



# Laurel Highliter



Volume 24

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## Contact Information

**Laurel Highlands School District**  
Administrative Offices  
304 Bailey Avenue  
Uniontown, PA 15401

Superintendent  
**Dr. Jesse Wallace**  
724-437-2821

Director of Curriculum  
**Mr. Randy Miller**  
724-437-2821

Director of Special Education/  
Pupil Services  
**Mrs. Lori DiCenzo**  
724-437-2821

Business Manager  
**Mr. Gregory Hensch**  
724-437-2821

Director of Food Services  
Director of Federal Programs/  
Grant Writing & Special Projects  
**Mr. Eric Gaydos**  
724-437-8917

**District Office  
Online**

**lhsd@lhsd.org**

To the Laurel Highlands Community:

As the 2016-17 school year begins to fall into the horizon, we hope that every student within the Laurel Highlands School District family enjoyed the school year. We strive to prepare all students with mastery in the skills necessary to navigate the world encountered today and that of the future. Our staff has worked hard to acquire, maintain, and administer the highest standards and employ next generation teaching strategies targeting educational successes for all students. Aggressive pursuit of fresh ideas and innovation are the cornerstone of our foundation. On this note, we are proud to transition our best/next practices to our community Pre-K sites through our "Mini Mighty Mustang" program. In short, we are working with students, parents, and community to bring literacy to our Pre-K students prior to enrolling in kindergarten. This initiative provides a solid platform for students to learn early and engages our stakeholders in our mission.

We have enjoyed watching our students grow and mature through the school year. For the senior class, we wish you the very best and sincerely hope we have prepared you for the next step of your life. For those students matriculating to the next grade level, we anticipate great learning opportunities for you next school year. Our staff, school board and administration will continue to provide best/next practices that align to your life success.

Respectfully,

Dr. Jesse T. Wallace, III  
Superintendent



## Laurel Highlands School District Board of Education



Top row, standing, left to right: Dr. Jesse T. Wallace, Superintendent, Mr. Angelo Giachetti, Mr Melvyn Sepic, Mr. Thomas Landman, Mr. Ira Chrise, Student Representative Hunter Scott. Front row, seated, left to right: Student Representative Emily Rohm, Student Representative Jenna Wingrove, Mrs. Nancy Glad, Mrs. Alicia Santore, Mrs. Debra Bortz, Mrs. Beverly Beal, Mrs. Jamie Miller-D'Andrea. Not pictured: Assistant Secretary to the Board, Mrs. Kim Pegg.

### *Mission Statement*

The mission of the Laurel Highlands School District, in partnership with students, families, and the community, is to provide a rigorous, meaningful, and relevant education which prepares students to become productive members of an ever-changing global society.

#### **CLASS OF 2017 MANDATORY Graduation Practice:**

**Tuesday, May 30th, 8 a.m. to 11 a.m.**  
**Thursday, June 1st, 8 a.m. to 11 a.m.**

**If necessary:  
Friday June 2nd, 8 a.m. to 11 a.m.**

#### **EQUAL RIGHTS AND OPPORTUNITIES POLICY**

The Laurel Highlands School District is an equal opportunity educational institution and will not discriminate on the basis of race, color, national origin, sex, sexual orientation, age, disability, religion, ancestry, union membership, or any other legally protected classification in its educational programs, activities or employment practices, as required by Title VI, Title IX, Sections 503 and 504, the Age Discrimination Act of 1975, and the Americans with Disabilities Act of 1990.

For information regarding civil rights or grievance procedures, contact Mr. Jesse Wallace, Title IX and Sections 503 and 504 Coordinator at Laurel Highlands School District, 304 Bailey Avenue, Uniontown, PA 15401, 724-437-2821, or the Director of the Office for Civil Rights, Department of Health, Education and Welfare, Washington, D.C.

Equal access to the full range of programs available to individuals who are non-handicapped or non-disadvantaged will be provided to individuals who are handicapped or disadvantaged. Eligibility and admissions criteria to school programs are nondiscriminatory.

**LAUREL HIGHLANDS SCHOOL DISTRICT IS  
AN EQUAL OPPORTUNITY EMPLOYER**

## Laurel Highlands School District

# Annual Public Notice of Child Find Activities

The Laurel Highlands School District uses the following procedures for screening, identifying, and evaluating specified needs of school-aged students requiring special programs of service.

The district meets the health screening requirements as described in Section 1402 of the School Code. The district routinely conducts screenings of a child's hearing acuity in following grades: Kindergarten, 1, 2, 3, 7, and 11, and other grades according to need. Visual acuity is screened in every grade. Height and weight data are collected yearly at every grade level and Body Mass (BMI) is calculated. Visual acuity, hearing acuity, height and weight screenings are conducted throughout the school year at the child's home school. School nurses work with the private schools (such as Montessori, New Directions, etc.) to provide required screenings. Dental exams are conducted in the spring of each school year in Kindergarten, grades 3 and 7 at the respective schools. Physical exams are conducted in the spring of each year. Physicals are conducted in Kindergarten, grades 6 and 11, as well as scoliosis screenings in grades 6 and 7.

Kindergarten registration is held in the spring of each year. Currently all school districts throughout Fayette County are holding kindergarten registration during the same week in order to take advantage of local media to inform parents of the need to register students who will attend kindergarten in the fall. Students are to accompany parents when registering for kindergarten. During the registration, kindergarten teachers will screen each student's readiness skills, speech/language therapists will screen the student's articulation and language abilities, and the nurse will review the student's health record including immunizations. Classroom teachers assess gross motor and fine motor skills, academic skills, and social-emotional skills on an on-going basis and referrals made for follow-up when needed.

Throughout the school year, the district will administer standardized tests to students, beginning in kindergarten. These tests may include the Group-Mathematics Assessment and Diagnostic Evaluation (GMADE) and Dynamic Indicators of Basic Early Literacy Skills (DIBELS) administered in K, 1, and 2. 4-Sight tests will be administered throughout the year in grades 3-8. Results of these tests are provided to the parent/guardian each year. In addition, elementary teachers will test students to see if they have learned the particular skill being taught. These tests are given throughout the year.

The Pennsylvania System of School Assessment (PSSA) is administered at the mandate grade levels each school year. Other testing occurs on the basis of individual need. Vocational interest tests may be given in the secondary schools. Report cards are issued quarterly. Any parent who has a question about the testing program should contact the Building Principal. The Pennsylvania Alternate School Assessment (PASA) is available for students who meet the eligibility for this assessment.

If the student is experiencing academic, social, and/or behavioral issues that are impacting the student's education, then the student may be eligible for intervention to address the student's concerns. Every attempt will be made to maintain the student in his/her regular education environment prior to considering special education services. Screening information is utilized by a team consisting of the building principal, classroom teacher, guidance counselor, and school psychologist to determine if adjustments can be made in the child's current program and/or if a multidisciplinary evaluation is warranted. Once the student's needs are identified the team will discuss strategies to implement in the child's current program. If a student does not make progress, parents will be asked to give written permission for a multidisciplinary evaluation.

Parents with concerns regarding their child may contact the building principal at any time to request a screening or evaluation. The request shall be in writing, if the request is made orally, the parent will be asked to make the request in writing and will be provided with the proper form. Communication with the parents and students shall be in English or their native language. For parents with a hearing impairment, the school district will provide a person to communicate in sign language.

After the multidisciplinary evaluation is completed, an Evaluation Report (ER) is compiled with parent input and includes recommendations for the types of intervention necessary to accommodate the child's specific needs. Parents are provided with a draft copy of the ER to review prior to the meeting where the results of the evaluation are explained and discussed. An Individualized Education Plan (IEP) is developed for those students qualifying for special education

*(Annual Public Notice of Child Find Activities, cont'd.)*

services. This plan includes demographic information regarding the student; his/her strengths and needs with goals and objectives that address needs, along with specially designed instruction and related services necessary to accomplish the goals and objectives. The IEP Team consists of the following: the parent, the building principal/LEA, a special education teachers and a regular education teacher. Other team members may include: the student when appropriate, the school psychologist, public agency representative, other teachers or specialists, other administrative staff, etc. Parents are an integral part of the IEP team and are encouraged to be physically present at the IEP meeting. The district makes every effort to ensure parent participation. The district notifies the parent in writing and makes documented phone calls to make parents aware of the IEP conference and the importance of parent participation. Parents are then presented with a Notice of recommended Educational Placement (NOREP) with which they may agree or disagree. If parents agree, the IEP is implemented. If parents disagree with the recommendation, the issue may be taken to mediation or to a due process hearing.

The Laurel Highlands School District operates a comprehensive continuum of services for special needs students. For the most part identified exceptional students are served in their home school. Types of services available include: Learning Support that is primarily for students with academic learning needs. Life Skills Support that focuses primarily on the need for independent living skills. Emotional Support which addresses social and emotional difficulties, Multiple Disabilities Support which is for students with more than one disability, Physical Support for students who need is the result of a physical disability, Autistic Support for those students diagnosed with Autism and/or Pervasive Development Disorder, Speech/Language Support that is for students who have articulation and/or expressive/receptive language difficulties, Hearing Support for students who are hearing impaired/deaf, Vision Support which is for students who are blind or visually impaired, and Gifted Support for those students identified as mentally gifted. The Laurel Highland School District works closely with neighboring school districts and Intermediate Unit # 1 to place students who cannot be served within the district. The small number of students who needs cannot be accommodated in the public school setting can receive services in an approved private school or other licensed facilities at school district expense. No such placement is made without an IEP meeting and parental agreement. Laurel Highlands intends to serve students at the home school or within the district before considering other placements.

If a child does not qualify for special education services, he/she may still be considered a protected handicapped student and require services under Chapter 15. A protected handicapped student is a student who is school aged with a physical or mental disability that substantially limits or prohibits participation in or access to any aspect of the school program. The Laurel Highlands School District provides each protected handicapped student the aids, services or accommodations which are needed to provide equal opportunity to participate in and obtain the benefits of the school program and extra curricular activities to the maximum extent appropriate to the student's abilities. If you believe your child comes under this classification and is in need of a service to assist him/her in benefiting from his/her education, you should contact your building principal.

The Laurel Highlands School District recognized the need to protect the confidentiality of personally identifiable information in the education records of exceptional children. The Laurel Highlands School District confidentiality Assurance Policy has been prepared as to insure the privacy rights of both the parents and the exceptional child in the collection, maintenance, release, and destruction of these records. The Laurel Highlands School District and its staff are required by Federal law and State and Federal Rules and Regulations to protect the rights of students. The foundation of these rights comes from Federal Legislation entitled the Family Educational rights and Privacy Act of 1974 – FERPA (also known as the Buckley Amendments). All students are protected by the State Regulations contained in Chapter 12 known as Student's Rights and Responsibilities. In addition, State Rules and regulations protect regular and special education students' right and privacy.

School records are always open and available to parents and only to school officials who have legitimate "need to know" information about the child. Disclosure of information means to permit the release, transfer or other communication of education records to any part, by oral, written and /or electronic means. This means that information about a student cannot be shared in conversation without permission. This also applies to other personnel who do not have an educationally relevant reason to possess knowledge student.

*(Annual Public Notice of Child Find Activities, cont'd.)*

The parents of a student or eligible student have the right to inspect and/or challenge their child's or their own educational records, to receive copies of the records, and to have a school official explain the records if requested as outlined in the Laurel Highlands District Policy. The school district will disclose directory information which includes: the student's name, address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, weights and heights of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous educational agency of or institution attended by the student, and other similar information. Should the parent of a student or eligible student wish to refuse disclosure of this information, a written notice or refusal of disclosure of directory information must be sent to the Principal within twenty (20) days of this public notice. To inspect your child's or your records, contact the Building Principal.

The Laurel Highlands School District will release information from a student's education record without prior consent to officials of the other primary or secondary schools or school systems in which a student seeks or intends to enroll. Transcripts to post-secondary institutions in which a student seeks or intends to enroll will be sent upon request of parents of a student or eligible student. Parents, upon written request, may receive a copy of records that may be released by the school district. The parents have the right to request that their child's or their educational records be changed if they are inaccurate, misleading or violate student's rights, and to have a hearing if that request is refused.

A more detailed explanation of these rights, the procedure to follow, and the limitations on the release of records are presented in the school district's policy on the collection, maintenance and release of student records. You may obtain a copy of this policy by contacting the Building Principal.

#### Early Intervention

In Pennsylvania, a child between three years of age and the school district's age to begin school who has a developmental delay or one or more of the physical or mental conditions listed above, will be identified as an "eligible young child." The parents of these children have the same rights described above.

The Pennsylvania Department of Education is responsible for providing programs and services to eligible young children under Act 212 of 1990, the Early Intervention Services System Act. Screening for preschool children is available through the Child Alert Program operated by Intermediate Unit #1. To schedule an appointment for screening call Barbara Rothermel at 1.800.328.6481. For additional information, contact Lori DiCenzo at 724.437.2821

A developmental delay is determined by the results of a developmental evaluation. The results of one or more domain areas (adaptive, personal-social, communication, motor or cognitive) have to show at least a 25% delay or a score of 1.5 standard deviations below the mean (Standard Score of 77 or below). The delay results in the need for specially designed intervention/instruction (SDI) in order to participate in typical activities and routines.

Children with a developmental delay may show weaknesses in the following areas:

**Adaptive** – Pre-kindergarten aged children with a developmental delay may have difficulty dressing/undressing; using utensils to eat, removing shoes without assistance, distinguishing between nonfood/food substances, or have difficulty with toileting needs. One may have difficulty moving independently around the house, understanding that hot is dangerous, putting away toys when asked, indicating an illness or ailment to an adult, or demonstrating caution and avoiding common dangers.

**Personal-Social** – Pre-kindergarten aged children with a developmental delay may have difficulty responding positively to adult praise, rewards or promise of rewards; greeting familiar adults spontaneously, enjoying simple stories read aloud, helping with simple household tasks, initiating social interaction with familiar adults, expressing affection/liking for peers, playing cooperatively with peers, stating first name, last name, age, or whether he is a male/female; using objects in make-believe play, using 'I' or 'me' to refer to himself, or recognizing facial expressions of common emotions.

**Communication** - Pre-kindergarten aged children with a developmental delay may have difficulty following 2-step verbal commands, associating spoken words with pictures, recalling events from a story presented orally; engaging in extended and meaningful nonverbal exchanges with others, using words to get his/her needs met, responding to 'yes' and 'no' questions appropriately, or asking 'wh' questions.

**Motor** - Pre-kindergarten aged children with a developmental delay may have difficulty running without falling, kicking a ball without falling, walking up and down steps alternating feet without assistance, walking backward,

*(Annual Public Notice of Child Find Activities, cont'd.)*

imitating the bilateral movements of an adult, pointing with his index finger independent of the thumb and other fingers, scribbling linear and/or circular patterns spontaneously, using the pads of fingertips to grasp a pencil, holding a paper with one hand while drawing or writing with the other hand, fastening clothing without assistance, cutting with scissors, copying a circle, or imitating vertical and horizontal markings.

Cognitive - Pre-kindergarten aged children with a developmental delay may have difficulty attending to one activity for 3 or more minutes, reciting memorized lines from songs or TV shows, showing interest in age-appropriate books, matching/naming colors, responding to one and one more, giving three objects on request, matching shapes, identifying objects by their use, identifying items by size, identifying colors of familiar objects not in view, or identifying simple objects by touch.

Developmental disabilities are birth defects related to a problem with how a body part or body system works. They may also be known as functional birth defects. Many of these conditions affect multiple body parts or systems. Researchers have identified thousands of different birth defects. Birth defects can have a variety of causes, such as:

Genetic problems caused when one or more genes doesn't work properly or part of a gene is missing, problems with chromosomes, such as having an extra chromosome or missing part of a chromosome, environmental factors that the expectant mother is exposed to during pregnancy, such as Rubella or German measles or if she uses drugs or alcohol during pregnancy.

For further information in the screening procedures, evaluation procedures, and provision of services to protected handicapped students, contact Dr. Jesse T. Wallace, Superintendent of Schools, 304 Bailey Avenue, Uniontown, PA 15401 or call 724-437-2821



## Age Waiver Public Notice

Due to the decrease of enrollment and small classes in the Laurel Highlands School District special education maybe out of compliance due to age range according to PDE. A student with a disability eligible to receive special education services may not be placed in a class in which the chronological age from the youngest to oldest student varies beyond three years in the grades K-6 and 4 years in grades 7-12 unless an exception is determined to be appropriate by the IEP

team of the student whose age is outside the age range of the program where the student would be receiving special education services. (22Pa. School Code 14.42(f)) A statement will be written into student's IEP's indicating age differences. Parents will also sign a waiver informing them of the age range of their child's special education program and their child's IEP will not be adversely affected by this change. Their child's needs will be met through the students IEP.





During the week of May 15, 2017, Laurel Highlands 5th graders traveled to Jumonville for the 46th LH Outdoor School. This program has become a rite of passage for LH 5th grade students since Mr. Roy Fischer had an idea for an ecology camp in 1971.

While the program has changed in length of stay (2.5 days per school), many of the activities that students have enjoyed over the years are still going strong! "The Snake Show" and the French and Indian War Living Historians are presented by the same gentlemen who have done it for a better part of the past 46 years. Campers also enjoy the Adventure Center, Ropes Course, ecology activities at the Green Cathedral, a presentation by the Sheriff's K-9 search and rescue team, the "Health Rocks" program supplied by 4-H, and a GPS scavenger hunt.

Outdoor School has constantly adapted to stay relevant while keeping the original spirit that has made it a part of our tradition at Laurel Highlands. This program couldn't continue without the continued support of our School Board, administrators, staff, parents, students, and generous local business sponsors as well as grant awards. Any questions or sponsorship inquiries can be sent to: [lhoutdoorschool@gmail.com](mailto:lhoutdoorschool@gmail.com).





On November 19, 2016, Friends of Outdoor School held their 3<sup>rd</sup> Annual Spaghetti Dinner. The Friends of Outdoor School is a combined effort of 5<sup>th</sup> grade parents, teachers, and supporters. The purpose of this group is to plan and carry out large scale fund-raising in order to lessen the financial contribution each fifth grade family makes toward the Laurel Highlands Outdoor School program. In addition to the dinner, a silent auction was held. The event was a success due to the generous donations of businesses and members of our community.

The Laurel Highlands Outdoor School Program will celebrate its 46<sup>th</sup> year in May. This program is truly part of what makes Laurel Highlands School District a great place to learn! The program is always looking for support and ideas that will help enrich and sustain its efforts. For more information on the efforts of the Friends of Outdoor School or the Laurel Highlands Outdoor School program, or inquiries about how you can contribute to this outstanding program, please contact the program directors by emailing them at [houtdoorschool@gmail.com](mailto:houtdoorschool@gmail.com).



## Finding More Ways to Communicate

The Laurel Highlands School District understands there are multiple ways for students and parents to receive information. Last school year, the district developed the one-page LH Highlights as an additional tool to push out updated information to both parents and students about activities, events, and/or highlights taking place in the district. This document is being sent home with each student approximately every two months. In addition, each building completed daily announcements for students, completes two building newspapers annually. The district continues to utilize the district website [www.lhsd.org](http://www.lhsd.org), has a district APP available via Apple or Google app stores as well as the electronic phone system which will contact up to two phone numbers.

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## Herald-Standard Excellent Educator for September 2016

Mrs. Kathy Iacconi, high school mathematics teacher, was chosen by officials at Laurel Highlands as the district's Herald-Standard Excellent Educator for September 2016 for her commitment to education and enriching the lives of students. She is set to retire at the end of the school year after 35 years. Congratulations!

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## Do Students Have a Say in Local and Federal Decisions?

Well former 5th grade students at Marshall Elementary are sure being heard. The president of the United States of America has been answering many students' questions and concerns that they gathered from watching the last State of the Union Address president Obama presented.

Understanding how important writing is to their future, the 5th grade students were directed to watch and reflect on what they liked and disliked about the speech. Once they had a stance, they compiled a letter explaining their concerns for our future. Letters ranged from education to keeping our country safe. Many months went by after the letters were sent. Late summer, direct mail from the White House poured into Marshall's main office. Students were contacted and even letters were delivered to their residences. At the end of September a total of 5 letters came to Marshall from our country's capital. Valentina Gulino, Braden Minnick, Brendon Lovey, Angelina Pirl, and Yasmeen Gillispie were the lucky students that received mail back so far. Not just the above students, but all of the students that sent out letters deserve to be recognized because of their effort to change our world and to have the want to make our country the best it can be.

## Electronic Textbooks and Tools

For the past several years, when the school district purchased new classroom materials, we have included electronic tools or platforms with each textbook that both parents and students can access at home. Currently, ConnectED is a gateway for online resources for parents and students to assist with homework or a specific topic students may find to be a challenging. ConnectED has video lessons, digital tutors, quick checks for understanding, games and other resources to help. Students have access to the following resources:

Grades K-8 Mathematics McGraw Hill My Math, Grades K-5 English Language Arts McGraw Hill Wonders Reading, Grades 6-8 Science McGraw Hill iScience, Grades 8-11 Algebra I and II McGraw Hill, and Grade 9 Biology Glencoe Biology

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## Instant Decision Day/Fee Waiver Opportunities for Students

Students have seen increased opportunities in receiving admission to post-secondary institutions over the last three years and saving money in the process. Mr. Loy, high school guidance counselor, began setting up dates for colleges and universities to come in and speak with students three years ago. Applying to any post-secondary institution can be a daunting task for both the students and parents. Typically when students apply for college, they need to complete the college application, have official transcripts sent to the college, send SAT or ACT scores, pay an application fee from \$50-100 per college and wait 6-8 weeks for an approval or decline letter. The Instant Decision/Fee Waiver Day allows for the students to find out on-the-spot if they have been accepted and sometimes what scholarships or grants they qualify for admission. The number of post-secondary institutions over the last three years has grown from three to over fifteen this year alone. All of the institutions waive the application fee and currently only one does not give instant decision that day. There are significant benefits for the students and parents like the amount of money saved especially if they are applying for numerous colleges. In addition, being able to know instantly if you are accepted and what financial support is available can take a lot of stress off the family. Students are not locked into attending the post-secondary institution. It is still the students and family's choice of where they want to attend. The process is streamlined for students by signing up in the guidance office in advance. Students will still need to complete the application for each institution. Attached is the most updated scheduled (as you can imagine it is growing daily). The information is located on our website [www.lhsd.org](http://www.lhsd.org) under the "High School Guidance Information Link" or the students can contact their guidance counselor for more information.



## STUDENTS EARN 246 CREDITS SAVING PARENTS APPROXIMATELY \$159,900 IN COLLEGE TUITION!

During the 2015-2016 school year, 54 students earned a total 174 college credits while in high school through dual enrollment courses or college in high school program. This is an increase of an additional 9 students over last year. Parents and students saved approximately \$113,100 for the 174 credits. Parents paid approximately \$10,500 and the district contributed \$3,450 through credit reimbursement. In addition, students earned another 72 credits through the AP (Advance Placement) courses by scoring a 3 or higher on the AP Exams. Most universities accept those AP credits for course work saving the parents approximately another \$46,800 for a grand total of 246 credits and over \$159,900 savings.

Students can take additional dual enrollment classes/credits during the 2016-17 school year. Please contact your building guidance counselor.



### April is Families & Reading Month

Keystone State Reading Association, KSRA, has proclaimed April as Families & Reading month! The Families & Reading Committee creates and disseminates resources to educators, and ultimately families, to promote literacy opportunities in the home. Visit the KSRA website and click on the Membership tab prior to April to access the Families & Reading resources. You'll

find letters for teachers and families explaining the purpose of Families & Reading Month, recommended books, websites, and apps for preschool, primary, intermediate, and middle school students, calendars full of fun literacy ideas, and certificates for families who participate. The family letter and calendars are available in Spanish.

[www.ksrapa.org](http://www.ksrapa.org)



## Glitter Girls Sparkle in Spring Competition

The Laurel Highlands High School Major-ettes competed at the Twirling Unlimited Spring competition in Blairsville, PA on February 26th. Our Glitter Girls competed in three categories: Dance-Twirl, Senior High School Majorette Short Program and Senior High School Majorette Long Program. The girls performed the “Horse” and the 2016-17 Football show. They won a 1st Place and two 2nd Places. Congratulations to: Katlynn Tanner, Mikki Timperio, Jessica Quar-ric, Alex Timperio (Captain), Mikayla Golden, Gabriella Rivero, Hannah Sutton, and Kimberlyn Furajter

Some of the girls also participated in Indi-vidual Marching and Twirling Events and won the following awards:

Alex Timperio 15+: 3rd Place Basic Marc;  
4th Place Level 2 Solo; 5th Place Level 3 Solo;  
2nd Place 2-Baton

Mikki Timperio 12-14: 2nd Place Basic  
March

Hannah Sutton 12-14: 1st Place Basic March  
(promoted to next level); 1st Place Basic March;  
5th Place Level 1 Solo; 5th Place Level 2 Solo.

On March 25th, the same girls competed in  
Individual events in Altoona, PA and won:

Alex Timperio 15+: 2nd Place Costume  
Model; 3rd Place 2 Baton; 2nd Place Basic  
March; 2nd Place Basic March; 3rd Place Level  
2 solo.

Mikki Timperio 12-14: 1st Place Basic  
March; 3rd Place Basic March; 2nd Place Pag-  
eant

2nd Place Level 1 Solo

Hannah Sutton 12-14: 5th Place Costume  
Model;; 3rd Place Basic March; 5th Place  
Basic March; 1st Place Level 2 solo; 1st Place  
Pageant;.

Congratulations to our fabulous twirlers!!



## Glitter Girls Sparkle in Spring Competition



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## LHHS Senior Haley Sutton Recognized

Congratulations to senior Haley Sutton for representing LH High School as the Fayette County Chamber of Commerce 2017 Student Achievement Awardee on Thursday, April 6, 2017. In addition, Haley received the 2017 Fayette Chamber of Commerce Education *Works* scholarship. The awards were presented at the 2016-2017 Students of the Month dinner held at Penn State Fayette, The Eberly Campus. Thank you also to the sponsors of the LHHS awards, Robert & Marilyn Garbart and Vern Allen Tires, Inc.

Any student who receives a Fayette Chamber of Commerce Student of the Month award during his or her junior year is eligible to compete for one of the Education *Works* Academic Achievement Awards. Applicants submit a nomination form plus other required documents to the Chamber of Commerce on or before the due date. Then, the awards committee may choose one awardee representing each school district, and one each from Fayette CTI and Connellsville CTC.

Congratulations also to the following LHHS junior Student of the Month Honorees for 2016-2017: Elizabeth Rockwell, Abigail Fleenor, Jacob Dukman, Bryce Laskey, Grace Chambers, Starr Yaeger, Greg Lancaster, and Johnathan Ek.

## Neighbors Helping Neighbors



In support of the Connellsville flood victims, Laurel Highlands School District partnered with Connellsville Area School District to collect cleaning supplies. Donations were taken at all the schools within our district, and collections were also accepted at the first home football game. Laurel Highlands JROTC donated 100 cases of much needed water to the cause. In total, 7 truck loads of materials and over \$500 in gift cards were delivered to Connellsville Ministries.





Academy of Fine Arts

Laurel Highlands High School  
Division of Music

Laurel Highlands High School's Music Education Program Receive National Recognition  
*Laurel Highlands High School receives the Support Music Merit Award for the Third Time!*

Uniontown, PA. April 4, 2017 – Laurel Highlands High School has been honored with the SupportMusic Merit Award from The NAMM Foundation for its outstanding commitment to music education. Laurel Highlands is one of only 1% of schools in the nation to be recognized with this prestigious award in 2017.

The SupportMusic Merit Award is awarded to individual schools that demonstrate outstanding achievement in efforts to provide music access and education to all students. To qualify for the SupportMusic Merit Award, LHHS answered detailed questions about funding, graduation requirements, music class participation, instruction time, facilities, support for the music program, and community music-making programs. Responses were verified with school officials and reviewed by The Music Research Institute at the University of Kansas.

This award recognizes that Laurel Highlands High School is leading the way with learning opportunities as outlined in the new federal education legislation, the Every Student Succeeds Act (ESSA). The legislation, signed into law in December 2015 and awaiting state implementation, designates music and the arts as important elements of a well-rounded education for all children.

As Laurel Highlands School District finalizes its 2016-2017 budget, the announcement of receiving The NAMM Foundation's SupportMusic Merit Award brings attention to the importance of keeping music education part of the school's core education for all students. It also highlights music's vital role in students' overall success in school.

Research into music education continues to demonstrate educational/cognitive and social skill benefits for children who make music. A series of landmark studies by scientists and researchers at Northwestern University found a link between students in community music programs and life-long academic success, including higher high school graduation rates and college attendance. In another study from the University, it was discovered that the benefits of early exposure to music education improves how the brain processes and assimilates sounds, a trait that lasts well into adulthood. Beyond the Northwestern research, other studies have indicated that music education lays the foundation for individual excellence in group settings, creative problem solving and flexibility in work situations, as well as learning how to give and receive constructive criticism to excel.

Administrators, teachers, school directors and community members are all thrilled that LHHS has been granted this award for the third year in a row. This shows the dedication and commitment Laurel Highlands School District is placing on music as a part of the core of our students' education!

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#### About The NAMM Foundation

*The NAMM Foundation is a nonprofit supported in part by the National Association of Music Merchants and its nearly 9,200 members around the world. The Foundation advances active participation in music making across the lifespan by supporting scientific research, philanthropic giving and public service programs. For more information about The NAMM Foundation, please visit [www.nammfoundation.org](http://www.nammfoundation.org).*

## NFL 2017: Way Too Early Preview

*by Adam Cromwell*

The 2016 season has long ended, and 2017 will be a new season, and new opportunities for teams to succeed. Free agency has been going on for some time, and teams have made some big moves. Other teams will look to the draft to fill in their positions of need. Judging from last years performance and moves in the offseason, a lot of teams can be evaluated ahead of time before the season starts. Obviously, nobody is absolutely certain how these teams will perform, so take these predictions with a grain of salt and feel free to make your own predictions for 2017.

### AFC East

This one is a no brainer really. New England has had an absolute grip on the division for the past 15 years. They're the defending Super Bowl champions, and they are really spending big in the offseason, so obviously they are favorites to repeat. On the other side of the division, is everyone else. The Jets and Bills are both suffering from a quarterback crisis, with the Jets in particular really needing to patch up the offense. Buffalo was horribly inconsistent last year, on their way to a 7-9 record, but decided on Tyrod Taylor as their quarterback for 2017. Miami on the other hand, thoroughly surprised the league as Adam Gase coached a 10-6 team to the first round of the playoffs, but the defense has proven a weak side, especially against the run.

### AFC North

This one is pretty tough to figure out, since the AFC North is arguably the league's toughest division (minus Cleveland). Pittsburgh, Cincinnati, and Baltimore have rotated as division champions for the past decade, and have featured some of the toughest division rivalries in the league. Cincy had a disappointing 2016

campaign, going 6-9-1, and they have lost some players on the offensive line. Baltimore improved on their 2015 season, and despite finishing the year 8-8, they still boast a championship contender defense. Pittsburgh arguably boasts the best offense in the NFL, but the defense was inconsistent the first half of 2016, yet led the NFL in sacks through the second half of the season. That just leaves Cleveland. The Browns seem to be in some eternal franchise rebuilding mode, since high profile draft picks turn into busts more often than not, but their free agency moves have been pretty big, making major improvements to the offensive line.

### AFC South

The AFC South has sometimes been given the title of being the weakest division in the league. The Texans have twice won the division with 9-7 records, which speaks for itself. Houston has a really aggressive defense, but no long term solution at quarterback. Tennessee on the other hand, greatly bounced back from a 3-13 campaign to finish 9-7 and one game away from reaching the playoffs. Marcus Mariota has proven to be the current quarterback the franchise needs. The same can be said for the Colts, who have Andrew Luck, but suffer from a rather abysmal defense, which led to their second consecutive 8-8 record. Jacksonville has proven to be a big winner in the free agent market, and Tom Coughlin's return to the front office may bring this franchise some new life it desperately needs.

### AFC West

The AFC West was debatably the best division in the NFL last year. Kansas City and Oakland reached the playoffs with 12-4 records, but both suffered early playoff exits. Denver sat

*(NFL 2017: Way Too Early Preview, cont'd.)*

a comfortable 9-7 record, with a top contender defense, weapons on offense, but young, inexperienced players fighting over quarterback. Honestly, any of these teams can win the division, with Oakland's high octane offense and Derek Carr, and Kansas City's defense boasting young talent, the division may see a tough race, though Kansas City might suffer from keeping Alex Smith at quarterback. The LA (formerly San Diego) Chargers have a decent offense with Philip Rivers and tight end Antonio Gates, but had some rather poor play in 2016. There aren't a lot of expectations for this team here.

### **NFC East**

So far, the Cowboys and Giants look to be on their way to success similar to 2016, though New York may suffer from inconsistent play on the offense. Philly has added new depth to their wide receivers, giving Carson Wentz more options down the field. Washington, however, hasn't had a very kind free agency period. They have put Kirk Cousins on the franchise tag for the second year in a row, got rid of their general manager, and lost some key players to free agency. It looks to be a race between Dallas, New York, and Philly. Whoever does win this division is likely to see an early playoff exit, as both the Cowboys and Giants did last season.

### **NFC North**

This will be a rather interesting case this year. Green Bay looks to be on their way to another easy title, but Detroit will provide a great challenge coming up, having not won a division title in over 20 years. Minnesota fell off the face of the Earth last season, starting 5-0 with a great defense, but dropping to 8-8 to finish the season. Green Bay and Detroit will probably have a tough fight for the division through the season, both having powerful quarterbacks, with Minnesota

also having a chance to reach the playoffs. Then there is Chicago, which nobody has any idea what exactly they are accomplishing this off-season. They have struggled greatly the last few seasons, and there is no reason to expect them to win much, if not anything.

### **NFC South**

Of all the divisions in the NFL, this one is the most bizarre case. Every year, they constantly go from best in the league to worst in the league, with team performance being inconsistent. The last place team from the previous year tends to win the division the next year, and vice versa. This happened to Carolina last season, finished 2015 15-1 under league MVP Cam Newton, but was routed in the Super Bowl. The team severely regressed in 2016, going 6-10, and Atlanta won the division under league MVP Matt Ryan, only to squander a 25 point lead in the big game. New Orleans has been forever 7-9 the past few seasons, with a defense identical to Indianapolis, despite Drew Brees passing for around 5,000 yards a season. That leaves Tampa Bay, the wild card of the division. They fell just short of the playoffs last year, but have a quarterback in Jameis Winston, and made a big move in acquiring receiver DeSean Jackson in free agency. There really is no accurate prediction as to how well these teams will perform.

### **NFC West**

As of now, the NFC West probably holds distinction of being the weakest NFL division. The Seahawks are pretty much guaranteed the division, as the Cardinals regressed in 2016, but will retain their quarterback, Carson Palmer, and star receiver, Larry Fitzgerald. The Rams and 49ers are both in contention for the worst teams in the league as of now. The 49ers had an abysmal 2016 campaign, and will be rebuilding

(NFL 2017: Way Too Early Preview, cont'd.)

in 2017 under new head coach, Kyle Shanahan. The Rams are debatably worse, since they were the only team last year to lose to the 49ers. Twice. Their 2016 first overall pick Jared Goff hasn't performed up to expectations yet, mostly due to lack of weapons down the field, and are in need of a head coach. The Seahawks have good odds to reach the Super Bowl with a tough defense and Russell Wilson at quarterback.

### Playoff Predictions

#### AFC East

New England Patriots

#### NFC East

Philadelphia Eagles

#### AFC North

Pittsburgh Steelers

#### NFC North

Detroit Lions

#### AFC South

Tennessee Titans

#### NFC South

Atlanta Falcons

#### AFC West

Oakland Raiders

#### NFC West

Seattle Seahawks

#### Wild Card #1

Denver Broncos

#### Wild Card #1

Green Bay Packers

#### Wild Card #2

Houston Texans

#### Wild Card #2

Tampa Bay Buccaneers

## Summer Beauty

by Sidney DeLorezo

Summer is all about lightening up your beauty routine, putting away heavy foundation and blush and transitioning to light swipes of bronzer to make you glow. Warmer weather brings different concerns, like burning, and inspires our desire for a more natural look.

Some essential makeup items to keep in your bag is cream shadows, which are often more water-resistant and long-wearing than powder, ideal for summertime. Eyelashes need to be well-nourished, clump and smear free by using waterproof mascaras that enriched the tiny hairs with beneficial oils. Lip stains are the way to go, for Summer, they don't feel heavy on your lips and won't roll off with sweat. Don't forget a primer. The oils of your skin are known to separate the pigments in foundation, making it look uneven and blotchy. A good primer creates a shield and prevents your skin's natural oils and your foundation from mingling. Since pores generally open up in warmer weather, which makes them a bit more visible, anything that works to blur that canvas will help you out. A very important tip is to use your bronzer correctly, it isn't a second-step foundation, and you don't wear it all over your face. Keep it on the apples of the cheeks for a little tint, or lightly apply it over your forehead and right below your cheek bone. If you need to remove and excess oils or sweat from your face, take a sheet of blotting paper and lightly touch it to your skin so it can absorb some of the oil. Rubbing will just smear the oils and your makeup around your face, which is not the look. Keep hair it wet before going into the ocean or the pool, it saturates the cuticle with water so that less chemicals can enter and damage hair.

## Wrecking Comes Naturally

*by Will Karwatske*

Are you someone who is a natural at wrecking cars? If so, the demolition derby is perfect for you! This hobby is tailor-made for people who love to wreck cars and cause destruction. A great deal of preparation goes into making a derby car.

Selecting a derby car is the first step in the process. The heavier sedans and wagons made in the 1960's and 1970's perform the best in competition. Their body-on-frame build allows for a sturdier build than a unibody.

When the derby car has been chosen, all glass, lights, interior trim, and plastic must be removed. The bumpers also must be removed and the doors welded shut. The gas tank must be replaced with a fuel cell. The fuel cell, battery and radiator must be protected and should be secured behind the front seat in the car. All of these are chained down and wrapped with a seatbelt for extra security. Holes should be drilled in the floor of the car to allow spilled gasoline to drain. Once all of this is done, it is time to add some flavor to your car. Cans of spray paint found in any garage will give the car the personal taste that it needs.

Demolition derbies are held around the country and each derby has it's own set of rules based on modifications made to the car. It would be beneficial to research the rules of any derby before entering to compete.

Despite looking like you just rammed the car into all of the other cars, a lot of strategy actually goes into driving a derby car. Driving the car in a counter-clockwise course puts the driver's side door towards the inside of the track. This is preferred because hits against the driver's side door are illegal. Also, hits should be done with the rear of the car to save the engine from as much damage as possible.

Demolition derbies are always looking for drivers. Derbies are a great spectacle to go watch in the summer. The cars are a lot of fun to make and it is a really fun time to watch them in action. Demolition derbies are not as simple as they look. There is a lot of planning that goes into them. Everyone loves to watch demo derbies, now its time to actually start driving in them.



## What I Won't Miss About High School

by Will Karwatske

High school has given us all a wealth of experiences---some good, some mediocre, some bad. The good ones will be looked upon fondly in the years to come. The mediocre experiences will be forgotten. But, the bad experiences will be what we talk and laugh about when we see each other at reunions and in unexpected places. So, to give all of us a solid list to start our future conversations, here are the experiences that seniors will not miss:

1. **DRAMA.** The worst part of high school drama is that most of it is not true. However, high school students LOVE to pass along information, no matter how incorrect it is.

2. **THE LONG DAYS.** Fortunately, if you are going to a post secondary school, you will have less mandatory class time and more than likely, your classes will not meet everyday. You have the ability to schedule classes when they are most convenient for you and sometimes, the professors do not keep you for the entire time.

3. **SCHOOL BUSESSES.** School busses are uncomfortable; the seats are hot in the spring and fall and cold in the winter. Waiting at a bus stop is not much better. The seats are like a 15-year-old mattress. They are lumpy and losing their

foam and you can feel the springs every time you sit down.

4. **HIGH SCHOOL STRESS.** The stress of non-school-related events added to the stress of class deadlines and requirements added to the stress of relationships added to the stress of part time jobs added to the stress of . . .not to say that these stresses will not be found in colleges, but they will not seem as difficult to manage. This is probably because colleges run on a looser schedule allowing more time for proper planning.

5. **THE LACK OF SCHOOL SPIRIT.** Laurel Highlands students have very little school spirit. For some reason, students do not think it is cool to show school spirit. This will change immensely in college as you will see college students proudly wearing everything and anything to show their school spirit.

Most high school students at this point are ready to move on with their lives. They are ready to get out on their own but with this comes a great deal of responsibility. The graduates will miss going to school every day and seeing all of their friends. They will miss having teachers that actually care about the them. They will soon learn that the easy part of their life is over. Make the best of it while you can.





## LH Middle School Students Participate in Virtual Space Mission

Students in the *Quarterbacks of Life* leadership program conducted a simulated space mission titled *Space Station Alpha* on April 12, 2017. The live, in-house event employed science, math, and communication skills while the “Operation Mustang” crew members (students) Skyped in real time with Mission Control from the Challenger Learning Center in Wheeling, WV. The mission objectives were to protect the lives of the astronauts on board the space station, as well as its systems, resources, and research during the biggest solar storm in over 100 years. Operation Mustang crew members were divided into four different teams: Communications, Ra-

diation, Life Support, and Crisis Management. Teams received data on their computers every 5-6 minutes, made calculations, charted graphs, and gave recommendations to the Flight Director at Mission Control on how to avoid disaster. The mission ended successfully when all data stabilized and the astronauts’ lives were saved. During a post-mission briefing with the Flight Director, team captains answered questions that summarized the challenges each crew faced throughout the mission. The e-Mission was funded through a mini-grant awarded by the Laurel Highlands Academic Foundation.



## LH Middle School Students Participate in Virtual Space Mission



*Mission Day Candid Collage: Top: Life Support Team; Bottom Left: Radiation Team; Bottom Right: Crisis Management reporting to the Communications Team.*

*Pictured at left: Quarterbacks of Life leadership team and teachers*

## LH Middle School Students Participate in Virtual Space Mission



Picture 4: *Quarterbacks of Life* leadership team



*Operation Mustang Team Captains (left to right): Front: Madigan Dittmar, Morgan Ferris, Bailey Edenfield, Hannah Sutton. Back: Nicholas Gabriel, Derek Nastasi, Raymond Zheng, Vina Dang*

## LH Middle School Students Explore the Magic of Harry Potter

On March 31, 2017, the Creative Writing and Honors English classes of Mrs. Neill, Miss Schuessler, and Mrs. O'Connell traveled to California University to experience the magical world of Harry Potter. Students were sorted into houses when they first arrived. From there they walked around campus to attend various classes about *Care of Magical Creatures*, *Intro to Wizard Psychology*, and *Hogwarts History: Houses*. The daylong event finished with lunch in Natali Performance Center, which was transformed to

look like the Great Hall of Hogwarts, floating candles from the ceiling and all! The Cal U choirs and small strings ensemble performed Harry Potter themed songs, along with a few current tunes, while the participants ate. Blaze, the Cal U mascot, circulated the venue and took pictures with everyone before the day came to an end. Whether you were already a Harry Potter fan, or just became one that day, the field trip was an amazing experience for all who attended.



## Middle School Tech Ed Creates Manufacturing Masterpieces

Laurel Highlands Middle School students, under the instruction of Mr. Shaun Valente, proudly display their masterpiece they manufactured in Technology Education. Valente, with fifteen years of Technology Education instruction under his belt, is very proud of the Middle School program and how he has transformed it over the years. The two main 8<sup>th</sup> Grade projects that are currently manufactured is the Operational Flamingo Gumball Machine and the Oak LED Star Project. Students, who absolutely love these projects, gain experience in so many facets of introductory Technology Education. These semi-complex projects serve as a real ‘eye-open-

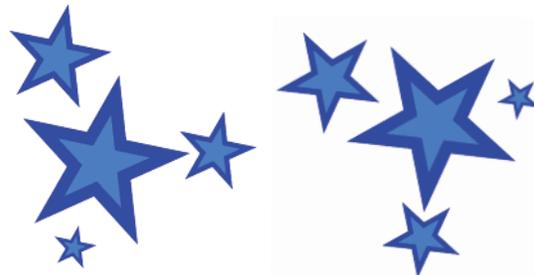
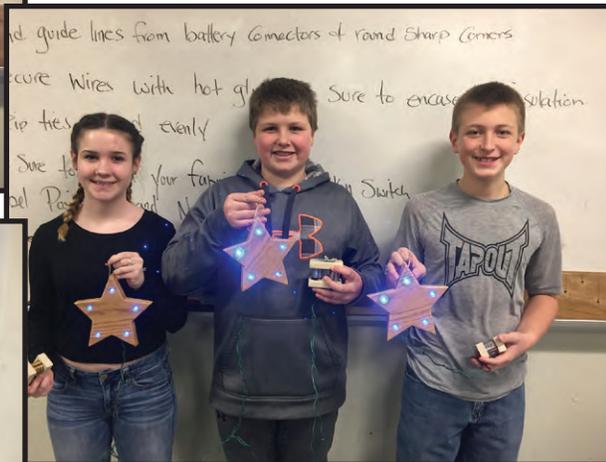
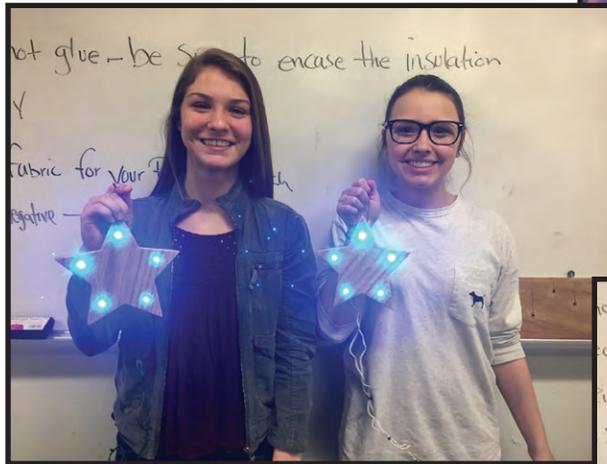
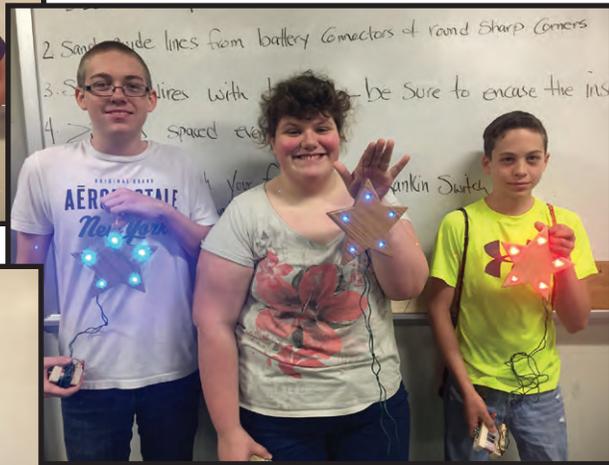
er’ in the realm of our technological world. With relevance in mind, these projects were specifically designed to include, but are not limited to, scroll saw and drill press machine operations, metric and standard 16<sup>th</sup>-scale measuring, application of finish/paint, circuitry, soldering, and many other processes that are directly related to our industrial world. Understanding that these projects are only scratching the surface of what is possible in Technology Education, they serve, on their level, as the vital spark that students need for the limitless opportunity that awaits them in their educational careers and in the future of their success.



# Middle School Tech Ed Creates Manufacturing Masterpieces



# Middle School Tech Ed Creates Manufacturing Masterpieces



# Middle School Tech Ed Creates Manufacturing Masterpieces



## LHMS *Mustang Messenger* Goes Digital

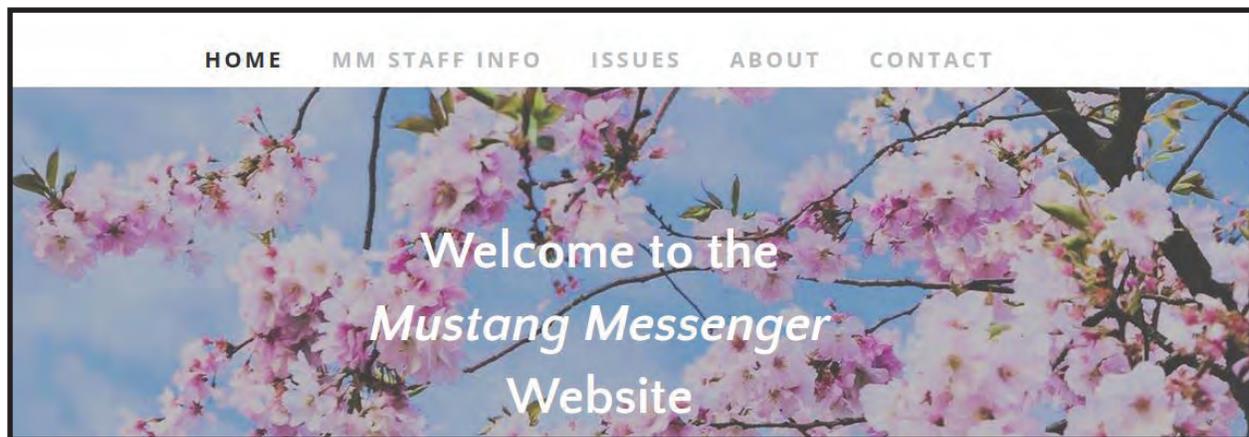
The school newspaper for Laurel Highlands Middle School, the *Mustang Messenger*, can be read entirely online this year. Mrs. Jennifer Neill, English/Creative Writing teacher and newspaper sponsor, decided to do away with paper copies and go digital to cut down on production costs and to make the paper more accessible to everyone. Also, current and past papers can be uploaded to the site, so no one has to miss an issue. The response has been overwhelmingly positive, and both parents and students are in favor of the new method of delivery.

*Mustang Messenger* articles are written by students and teachers of LHMS. All students in

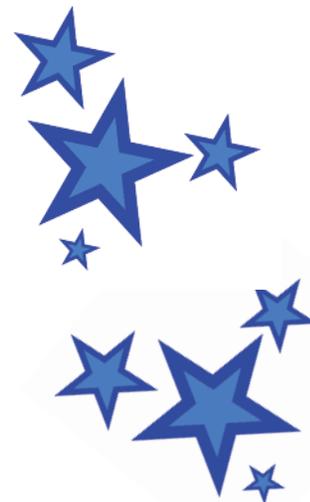
grades 6-8 can submit articles electronically on any school-appropriate topic of their choosing. The paper is published seasonally, and can be accessed by computer, tablet, or smartphone 24 hours a day; no login or password is required.

To access the *Mustang Messenger*, go to [lhms-news.weebly.com](http://lhms-news.weebly.com) and select the "Issues" tab at the top of the page. Click on the button for the issue(s) you want to read, and the paper will open up in a separate window.

Everyone is encouraged to check it and support the hard work and efforts of our dedicated students. The topics vary, so there is surely something to please just about everyone. Enjoy!



Middle school tech ed masterpieces.





## Plant Growth and Development

The students from Mrs. Gudac's, Mrs. Marmol's and Mr. McCombie's third grade classrooms are learning about plant growth and development. Each third grader was responsible for planting their own seeds. After planting, the students began observing and measuring the growth of their plants. The students have also learned about the responsibilities and importance of bees. Other activities have included the completion of a KWL chart, plant labeling, and learning about cruciferous vegetables. Today's activity allowed the students to observe and create a bee stick which will be used to pollinate their plants.



## Butterflies, Butterflies, Butterflies

Mrs. Tungate's Second Grade Class raised Painted Lady Butterflies this spring in celebration of Earth Day. The class received baby caterpillars and watched them grow over two weeks. The students were amazed to watch the caterpillars form their chrysalis and start the transformation into beautiful butterflies!! After enjoying the butterflies for a few days in the classroom, the class released five butterflies into nature.



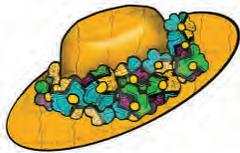
## 'Science Matters' EcoSystems

Fifth grade students at R.W. Clark Elementary have been working on their Science Matters Ecosystems. Students used pop bottles to create their own terrarium and aquarium. In each section, students placed live organisms, such as plants, fish, isopods, crickets, and snails to their correct area. Students monitored the busy ecosystem and charted when new plants or animals appeared, or if there were signs of trouble. When a plant or animal died, the students would try and figure out what the problem within their individual ecosystem was and record the changes in their notebook. This was such a great activity and the students really enjoyed themselves!



## Visiting Fallingwater

The R. W. Clark 4th Grade will be attending their annual field trip to Fallingwater on May 23rd. This is a very enjoyable trip our students are able to enjoy free of charge every year. This is part of PA History and is in our History books. We look forward to learning new things about Fallingwater every year. Here are our students learning about the trip before we attend.



## Annual Kindergarten Easter Bonnet Parade/ Spring Show

R.W. Clark's Kindergarten classrooms kicked off their spring break with their annual Kindergarten Easter Bonnet parade. The students worked hard with their parents to create the perfect hat to wear in the parade. Students from 1<sup>st</sup> through 5<sup>th</sup> grade lined the hallways as the kindergarteners paraded through the hallway showing off their famous bonnet designs. At the end of the parade, the kindergarteners were greeted in the cafeteria by their parents.

Mrs. Romeo & Mrs. Rockwell's classrooms worked hard on preparing for their Spring Show. Mrs. Rockwell's classroom sported their sun glasses as they performed their "CVC rap" (Constant-Vowel-Constant). Mrs. Romeo's classroom showed off their animal faces to the tune "What do the letters say". Both rooms sang and preformed some Easter songs together. The curtains closed while the students prepared for their big finale of "Vowel Bat". The parents really enjoyed seeing their superheroes dressed in caps and masks. It was a great time for all!

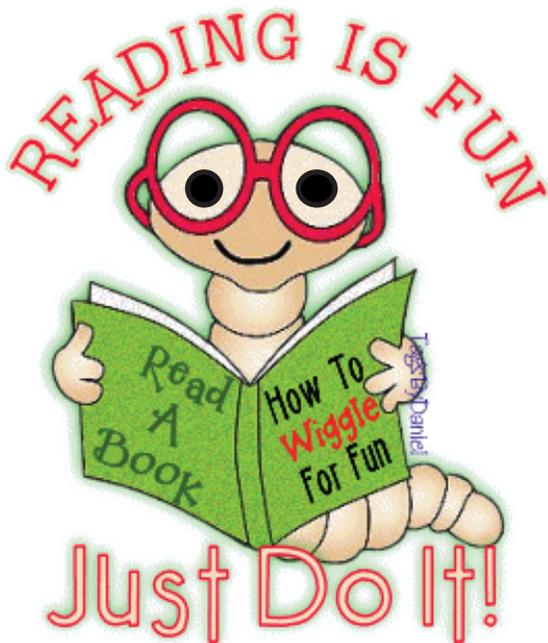




## Mr. Smiley Visits Hatfield

Mrs. Michelle Gunnoe, Second Grade Teacher at Hatfield Elementary School, coordinated a special event with KDKA TV Meteorologist, Ron Smiley on Thursday, November 10, 2016. Mr. Smiley presented the students with a special program about the weather. Students were able to see the Weather Mobile lab as well. The staff and students worked together on several fundraisers to raise money for the Turkey Fund to help families in need. A check was presented in the amount of \$2,200 on behalf of Hatfield Elementary.

*Pictured : Front row left to right: Isabella Richie, Parker Venick, Ava Ruvalcaba, Casey Karwatske; Back row left to right: Mrs. Mears, Ron Smiley, Mrs. Gunnoe*



## March Madness

Throughout the month of March, Hatfield students in grades 3-4-5 were recruited to participate in a March Madness Reading incentive program. Students were asked to read as many minutes as they could during the month of March. For each day that they read, they earned a point. Students could also earn additional bonus points for work improvement, excellent classwork, and helping others in the classroom. At the end of the month, the students who accumulated the most points were awarded an “MVP” (most valuable player) award. At the end of the month, all students who participated in the program received nachos and queso dip from Fiesta Azteca provided by the PTO. This program encouraged students to get in the game and read!

## Career Day at Hatfield

On October 21, Hatfield Elementary School held a Career Day. Students in grades K-5 had the opportunity to learn about a variety of careers throughout the day.

Students rotated to visit selected career speakers throughout the day and were engaged in hands on career related activities. Students took notes and asked meaningful questions to incorporate into career related writing activities in their classrooms. Some students experienced how to give an exam to an animal, decorating cupcakes with the pastry chef. Others were able to learn about health care, law, being an author and dance.

Seventeen community members volunteered their time and expertise to share aspects of their careers with Hatfield students. The career speakers focused on the relevance of education at the primary level and related the impact of elementary school classes on their career success.

Planning for the event began in September under the direction of Mrs. Lori Ferguson. Through the collaboration and teamwork of Hatfield's Staff this was a memorable event for the students. We would like to take the opportunity to thank all those who volunteered and made Hatfield's Career Day a huge success!

Special thanks to the following people and businesses: Lynn Wyatt, Choice Optical; Michael Aubele, Attorney; Christina Lanzi-John, Lanzi Academy of Dance; Chuck Michael, Principal; Vicki Leonelli, Author; Nancy Vernon, Judge; Beth Santore, Therapist; John Detrick, First Energy; Jason Kopec, Oil Field/Sales; Jessica Mahoney, Veterinary Assistant; Michelle Aubelle, Pastry Chef; Brian Cochoran, Chef; Charlie Wisilosky, Nurse; Vince Komacko, Penn Dot; Sara Belch, Nurse; Carrie Attaway, Actress; Jason Burchick, Coal Mining



*Morning Group: Front Row: Jessica Mahoney, Christina Lanzi -John, Carrie Attaway, Sara Belch, Charlie Wisilosky; Back Row: Brandan Mahoney, Chuck Michael, Jason Burchick, Vince Komacko*

### Career Day at Hatfield



*Afternoon Group: First Row: Jessica Mahoney, Vicki Leonelli, Lynn Wyatt, Beth Santore; Second Row: Brandan Mahoney, Michael Aubele, Michelle Aubele, Jason Kopec, Brian Cochoran, John Detrick, Chuck Michael.*



## Hopping Into Spring

Thursday April 13, 2017 was a special day for the students at Hatfield Elementary. The morning started with a fantastic Spring Bonnet parade presented by our kindergarten students and teachers. Together the kindergarten classes marched through the halls of Hatfield Elementary showing off their creative Spring bonnets. Not only did they wow us with their creativity, the Easter Bunny even made a guest appearance to help lead the parade! Our fun didn't end there as the PTO hosted a spring egg hunt for all the students of Hatfield! Thanks to all you helped to make our Spring parade and hunt successful.



## A Visit from the Zoo

Hatfield Elementary School was treated to an awesome program from the Pittsburgh Zoo on April 12, 2017. Pittsburgh Zoo & PPG Aquarium Education Specialists visited our school in a Zoomobile full of exciting live animals and biofacts for an interactive presentation. The presentation our boys and girls had the pleasure of participating in was Radical Reptiles. During this interactive program the students enter the world of reptilian wonders and discover the amazing adaptations that enable them to survive through the ages. Needless to say, this program was enjoyed by students and staff alike. This program

was made possible through the Shop and Save SEED Program. (See below for information on SEED program.)

How the SEED Program Works • Get a SHOP 'n SAVE PERKS card and link it with the school of your choice. • Swipe your Perks Card anytime you shop at SHOP 'n SAVE and your purchases will be automatically added to your school's total. A total of \$250 is required for each student attending the program. • Once your school has reached their goal, a FREE assembly can be booked!

## Playing Our Way to Top Ten in the State

Hatfield Elementary students have been working hard on solving math problems through the First in Math Program. The students at Hatfield have earned over one million virtual stickers, which is the equivalent to over three million math problems solved. The students have been watching their progress from a Scholar at 500 points to a Grand Champion at 10,000 points and over. (Currently 31 students hold this title) These accomplishments are displayed in the front hallway at school. The students at Hatfield are currently ranked 6<sup>th</sup> in the State and 16<sup>th</sup> Nationally. Since January the students K through 5 have

participated in a “Super Bowl” challenge to play 100 minutes. We had a 174 students participate. The students who participated each received a special certificate and hot pretzel with cheese. In the month of March they were presented with a “Pot of Gold Challenge” 185 students participated and each who completed the challenge were given a certificate of completion and a McDonald’s Shamrock Shake. The students are currently working towards another Spring Challenge. The students and staff would like to thank the PTO for supporting the students with offering and providing the incentives.

Grade Level	State Ranking	National Ranking
Kindergarten	14th	37 <sup>th</sup>
First	13th	32th
Second	3rd	7th
Third	19th	38th
Fourth	16th	48th
Fifth	2nd	6 <sup>th</sup>





*'You can find magic wherever you look. Sit back and relax. All you need is a book.'*

*---Dr. Seuss.*

Hutchinson's semi-annual Book Fair kicked off on Thursday, October 27th during the school's Family Reading Night. Both parents and students were given the opportunity to browse a variety of genres in age appropriate categories in the school's library. The Book Fair continued throughout the following week.

Purchased books not only enrich the life of the reader, but help to fund the library's Reading

Counts program. This program awards a free book each time an avid reader accumulates a specific amount of points. Points are given by reading and successfully taking quizzes on favorite books.

We would like to thank the many dedicated parents and staff members who worked to make this Book Fair a huge win for all.



## *Why Do I Have to Go to School?*

Hutchinson School's Career Day once again strives to help students answer the question they often ask themselves, "Why do I have to go to school?" This year, Hutchinson Elementary set aside the entire morning for career day presentations. Nineteen individuals representing a variety of occupations within the community were invited to speak to students in grades k-5 about their respective occupations. Students rotated with their classroom to designated rooms. Larger classes were divided into small groups so that students had the opportunity to communicate with each presenter! Career Day was once again a huge success. Thanks to all of our community members who participated!



*Lanzi Academy of Dance*

## **Family Reading Night**

Hutchinson held its annual Family Reading Night and Trunk or Treat event on Thursday, October 27, 2016. The night began with our Scholastic Book Fair kick-off, where families could shop all of the book fair goodies. While waiting for the other festivities to begin, families voted for their favorite pumpkin creation. We had 60 pumpkin contest entries this year!



Hutchinson's favorite Family Reading Night activity, Trunk-or-Treat, was a great success thanks to the generosity of Hutchinson families! We had 38 families donate their time, talent and treats by hosting a trunk where the students could go trick-or-treating. Upon finishing Trunk-or-Treat, families began to follow their itinerary to take them throughout the night. One station of the night was *Family Reading and Snack*, where families could grab a hot dog, s'more, drink and a blanket to cuddle up with their family around the "campfire" and read a Halloween book of their choice. Other stations included family game night, making monster slime, decorating a Halloween picture frame and creating a Halloween necklace. Over 300 children were in attendance and the night was a huge success!

## Celebrating American Education Week

During the week of November 14th, students and staff members from Hutchinson Elementary School participated in American Education Week. American Education Week is celebrated by numerous school districts across the United States. Each year this annual tradition is enjoyed by many individuals throughout the country. Moreover, students engaged in a variety of activities at Hutchinson. There was no school on Monday due to parent/teacher conferences, so the week started with “Ugly Tie Tuesday,” permitting the students to wear a tie while working on the day’s assignments. One of the most popular days of the week was Super Hero Wednesday.

Many of the students dressed like their favorite superhero and completed a writing prompt about someone in their life who is like a superhero to them. In addition to those activities, students were allowed to dress in a wacky way from head to toe on Thursday. The students’ creative minds worked at full force on designing their interesting and clever outfits. Rock Star Friday wrapped up the week’s activities. A great deal of students dressed like a rock star and completed a final writing prompt. Each student discussed what makes him/her a star student at Hutchinson Elementary. What a fantastic week of fun and excitement!



Super Hero Day

## Family Reading Night: Favorite Pumpkin Creation and Best Decorated Trunk

It has been a tradition for the last five years to incorporate two fun events into one. The Hutchinson family led by Mrs. Hopkins, Mrs. Hogan and Mrs. Cunningham gets very spooky for Trunk or Treat and Family Reading Night. All the students came dressed in their best costumes and got to parade around the parking lot to visit 38 decorated trunks. The winning trunk this year was CANDYLAND and was sponsored by the families of Reese Corella and Chloe Tomasek.

The students also enjoyed good food, crafts and games, and reading by the fire pit. Families voted for their favorite pumpkin creations throughout the night as well. This year, they had 60 entries to choose from! While every pumpkin was prize-worthy, the winner was CASPER by Victoria Lutz. Everyone loved the transformation of the building and a spook-tacular time was had by all!



*CANDYLAND trunk winners.*



*Pumpkin Contest Winner, "Casper"*





## Officer Phil

Each year the students in grades K-2 participate in the Officer Phil program. This program teaches about dangers of strangers, being a buddy and not a bully, and many other important concepts dealing with safety. The students laughed at Lucky Duck the puppet and were amazed by the magical powers of Mr. Mike the presenter. Frank Kolosky and Emma Phelan answered all trivia question correctly as the crowd applauded.



## Veterans Day

This year the students are Marshall Elementary celebrated Veterans Day by honoring local veterans with a breakfast and a poem. The students also learned about what it means to be a veteran and many other positive ideas from Mr. Brandon Rumbaugh. The students learned that anything can be achieved through hard work, dedication, and treating others with respect.

## Grandparents Breakfast

Grandparents' breakfast is a favorite of students and grandparents each school year. Students enjoy spending time with their relatives and showing them where they go to school. Pictured above are Kaelynn, Kaden, and Gage Baker with their grandparents.



## Who Left the Light On?

This is a question that has been asked for many years until now. With the help of the Energized Guyz students learned the importance of energy conservation and trying to conserve natural resources. The students watched as Nikki Neutron battled evil and stopped a person trying to waste energy. The crowd cheered as she won the battle. Each student was also given an activity book and postcard to send away for an energy conservation kit.



## All I Want is a Really Good Book



Family Reading Night is one of the most looked forward to nights of the year. This year Mrs. Pleban organized the events. We had former students read to the visitors, each student received a book donated by the Academic Foundation, and there also was a decorating contest. Pictured above are Paige Miller and Peyton Chester who were volunteer readers for the event.



## Limo Lunch

Annual Limo Lunch was a great success this school year. Pictured above are our 4<sup>th</sup> and 5<sup>th</sup> graders on the way to Pizza Hut. The students ate pizza, sang songs, and enjoyed being a celebrity for the day.





## Marshall Turns 50

On May 11<sup>th</sup> the students, staff and Marshall Community will be having a 50<sup>th</sup> anniversary celebration. The event is open to all and will begin with an open house at 5:00. We will also have student work displayed, desserts, Chinese auction, and we will also be displaying the items from the time capsule. Hope to see you there. You can call the school office at 724-438-5851, if you want to be a part of this great event.

## 50<sup>th</sup> Anniversary!



This year Marshall Elementary will be having its 50<sup>th</sup> Anniversary celebration. The celebration will happen during the month of March. If you are a former student, staff member or current Member of the Marshall family please feel free to join in to the celebration. If you are interested in volunteering for the event or if you would like more information, feel free to contact the school using the information below.

Jason Johns

[johnsja@lhsd.org](mailto:johnsja@lhsd.org)

335 Park Street  
Uniontown, PA 15401  
(724) 438-5851



### Poptabs for Kids

This year the students at Marshall did a service learning project and collected poptabs for the Ronald McDonald House. The school collected a total of 244 pounds for this project. This contribution helps families in need maintain a home away from home when their child is having medical treatment in Pittsburgh. Pictured above are Mrs. Dowling who coordinated the project along with representatives from all homerooms in the building.



### 100<sup>th</sup> Day of School

Students in Mrs. Joseph and Mrs. Tantlinger's kindergarten classes celebrated being 100 days smarter. They did activities that involved the number 100. Students made art projects, made towers, and sang songs to celebrate this special day. Pictured above are Haven Harris and Jordan Hamborsky showing their tower building skills.



## World Wildlife Federation

Each year the 3<sup>rd</sup> grade students at Marshall Elementary raise money for the World Wildlife Federation. Pictured above are the third grade students showing all of the animals that we have adopted since the first year of this project. The classes have a picnic with the animals and learn about how they can help endangered animals. The students in both classes raised over \$200 to help the cause.





## Build a Bear

Each homeroom competed in a penny drive for the Thon fundraiser from Penn State. The students brought in spare change totaling over \$1700. The winning homeroom, Mrs. Hays' class brought in over \$700 to earn a build a bear party with the Nittany Lion.



## 2<sup>nd</sup> Annual Art Auction

Marshall PTO kicked off their 2<sup>nd</sup> annual Art Auction this Spring. Mrs. Vacanti gets all of the students involved in making each homeroom's piece of art. Pictured above is Maci Chester standing in front of the artwork she helped create and won during the auction.



*Congratulations  
Class of 2017!*