



# *All-in!*

## NEWSLETTER

Executive Director's Report

February 2022

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## Our Mission

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

## Our Vision

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

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**Front cover:** [Capital Area Intermediate Unit](#) raised more than \$31,500 to purchase coats for children in need for all four Perry County School Districts! [Learn more.](#)

**Share your stories, student successes, and #changinglives moment!**

Email All-In! Newsletter or social media content to [communications@caiu.org](mailto:communications@caiu.org).



**All-in!**  
NEWSLETTER

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All-In! Newsletter  
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# From the Executive Director's Desk

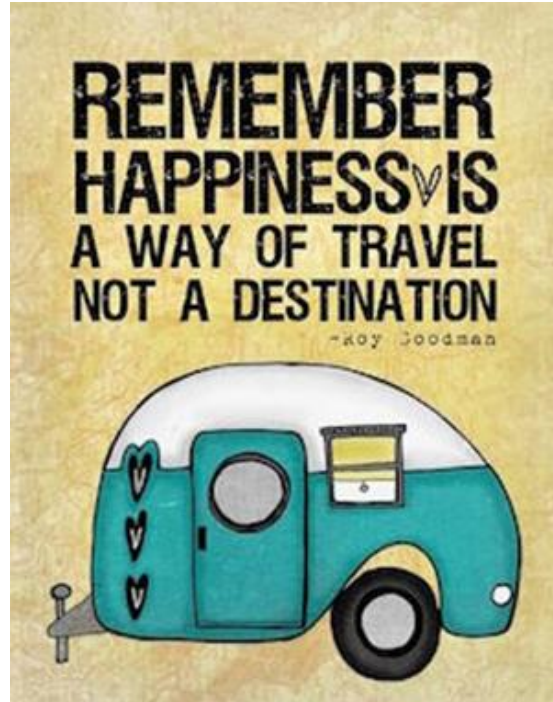


## Happiness and Empathy

Following up on CAIU's All Staff Day Keynote presentation on Happiness by Kim Strobel, I found myself wanting to take a deeper dive into happiness and how it influences how we interact with others. We have all struggled in some way with the pressures brought to bear by current events. At a time when we need each other more than ever, perhaps the opportunity to cultivate our own happiness is a way to be there for ourselves and others, increasing our collective wellbeing.

Kim shared with us the factors impacting, positively and negatively, our own happiness: genetics, our own internal landscape and belief systems, as well as, external factors. Not surprising, research has identified that people have a variety of beliefs about the nature of happiness. Some believe it to be the product of internal beliefs; some think it is heavily influenced by uncontrollable (external) factors. Some think we have a happiness set point, that may vary up or down, but always gets back to level; some think happiness can change significantly over time. All theories are undoubtedly true for the believer. If you are someone that is finding happiness elusive, it may be helpful to remind yourself that our thoughts and belief systems are as flexible as we want them to be, and, therefore, we are capable of choosing something different. Happiness can be practiced, and like other abilities, increased with repetition.

No matter where you fall on the spectrum of happiness beliefs, you may be surprised to find out that our beliefs around happiness influence how we



interact with others, specifically around the expression of empathy. Empathy is described as the ability to sense other people's emotions. Those that believe happiness is flexible, controllable, and stems from your internal beliefs are more likely to demonstrate an empathic response to another.

If you are open to the possibility that how you feel about happiness influences how you show up with others, would you consider undertaking activities that increase your happiness? If so, consider taking Kim up on her advice. Start a gratitude

journal. Write three things in it that you are thankful for each day.

Make it easy and use Kim's [gratitude tracker](#). Even easier and tied directly to supporting others, a two-fer of sorts, increases your own happiness by praising another. A small note, email, or text to share a positive affirmation or thanks, boosts your own joy and theirs too. Another two-fer is connecting with others. It turns out that happiness is quite contagious. You can also increase your happiness, and that of others, by engaging in random acts of kindness.

What are some of your ideas on increasing happiness and our ability to show up with empathy for others?

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



History Untold

# Racism in America

What it Told Us

## ***History Untold: Racism in America***

*Article by: Michaella Fickes, Myisha Freeman, Julie Mestemaker and Jamie VanMeter*

“History Untold: Racism in America” was a three day training and powerful experience in Montgomery, Alabama. The training included visits to the Equal Justice Institute Legacy Museum, The National Memorial for Peace and Justice, and the Rosa Parks Museum, to explore America’s violent, and ongoing, history with slavery, racism and lynchings and its lasting impact and implications for our modern education system. As four social workers, (Michaella Fickes, Myisha Freeman, Julie Mestemaker and Jamie VanMeter) committed to awareness, accuracy and social justice, we want to share a social work perspective of the life-changing, lasting impact of this training. Together we share our standout moments to help paint a full experience of what it was like to be in the birthplace of Civil Rights, where so much incredible social justice work started and how the work is still not done.

### **The Equal Justice Initiative Legacy Museum: From Enslavement to Mass**

**Incarceration** explores the history of racial inequality and its relationship to a range of contemporary issues from mass incarceration to police violence. Using technology, the museum depicts the enslavement of African Americans, the evolution of racial terror lynchings, legalized racial segregation and racial hierarchy in America.

*In the words of Myisha Freeman:* Living as a black woman in an unjust society since birth, I’ve unfortunately been aware of the anguish, strife, and stories of perseverance embedded in my history. I have had many opportunities to learn about my history in the United States of America through my parents, grandparents, great educators, and unfortunately, the copious hateful experiences I’ve had to endure because I’m a black women in

America. However, the Equal Justice Museum told the correct story, the true story, of Africans being captured, enslaved, tortured, lynched, and murdered. Upon reflecting on my time visiting the museum, what stood out to me the most was the honesty in which the words, sights, and sounds conveyed the brutal truth about what it meant to live and breathe the African experience over hundreds of centuries. It is challenging to reflect on the egregious and inhumane treatment of Africans who were forced on and off slave ships and how racism eventually evolved into segregation and black codes designed to create the premise of blacks being deemed inferior to other ethnicities. The honesty of the creation of prisons and how these same codes and prison systems are used in modern day to oppress people of color. The legacy museum takes individuals into a realm of truth that is undeniable the foundation of American history. It was as if I was forced off slave ships and into slavery myself. As if my children were ripped out of my arms as I was stood on a block being sold myself. I walked through this museum feeling every pain depicted, feeling every lynching as I looked at the different shades of dirt in jars from trees that once held black limbs, feeling every mothers pain of losing their child, and husband.

*In the words of Julie Mestemaker:* A huge takeaway was the heightened awareness of so many present-day reminders and representations of enslavement. For example, the predecessors of JP Morgan, Citibank, Bank of America, and Wells Fargo

**“Living as a black woman in an unjust society since birth, I’ve unfortunately been aware of the anguish, strife, and stories of perseverance embedded in my history.”**



are among a list of well-known US financial firms that were created and/or benefited from enslavement of Africans. These bank names are just some examples of a long list of trauma reminders for black persons within our national community. To truthfully acknowledge America's historical treatment of black people and the known epigenetic trauma (the idea is that trauma leaves an imprint on a person's genes, which then is passed down to subsequent generations) helps dispel statements of... "Well it was so long ago... why aren't they over it?" There are trauma reminders all over America.

*In the words of Jamie VanMeter:* One aspect that stood out to me so visibly was the unwavering evolution of racism in our country. From the time Africans were first brought to our country to present day, there have been the same unchanging elements to the story of being Black in America. People of color are constantly presented with a conflict in which their triumph only leads to a new challenge to overcome (slavery, racial terror lynching, segregation, mass incarceration). What's more, family separation and fear have remained constant tools of control to maintain this order within our society, which continues today through our racially biased criminal justice system. Our Nation's refusal to take a deep look into the darkness of our history and to tell this story with honesty and vigor allows us to perpetuate this narrative over and over, blaming the individual instead of accepting that our system, by design, is creating opportunities for some, but not all. As educators it is important that we advocate for the ability to engage students in information and dialogue that does not conceal our nation's truth but discusses it with candor, allowing us to plan for change. If the museum shows you nothing else, it shows you that efforts to maintain the status quo are by design; but it also shows you that African Americans have proven to be unstoppable. In the



words of the late, great Bell Hooks, "sometimes people try to destroy you, precisely because they recognize your power- not because they don't see it, but because they see it and they don't want it to exist."

**The National Memorial for Peace and Justice**, which opened to the public on April 26, 2018, is the nation's first memorial dedicated to the legacy of enslaved black people, people terrorized by lynching, African Americans humiliated by racial segregation and Jim Crow, and people of color burdened with contemporary presumptions of guilt and police violence. Set on a six-acre site, the memorial uses sculpture, art, and design to contextualize racial

terror. The site includes a memorial square with 800 six-foot monuments to symbolize thousands of racial terror lynching victims in the United States and the counties and states where this terrorism took place

*In the words of Myisha Freeman:* Southern Trees bear a strange fruit, blood on the leaves and blood at the root, black bodies

*swinging in the southern breeze, strange fruit hanging from poplar trees...* these lyrics from Billie Holiday's Strange Fruit was all I heard during my walk through the National Museum for Peace and Justice. The most powerful thing that stood out to me were that entire families were lynched. On one day 12 people were lynched; after googling the date, it was stated a white man decided to hang every black person he saw that day simple because he could and without consequence.

*In the words of Jamie VanMeter:* What struck me the most about this memorial is that although as a country we provide homage to victims of so many historical, tragic events (Civil War, Pearl Harbor, Oklahoma City Bombing, 9/11, etc.), prior to 2018 our nation did not have a space to honor and reflect upon these individuals. Moreover, the Equal Justice Initiative law office, recognized the need for this

*Continued on page 6*

*Continued from page 5*

display of restorative justice and brought this memorial to life, not our government. In fact, there has been no local, state, or federal funding used to develop or maintain this monument. The other thing that shook me, was the realization that the hanging placards often contained the names of husbands and wives, and at times, entire nuclear families. It was shared by a staff member that most of the family group hangings were at the request of the family members themselves. Due to the immense pain and trauma of losing a loved one in this manner, they preferred to be murdered along with their family member, as going on without them was too great a burden to bear.

**The Rosa Parks Museum** is an active memorial dedicated in learning about the life of civil rights icon Rosa Parks and highlights the impact of the Montgomery Bus Boycott, lasting 381 days, which resulted in the Supreme Court ruling segregation on public buses unconstitutional. Located in downtown Montgomery, Alabama at the site where Mrs. Parks was arrested, it is the nation's only museum dedicated to Rosa Parks and also tells the story about the people behind the boycott and the political and social climate of 1950's Montgomery. The exhibits also depicts the segregated South and the injustices faced by African American citizens.

*In the words of Jamie VanMeter:* In keeping with the theme of my own miseducation and what we were taught in school, Rosa Parks was no exception. My

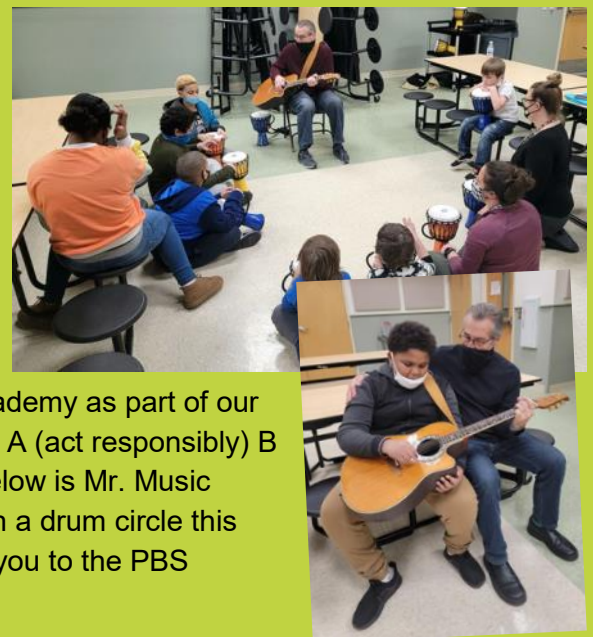
visual depiction of Rosa Parks from the history I learned, showed an elderly woman who was too tired to move seats after a long day of work. In fact, Rosa Parks was only 42 years old, a veteran civil rights activist, and the secretary of the NAACP when she actively decided to take a stand, by sitting. What stuck with me the most from this exhibit, was Mrs. Parks attributed her strive for equality to the treatment and education she received at Miss White's School for Girls, the secondary school she attended. It was in this environment she became aware of her own self-worth and dignity, refusing to accept less than she deserved. Mrs. Park's story is a great example of the impact educators can have on their students regardless of barriers.

In closing, after visiting the birthplace of civil rights, it leaves us with many thoughts, feelings and questions. Racism is still very present and visible. In thinking about those that fought for civil rights, having the bravery to do what is right, even when it was hard, scary and life threatening, is the most empowering piece of our collective experience. Too often we have been stunned into silence or felt too uncomfortable to acknowledge or address injustice. And in this moment, here in 2022, we know that we can no longer do that. When feeling stunned into silence or uncomfortable, take a minute and ask yourself what would a civil rights activist do?

Thank you for giving us the opportunity to share our experience with you.

## ***Mr. Music continues to Rock Hill Top in 2022!***

Mr. Music (Lenny Tepsich) continues to teach and entertain students every Tuesday morning at Hill Top Academy during the 2021-2022 school year. Lenny has been so incredibly flexible, doing multiple sessions to accommodate COVID protocols and he continues to be the highlight of the week for many students. With the help of Lenny's guitar and drums, we have been able to actively engage students in singing and drumming along to all of his catchy songs that also deliver a positive message. The favorite continues to be "Be Your Best Self", which was custom written for Hill Top Academy as part of our Positive Behaviors, Interventions and Supports (PBIS) L (learn first) A (act responsibly) B (be your best self) S (show safe actions) LABS mantra. Pictured below is Mr. Music working 1:1 on with a student on the guitar and with a whole class in a drum circle this year. To hear his hit "Be your Best Self" click [HERE](#) - this will take you to the PBS television website where numerous recordings are available.







## Why is Cybersecurity Important?

*Article by: Rob Stumpf, CAIU Network Engineer*

2021 was the most active year for cyberattacks in history. According to cyber security experts at [Check Point Research](#), the number of attacks against individual

organizations grew 50 percent over the last year. In fact, the average organization now sees more than 925 cyberattacks *per week*.

The increase of attack frequency isn't the only uptick in cybercrime over the past year, the cost of a successful attack has also surged

significantly. On average, the cost of a data breach has increased 10%, which is the largest overall increase in seven years according to [IBM](#).

Education in particular faces the tenth-highest cost of any industry should a successful breach occur. On average, a successful breach costs the education sector \$3.9 million per event and rises 9% (to a total cost of \$4.25 million) should the breach involve ransomware. Additionally, the theft of personally identifiable information, such as student data, has had a large financial impact on school districts.

Remote learning and working have increased the success of cyberattacks against an organization by 17.5%. The same factor has also resulted in breaches taking longer to remediate. In 2021, the average successful breach took 212 days to identify and 75 days to contain, resulting in a total lifecycle of 287 days. This means that if a breach occurred on January 1st, it would not be contained until October 14th.

## What is the CAIU doing about it?

For the 2021-22 school year, the CAIU has set out to solidify our position as a technology leader for member school districts. We have established a goal within our strategic plan to develop a cyber security framework which modernizes our role in the ever-changing landscape of technology.

Our staff is actively working with member districts and other members of the State and Local Government and Education (SLED) sector to build out a cyber security solution. We feel strongly that this offering will help to protect against threats and build a more secure security posture across the region. This includes an initial penetration test to gauge the overall security of educational entities in our footprint, as well as a secondary engagement with the

Pennsylvania Army National Guard scheduled for the 2022-23 school year.

Additionally, we have sponsored three members of our Technology team who are enrolled in training at Purdue University where they are currently attending an intensive program focused on cyber security. This will help to increase our organization's expertise to address the shortfall in industry-wide cybersecurity talent, all while promoting the internal growth and development of our staff.

Ranging from small to large scale, our region is experiencing some form of cyber threat every day. A critical need for a shared solution to protect the CAIU and its member districts from bad actors has been realized.

The CAIU has committed to filling this need and seizing the unique opportunity to position itself as the bulwark in an evolving threat landscape.



# Lets talk about **Pronouns**

A pronoun is a word that refers to the individual speaking, someone, or something that is the focus of the discussion.



## ***The Pronoun Challenge***

*Article by: Julie Mestemaker, social worker, she/her*

November's ALL IN From the Executive's Director Desk asked, "What pronouns do you prefer?"

As a social worker, I'm "all in" for enhancing and celebrating a culture of belonging. I have my pronouns on my zoom and email, but realized, I have never said my pronouns out loud. As a cis gendered female, it seemed silly or unnecessary to share that I go by she/her pronouns. After reading Dr. Saia's article, I made a personal challenge to start talking. This is how it went...

At a visit to the incredible Susquehanna Township Middle School CAMhP classroom, I walked in and introduced myself to students, "Hi. I'm Ms. Julie. My pronouns are she/hers." What happened next was incredible! Two of the students introduced themselves, using their pronouns, both individuals are they/them. The third student said their name and "I don't know what the other part means." And the conversation took off!

We talked about the best way to ask pronouns, and the students taught me, "Don't assume what I am based on my hair, my fingernails, or even my name!" A second student added, "If you make it a normal part of your introduction, it's just what you do. Say your name, your pronouns - even if they seem easy to tell!" I asked, "What I should do if I mess up?" Their guidance was, "Admit you were wrong and move on." Adding, "Do not make me even more uncomfortable by trying to make you comfortable. Just say something quick, like, Sorry. I'm trying. I know you go by they/them pronouns. I will get it right." Students reported that if you give them permission to remind you of their pronouns or show a sincere investment in saying the right ones, it helps them feel safe to stick up for proper pronoun use.

A few weeks later, I visited our amazing high school CAMhP classroom at Central Dauphin East. A student was trying to describe another student they did not know, and said, "The dude that looks like a girl. Or maybe is a girl. I don't know." This was not a comment said in malice, but truly trying to figure it out. So, we talked about it.

Classroom teacher, Ms. Ulrich, suggested, "If you don't know, you can use they/them until you know." Classroom Social Worker, Shelby Cordeiro, offered the idea of asking someone and facilitated role playing of different ways to ask. Everyone provided examples of how to respectfully ask an individual what their pronouns are. I was able to share about my experience and things I learned from the STMS CAMhP students, that if we say our pronouns, we don't have to ask because it's just part of the introduction.

I asked the students what we can do as an organization to be better about our pronoun usage, and their suggestions, is the challenge I ask of all of you:

- ♦ **Put your pronouns everywhere after your name, such as on your classroom door, zoom title, email signature.**
- ♦ **Make it part of your practice to include pronouns in "getting to know you" activities in your classrooms and groups.**
- ♦ **Introduce yourself, with your pronouns, at the start of meetings.**

Our students are truly setting the example of inclusiveness. They don't talk about the boy or girl they like, they talk about the person. Let's trust their guidance and follow their lead!



# Noteworthy

#BeGreat #ChangingLives



## Penn State College of Health and Human Development Alumni Mentoring Program

Cheryl Straw, a speech clinician in the Early Intervention Program, is currently mentoring an undergraduate Penn State University student who is studying in the field of Speech Language Pathology. The mentorship is part of the Penn State College of Health and Human Development Alumni Mentoring Program. This program is designed to connect students who are juniors within the College of Health and Human Development with alumni in their career path who can offer advice and information about that career path through their senior year and beyond. Cheryl has been mentoring current senior, Emma Dine, since her junior year at Penn State University. Over the course of the mentorship, Cheryl and Emma meet via Zoom monthly to discuss anything from topics in her classes to applying to graduate school. Over the past year, Emma has had several opportunities to observe Cheryl's speech therapy sessions via the Zoom platform due to COVID precautions. On January 6, Emma and Cheryl were finally able to meet in person and Emma shadowed her for the day. The mentorship has been a positive experience for both Emma and Cheryl which they hope to continue when Emma graduates and attends a graduate program in the field.

## CV CAMhP Classroom PSA Poster Context FINALIST

*Written By: Kelly Morris,  
LSW (she/her) ,CAMhP  
Social Worker*

In November, CV CAMhP students worked collaboratively to create a PSA Poster for the organization *Prevent Suicide PA*. Each

year, this organization holds a contest where they ask middle and high school students across the state to submit PSA posters, videos, and audio clips to use as positive and encouraging messages of hope.

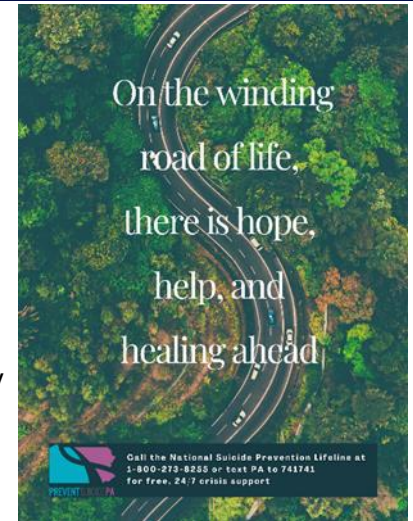
We are so excited and proud to announce that the poster CV CAMhP submitted, is a FINALIST in this year's contest! There are several rounds of voting that take place across multiple weeks. We already made it through the panel round of votes to become a finalist. The next step is the public vote where anyone who would like to cast a vote is able to visit the website and do so.

The public vote will run from **Wednesday, February 2 – Friday February 25.**

Lets show as much support as we can for our students! They worked so hard on their poster submission, and we would love to see them honored at the award ceremony in the spring for the winners.

In all the years that this contest has been going on, there has only been 1 submission by an intermediate unit that has ever been recognized (IU22). It would be awesome if we could be the second.

Click [HERE](#) for the voting website. CV CAMhP's submission is poster 1A (Winding Road).



*CAIU Compliments is a Capital Area Intermediate Unit initiative that allows CAIU staff the opportunity to share words of thanks, tout successes, or tell a story about what makes us great as an organization; our people. Submit a CAIU Compliment [here](#).*

**Kathleen Horner, Student Services/Social Worker:**

**#Leadership** Kathleen has demonstrated tremendous leadership skills in piloting a very complex case, with multiple intra and inter-service agency providers. Through her organization and facilitation skills, Kathleen has helped make movement where other providers have expressed burnout or stagnation. Kathleen's attention to detail, knowledge of resources, and tenacious advocacy has truly helped motivate and give a renewed sense of purpose to the family and other team members. Additionally, Kathleen has kept morale high in supporting other team members though her infectious laugh, observational sense of humor, and genuine care and concern for others. Kathleen is an invaluable team player and a remarkable social worker. *Submitted by Julie Mestemaker, Social Work Coach*

**Regina Sellman, Student Services/Social Worker:**

**#Innovation** Creative innovation is the key to meaningful student investment in social work and affective education activities in Susquehanna Township Middle School's CAMhP classroom. Classroom social worker, Regina, has created and/or implemented several fun class wide initiatives to work on core competencies. For example, students earned pie pieces for demonstrating competencies, such as teamwork, which was representative of activities to be included in their holiday celebrations. "Take an Elfie" door decoration, Virtual Elf on the Shelf, and other activities help students in the CAMhP classroom stay engaged, learn to have fun and build self-esteem. Working alongside Regina is her incredible Mental Health Worker, Nicole Fickes, and terrific teacher, Abby Rehkamp, who as a team demonstrate teamwork for their students daily through all sorts of innovative and fun activities! *Submitted by Julie Mestemaker, Social Work Coach*

**Pam Wilson, Project SEARCH Job Skills Trainer:**

**#Service** During a very difficult week at Penn State Health Milton S. Hershey Medical Center, Pam has gone above and beyond to make sure our Project SEARCH interns are having a great experience in their internships. She is providing excellent service to interns and hospital staff by being available and providing assistance all throughout the building. Thank you for all the hard work, Pam! *Submitted by Kristi Porter, Project SEARCH Instructor*

**Leah Kostelac, Student Services/Transition Coach:**

**#Dedication** Thank you for bringing the Capital Goods student store back to the Enola office! Having the students announce when the store is open and seeing them in our building again reminds us that students are our WHY and the core of everything we do. Thank you! *Anonymous*

**Emily Reese, Occupational Therapist: #Leadership**

Emily I'm inspired by the effort you put into your team! You're making such a difference for the students in your classroom. *Submitted by Cara Jury, Occupational Therapist*

**Emily Normand, ANPS School Guidance Counselor:**

**#Partnership** Emily has been with the IU for 14 years. She partners with Non-Public School students, faculty, and caregivers to optimize student's safety and wellness. She helps kids use their strengths to overcome adversities. In a recent Crisis event at McDevitt, she stepped up to help grieving children and staff. She is a rockstar! *Submitted by Erin Waltz, ANPS School Counselor*

**Rebecca Slavinsky, ANPS School Social Worker:**

**#Leadership** Becca is my co-leader on the Crisis Response Team for ANPS. We recently handled three Crisis Responses in the span of one week. We served West Perry SD, Bishop McDevitt, and Northern Dauphin Christian School during their time of need due to student and staff deaths. She stepped in to help lead the McDevitt Crisis and helped over 20+ students in grief and several staff members. Her attention to details, team approach and leadership skills were shining bright. She received praise from Bishop Gainer and many at the Harrisburg Diocese for her efforts! Her leadership is priceless! *Submitted by Erin Waltz, ANPS School Counselor*

**Kathryn Snyder, EPP/LPN/PCA: #Dedication** Katy, I miss you tons already. What an amazing person you are to work with every day. Your dedication and care for our students is truly evident in everything you do. Thank you for all your hard work in the short time we worked together! You are truly an inspiration to all. *Submitted by Donna Moll, Remedial Specialist*

**Jill Neuhard, Educational Services Supervisor:**

**#Partnership** Jill, thank you so much for helping the ESL department during our time of supervisor transition. You have provided assistance and advice to me as I attempt to give that to our teaching team. I appreciate YOU! *Submitted by Ann Tenan, ESL Educational Consultant*

*CAIU Compliments continued on page 11.*



# Welcome New Hires!

## Catherine de La Barrera

is an EPP at Middle Paxton. She loves to draw and sing karaoke.



## John Hendrickson

is a Technology Program Assistant at Enola. He played college basketball and track.

## Tohan Imadojemu

is an Application Support Specialist at Enola. His last name contains all 5 vowels.



## Ryan Lower

is a PowerSchools Support Specialist at Enola. He plays the cello.



## Keri Morgan

is a Teacher at Middle Paxton. She was bit by a dolphin on her honeymoon.



## Mary Ranney

is a Teacher at the Pennsylvania Psychiatric Institute. She is the youngest of 7 children (4 girls and 3 boys).



## Brittany Sims

is a COTA at Hill Top Academy. She loves the beach.



## Lindsay Stuffle

is a PCA at Hill Top Academy. She has 3 ducks.



## Jessica White

is an Early Intervention Program Supervisor at Enola. She has 3 teenagers and they enjoy camping all year, even in the snow.



CAIU Compliments continued from page 10.

### Abby Rehkamp, Susquehanna Township MS CAMhP

**Teacher: #Dedication** Abby is dedicated to making sure our students receive the most out of our CAMhP education. Abby is always prepared with lessons for the students across all subjects that engage and teach our learners to prepare them to re-enter district. Abby meets the students where they are at and is always willing to help whether it is small groups or individual lessons! Abby's dedication to our students makes all our workdays easier! Thank you, Abby! *Submitted by Nicole Fickes, Mental Health Worker*

### Joy Forry, Technology Department Coordinator:

**#Dedication** Joy is truly her name's sake! No matter what task she is given, whether small or large, hard, or easy, she puts on her hard hat and gets the job done with ease. Every project is completed that she puts her hands to, and they are all delivered with pure JOY! Thank you Joy for being so amazing and for allowing your name to be the definition of your life and work! I appreciate everything you do! *Anonymous*

# opportunities to do good

## Champions For Children Match Madness

Champions for Children has been selected to participate in the Match Madness fundraising event through Partnership for Better Health again this year.

The fundraising event is very simple. We provide a link to our community members, they can go online and donate or send a check to the partnerships.

Once all the donations are in, the partnership matches a certain portion and then gives that and the remainder of the donations back to Champions.

The first \$1,000 raised will be matched dollar for dollar by the Partnership, M&T Bank, The Josiah W. and Bessie H. Kline Foundation and others.

**All donations start on March 1st and must be received by March 31, 2022. [DONATE HERE](#).**



Supported by M&T Bank

Josiah W. and Bessie H. Kline Foundation

McCormick Family Foundation

Log into [Frontline](#) for the complete list of upcoming Professional Development Opportunities.

## Upcoming Professional Growth Sessions

3/1—4/15/22—[Google Summit 1.0 2022 \(Asynchronous\) - March Edition](#)

3/3—4/28/22—[Facing Challenges and Addressing Local Land Use Issues](#)

3/8/22—[ELD Networking](#)

3/9—4/27/22—[Sign Language Level 1](#)

3/10/22—[CAIU MTSS Network](#)

3/15/22— [CAIU Math Network](#)

3/15/22— [Book Study: Unlearning: Changing Your Beliefs and Your Classroom with UDL](#)

3/18/22—[Belonging through a Culture of Dignity Orientation](#)

3/18—4/25/22—[The First Days of School: How to Be an Effective Teacher \(CPE Course\)](#)

3/25—5/6/22—[Book Study: UDL Playbook for School and District Leaders](#)

## CAIU Innovation Grants!

**Innovation Grant Applications are available and ready for your submissions until March 24<sup>th</sup>!**

The application is conveniently located on the CAIU Employee Website [HERE](#). As a reminder, an Employee login is required.

You should work closely with your supervisor if you are interested in submitting a grant as they can be a resource to you.

**caiu**  
Capital Area Intermediate Unit

### Innovation Grants Accepting Applications

Support the initiation and development of new products and services  
Purchase new technology  
Improve the efficiency, effectiveness, or quality of existing services  
Learn new skills

**Deadline: March 24th**

Applications available on the CAIU Employee Website  
Employee login required  
Click the Documents tab, select Grant Opportunities

For more information  
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