve as Medicaid Case Manager for eligible students
- Actively serve on School Leadership Committee, Local School Improvement Council as Chairperson, and Publicity Committee as Chairperson
- Attend professional development sessions provided at the county, regional, state, and national levels
- Conduct professional development sessions for peers in Hancock County
- Trained in Non-Violent Crisis Prevention Intervention and A.L.I.C.E. school safety

EARLY INTERVENTION TEACHER
PITTSBURGH PUBLIC SCHOOLS PITTSBURGH, PA

AUGUST 2010- JULY 2013

As a member of the Pittsburgh Public School District Staff, the Early Intervention Teacher developed strategies to help ensure a child's success in the regular classroom setting, specializing in taking a hands-on approach to helping students meet IEP driven learning objectives.

- Mobile resource teacher
- Develop and implement IEP's
- Utilize technology, including iPads, Smartboard, computers, digital camera
- Conduct functional behavior assessments and implement behavior support plans
- Complete state mandated paperwork, including progress reports and weekly session notes
- Collect, organize, and maintain student data and records
- Collaborate with student's daily teacher
- Attend professional development sessions provided by the district

EVERYDAY SUBSTITUTE
ALLEGHENY INTERMEDIATE UNIT PITTSBURGH, PA

AUGUST 2009- AUGUST 2010

EDUCATION | **BETHANY COLLEGE, BETHANY, WV**
MASTERS OF ARTS DEGREE IN TEACHING
Graduated with 4.0 GPA

2012-2014

BACHELORS OF ARTS DEGREE IN ELEMENTARY EDUCATION WITH MINOR IN SPECIAL EDUCATION AND AUTISM ENDORSEMENT
Graduated with 3.7 GPA

2005-2009

SPECIAL ABILITIES | **COACHING**
EXPERIENCE COACHING 15 AND UNDER GIRLS FAST PITCH SOFTBALL
EXPERIENCE COACHING HIGH SCHOOL SOFTBALL AT OUR LADY OF THE SACRED HEART

CPR CERTIFIED

CRISIS PREVENTION AND INTERVENTION TRAINING

A.L.I.C.E. ACTIVE SHOOTER TRAINING

IEP WRITER USE

KNOWLEDGE AND USE OF TECHNOLOGY AND MICROSOFT OFFICE PROGRAMS
Word, Excel, PowerPoint, Outlook, SmartBoard, iPad, Projector

Staci Young

13105 Pleasant Hills Drive • Hesston, PA 16647 • (814) 386-4723 • stacikempyoung@gmail.com

Professional Summary

Certified speech/language pathologist with eighteen years of experience in early intervention, public, and non-public school settings. Skilled in screening, evaluation, and treatment strategies for a broad range of speech/language disorders and concomitant disabilities. Flexible and collaborative team member with strong organization, problem solving, and communication skills. Experience as a mentor teacher, graduate student externship supervisor, and CFY supervisor. Additional experience in teletherapy and virtual parent and special education team meetings.

Certification and Licensure

<i>September 2003</i>	Certificate of Clinical Competence in Speech-Language Pathology <i>American Speech-Language-Hearing Association</i>
<i>December 2003</i>	Speech Language Pathologist License <i>Commonwealth of Pennsylvania Department of State Bureau of Professional and Occupational Affairs</i>
<i>June 2006</i>	Pennsylvania Instructional II Teacher Certification: Speech and Language Impaired

Skill Highlights

- Case management expert
- Thorough diagnostician
- Excellent report writing ability
- Teletherapy provider
- Verbal Behavior/ABA experience
- AAC evaluation and funding knowledge
- Adept in standardized speech/language evaluations
- Social Thinking/Social communication instruction
- Knowledge of direct language/writing instruction programs
- Familiarity with low, mid, and high tech augmentative communication methods

Professional Experience

<i>August 2007-Present</i>	Public School Speech/Language Pathologist <i>Huntingdon Area School District, Huntingdon, Pennsylvania</i> <ul style="list-style-type: none">• Provide site based screening, evaluation, and treatment of language and articulation disorders in children grades K-12.• Schedule and lead child study, evaluation, and IEP team meetings for large caseload.• Complete AAC evaluations and submit funding requests for speech generating devices.• Develop treatment plans aligned with curriculum and state standards.• Provide treatment and collaborate with a variety of educational professionals in Verbal Behavior, learning support, emotional support, Power AAC, and life skills programs.• Implement and collaborate regarding direct instruction language and writing programs.• Regularly collaborate with parents, teachers, and paraeducators to promote generalization of communication skills across settings.• Complete special education documents and Medicaid billing within designated timelines.
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- Frequently collect data, monitor progress, and adjust treatment plans.
- Participate in Response to Instruction and Intervention (RTII) team meetings.
- Collaborate with autistic support teachers to provide social skills instruction.
- Provide online teletherapy services and team meetings.

August 2005-July 2007

Early Intervention Speech/Language Pathologist

Tuscarora Intermediate Unit 11, McVeytown, Pennsylvania

- Provided site and home based evaluation and treatment of speech and language disordered or delayed preschool aged children.
- Conducted universal speech/language and developmental screenings in private preschool and Head Start classrooms.
- Treated non-verbal and limited verbal children in an early intervention autistic support classroom.
- Collaborated and planned with special education teachers to provide services in a reverse inclusion early intervention classroom.
- Provided Extended School Year services for early intervention and school aged children.

August 2003-August 2005

Itinerant Speech/Language Pathologist

Appalachia Intermediate Unit 08, Altoona, Pennsylvania

- Provided home and site based screening, evaluation, and treatment of language and speech disorders in preschool children.
- Conducted universal speech/language screenings in Head Start classrooms.
- Provided screening, evaluation, and treatment for elementary aged children in non-public school settings.

August 2002-June 2003

Public School Speech/Language Pathologist

Hampton Oaks Elementary School, Stafford County, Virginia

- Evaluated and treated various communication disorders in elementary aged children with speech/language impairments.

Education

May 2002

Master of Science, Communication Sciences and Disorders
The Pennsylvania State University, State College, PA

May 2000

Bachelor of Sciences in Education, Speech Pathology and Audiology
Indiana University of Pennsylvania, Indiana, PA

Additional Information

Current Act 54, 131, and FBI Clearances
Nonviolent Crisis Intervention (CPI) Certified
CPR and First Aid Certified

References

Additional references available upon request



Open for Exsciting Possibilities™

Sponsorship Agreement

The Da Vinci Discovery Center of Science and Technology, Inc.
3145 Hamilton Blvd. Bypass
Allentown, Pennsylvania 18103

November 1, 2020

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

Re: Reach Cyber Charter School sponsorship of Da Vinci Science Center exhibit and programs

Ladies and Gentlemen:

This letter serves as a formal agreement by and between The Da Vinci Discovery Center of Science and Technology, Inc. (“Da Vinci”) and Reach Cyber Charter School (“Sponsor”), as follows:

1. Term.

(a) The term of this Agreement shall commence on November 6, 2020 and continue through October 1, 2021 (“Term”).

(b) Termination: This letter agreement may be terminated by either party upon (a) material breach by a party of any of its obligations under this letter agreement, which breach is not cured to the reasonable satisfaction of the non-breaching party within thirty (30) days of receipt of notice of breach which specifies the breach in reasonable detail; (b) breach of applicable law by the other party.

2. Da Vinci Obligations.

(a) Women In Science and Engineering (WISE) Initiative 2021: Dinner followed by a panel of distinguished female STEM leaders. Funding also supports year-long WISE initiatives.
Supporting Sponsor - \$2,500

(b) Da Vinci Science Center Hall of Fame awards event: Annual flagship event that honors excellence in STEAM.
Inventor sponsor 2021-\$2,500

(c) *Sponsorship:* Da Vinci hereby grants Sponsor the right to be a **“Presenting Sponsor” \$15,000 for the Under the Canopy** exhibit November 6, 2020- January 3, 2021 In connection with the sponsorship described herein, Da Vinci shall provide Sponsor with the rights, privileges and benefits set forth on **Exhibit A** attached hereto.

Under the Canopy: Animals of the Rainforest is a highly immersive exhibit experience where visitors and their family will discover what rainforests are, where they are in the world, how they are doing, and why they are important.

Visitors will be introduced to 15 different species of animals that call the rainforest home. These exotic animals include various amphibians—like frogs and toads—reptiles—like lizards, tortoises, and snakes—and even some mammals—like



a Three-Toed Sloth! There will be an opportunity for visitors to interact with professional educational conservationists and get up-close and personal with some of the world's most precious representatives of the animal kingdom. Under the Canopy is presented in both English and Spanish. There will also be private VIP Tours which include a guided tour of the Under the Canopy exhibit for groups of 10 which will include a private Sloth encounter wherein the educator will take the sloth and other large rainforest animals out of their enclosed habitats* for close-up photo opportunities.

3. Sponsor Obligations.

(a) In exchange for the rights described herein, Sponsor shall pay to Da Vinci a Fee of Twenty Thousand Dollars (\$20,000.00) during the Term. Each installment shall be payable in two equal installments as follows: \$10,000 due by December 30, 2020; and \$10,000 due by June 1, 2021.

4. Use of Name.

(a) Sponsor agrees to permit Da Vinci to use its name and logo as described on Exhibit A. Notwithstanding the foregoing, Da Vinci acknowledges and agrees that it shall (a) submit all artwork, material, publications, and placements of Sponsor's name and logo created hereunder ("Materials") to Sponsor for its review and approval prior to any use or dissemination thereof.

(b) Sponsor shall not use Da Vinci's name and logo except with Da Vinci's prior written consent. Da Vinci's name, logo, and/or identifying information may not be used in a manner by Sponsor that would express or imply Da Vinci's endorsement of Sponsor or its products, services, or policies.

5. Indemnity. Da Vinci shall indemnify and hold harmless Sponsor, together with its affiliates and each of their officers, trustees, contractors, employees and agents, from and against any and all liability, damages, causes of action, loss, cost, or expense (including, but not limited to, reasonable attorneys' fees), arising from or relating to (1) Da Vinci's negligent or intentional acts or omissions in connection with the Programs; (2) breach of this letter agreement; or (3) breach of applicable law. Sponsor shall indemnify and hold harmless Da Vinci and its officers, trustees, contractors, employees and agents, from and against any and all liability, damages, causes of action, loss, cost, or expense (including, but not limited to, reasonable attorneys' fees), arising from or relating to (1) Sponsor's negligent or intentional acts or omissions in connection with the Programs; (2) breach of this letter agreement; or (3) breach of applicable law.

6. Miscellaneous. This letter sets forth the entire agreement and understanding between the parties and supersedes any prior agreement or understanding, written or oral, relating to the subject matter of this letter agreement. If any term or provision of this letter agreement or the application thereof to any person or circumstance shall to any extent be invalid or unenforceable, the remainder of this letter agreement or the application of such term or provision to persons or circumstances other than those to which it is held invalid or unenforceable shall not be affected thereby, and each term and provision of the letter agreement shall be valid and enforceable to the fullest extent permitted by law. No waiver of any term, provision, or condition of this letter agreement, whether by conduct or otherwise, in any one or more instances, shall be deemed to be or construed as a further and continuing waiver of any such term, provision or condition of this letter agreement. No amendment to any provision of this letter agreement shall be effective unless in writing and signed by each party.



Intending to be legally bound, the parties have executed this letter agreement by proper persons duly authorized.

AGREED TO BY:

Reach Cyber Charter School

By: _____

Print Name: _____

Title: _____

AGREED TO BY:

THE DA VINCI DISCOVERY CENTER OF SCIENCE
AND TECHNOLOGY, INC.

By: _____

Print Name: _____

Title: _____



EXHIBIT A

Da Vinci Science Center and Reach Cyber Charter School 1-year sponsorship Sponsor Benefits

2021 Supporting Sponsor WISE FORUM AND PANEL PRESENTATION - \$2,500

- Recognition in select advertising and communications related to WISE Initiative and events
- Recognition on select signage at WISE Initiative events throughout the year
- Recognition as a sponsor for WISE initiatives throughout 2021
- Half-page ad in the WISE Forum Program Book
- Rights for up to ten (10) seats for female high school students to attend the Women in Science and Engineering (WISE) Forum and Dinner.

2021 Inventor Sponsor Annual Hall of Fame Excellence Awards- \$2,500

- Recognition on signage
- ¼ page ad in program book
- Recognition on website and select social media and PR related to the event
- Four Virtual (4) tickets to the 2021 Da Vinci Science Center Hall of Fame Gala

Co-Presenting Sponsor of Holiday Exhibit Under the Canopy

Da Vinci Science Center will host the Under the Canopy exhibit which will open on November 6, 2020 and remain open through January 3, 2021. Benefits are applied during the run of the exhibit.

- Recognition as a Co-Presenting Sponsor of Under the Canopy promotional signage displayed throughout the Science Center.
- Recognition as a Co-Presenting Sponsor of Under the Canopy on the Da Vinci Science Center event-day visitor guides.
- Recognition as a Co-Presenting Sponsor of Under the Canopy on the program page of the Da Vinci Science Center website.
- Recognition within six (6) email blasts as a Co-Presenting Sponsor of Under the Canopy to the full Da Vinci Science Center email distribution list.

Additional sponsor benefits:

Special Under the Canopy opportunities for REACH families and staff:

- \$3 off each general admission ticket during the run of the Under the Canopy exhibit with a special code
- \$15 off private VIP tours during run of Under the Canopy exhibit



In addition:

- Rights to purchase or offer Reach Cyber Charter School students a Da Vinci Science Center student membership customized for Reach Cyber Charter School. Membership valid for student plus one chaperone. All other standard membership benefits of a Da Vinci Science Center Dual Membership shall apply to the student membership. Student memberships priced at a 50% discount to the then prevailing price of a Dual Membership.
- Rights for up to two (2) complimentary half-day Professional Development programs from Da Vinci Science Center. One (1) half-day program to be hosted at Da Vinci Science Center, one (1) half-day program to be hosted at a venue of Sponsor's choosing. Any other supplemental services (food, beverages, etc.) are not included with this service and must be provided by Sponsor. These Professional Development programs can be delivered virtually.



**Reach Cyber Charter School
Balance Sheet
October 31, 2020**

ASSETS:

Cash and Short Term Investments:

Cash:Checking	\$ 8,613,019
Cash:Money market Account	\$ 8,559,255
Total Cash and Short Term Investments	<u>\$ 17,172,274</u>

Other Current Assets:

Local District Receivables- Prior Year	\$ 2,247,443
Local District Receivables- Current Year	\$ 22,282,109
State Program Receivables	\$ 50,000
Allowance for Doubtful Accounts	\$ (142,341)
Grant Receivables	\$ -
Prepaid Expenses	\$ 269,073
Total Other Current Assets	<u>\$ 24,706,284</u>

Other Current Assets:

Security Deposit	\$ 8,917
Total other Assets	<u>\$ 8,917</u>

Fixed Assets:

Property Plant & Equipment:

Computer Hardware	\$ 351,059
Leasehold Improvements	\$ 223,326
Furniture	\$ 103,706
Accum Depr:Computer Hardware	\$ (48,121)
Accum Depr:Leasehold Improvements	\$ (90,687)
Accum Depr: Furniture	\$ (45,661)
Net Fixed Assets	<u>\$ 493,622</u>

TOTAL ASSETS	<u>\$ 42,381,097</u>
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LIABILITIES:

Current Liabilities:

Due to (from) Connections Academy	\$ 8,111,199
Accrued payroll, taxes, pension and withholdings payable	\$ 598,553
Accounts Payable	\$ 89,342
Due to Local Districts	\$ 430,065
Total Current Liabilities	<u>\$ 9,229,159</u>

TOTAL LIABILITIES	<u>\$ 9,229,159</u>
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FUND BALANCE:

Invested in Capital	\$ 493,622
Reserved Fund Balance	\$ 4,552,904
Undesignated Fund Balance	\$ 28,105,412
Total Fund Balance	<u>\$ 33,151,938</u>

TOTAL LIABILITIES AND FUND BALANCE	<u>\$ 42,381,097</u>
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**Reach Cyber Charter School
Revenue and Expense Statement
October 31, 2020**

	Prior Board Rpt YTD	Current Month	YTD Actual	Approved 20/21 Budget	Current Annual Forecast
Forecasted Enrollment					
Forecasted ADM				4,165	8,634
Forecasted Total Enrollment				5,414	12,038
Forecasted Funded Enrollment				4,165	8,634
REVENUE:					
Local School District Funding:					
Regular Education	\$ 11,867,874	\$ 16,314,868	\$ 28,182,742	\$ 39,426,644	\$ 81,733,548.00
Special Education	\$ 5,711,338	\$ 2,237,640	\$ 7,948,978	\$ 20,846,882	\$ 43,216,706.00
Federal & Other Program Funding:					
Title I-IV	\$ -	\$ 309	\$ 309	\$ 1,376,304	\$ 1,376,304
IDEA-B	\$ -	\$ -	\$ -	\$ 621,613	\$ 621,613
CSI	\$ -	\$ -	\$ -	\$ 75,000	\$ 75,000
CARES	\$ 115,039	\$ 128,346	\$ 243,385	\$ 728,580	\$ 728,580
E-Rate	\$ -	\$ -	\$ -	\$ 1,427	\$ 1,427
Interest Income	\$ 5,605	\$ 841	\$ 6,446	\$ 210,000	\$ 50,000.00
Student Activities and Other Income	\$ 129	\$ 30	\$ 159	\$ 20,000	\$ 41,000.00
TOTAL REVENUE	\$ 17,699,985	\$ 18,682,034	\$ 36,382,019	\$ 63,306,450	\$ 127,844,178
PROGRAM EXPENSES:					
Compensation Expense					
Administration Staff	\$ 2,484,166	\$ 1,031,828	\$ 3,515,994	\$ 5,731,420	\$ 6,906,406
Instructional Staff	\$ 3,083,008	\$ 2,483,926	\$ 5,566,934	\$ 25,804,419	\$ 44,691,996
Total Compensation Expense	\$ 5,567,174	\$ 3,515,754	\$ 9,082,928	\$ 31,535,839	\$ 51,598,402
Fee Based Expenses					
Curriculum and Instructional Support Services - Upfront	\$ 575,252	\$ 1,147,854	\$ 1,723,106	\$ 2,301,091	\$ 5,116,150
Curriculum and Instructional Support Services - Monthly	\$ -	\$ 447,850	\$ 447,850	\$ 4,872,899	\$ 9,548,370
Student Connexus License	\$ -	\$ 241,150	\$ 241,150	\$ 2,623,868	\$ 5,141,430
Student Technology Assistance Services - Upfront	\$ 541,404	\$ 1,080,333	\$ 1,621,737	\$ 2,165,733	\$ 4,815,200
Student Technology Assistance Services - Monthly	\$ -	\$ 217,035	\$ 217,035	\$ 2,361,482	\$ 4,627,287
Enrollment/Placement/Student Support Services - Upfront	\$ 710,579	\$ 1,417,938	\$ 2,128,517	\$ 2,842,524	\$ 6,319,950
Enrollment/Placement/Student Support Services - Monthly	\$ -	\$ 1,808,504	\$ 1,808,504	\$ 1,124,515	\$ 2,203,470
School Operations Support Services	\$ -	\$ 223,925	\$ 223,925	\$ 2,436,449	\$ 4,774,185
Professional Development Services	\$ -	\$ 47,375	\$ 47,375	\$ 399,375	\$ 760,500
School Staff Support Services	\$ -	\$ 151,425	\$ 151,425	\$ 878,625	\$ 2,433,600
Direct Course Instruction Service	\$ 19,855	\$ 43,621	\$ 63,476	\$ 96,000	\$ 285,642
Short Term Sub Teaching Services	\$ 17,700	\$ 29,400	\$ 47,100	\$ 140,000	\$ 211,950
Facilities Support Services	\$ 6,250	\$ 2,083	\$ 8,333	\$ 25,000	\$ 25,000
Total Fee Based Expenses	\$ 1,871,040	\$ 6,858,493	\$ 8,729,533	\$ 22,267,561	\$ 46,262,734
Other School Expenses:					
Instructional Programs	\$ 352,390	\$ 246,952	\$ 599,342	\$ 5,938,681	\$ 8,813,043
Administration and Support	\$ 151,739	\$ 72,584	\$ 224,323	\$ 2,386,720	\$ 3,014,359
Total Other School Expenses	\$ 504,129	\$ 319,536	\$ 823,665	\$ 8,325,401	\$ 11,827,402
TOTAL PROGRAM EXPENSES	\$ 7,942,343	\$ 10,693,783	\$ 18,636,126	\$ 62,128,801	\$ 109,688,538
Net Increase (Decrease)	\$ 9,757,642	\$ 7,988,251	\$ 17,745,893	\$ 1,177,649	\$ 18,155,640
Adjustment for capitalized assets and depreciation			\$ (283,938)		
Beginning Fund Balance Not Invested in Capital			\$ 15,196,361		
Ending Fund Balance Not Invested in Capital			\$ 32,658,316		
Fund Balance Invested in Capital			\$ 493,622		
TOTAL ENDING FUND BALANCE			\$ 33,151,938		

Emergency Instructional Time Template Section 520.1

As [communicated to chief school administrators on July 6, 2020](#), Section 520.1 of the School Code provides flexibility to meet minimum instructional time requirements in the event of an emergency that prevents a school entity from providing for the attendance of all pupils or usual hours of classes at the school entity. The Pennsylvania Department of Education (PDE) considers the World Health Organization-declared Coronavirus disease (COVID-19) a global pandemic and an emergency as contemplated by Section 520.1.

A local education agency (LEA) that elects to implement temporary provisions in response to the COVID-19 global pandemic may meet the minimum 180 days of instruction and 900 hours of instruction at the elementary level and 990 hours of instruction at the secondary level through a combination of face-to-face and remote instruction, consistent with the requirements outlined in PDE’s July 6 guidance. Such LEAs must provide PDE with the following information:

1. LEA’s Proposed Calendar and Schedule(s) for SY 2020-21

a. School Year Calendar

School Year Start Date	School Year End Date	Total Number of Instructional Days <i>Must meet minimum 180 days</i>

b. A sample weekly academic schedule as approved by the LEA’s governing body. (Recognizing the need for flexibility and that circumstances may change as the LEA responds to the COVID-19 pandemic, an LEA may provide more than one proposed weekly schedule.) Example schedules are provided in Appendix A.

2. If the proposed schedule includes remote learning (*i.e.*, learning outside the school building), describe how the LEA will ensure access to remote learning opportunities for all students.

3. The Chief School Administrator and Board President affirm the following:

- The proposed school calendar and academic schedule(s) will provide all students the planned instruction needed to attain the relevant academic standards set forth in Chapter 4.
- The proposed school calendar and academic schedule(s) allow sufficient instructional time necessary for content mastery and provide instructional blocks for each grade level and content area.
- The proposed school calendar and academic schedule(s) provide at least 900 hours (elementary) and 990 hours (secondary) of in-person instruction and/or remote learning for all students. (Such time may include synchronous and/or asynchronous instruction.)

- The proposed school calendar and academic schedule(s) define instructional time for students as time in the school day devoted to instruction and instructional activities under the direction of certified school employees. (Such time may include synchronous and/or asynchronous instructional activities.)
- Clearly defined systems for tracking attendance and instructional time will be implemented to ensure student engagement in remote instruction.
- The LEA acknowledges that it must provide Free and Appropriate Public Education (FAPE) during this pandemic-related emergency.
- The proposed school calendar and academic schedule(s) ensures ESL services for English Learners.
- Clearly defined and ongoing systems for evaluating the quality and outcomes of instructional delivery will be implemented, at least quarterly, and necessary adjustments will be made when data highlight concerns about quality, equity, and/or lack of progress in student learning.

Name of Local Education Agency:

Signature of Chief School Administrator:

Date:

Signature of Governing Body President:

Date:

Date Approved at Board Meeting:

Please scan and submit this entire signed document, the proposed weekly schedule, and a copy of the board minutes at which such schedule was approved to RA-EDContinuityofED@pa.gov.

Any questions can be submitted to RA-EDContinuityofED@pa.gov.

Appendix A: Sample Weekly Schedules

Below are two examples of weekly schedules and the format in which they may be submitted to PDE. Any difference in plans by school or grade level should also be noted.

50% Return - Hybrid Schedule				
Monday	Tuesday	Wednesday	Thursday	Friday
Group A: In-School/ In-Person	Group A: In-School/ In-Person	Groups A & B - Remote Learning	Group A: Remote Learning	Group A: Remote Learning
Group B: Remote Learning	Group B: Remote Learning		Group B: In-School/ In-Person	Group B: In-School/ In-Person

Note: Wednesdays are remote learning with teachers allowed to teach from home or school.

50% Return – Split Schedule					
Session	Monday	Tuesday	Wednesday	Thursday	Friday
AM	Group A: In-School	Group A: In-School	Groups A & B: Remote Learning (or Alternating by Week)	Group B: In-School	Group B: In-School
	Group B: Remote Learning	Group B: Remote Learning		Group A: Remote Learning	Group A: Remote Learning
PM	Group B: In-School	Group B: In-School		Group A: In-School	Group A: In-School
	Group A: Remote Learning	Group A: Remote Learning		Group B: Remote Learning	Group B: Remote Learning

Note: Wednesdays are remote learning with teachers allowed to teach from home or school.



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 : 91000006508
Date : 31-OCT-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

Total Ordered Quantity (No. Of Items) : 2	REMITTANCE INFORMATION	
Net Amount : USD \$8,111,199.17	Make Checks Payable to:	Bank Wire to:
Tax Total : USD \$0.00	Pearson Online & Blended Learning	Bank Name : Bank of America N A
Invoice Total : USD \$8,111,199.17	32369 Collection Center Drive	Bank Address :
Amount Due : USD \$8,111,199.17	Chicago, IL 60693-0323	ABA ACH No : 071000039
		ABA Wire No : 026009593
		SWIFT Code : BOFAUS3N
		A/C No : 8188290225
		Bank Account Name : Connections Education LLC dba Pearson Online & Blended Learning K-12 USA



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Invoice Number: 91000006508							Page 2 of 2
Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82043226	REACH	Direct Charges	7		7,691,939.67	0.00	7,691,939.67
82043226	REACH	Pass Through	15		419,259.50	0.00	419,259.50

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

Invoice Total	Subtotal	Total Tax	Invoice Total
	USD	USD	USD
	\$8,111,199.17	\$0.00	\$8,111,199.17



Pearson

Charges for the Following Period:

October 2020

Compensation Expenses

Benefits - Administration	157,879.79
Benefits - Instructional	675,567.05
Credit for Nonbillable Earnings Paid by the School	(9,827.90)
Withholdings	101,664.27
	<hr/>
	925,283.21

Enrollment/Unit Based Charges

Direct Course Instruction Support	43,620.50
Facility Support Services	2,083.33
Monthly Fee per School Staff Member	198,800.00
Monthly Fee per Student	2,938,464.00
Short Term Substitute Teaching Services	29,400.00
Upfront Fee per Student	3,646,125.00
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	6,858,492.83

Pass Through Expenses

Miscellaneous	327,423.13
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	327,423.13

Total Amount Due

8,111,199.17