



A Catholic Tradition of Excellence in College Preparatory Education

Dear Bishop Hartley Families:

As we approach the beginning of the 2019-2020 school year, I would like to take this opportunity to welcome all our families. To old friends and new families, our pledge to provide the best Catholic education for your children will continue to resonate loud and clear. Our school from its founding has stressed excellence, defended traditions, and honored legacies ... in this there is no compromise or change.

We are driven by the desire to give our young people the very best ... be it prayerful reflection through retreats, the best in academic preparation, elite facilities, or the security of a safe environment. This year, our students, teachers, and staff will have full access to the TACC (Telerski and Casson Center), a multi-purpose facility providing additional space for classrooms, clubs, and retreats. We will be replacing the turf on Jack Ryan Field, and upon this reading, Bishop Hartley will launch a new website that will be aesthetically pleasing and user friendly.

This August, Bishop Hartley will open its doors for the sixty-third year with the same dedication to Catholic education as the good Sisters of Notre Dame de Namur did in year one.

Last year's theme stressed the importance of everyone in our Hartley community positively impacting our culture so we could be at our absolute best.

"Tradition does not mean to look after the ash but to keep the flame alive."

Jean Jaures

This year's theme centers our same attention not on the "ash" of past accomplishments but rather on continuing our excellence, on making Bishop Hartley better than it's ever been, on building a better future, and the need to pass down an even more exceptional school for future generations of Hawks. Let's Go! Let's continue to stoke the "flames" of greatness and distinction.

If there is anything we can do to help your child this school year, please do not hesitate to contact me or Assistant Principal, Chris Kowalski. The unvoiced problem cannot be resolved, as the missed opportunity rarely offers itself again. We trust that your experience with Bishop Hartley will strengthen your faith in Catholic education and provide a learning environment worthy of your love and care for your child.

Sincerely,

Michael R. Winters
Principal

Newly designed website

We are also excited to share our redesigned website with our families! In addition to being aesthetically-pleasing, the new website is designed to make it easier to find information easier to find and be more mobile-friendly as we know more of our students and parents are accessing the website through cell phones.

Faculty and Staff Changes 2019

We begin by saying “good-bye and thank you” to the following faculty members:

Megan Giardina (Math) will continue her teaching and coaching career at Pickerington North High School. We will miss her dedication to students both in the classroom and on the volleyball court.

Mr. James Kirby (long-term substitute Health) has moved to Arizona where he has a new teaching position. We wish him and his wife well and will miss his willingness to help in all situations.

Mrs. Melissa Shinaberry (English) will be a full-time mom to Charlotte who was born in March. We wish the Shinaberry family many blessings.

Five long-time members of the Hartley family left us after this school year. Their dedication will be honored with bronze plaques placed in our hallways. We share the text of those plaques below:

Jennifer Douglas leaves after a 20-year teaching career at Bishop Hartley. She will be teaching in Florida next year.



An Art teacher for 20 years, Jennifer Kembring Douglas led the expansion of department offerings and produced award-winning students. Her core philosophy that creativity is a product of a growth mindset inspired students and colleagues.

Jennifer taught all grades and every art class offered. She developed and taught the AP Art courses, served as the Art Club moderator, the school yearbook teacher/advisor, a valued Rosary House mentor and a member of Academic Council.

A practicing artist who believed art is a tool for self-discovery and a form of communication, Jennifer emphasized from the outset that creating art is a product of a growth mindset. She taught students to find artistic and personal growth through the challenges of the creative process.

Jennifer and her husband established the *Jennifer A. Douglas Legacy Art Scholarship* to support an outstanding AP student planning to pursue a degree in visual arts.

Every artist was first an amateur.
--Ralph Waldo Emerson

Cynthia Mayo also served the Hartley community for 20 years. She leaves big shoes to fill in the library media center, but Mrs. Juli Roberts is ready for the challenge.



Cynthia Silcott Mayo served Bishop Hartley for 20 years. Cyn began as technology consultant and taught computer classes. She was part of the team which rolled out Hartley's one-to-one computer program and continued to provide technology support as library and media center director. She promoted reading for information and pleasure by teaching research skills and materials classes, serving as moderator for the Book Club and In the Know team, initiating Hartley's Community Read program and Hawks Read Programs, and hosting the Diocesan middle schools' Battle of the Books contests. This led to the formation of a Hartley Battle of the Books team.

Cyn was a member of the Ohio Educational Library and Media Association and the Diocesan School Librarian Committee. She was a proud Aquinas House mentor teacher from its inception to her retirement. Cyn's departure ends the line of Silcott-Mayo family members who began service to Hartley in 1992.

“We read to know we are not alone.” --C. S. Lewis

Don Iacoveta officially retired in April after serving Bishop Hartley since 1983. He is enjoying his retirement so far, and we wish him the best.



Beginning in 1983, Don Iacovetta supervised Bishop Hartley maintenance until his retirement in 2019. At first the lone man in the department, Don eventually supervised three additional employees in the care of the school building, parking lots, grounds, and athletic facilities. This included the sanitation as well as the upkeep and repair of equipment, machinery, lighting, and building systems. Working with five principals, Don ensured and documented that the building and grounds met city safety codes.

Don was also an active consultant in the many physical changes made to the building and grounds during the last 20 years he was here. These included renovations to both athletic fields, the main lobby and office, C wing, and the St. James the Greater Chapel as well as the construction of D wing and the multipurpose facility.

All five principals for whom Don worked respected his no-nonsense approach to every job, large or small, which Don sums up as, “If you can't do it right the first time, don't do it at all.”

Bishop Hartley honors Don Iacovetta for his dedication to providing a safe, comfortable, and beautiful space for our students to pray, learn, and play.

“For we are God’s co-workers, you are God’s field, God’s building.” --I Cor. 3:9

Tim Grannan retired after 33 years at Bishop Hartley and 42 years in Catholic Education. He is looking forward to spending time with his wife who will retire in September.



Tim expressed thanks daily for the blessing of working with his Hartley family. And we—touched by thirty-three years of his good vibrations—likewise express much thanks. Making a visit to the chapel his first stop on a day’s journey, Tim worked hard to be true to his school: thirteen years as guidance counselor; twelve as swim coach; two each as campus minister and student newspaper advisor; and more than thirty years as teacher of Senior Religion. Tim treasures the relationships forged here, feeling especially proud that many former students became his colleagues and friends. And Tim sure got around, enriching lives at The Josephinum, the Carmel Contemplative

Community, St. Charles, Flaget, Wehrle, and Ohio Dominican where he taught theology for two decades. But home is where the heart is, and Hartley has been Tim’s home since 1986. Equally at peace with both heroes and villains, Tim is valued as a peacemaker and man of deep faith. He’s helped make all of us better people. Tim has worked tirelessly for the greater glory of God at Hartley and will continue to do so when he leaves our hallowed halls for continued blessings with his wife, Kathy, and their children, Bob and Kelly. Thank you for your service, Tim. God only knows what we’d be without you (Brian Wilson, The Beach Boys).

Last, but most certainly not least, we say “thank you and see you later” to Barbara Casson who has served in various capacities in Catholic education. We are most grateful that she returned to her alma mater 20 years ago! We wish her joy and adventure in retirement.



After teaching at Fr. Wehrle High School and serving as Diocesan Director of Curriculum, Barbara Casson returned to her alma mater in 1999 as Assistant Principal and Academic Dean.

In her first 10 years, Barbara supervised the Admissions Office including communications activities, Open House, placement testing, and scholarship selection. During this time, enrollment increased 18%.

Barbara supervised lesson planning, instruction, and

assessments; arranged for teacher orientation and staff development; and guided faculty in maintaining state and Diocesan credentials. She also managed the State of Ohio testing program and oversaw the development and implementation of Hartley's Ohio Catholic School Accreditation plans.

Barbara supervised establishment of the Notre Dame program, the first formal program in the Diocese to address needs of students with learning disabilities.

Barbara believes her most important contribution was managing the teacher selection team. Beyond competence in a subject, the team sought faith-filled adults who would teach students to apply critical thinking skills to real life topics.

She is grateful for her colleagues and believes the Holy Spirit's grace guided each of them to Bishop Hartley.

“Far and away, the best prize life has to offer is the chance to work hard at work worth doing.” Theodore Roosevelt

We welcome (in one case, welcome back) the following people who will join us at Bishop Hartley for the 2019-2020 school year:

Linda Eplin	Math
David Giesler	Instrumental Music
Tim Karl	Facilities (joined us in April, 2019)
Michael Krause	Math
Marcus Phelps	Health/Physical Education
Joseph Reveles	Religion
Monica VanHorn	Art

Please look for more detailed introductions to the new and returning members of our community in the first Herald of the School year, August 22nd.

The Student Information System (SIS) and Learning Management System (LMS) for the 2019-2020 school year will be Powerschool. Powerschool will replace the previously-used system, ALMA. The Hartley community found that ALMA did not meet the needs and expectations of our administrators, faculty, staff, students, and parents. Through extensive research and consultation with many other schools in our area (both public and Catholic high schools) it was determined that Powerschool will provide solutions that will assist instruction, assessment, and communication to strengthen the academic experience. Please check the school website for updates on training and assistance that will be provided for both students and parents at the beginning of the school year.

Summer Assessment **Review**

Date _____ Period _____

Evaluate each expression.

1) $2 + 2 \times 5$

- A) 7 B) 12
C) 11 D) 14

2) $5 + 16 \div (2 + 2)$

- A) 9 B) 13
C) 6 D) 14

3) $2 \div (6 - 4) + 4 + 3$

- A) 6 B) 8
C) 4 D) 3

Simplify each expression.

4) $-2x - 8x$

- A) $1 + 6x$ B) $-10x$
C) $1 - 3x$ D) $1 - 4x$

5) $-4(7 - 5p)$

- A) $-28 + 27p$ B) $-36 + 27p$
C) $-28 + 20p$ D) $-26 + 27p$

6) $-r - 7(r - 4)$

- A) $50 - 35r$ B) $-4 + 35r$
C) $-8r + 31$ D) $-8r + 28$

Solve each equation.

7) $-6(x - 8) = 84$

A) $\{-6\}$

B) $\{14\}$

C) $\{6\}$

D) No solution.

8) $-88 = -8(1 + 2r)$

A) $\{-1\}$

B) $\{1\}$

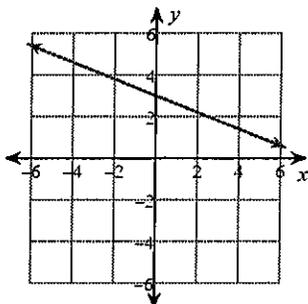
C) $\{5\}$

D) $\{-5\}$

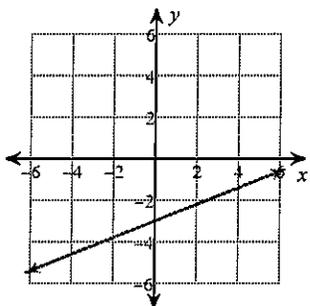
Sketch the graph of each line.

9) $2x - 5y = 15$

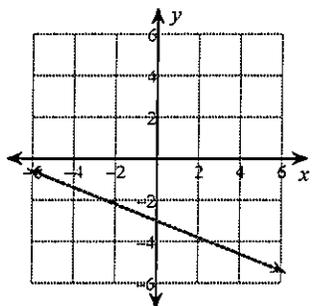
A)



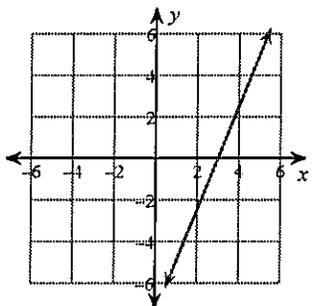
B)



C)

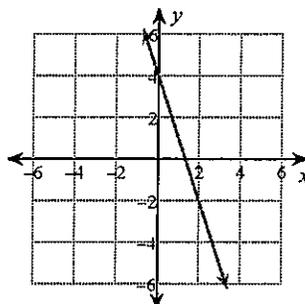


D)

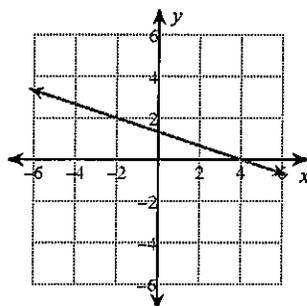


10) $y = -3x + 4$

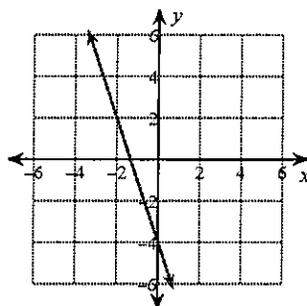
A)



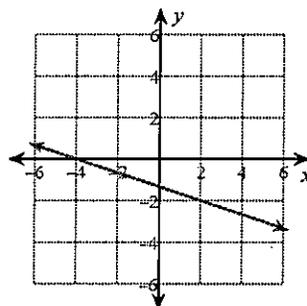
B)



C)



D)



Solve each system by graphing, substitution, or elimination (your choice).

$$11) \ y = -\frac{1}{3}x - 1$$
$$y = \frac{1}{3}x - 3$$

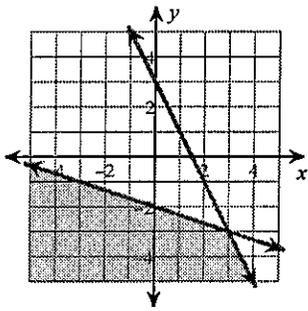
$$12) \ -7x + y = 19$$
$$4x + 2y = -16$$

$$13) \ 8x - 9y = 23$$
$$16x - 8y = -24$$

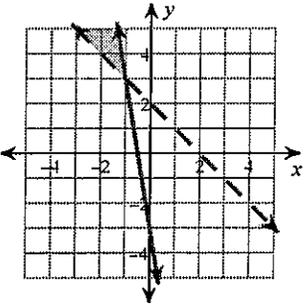
Sketch the solution to each system of inequalities.

14) $y > -x + 2$
 $y \leq -6x - 3$

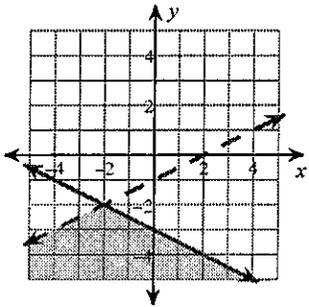
A)



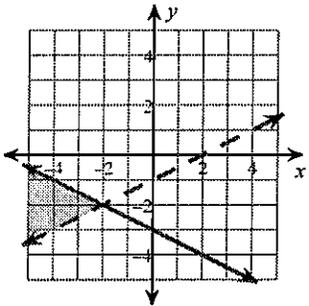
B)



C)

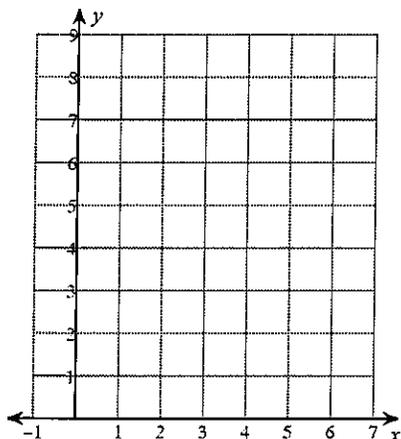


D)



Given the graph, please list the axis of symmetry and the vertex.

15) $y = (x - 1)^2 + 4$

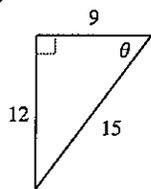


Given the quadratic equation, please list the axis of symmetry, the vertex, and address whether the parabola opens up or down.

16) $y = 3(x - 1)^2 + 2$

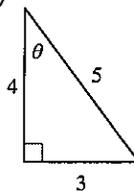
Find the value of the trig function indicated. Remember to simplify your fractions (put them in lowest terms!)

17) $\cos \theta$



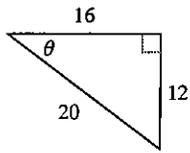
- A) $\frac{5}{4}$ B) $\frac{4}{5}$
C) $\frac{3}{5}$ D) $\frac{4}{3}$

18) $\tan \theta$



- A) $\frac{3}{4}$ B) $\frac{3}{5}$
C) $\frac{4}{3}$ D) $\frac{5}{3}$

19) $\tan \theta$



A) $\frac{24}{25}$

B) $\frac{3}{4}$

C) $\frac{5}{4}$

D) $\frac{4}{5}$

20) What is the value of the complex number i ?

2019 Summer Preparation for Algebra 2 and H Algebra II/Trig. Please bring all this

Unit 1: Equations

work with you to the first day of school.

Simplify the expression.

1) $-5(-1 + p) - 7p$

Evaluate each expression.

2) $(3 \div -3 + 2) \cdot (-2 + 5) \cdot -5$

Solve each equation.

3) $104 = -8(x - 5)$

4) $-4(7 - 6m) = -28 - 8m$

- 5) A passenger train left Berlin and traveled toward the fueling station. A cattle train left four hours later traveling at 55 mph in an effort to catch up to the passenger train. After traveling for seven hours the cattle train finally caught up. Find the passenger train's average speed.

Solve the proportion.

6) $\frac{5}{9} = \frac{n + 5}{5}$

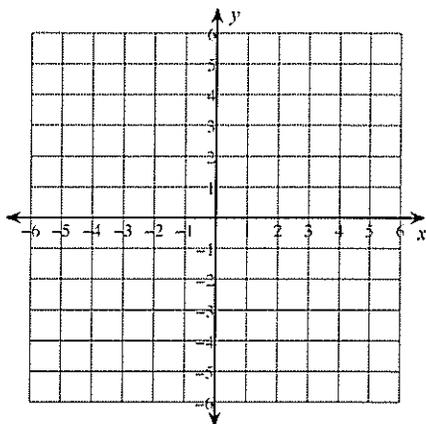
Solve the equation.

7) $|n + 4| = 5$

Unit 3 Functions

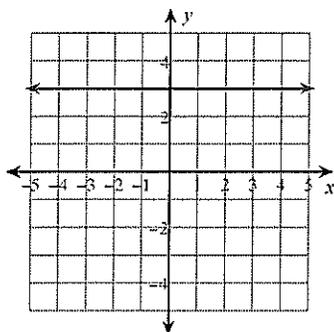
Sketch the graph of the line.

8) $6x - y = -3$



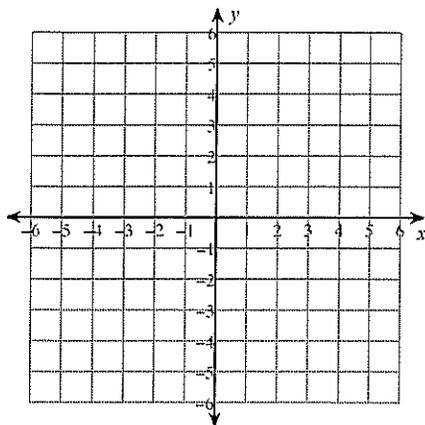
Write the standard form of the equation of the line.

9)



Sketch the graph of the linear inequality.

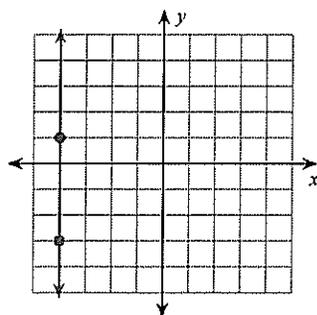
10) $y \geq 2x + 3$



Unit 4 Linear Functions

Find the slope of the line.

11)



Find the slope of the line through the pair of points.

12) $(-3, -8), (-10, 14)$

Find the slope of the line.

13) $x = -1$

Find the slope of a line parallel to the given line.

14) $x = -1$

Find the slope of a line perpendicular to the given line.

15) $y = -1$

Find the value of x or y so that the line through the points has the given slope.

16) $(x, -4)$ and $(-2, -2)$; slope: $\frac{1}{3}$

Write the slope-intercept form of the equation of the line given the slope and y-intercept.

17) Slope = $-\frac{4}{3}$, y-intercept = -4

Write the slope-intercept form of the equation of the line.

$$18) y - 5 = -\frac{8}{5}(x + 4)$$

Write the slope-intercept form of the equation of the line described.

$$19) \text{ through: } (-5, 5), \text{ parallel to } y = -\frac{6}{5}x - 3$$

$$20) \text{ through: } (-3, 5), \text{ perp. to } y = x + 2$$

Unit 5 Systems of Equations and Inequalities

Solve the system by graphing.

$$21) y = -\frac{3}{4}x - 1$$

$$y = \frac{1}{2}x + 4$$

Solve the system by elimination.

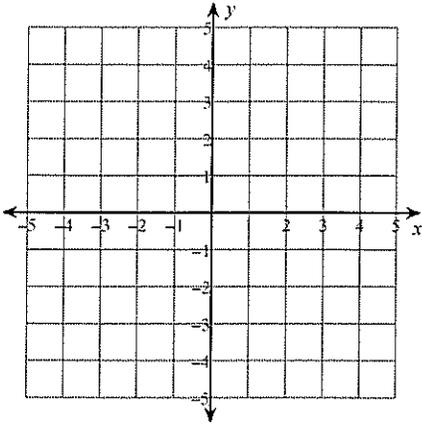
$$22) \begin{aligned} 10x - 6y &= 20 \\ x - 2y &= -5 \end{aligned}$$

Solve the system by substitution.

$$23) \begin{aligned} 4x + 5y &= 6 \\ 7x + y &= -5 \end{aligned}$$

Sketch the solution to each system of inequalities.

$$24) \begin{aligned} y &\leq x - 3 \\ y &\geq -5x + 3 \end{aligned}$$



Unit 6 Exponents and Polynomials

Simplify. Your answer should contain only positive exponents.

$$25) 3xy^3 \cdot 3yx^{-4}$$

$$26) (3a^{-4}b^{-3})^3$$

$$27) \frac{3m^0}{3m^4n^3}$$

$$28) 4^0 \cdot 4^{-3}$$

$$29) 2^3$$

$$30) \frac{3}{3^{-2}}$$

Simplify.

31) $\sqrt{125}$

32) $\sqrt{343}$

33) $\sqrt{98}$

34) $\sqrt{96}$

Simplify each radical expression.

35) $\sqrt{20x^2y}$

36) $\sqrt{98b^4}$

Name each polynomial by degree and number of terms.

37) $9a^2 + 8a$

Simplify each expression.

38) $(3 + 6r^4 - 8r^2) + (3r^4 - 3r^3 + 2r^2)$

39) $(4 + 8r + 5r^4) + (5 - 7r - 6r^4)$

Find each product.

40) $(x - 1)(8x + 8)$

41) $(5n - 8)(8n^2 + n - 8)$

$$42) 2b^2(b - 5)$$

$$43) (3 + 8x)(3 - 8x)$$

$$44) (8n + 2)(8n - 2)$$

Unit 7 Factoring Polynomials

Factor the common factor out of the expression.

$$45) 9x^4 + 6x^2 + 6x$$

Factor each completely.

$$46) 2x^2 + 8x$$

$$47) n^2 - 7n - 18$$

Solve the equation by factoring.

$$48) r^2 = 42 - r$$

Please complete all problems in the packet and show all work. You may use your graphing calculator when asked to do so. Otherwise, the problems should be completed without the help of your calculator. Bring your finished packet to class on the first day of school. I will take questions on the packet the first day of class. All of the information in this packet will be used throughout the year and you should be confident in each topic so that you are not lost as we move forward!

Limits: Evaluate the following limits (for 1-8 do NOT use L'Hopital's rule, for 9-13 you may use L'Hopital's rule).

Evaluate each limit.

$$1) \lim_{x \rightarrow \infty} \frac{-x - 1}{2x^2 + 2x + 1}$$

$$2) \lim_{x \rightarrow \infty} 4e^{\frac{1}{x}}$$

$$3) \lim_{x \rightarrow -\infty} (e^{2x} + 1)$$

$$4) \lim_{x \rightarrow -\infty} (-x^3 - 3x^2 + 7)$$

$$5) \lim_{x \rightarrow \infty} (-x^3 + x^2 - 1)$$

$$6) \lim_{x \rightarrow \infty} -\frac{x^2}{2x + 1}$$

$$7) \lim_{x \rightarrow \infty} (e^{4x} + 1)$$

$$8) \lim_{x \rightarrow \infty} \frac{x}{\sin(x)}$$

Evaluate each limit using L'Hôpital's Rule.

$$9) \lim_{x \rightarrow 1} \frac{4(x^2 - 1)}{\ln x^2}$$

$$10) \lim_{x \rightarrow 0} \frac{1 - \cos(x)}{\cos(2x) - 1}$$

$$11) \lim_{x \rightarrow 0} \frac{e^{3x} - 1}{x}$$

$$12) \lim_{x \rightarrow 0^+} 4x \ln \frac{1}{x}$$

$$13) \lim_{x \rightarrow 0} (2x + 1)^{\frac{1}{x}}$$

Polynomial Long Division:

We will use this in various parts of the course. So look up some videos on this if it is not something you feel great about. Use polynomial long division to divide the polynomials.

$$14. \frac{x^2 + 5x + 3}{x + 6}$$

$$15. \frac{50x^3 + 10x^2 - 35x - 7}{5x - 4}$$

Integration

16. $f(x) = \sqrt{9 - x^2}$. What is the graph of $f(x)$? Sketch $\int_{-3}^3 f(x) dx$. Use an appropriate formula from geometry to find the exact value of this integral. Show work.

17. $f(x) = x^2 - 5$. What is the graph of $f(x)$? Sketch $\int_0^4 f(x) dx$. What does this integral represent? Be very specific. Use MATH 9 to evaluate this integral.

Area Between Curves

In #18 and 19, show integral(s) needed to find the area between f and g . Use your graphing calculator to evaluate the area.

18. $f(x) = e^x$; $g(x) = x + 3$.

19. $f(x) = x^3 - x^2 - 2x$; $g(x) = x$.

20. Reverse the roles of x and y (i.e. integrate with “ dy ”) to find the area bounded by $x = y^2$ and $y = -x + 6$. Do not use your graphing calculator for any reason.

Volume by Rotation

For #21 and 20, show the integral(s) needed to find the volume and then evaluate using your calculator.

21. Find volume generated by revolving the region bounded by $f(x) = e^x$, $g(x) = 5x + 1$, and $x = 2$ around the x -axis.

22. Find the volume of the solid generated by revolving the region bounded by $y = x^3$, $y = 0$, and $x = 2$ about:
(a) the x -axis (b) the y -axis

(c) the line $x = 4$

(d) the line $y = 8$

Properties of Integrals

Let $\int_3^4 f(x) dx = -5$, $\int_4^9 f(x) dx = 7$ and $\int_2^6 g(x) dx = 9$

Find:

23. $\int_5^5 f(x) dx$

24. $\int_4^3 f(x) dx$

25. $\int_3^9 f(x) dx$

26. $\int_2^6 5g(x) dx$

27. The average value of $g(x)$ on $[2, 6]$

Antiderivatives

Find:

28. $\int (2x^3 + 5) dx$

29. $\int (x^{-4} + \sqrt{x}) dx$

30. $\int \sec^2 x dx$

31. $\int 4 \tan x \sec x dx$

32. $\int e^x dx$

33. $\int \frac{5}{x} dx$

Definite Integrals

Evaluate. Show work.

$$34. \int_3^5 (5x-1) dx$$

$$35. \int_{-\pi/2}^{\pi/2} \cos x dx$$

Integration by Substitution

Find each.

$$36. \int (x+1)(x^2+2x)^5 dx, \text{ let } u = x^2 + 2x$$

$$37. \int e^{2x-1} dx$$

$$38. \int \frac{3x^2}{\sqrt{x^3+1}} dx$$

$$39. \int 6x \cos(5x^2) dx$$

$$40. \int \frac{(\ln x)^2}{x} dx$$

$$41. \int_1^5 (2x+3)^9 dx$$

Your graphing calculator is an important resource that we will use throughout Calculus. Many problems in Calculus, however, require automatic recall and use of basic algebra skills. No problems on this assignment require the use of a calculator and a calculator should not be used to complete them. You may check your work using your calculator.

Please complete all problems in the packet and show all work. Bring your finished packet to class on the first day of school. We will review the packet during the first week of school.

Linear Equations and Intercepts

1. Write the point-slope equation of the line through $(-2, -1)$ and $(1, -2)$
2. Write the equation of a horizontal line and a vertical line that pass through the point $(0, -4)$
3. A table of values is given for a linear function $f(x) = mx + b$. Write the equation.
4. Write the equation of a line through $(-2, 2)$ that is perpendicular to $2x - y = 4$.

x	y
1	2
3	9
5	16
9	30

5. Find the value of y for which that line through $(-2, 3)$ and $(4, y)$ has a slope of $-\frac{2}{3}$.

Solving Equations by Factoring

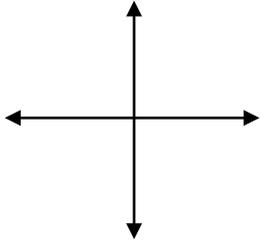
Solve:

6. $x^2 + 3x - 4 = 6$

7. $12x^2 = 3x$

Basic Function Shapes

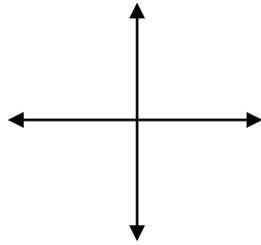
Sketch the function listed on the axis provided. Label any key points (such as x or y intercepts, vertex, etc). State the domain and range of each function. You must memorize these graphs.



$$y = 2$$

domain:

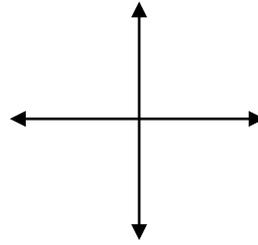
range:



$$y = x$$

domain:

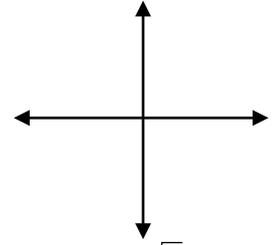
range:



$$y = x^2$$

domain:

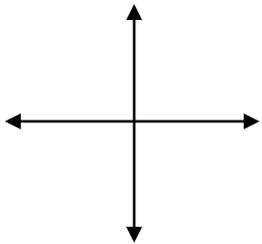
range:



$$y = \sqrt{x}$$

domain:

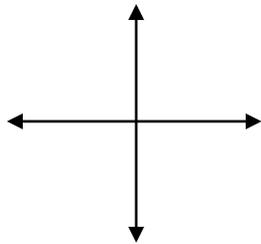
range:



$$y = x^3$$

domain:

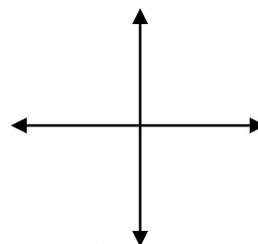
range:



$$y = \sqrt[3]{x}$$

domain:

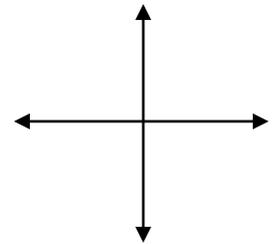
range:



$$y = \frac{1}{x}$$

domain:

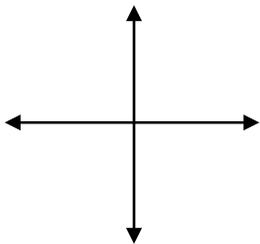
range:



$$y = |x|$$

domain:

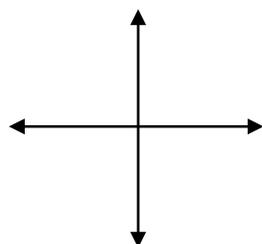
range:



$$y = e^x$$

domain:

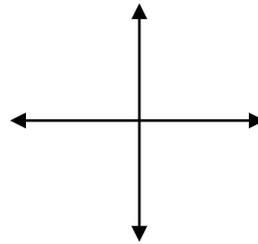
range:



$$y = \ln x$$

domain:

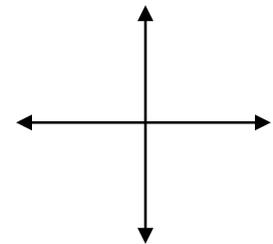
range:



$$y = \sin x$$

domain:

range:



$$y = \cos x$$

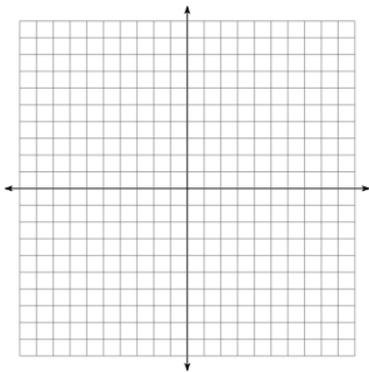
domain:

range:

Transforming Functions

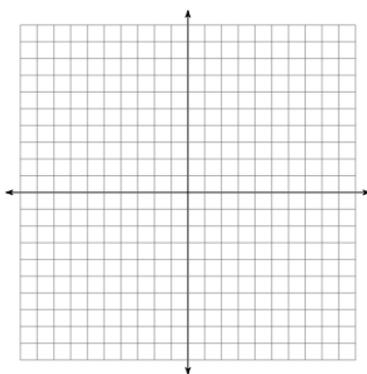
Write the effect of each constant on the basic shape. Sketch a graph of each function.

8. $y = x^2 + 5$



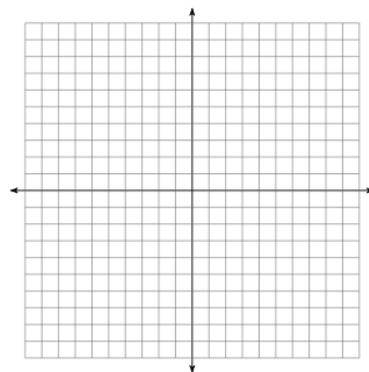
Transformation(s):

9. $y = \sqrt{x+5}$



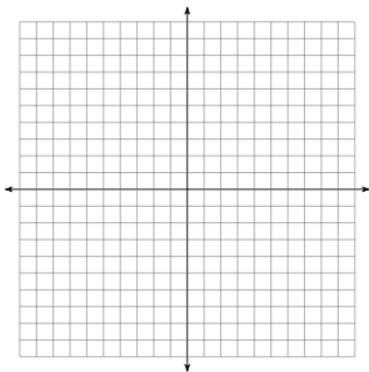
Transformation(s):

10. $y = \frac{2}{x}$



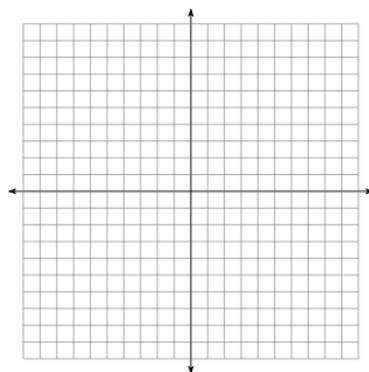
Transformation(s):

11. $y = \ln(2x)$



Transformation(s):

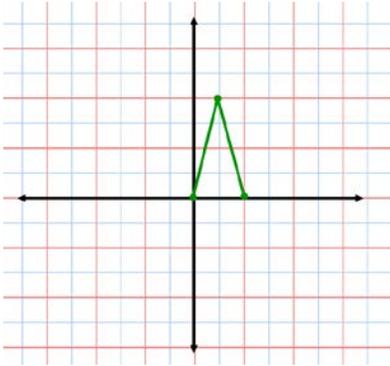
12. $y = -|x|$



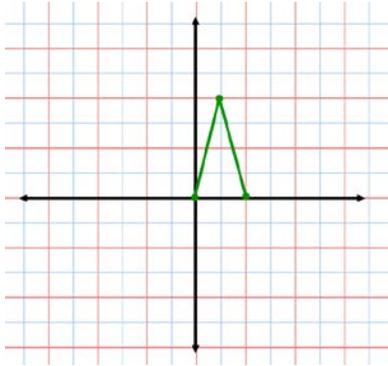
Transformation(s):

Each graph shows an original $f(x)$. Sketch the transformed function on the same axes.

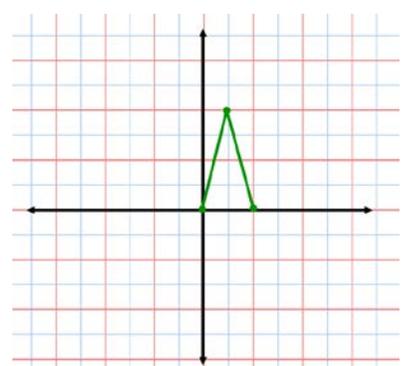
13. $3f(x)$



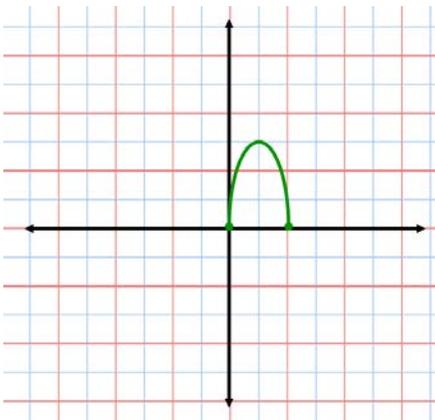
14. $f(-x)$



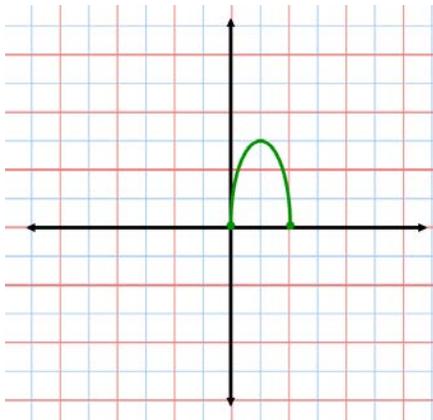
15. $f(x-3)$



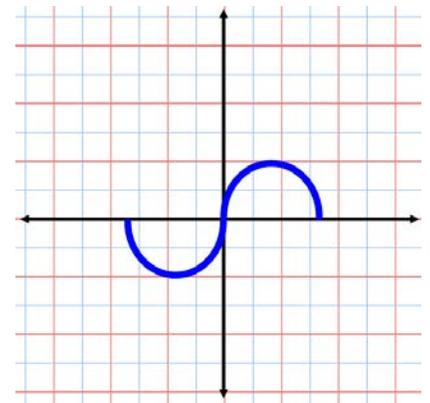
16. $f(x) - 3$



17. $f\left(\frac{1}{2}x\right)$



18. $|f(x)|$



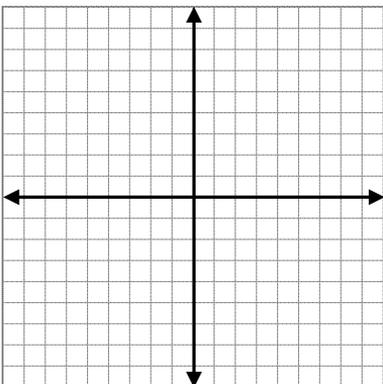
Piecewise Functions

19. $f(x) = \begin{cases} x+3 & x > 0 \\ 5x & x < -5 \end{cases}$

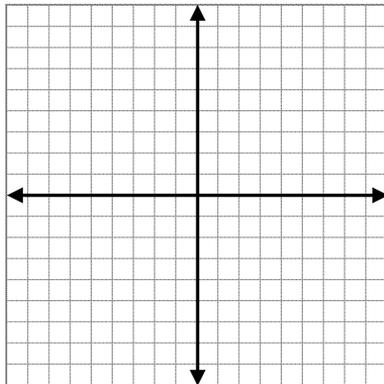
Find each of the following: $f(7) = \underline{\hspace{2cm}}$ $f(-10) = \underline{\hspace{2cm}}$ $f(-1) = \underline{\hspace{2cm}}$

In #20 and #21, sketch each graph.

20. $k(x) = \begin{cases} x^2 & x \leq 0 \\ -x & x > 0 \end{cases}$

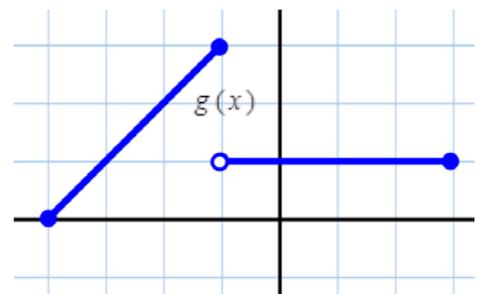


21. $h(x) = \begin{cases} 3 & x > 2 \\ -2 & x < 0 \end{cases}$



In #22, write the equation of $g(x)$

22. $g(x) =$



Inverse Functions

23. Explain the relationship between a function and its inverse function both graphically and algebraically.

24. Find the inverse of the following equation: $f(x) = \frac{x+7}{x-1}$

25. Find the inverse of the following equation: $g(x) = e^{2x} + 1$

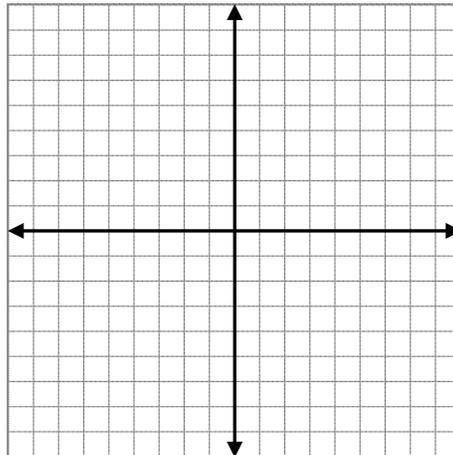
Logarithms and Natural Logarithms

26. Recall $f(x) = 2^x$.

27. Sketch $f(x)$.

28. Sketch $f^{-1}(x)$.

29. Write the equation of $f^{-1}(x)$.



30. Rewrite using exponential form: $\log_{16} 4 = \frac{1}{2}$ is equivalent to the equation: _____

31. Without using a calculator, find the exact value of the following logarithms:

a) $\log_2 16$

b) $\log_2 \left(\frac{1}{32} \right)$

c) $\ln 1$

d) $\ln e$

e) $\ln \sqrt{e}$

Solve for x without using a calculator.

32. $\log(1+x) = 3$

33. $\ln x^2 = 4$

34. $\ln(1/x) = -2$

Trigonometry

Change these angles in degrees to radians.

35. 45°

36. 210°

37. -270°

Change these angles in radians to degrees.

38. $\frac{\pi}{3}$

39. π

40. $\frac{7\pi}{4}$

Find the 6 trig ratios for each. Do not use a calculator.

41. 60°

42. $-\frac{\pi}{2}$

43. π

44. 210°

Give the exact value in degrees and radians. Each expression has only one answer. Do not use a calculator.

45. $\sin^{-1} 0.5$

46. $\tan^{-1} 0$

47. $\cos^{-1} \left(-\frac{\sqrt{2}}{2} \right)$

Solve. Be sure to include all possible solutions for x:

48. $\cos x = \frac{\sqrt{3}}{2}$

49. $\sin x = -\frac{\sqrt{2}}{2}$

50. $\tan x = 1$

51. $\sin x = 1$

52. $\sec x = -1$

53. Which of the following is the range of $y = 5 \cos(x + \pi) + 3$

A) $(-\infty, \infty)$

B) $[2, 4]$

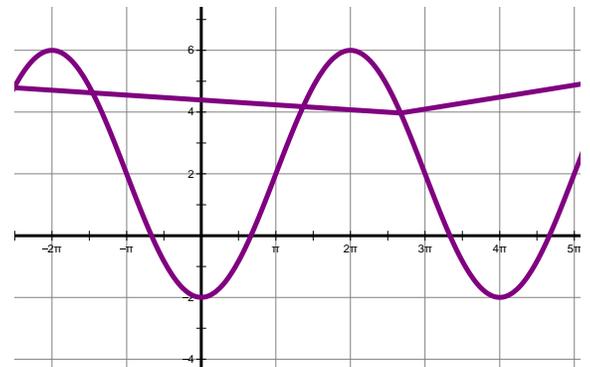
C) $[-8, 2]$

D) $[-2, 8]$

E) $\left[-\frac{2}{5}, \frac{8}{5}\right]$

54. Write an equation for $f(x)$ using the sine function.
There is more than one correct answer.

55. Write an equation for $f(x)$ using the cosine function.
There is more than one correct answer.



Bring your completed packet to the first class day.

Evaluate the following function.

1) $k(n) = n^2 + 4$; Find $k(-1)$

Simplify.

2) $\sqrt{40b^3}$

3) $\sqrt[3]{1000k^6}$

4) $7\sqrt[3]{256xy^6}$

5) $2\sqrt{27} - 3\sqrt{5} - 3\sqrt{45}$

6) $5\sqrt{3}(5 + \sqrt{6})$

7) $\frac{\sqrt{2}}{3\sqrt{5}}$

Simplify the following complex numbers.

8) $4(4 + i) + 8(-5i)$

9) $(-6 + 6i)(-3 + i)$

Write each expression in exponential form.

10) $(\sqrt{k})^3$

Write each expression in radical form.

11) $(6v)^{\frac{2}{3}}$

Simplify. Your answer should contain only positive exponents.

12) $2x^2 \cdot (x^3y^3)^{-3}$

13) $(2xy^2 \cdot y^{-4})^4$

14) $\frac{2v^{-4}}{4uv^2 \cdot 4v}$

15) $4m^4n^{-1} \cdot 2m^4n^3$

Name each polynomial by degree and number of terms.

16) $-10m^2 - 3m$

17) $-7n^3 + 2n^2 - 3$

Simplify each expression.

18) $(8m + 5m^2 + 7) - (6m^2 - 5m^4 - 4)$

Find each product.

19) $(2x - 1)(2x^2 + x - 6)$

20) $(2b - 3)(b - 6)$

21) $(3x + 4)^2$

Factor each completely.

22) $5x^2 + 20x - 160$

23) $2x^2 - 25x + 50$

24) $4n^2 - 6n$

25) $9x^2 + x - 10$

26) $r^2 - 3r - 18$

27) $n^2 - 25$

28) $32k^3 + 56k^2 - 28k - 49$

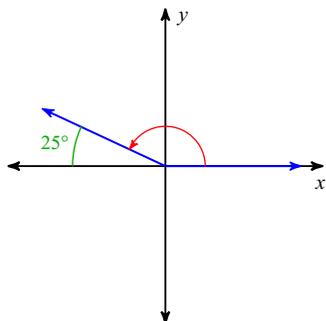
Solve each equation using logs. Round your answers to the nearest ten-thousandth.

29) $-3 \cdot 10^{-p} = -19$

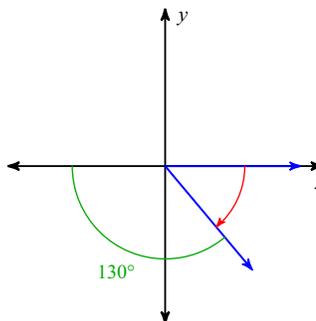
30) $4^{x+2} - 10 = 65.8$

Find the measure of each angle.

31)



32)



Convert each degree measure into radians and each radian measure into degrees.

33) $-\frac{\pi}{3}$

34) -195°

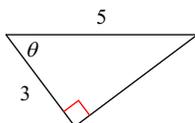
Find a positive and a negative coterminal angle for each given angle.

35) -266°

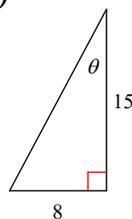
36) -255°

Find the value of the trig function indicated.

37) $\sin \theta$



38) $\tan \theta$

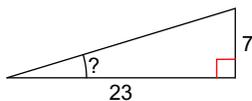


39) $\sec \theta$

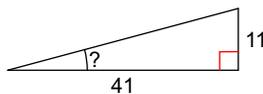


Find the measure of the indicated angle to the nearest degree using trig ratios.

40)

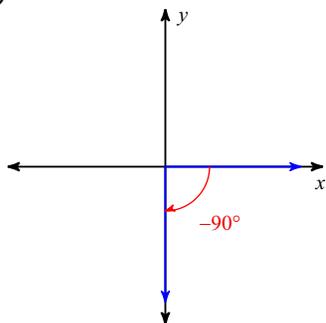


41)

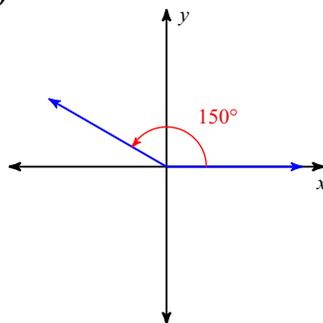


Find the exact value of each trigonometric function.

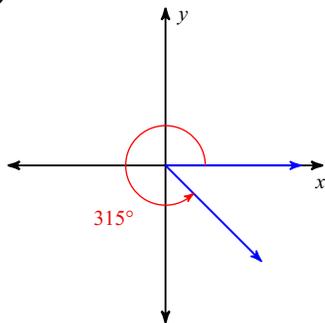
42) $\tan \theta$



43) $\cos \theta$



44) $\sin \theta$



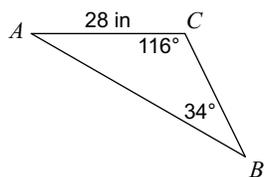
Solve each equation for $0 \leq \theta < 360$.

45) $\sin \theta = -\frac{1}{2}$

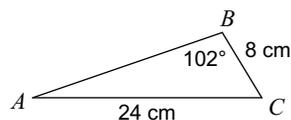
46) $\cos \theta = \frac{\sqrt{2}}{2}$

Use Law of Sines to find each measurement indicated.
Round your answers to the nearest tenth.

47) Find AB



48) Find $m\angle A$



Summer Assignment

Round each to the place indicated.

1) 8,151.132; ones

2) 92.093; ones

3) 4.9067; tenths

4) 7.35972; thousandths

5) 2.6754; tenths

6) 22.089504; thousandths

Evaluate each using the values given.

7) $h + j - 1$; use $h = -1$, and $j = -3$

8) $b - 3 + a$; use $a = 4$, and $b = -5$

9) $xy + y - 6$; use $x = -3$, and $y = -4$

10) $h - (j + j + j)$; use $h = -6$, and $j = -1$

Solve each equation.

11) $-8 - 2r - 6r = 6 + 2r - 8r$

12) $11 + 3r = 7 + 3r$

13) $-3(-8v + 7) = -189$

14) $-105 = 5(-5 + 2v)$

15) $20 + 6v = -8v + 3(-2 - 4v)$

16) $7k - 38 = -3 + 7(4k + 4)$

$$17) -1 = \frac{v-6}{22}$$

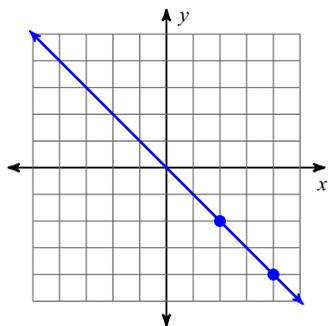
$$18) \frac{r}{2} - 9 = -5$$

$$19) -4 = \frac{x}{2} + 4$$

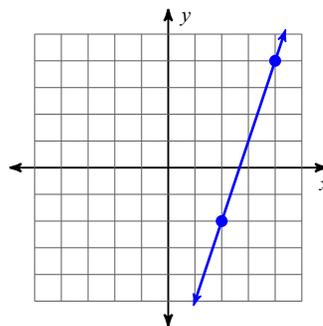
$$20) -4 = \frac{x+2}{3}$$

Find the slope of each line.

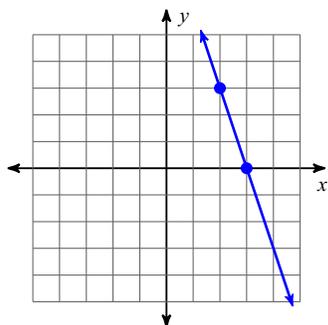
21)



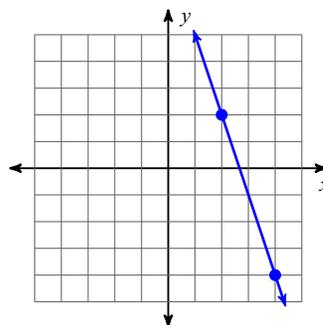
22)



23)



24)



Find the slope of the line through each pair of points.

25) $(-1, -16), (7, 13)$

26) $(-2, 16), (-2, 20)$

27) $(-19, 14), (-15, -19)$

28) $(-3, -8), (-3, -5)$

Find the slope of each line.

29) $y = -\frac{4}{3}x - 1$

30) $y = \frac{5}{2}x$

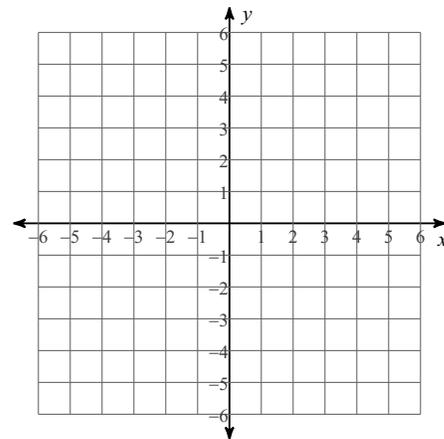
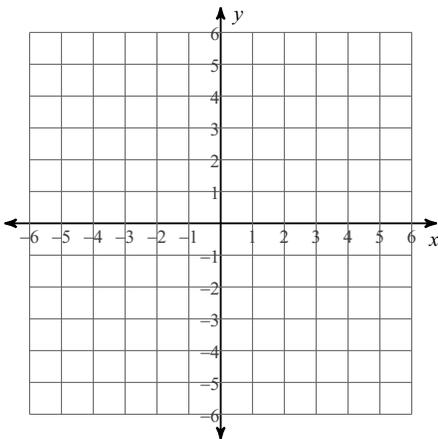
31) $x = -\frac{5}{3} + \frac{5}{3}y$

32) $-2y - 8 = -9x$

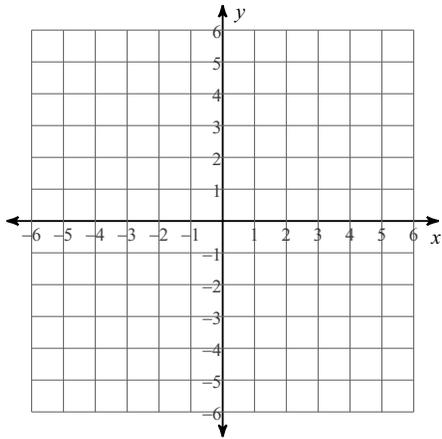
Sketch the graph of each line.

33) $y = \frac{2}{5}x - 5$

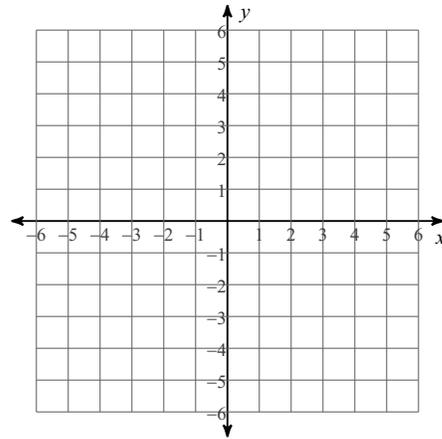
34) $y = \frac{1}{5}x - 4$



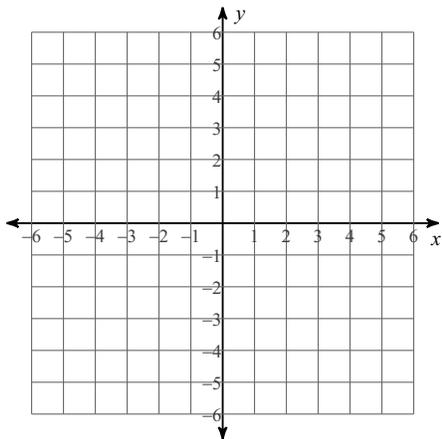
35) x -intercept = -1 , y -intercept = -5



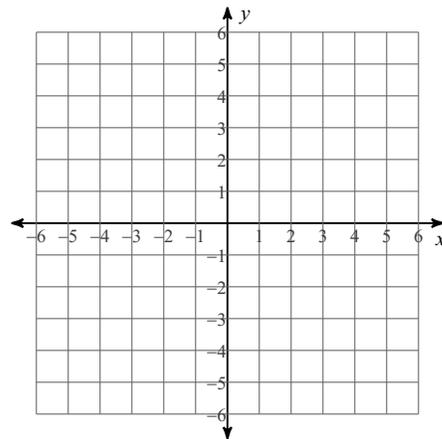
36) x -intercept = -1 , y -intercept = 2



37) $-3x = -y + 1$



38) $-3 + x = 0$



Find the slope of a line parallel to each given line.

39) $y = -\frac{7}{4}x - 5$

40) $y = -\frac{8}{5}x + 3$

Find the slope of a line perpendicular to each given line.

41) $y = -\frac{3}{2}x - 3$

42) $y = \frac{1}{4}x - 3$

Simplify.

43) $\sqrt{150n^2}$

44) $\sqrt{384p}$

45) $\sqrt{80p}$

46) $\sqrt{32n^2}$

47) $\sqrt{288v^2}$

48) $\sqrt{180r}$

Factor the common factor out of each expression.

49) $-6n^3 - 42n^2 + 6$

50) $3n^5 + 5n^2 + 8n$

51) $5p^3 - 7p^2 + 4p$

52) $7p^3 + 70p - 28$

Factor each completely.

53) $m^2 + 9m$

54) $x^2 - 7x$

55) $5p^2 + 5p$

56) $r^2 - 4r - 45$

57) $24n^3 + 4n^2 + 18n + 3$

58) $n^3 - 5n^2 - n + 5$

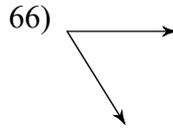
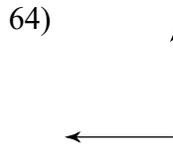
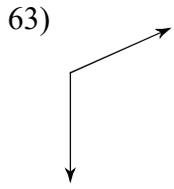
59) $21x^3 + 49x^2 + 12x + 28$

60) $9x^3 + 24x^2 - 24x - 64$

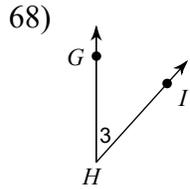
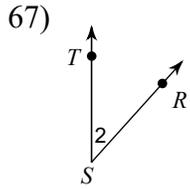
61) $16x^2 - 1$

62) $25x^2 - 16$

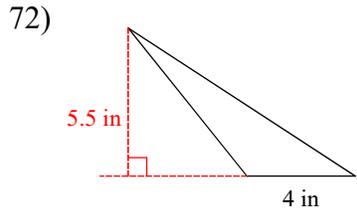
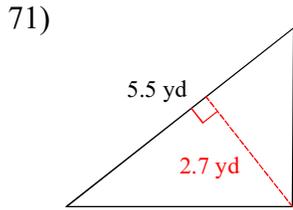
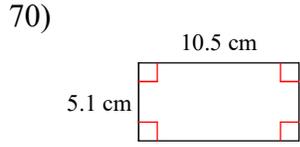
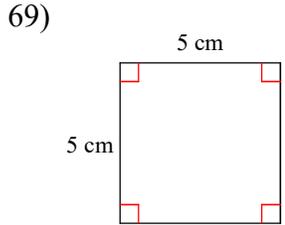
Classify each angle as acute, obtuse, right, or straight.



Name each angle in four ways.

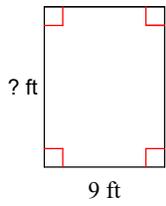


Find the area of each.



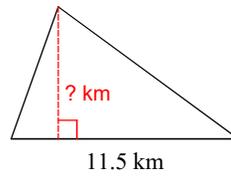
Find the missing measurement. Round your answer to the nearest tenth.

73)



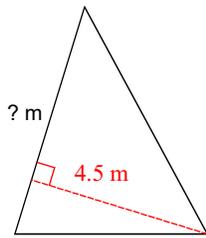
Area = 108 ft^2

74)



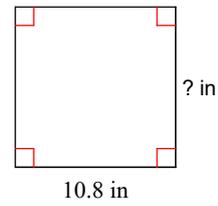
Area = 38.5 km^2

75)



Area = 13.1 m^2

76)



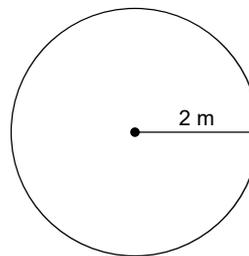
Area = 116.6 in^2

Find the area of each. Use 3.14 for the value of π . Round your answer to the nearest tenth.

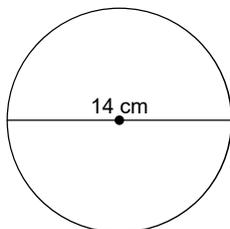
77)



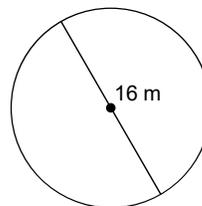
78)



79)

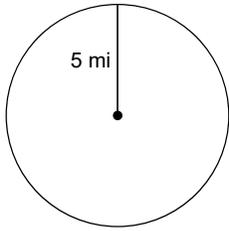


80)

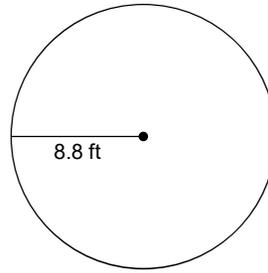


Find the circumference of each circle. Use 3.14 for the value of π . Round your answer to the nearest tenth.

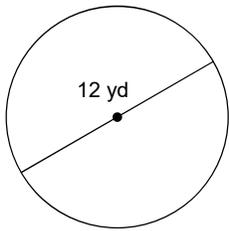
81)



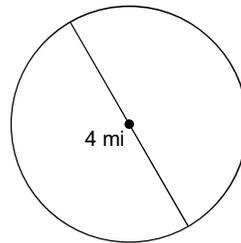
82)



83)

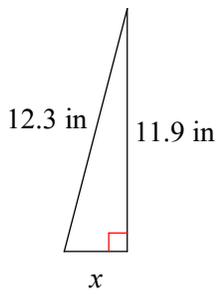


84)

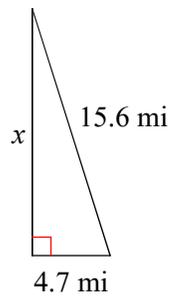


Find the missing side of each triangle using the Pythagorean Theorem. Round your answers to the nearest tenth if necessary.

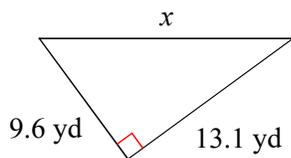
85)



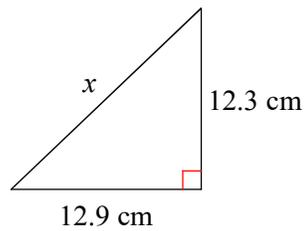
86)



87)



88)



Required Summer Enrichment Activities FOR SPANISH 1 STUDENTS RISING TO SPANISH 2 in 2019-20

In addition to memorizing the attached poem. You must complete 5 of the listed activities over the summer. This sheet and the proof of your work will be collected first day of school.

<p>Write a journal entry about what you're going to do this summer! *Write at least 6 sentences and make sure to use IR + A + INFINITIVE to talk about the future!</p>	<p>Find a current song by a Hispanic artist (Juanes, Bomba Estereo, Camila, etc.). Record the title and artist and describe the song using 10 adjectives in Spanish.</p>	<p>Create an "I have" poem.</p> <p style="text-align: center;"><i>Yo tengo...</i></p>	<p><i>Describe your summer vacation in Spanish, using 140 characters or less. Create a unique #hashtag for it, in Spanish. Add a photo!</i></p>
<p>Record a video of yourself describing, in Spanish, why you like Spanish class.</p>	<p>Describe, in 5 sentences in Spanish, what happens in the plot of your favorite movie.</p>	<p>Make a Celebrity card, in Spanish, about a famous Afro Latino. Include their picture, name, birthday, and country of origin. Describe him/her.</p>	<p>Write 5 questions, in Spanish, that you would like to ask your favorite celebrity.</p>
<p>YOUR IDEA!</p> 	<p><i>Record a video of yourself singing along to a Spanish song! The video must be at least 30 seconds long!</i></p> <p><i>Artist suggestions: Jesse y Joy, Shakira, Juanes, Marc Anthony</i></p> 	<p><i>Create an acrostic poem with your last name and Spanish adjectives that describe you.</i></p>	
<p>Create a video in Spanish introducing the members of your family. Include names, ages, personalities and physical characteristics. Be creative! Show some visuals. ***** Counts for 2 points!*****</p>		<p style="text-align: center;">WHERE HAVE YOU SEEN SPANISH?</p> <p style="text-align: center;">WATCH FOR SPANISH USED AROUND YOU THIS SUMMER! IN THE FALL, BRING BACK A PHOTOGRAPH OR THE OBJECT THAT HAD SPANISH ON IT (NEWSPAPER, SHAMPOO, INSTRUCTION MANUAL, SIGNS IN STORES, ETC.)</p>	

Required Summer Enrichment Activities

FOR SPANISH I STUDENTS RISING TO SPANISH 2 in 2019-20

Memorize the following poem before returning to class in the fall:

Los lobos en el monte,
los pollitos en el corral,
los peces en el agua,
los barcos en el mar.

Ya todo está en su sitio,
ya todo en su lugar.
Los niños en la escuela
y los patos a volar

- Gloria Fuertes

<https://www.guiainfantil.com/articulos/ocio/poesias/todo-esta-en-su-sitio-poesias-infantiles/>

This assignment is *in addition to* the “Real World Spanish” activities you have been assigned.

Nombre: _____

Total: ____ / 5

Required Summer Enrichment Activities FOR SPANISH 2 STUDENTS RISING TO SPANISH 3 in 2019-20

In addition to memorizing the attached poem. You must complete 5 of the listed activities over the summer. This sheet and the proof of your work will be collected on the first day of school.

Find and print three hotel/hostel reviews in Spanish from Yelp.com & summarize what each one says.

Use Google Earth to visit a famous landmark in a Spanish-speaking city. Take a screenshot and then write a paragraph, in Spanish, about why it's significant.

FIND 3 TWEETS IN SPANISH ABOUT VACATIONS IN SPANISH-SPEAKING CITIES. PRINT AND SUMMARIZE.

Teach Someone (friend, classmate, family member) something you learned in Spanish 2 and record a 30-second video of your instruction.

Interview someone who has traveled outside of the country. Write at least 8 sentences, in Spanish, about their trip (where they went, what they did, etc.) using the *preterite!*

Find a video about a famous Hispanic person. Summarize the video in Spanish and provide the link.

Find a picture of a celebrity and print it out. Then, write at least 5 sentences, in Spanish, comparing yourself to that person. (*use *más...que*, *menos...que*, etc.)

Describe in Spanish what your routine was like on a typical day during the summer using the imperfect tense. Try to use reflexive verbs!

Find a YOUTUBE video in Spanish for tourism in another country. Write three things you learned and two questions you still have about the video in Spanish.

RECORD a VIDEO OF YOURSELF SINGING ALONG TO a SPANISH SONG! THE VIDEO MUST BE AT LEAST 30 SECONDS LONG!

ARTIST SUGGESTIONS: Jesse y Joy, Shakira, Juanes, Marc Anthony

YOUR IDEA!



Draw/Find and print 4 pictures of people doing things. Then, write a sentence, in Spanish, for each person to say **what they are doing** (*use the present progressive!)

Pick a Hispanic country and plan your vacation. How much does a plane ticket cost? What are five sites you would like to visit on your vacation? Describe your findings in Spanish in a short report.

*******Counts as 3 points!*******

Required Summer Enrichment Activities FOR SPANISH 2 STUDENTS RISING TO SPANISH 3 in 2019-20

Memorize the first three stanzas (in bold) of the following poem before returning to class in the fall:

“Del Trópico”

**Qué alegre y fresca la mañanita!
Me agarra el aire por la nariz:
los perros ladran, un chico grita
y una muchacha gorda y bonita,
junto a una piedra, muele maíz.**

**Un mozo trae por un sendero
sus herramientas y su morral:
otro con caites y sin sombrero
busca una vaca con su ternero
para ordeñarla junto al corral.**

**Sonriendo a veces a la muchacha,
que de la piedra pasa al fogón,
un sabanero de buena facha,
casi en cucullas afila el hacha
sobre una orilla del mollejo.**

Por las colinas la luz se pierde
bajo el cielo claro y sin fin;
ahí el ganado las hojas muerde,
y hay en los tallos del pasto verde,
escarabajos de oro y carmín.

Sonando un cuerno corvo y sonoro,
pasa un vaquero, y a plena luz
vienen las vacas y un blanco toro,
con unas manchas color de oro
por la barriga y en el testuz.

Y la patrona, bate que bate,
me regocija con la ilusión
de una gran taza de chocolate,
que ha de pasarme por el gaznate
con la tostada y el requesón.

- Rubén Darío

<https://www.poemas-del-alma.com/del-tropico.htm>

This assignment is *in addition to* the travel-themed “Real World Spanish” activities you have been assigned.

Nombre: _____

Total: ____ / 5

Required Summer Enrichment Activities FOR SPANISH 3 STUDENTS RISING TO SPANISH 4 in 2019-20

In addition to memorizing the attached poem. You must complete 5 of the listed activities over the summer. This sheet and proof of your work will be collected on the first day of school.

WRITE A BRIEF SUMMARY, *IN SPANISH*, OF YOUR FAVORITE SHOW. THEN, GIVE 5 RECOMMENDATIONS TO THE MAIN CHARACTERS, *IN SPANISH!* (*SUBJUNCTIVE!)

If you travel this summer, find a postcard from your vacation and write 10 sentences on it, *in Spanish*, telling what you did while you were there.

Write a children's story in Spanish about what you and your friends are going to do over the summer. Include illustrations and at least 8 pages.

Teach someone (friend, classmate, family member) something you learned in Spanish 3 and record a 30-second video of your instruction.

Write an email to a potential employer, *in Spanish*, explaining the position you want and why you'd be good at it. (at least 10 sentences)

Find 3 "tweets" in Spanish having to do with world events/news. Give a brief description of each one and create a hashtag for each one in Spanish.

Research a cultural phenomenon in a Spanish-speaking country. Then, in at least 2 paragraphs *in Spanish*, compare and contrast it to a cultural phenomenon in your community. *Make sure you explain the culture and where it exists.

Suggestions: Carnaval, Las Fallas (Valencia, Spain), Días de los Muertos (Mexico), Semana Santa, etc.

Record a video of yourself singing along to a Spanish song! The video must be at least 30 seconds long!

Artist suggestions: Jesse y Joy, Shakira, Juanes, Marc Anthony

Look up a dance with hispanic origins. Write a paragraph *in Spanish* describing the history of the dance, why it's important to culture, when it is danced, etc. Then, learn the dance! *Bonus points if you make a video of yourself doing the dance! (suggestion: Merengue, Bachata, Tango, Salsa, Flamenco, etc.)

Pick an event from your childhood and record a video of yourself telling about it *in Spanish*. *Make sure you use the **preterite** and the **imperfect**!

Required Summer Enrichment Activities

FOR SPANISH 3 STUDENTS RISING TO SPANISH 4 in 2019-2020

Memorize the following poem before returning to class in the fall:

“La Gitanilla”

Maravillosamente danzaba. Los diamantes
negros de sus pupilas vertían su destello;
era bello su rostro, era un rostro tan bello
como el de las gitanas de Miguel Cervantes.

Ornábase con rojos claveles detonantes
la redondez oscura del casco del cabello,
y la cabeza, firme sobre el bronce del cuello,
tenía la pátina de las horas errantes.

Las guitarras decían en sus cuerdas sonoras
las vagas aventuras y las errantes horas,
volaban los fandangos, daba el clavel fragancia;

la gitana, embriagada de lujuria y cariño,
sintió cómo caía dentro de su corpiño
el bello luis de oro del artista de Francia.

- Rubén Darío

<https://www.poemas-del-alma.com/la-gitanilla.htm>

This assignment is *in addition to* the “Real World Spanish” activities you have been assigned.

Required Summer Enrichment Activities FOR SPANISH 4 STUDENTS RISING TO SPANISH 5 in 2019-20

In addition to memorizing the attached poem, you must complete 5 of the listed activities over the summer. This sheet and proof of your work will be collected on the first day of school.

WRITE A BRIEF SUMMARY, *IN SPANISH*, OF A WORLD EVENT / CRISIS. THEN, GIVE 5 RECOMMENDATIONS ABOUT HOW TO HELP *IN SPANISH!* (*SUBJUNCTIVE!)

Find an advertisement in Spanish from a magazine, newspaper, or Internet source. Write 3 questions in English about it.

Write a blog post in Spanish about what you will do over the summer. *Write at least 12 sentences using the future tense.

Teach someone (e.g. friend, family member) something you learned in Spanish 4 and record a 30-second video of your lesson.

Find an article in Spanish about current events (BBCmundo.com, espndeportes.com, etc.) Highlight the main points and summarize in English.

Identify a saint from a Spanish-speaking country and describe what this person's life was like in Spanish.

Record a video of you singing a children's song ('Head, shoulders, knees, toes,' 'Hokey Pokey,' 'Mary had a little lamb...', etc.) in Spanish.

Research a cultural phenomenon in a Spanish-speaking country. Then, in at least 2 paragraphs *in Spanish*, compare and contrast it to a cultural phenomenon in your community. *Make sure you explain the culture and where it exists.

Suggestions: Carnaval, Las Fallas (Valencia, Spain), Dias de los Muertos (Mexico), Semana Santa, etc.

Record a video of yourself singing along to a popular Spanish - language song! The video must be at least 30 seconds long!

Artist suggestions: Jesse y Joy, Shakira, Juanes, Marc Anthony

MAKE A VIDEO OF YOU RECITING A SPANISH TONGUE-TWISTER QUICKLY AND ACCURATELY!

*Write two paragraphs in Spanish about what you *would* do if you were the president of the United States. Use "if/then" phrases.*

Check out a book from the library that is written in Spanish. Summarize it in English and take a photo of you with the book.

Compare (in English) healthcare in a Hispanic country with the US.
www.allianzworldwidecare.com

Required Summer Enrichment Activities FOR SPANISH 4 STUDENTS RISING TO SPANISH 5 2018-19

Memorize the following poem before returning to class in the fall:

“El momento más grave de la vida”

Un hombre dijo:

—El momento más grave de mi vida estuvo en la batalla del Marne cuando fui herido en el pecho.

Otro hombre dijo:

—El momento más grave de mi vida, ocurrió en un maremoto de Yokohama, del cual salvé milagrosamente, refugiado bajo el alero de una tienda de lacas.

Y otro hombre dijo:

—El momento más grave de mi vida acontece cuando duermo de día.

Y otro dijo:

—El momento más grave de mi vida ha estado en mi mayor soledad.

Y otro dijo:

—El momento más grave de mi vida fue mi prisión en una cárcel del Perú.

Y otro dijo:

—El momento más grave de mi vida es el haber sorprendido de perfil a mi padre.

Y el último hombre dijo:

—El momento más grave de mi vida no ha llegado todavía.

- César Vallejo

<http://www.poesi.as/cv23004.htm>

This assignment is *in addition to* the “Real World Spanish” activities you have been assigned.

Parents/Guardians: Please contact Mrs. Molly Maloof at molly.maloof@bishophartley.org if you'd like to discuss selecting an alternate book for your child.

CP English 9

Discovering Wes Moore. Wes Moore (Young Adult Adaptation). ISBN-13: 978-0385741682

The story of ‘the other Wes Moore’ is one that the author couldn’t get out of his mind, not since he learned that another boy with his name—just two years his senior—grew up in the same Baltimore neighborhood. He wrote that boy—now a man—a letter, not expecting to receive a reply. But a reply came, and a friendship grew, as letters turned into visits and the two men got to know each other. Eventually, that friendship became the inspiration for *Discovering Wes Moore*, a moving and cautionary tale examining the factors that contribute to success and failure—and the choices that make all the difference.

Two men. One overcame adversity. The other suffered the indignities of poverty. Their stories are chronicled in *Discovering Wes Moore*, a book for young people based on Wes Moore’s bestselling adult memoir, *The Other Wes Moore*.”
(Amazon.com)

Praise for Discovering Wes Moore:

“Moore wisely opens the door for teens to contemplate their own answers and beliefs, while laying out his own experiences honestly and openly.”—*Publishers Weekly*

“He argues earnestly and convincingly that young people can overcome the obstacles in their lives when they make the right choices and accept the support of caring adults.”—*Kirkus Reviews*

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Honors English 9

I Am Malala: How One Girl Stood Up for Education and Changed the World. Malala Yousafzai (Young Readers Adaptation). ISBN-13: 978-0316311199

Malala Yousafzai was only ten years old when the Taliban took control of her region. They said music was a crime. They said women weren't allowed to go to the market. They said girls couldn't go to school.

Raised in a once-peaceful area of Pakistan transformed by terrorism, Malala was taught to stand up for what she believes. So she fought for her right to be educated. And on October 9, 2012, she nearly lost her life for the cause: She was shot point-blank while riding the bus on her way home from school.

No one expected her to survive.

Now Malala is an international symbol of peaceful protest and the youngest ever Nobel Peace Prize winner. In this Young Readers Edition of her bestselling memoir, which has been reimagined specifically for a younger audience and includes exclusive photos and material, we hear firsthand the remarkable story of a girl who knew from a young age that she wanted to change the world – and did. Malala's powerful story will open your eyes to another world and will make you believe in hope, truth, miracles and the possibility that one person – one young person – can inspire change in her community and beyond." (Amazon.com)

Awards and Praise for *I Am Malala*:

A 2015 Amelia Bloomer Project List Selection

A CBC 2015 Children's Choice Book Awards Finalist

A 2015 International Literacy Association Teachers' Choice Selection

"A searing and personal portrait of a young woman who dared to make a difference."
—*Publishers Weekly* (starred review)

"This is no simple redaction. With the capable assistance of co-author McCormick, the account has been effectively rewritten specifically for children...[I]t should pack quite a wallop."—*Kirkus Reviews*

"Although her efforts to attend school, and the subsequent attack she endured, make for a powerful story, Yousafzai writes just as vividly about her daily life as a child in Pakistan.... Yousafzai's fresh, straightforward voice creates an easily read narrative that will introduce a slew of younger readers to both her story and her mission."—*Booklist*

[Yousafzai's] strong voice and ideals come across on every page, emphasizing how her surroundings and supportive family helped her become the relevant figure she is today....—*School Library Journal*

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Two men. One overcame adversity. The other suffered the indignities of poverty. Their stories are chronicled in *Discovering Wes Moore*, a book for young people based on Wes Moore’s bestselling adult memoir, *The Other Wes Moore*.” (Amazon.com)

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CP English 10

***Life as We Knew It*, Susan Beth Pfeffer.** ISBN-13: 978-0152058265

High school sophomore Miranda's disbelief turns to fear in a split second when an asteroid knocks the moon closer to Earth, like "one marble hits another." The result is catastrophic. How can her family prepare for the future when worldwide tsunamis are wiping out the coasts, earthquakes are rocking the continents, and volcanic ash is blocking out the sun? As August turns dark and wintry in northeastern Pennsylvania, Miranda, her two brothers, and their mother retreat to the unexpected safe haven of their sunroom, where they subsist on stockpiled food and limited water in the warmth of a wood-burning stove.

Told in a year's worth of journal entries, this heart-pounding story chronicles Miranda's struggle to hold on to the most important resource of all—hope—in an increasingly desperate and unfamiliar world. An extraordinary series debut!
(Publishers Weekly)

Awards and Praise for *Life as We Knew It*:

An ALA Best Book for Young Adults
A 2011 ALA Popular Paperbacks Title
A CCBC Choice
A Junior Library Guild Premier Selection
A Listening Library Selection
An Amazon.com Best Book of the Year

Parents/Guardians: Please contact Mrs. Molly Maloof at molly.maloof@bishophartley.org if you'd like to discuss selecting an alternate book for your child.

Honors English 10

Left to Tell: Discovering God Amidst the Rwandan Holocaust. Immaculee Ilibagiza. ISBN-13: 978-1401908966

Immaculee Ilibagiza grew up in a country she loved, surrounded by a family she cherished. But in 1994 her idyllic world was ripped apart as Rwanda descended into a bloody genocide. Immaculee's family was brutally murdered during a killing spree that lasted three months and claimed the lives of nearly a million Rwandans. Incredibly, Immaculee survived the slaughter. For 91 days, she and seven other women huddled silently together in the cramped bathroom of a local pastor while hundreds of machete-wielding killers hunted for them. It was during those endless hours of unspeakable terror that Immaculee discovered the power of prayer, eventually shedding her fear of death and forging a profound and lasting relationship with God. She emerged from her bathroom hideout having discovered the meaning of truly unconditional love—a love so strong she was able seek out and forgive her family's killers. The triumphant story of this remarkable young woman's journey through the darkness of genocide will inspire anyone whose life has been touched by fear, suffering, and loss.

Awards and Praise for *Left to Tell*:

"In 1994, Rwandan native Ilibagiza was [24] years old and home from college to spend Easter with her devout Catholic family when the death of Rwanda's Hutu president sparked a three-month slaughter of [more than] one million ethnic Tutsis...This book is a precious addition to the literature that tries to make sense of humankind's seemingly bottomless depravity and counterbalancing hope in an all-powerful, loving God." (*Publishers Weekly*)

"*Left to Tell* has received a Christopher Award "affirming the highest values of human spirit," and was chosen as *Outreach Magazine's* selection for "Best Outreach Testimony/Biography Resource of 2007." *Left to Tell* has been adopted into the curriculum of dozens of high schools and universities, including Villanova University, which selected it for their "One Book Program," making *Left to Tell* mandatory reading for its 6,000 students....

Today, Immaculée is regarded as one of world's leading speakers on faith, hope and forgiveness. She has shared this universal message with world leaders, school children, multinational corporations, churches, and at events and conferences around the world, including a recent presentation to over 200,000 people in Sao Paulo, Brazil." (from author's website, immaculee.com)

Parents/Guardians: Please contact Mrs. Molly Maloof at molly.maloof@bishophartley.org if you'd like to discuss selecting an alternate book for your child.

***Life as We Knew It*, Susan Beth Pfeffer.** ISBN-13: 978-0152058265

High school sophomore Miranda's disbelief turns to fear in a split second when an asteroid knocks the moon closer to Earth, like "one marble hits another." The result is catastrophic. How can her family prepare for the future when worldwide tsunamis are wiping out the coasts, earthquakes are rocking the continents, and volcanic ash is blocking out the sun? As August turns dark and wintery in northeastern Pennsylvania, Miranda, her two brothers, and their mother retreat to the unexpected safe haven of their sunroom, where they subsist on stockpiled food and limited water in the warmth of a wood-burning stove.

Told in a year's worth of journal entries, this heart-pounding story chronicles Miranda's struggle to hold on to the most important resource of all—hope—in an increasingly desperate and unfamiliar world. An extraordinary series debut!
(Publishers Weekly)

Awards and Praise for *Life as We Knew It*:

An ALA Best Book for Young Adults
A 2011 ALA Popular Paperbacks Title
A CCBC Choice
A Junior Library Guild Premier Selection
A Listening Library Selection
An Amazon.com Best Book of the Year

Parents/Guardians: Please contact Mrs. Molly Maloof at molly.maloof@bishophartley.org if you'd like to discuss selecting an alternate book for your child.

CP English 11

The Color of Water, James McBride. ISBN-13: 978-1594481925

Writer and musician McBride recounts a telling conversation with his mother: "'Am I Black or White?'" "'You're a human being. Educate yourself or you'll be a nobody!'" With the help of two remarkable African American husbands (James is the youngest of eight McBride kids; his father, Rev. Andrew McBride, died before he was born in 1957, and four more children were born during a second marriage), Ruthie Shilsky McBride Jordan infused her children with two values--a respect for education and religious belief.

...McBride skillfully alternates chapters relating his life story and his coming to terms with his mixed ethnic and religious heritage with chapters conveying his mother's travails and her development into a fervent Baptist; the latter in her own voice. This moving and unforgettable memoir needs to be read by people of all colors and faiths.

Praise and Awards for *The Color of Water*:

"[A] triumph."—*The New York Times Book Review*

"As lively as a novel, a well-written, thoughtful contribution to the literature on race."—*The Washington Post Book World*

"Inspiring."—*Glamour*

"Vibrant."—*The Boston Globe*

"James McBride evokes his childhood trek across the great racial divide with the kind of power and grace that touches and uplifts all hearts."—Bebe Moore Campbell

1997 Anisfield-Wolf Book Award for Literary Excellence

ALA Notable Book of the Year

Selected as the first book for "New York City Reads Together"

Just Mercy, Bryan Stevenson (adult version). ISBN-13: 978-0812984965. **NOTE: You don't need to read this book over the summer, but please obtain the book for use during the school year.**

"Bryan Stevenson was a young lawyer when he founded the Equal Justice Initiative, a legal practice dedicated to defending those most desperate and in need: the poor, the wrongly condemned, and women and children trapped in the farthest reaches of our criminal justice system. One of his first cases was that of Walter McMillian, a young man who was sentenced to die for a notorious murder he insisted he didn't commit. The case drew Bryan into a tangle of conspiracy, political machination, and legal brinkmanship—

Parents/Guardians: Please contact Mrs. Molly Maloof at molly.maloof@bishophartley.org if you'd like to discuss selecting an alternate book for your child.

and transformed his understanding of mercy and justice forever.

Just Mercy is at once an unforgettable account of an idealistic, gifted young lawyer's coming of age, a moving window into the lives of those he has defended, and an inspiring argument for compassion in the pursuit of true justice." (Amazon.com)

Awards for *Just Mercy*:

Winner of the Carnegie Medal for Excellence in Nonfiction

Winner of the NAACP Image Award for Nonfiction

Winner of a Books for a Better Life Award

Finalist for the *Los Angeles Times* Book Prize

Finalist for the *Kirkus Reviews* Prize

An American Library Association Notable Book

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Honors English 11

***A Thousand Splendid Suns*, Khaled Hosseini.** ISBN-13: 978-0739489505

Born a generation apart and with very different ideas about love and family, Mariam and Laila are two women brought jarringly together by war, by loss and by fate. As they endure the ever-escalating dangers around them--in their home as well as in the streets of Kabul--they come to form a bond that makes them both sisters and mother-daughter to each other, and that will ultimately alter the course not just of their own lives but of the next generation. With heart-wrenching power and suspense, Hosseini shows how a woman's love for her family can move her to shocking and heroic acts of self-sacrifice, and that in the end it is love, or even the memory of love, that is often the key to survival.

A stunning accomplishment, *A Thousand Splendid Suns* is a haunting, heartbreaking, compelling story of an unforgiving time, an unlikely friendship, and an indestructible love. (Amazon.com)

Awards for *A Thousand Splendid Suns*:

Nominated for ALA's Best Book for Young Readers Award, 2008
Book Sense Picks Highlights, 2007
#1 Worldwide Bestselling title in 2008
Washington Post, best books of 2007
San Francisco Chronicle, Notables of 2007
Miami Herald
People Magazine, Top Ten Books
Time, Ten Best Books: Fiction
BN.com, Top Ten
Hudson News, Best Books of the Year
Booklist Editor's Choice 2007

***Ordinary Grace*, William Kent Krueger.** ISBN-13: 978-1451645859

"New Bremen, Minnesota, 1961. The Twins were playing their debut season, ice-cold root beers were selling out at the soda counter of Halderson's Drugstore, and Hot Stuff comic books were a mainstay on every barbershop magazine rack. It was a time of innocence and hope for a country with a new, young president. But for thirteen-year-old Frank Drum it was a grim summer in which death visited frequently and assumed many forms. Accident. Nature. Suicide. Murder.

Frank begins the season preoccupied with the concerns of any teenage boy, but when tragedy unexpectedly strikes his family—which includes his Methodist minister father; his passionate, artistic mother; Juilliard-bound older sister; and wise-beyond-his-years kid

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brother—he finds himself thrust into an adult world full of secrets, lies, adultery, and betrayal, suddenly called upon to demonstrate a maturity and gumption beyond his years.

Told from Frank's perspective forty years after that fateful summer, *Ordinary Grace* is a brilliantly moving account of a boy standing at the door of his young manhood, trying to understand a world that seems to be falling apart around him. It is an unforgettable novel about discovering the terrible price of wisdom and the enduring grace of God.”
(Amazon.com)

***Just Mercy*, Bryan Stevenson (adult version).** ISBN-13: 978-0812984965. **NOTE: You don't need to read this book over the summer, but please obtain the book for use during the school year.**

“Bryan Stevenson was a young lawyer when he founded the Equal Justice Initiative, a legal practice dedicated to defending those most desperate and in need: the poor, the wrongly condemned, and women and children trapped in the farthest reaches of our criminal justice system. One of his first cases was that of Walter McMillian, a young man who was sentenced to die for a notorious murder he insisted he didn't commit. The case drew Bryan into a tangle of conspiracy, political machination, and legal brinkmanship—and transformed his understanding of mercy and justice forever.

Just Mercy is at once an unforgettable account of an idealistic, gifted young lawyer's coming of age, a moving window into the lives of those he has defended, and an inspiring argument for compassion in the pursuit of true justice.” (Amazon.com)

Awards for *Just Mercy*:

Winner of the Carnegie Medal for Excellence in Nonfiction

Winner of the NAACP Image Award for Nonfiction

Winner of a Books for a Better Life Award

Finalist for the *Los Angeles Times* Book Prize

Finalist for the *Kirkus Reviews* Prize

An American Library Association Notable Book

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AP Language & Composition

***Into the Wild*, Jon Krakauer.** ISBN-13: 978-0679428503

After graduating from Emory University in Atlanta in 1992, top student and athlete Christopher McCandless abandoned his possessions, gave his entire \$24,000 savings account to charity and hitchhiked to Alaska, where he went to live in the wilderness. Four months later, he turned up dead. His diary, letters and two notes found at a remote campsite tell of his desperate effort to survive, apparently stranded by an injury and slowly starving. They also reflect the posturing of a confused young man, raised in affluent Annandale, Va., who self-consciously adopted a Tolstoyan renunciation of wealth and return to nature. Krakauer, a contributing editor to *Outside* and *Men's Journal*, retraces McCandless's ill-fated antagonism toward his father, Walt, an eminent aerospace engineer. Krakauer also draws parallels to his own reckless youthful exploit in 1977 when he climbed Devils Thumb, a mountain on the Alaska-British Columbia border, partly as a symbolic act of rebellion against his autocratic father. In a moving narrative, Krakauer probes the mystery of McCandless's death, which he attributes to logistical blunders and to accidental poisoning from eating toxic seed pods." (*Publishers Weekly*)

Award for *Into the Wild*:

American Library Association Best Books for Young Adults, 2007

***Just Mercy*, Bryan Stevenson (adult version).** ISBN-13: 978-0812984965. **NOTE: You don't need to read this book over the summer, but please obtain the book for use during the school year.**

"Bryan Stevenson was a young lawyer when he founded the Equal Justice Initiative, a legal practice dedicated to defending those most desperate and in need: the poor, the wrongly condemned, and women and children trapped in the farthest reaches of our criminal justice system. One of his first cases was that of Walter McMillian, a young man who was sentenced to die for a notorious murder he insisted he didn't commit. The case drew Bryan into a tangle of conspiracy, political machination, and legal brinkmanship—and transformed his understanding of mercy and justice forever.

Just Mercy is at once an unforgettable account of an idealistic, gifted young lawyer's coming of age, a moving window into the lives of those he has defended, and an inspiring argument for compassion in the pursuit of true justice." (Amazon.com)

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Winner of a Books for a Better Life Award
Finalist for the *Los Angeles Times* Book Prize

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Finalist for the *Kirkus Reviews* Prize
An American Library Association Notable Book

The Glass Castle, Jeannette Walls. ISBN-13: 978-1439156964

"The Glass Castle is a remarkable memoir of resilience and redemption, and a revelatory look into a family at once deeply dysfunctional and uniquely vibrant. When sober, Jeannette's brilliant and charismatic father captured his children's imagination, teaching them physics, geology, and how to embrace life fearlessly. But when he drank, he was dishonest and destructive. Her mother was a free spirit who abhorred the idea of domesticity and didn't want the responsibility of raising a family.

The Walls children learned to take care of themselves. They fed, clothed, and protected one another, and eventually found their way to New York. Their parents followed them, choosing to be homeless even as their children prospered.

The Glass Castle is truly astonishing—a memoir permeated by the intense love of a peculiar but loyal family." (Amazon.com)

Editorial Reviews for *The Glass Castle*:

"Jeannette Walls has carved a story with precision and grace out of one of the most chaotic, heartbreaking childhoods ever to be set down on the page. This deeply affecting memoir is a triumph in every possible way, and it does what all good books should: it affirms our faith in the human spirit."

-- Dani Shapiro, author of *Family History*

"The Glass Castle is the saga of the restless, indomitable Walls family, led by a grand eccentric and his tempestuous artist wife. Jeannette Walls has survived poverty, fires, and near starvation to triumph. She has written this amazing tale with honesty and love."

-- Patricia Bosworth, author of *Anything Your Little Heart Desires* and *Diane Arbus: A Biography*

Awards for *The Glass Castle*:

Winner, the Christopher Award (organization founded by a Maryknoll priest)
American Library Association's Alex Award

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CP English 12

Born a Crime: Stories from a South African Childhood, Trevor Noah. ISBN-13: 978-0399588198

“Trevor Noah’s *Born a Crime: Stories from a South African Childhood* is a funny, honest collection that details the popular comedian’s coming of age in South Africa as apartheid ended. The son of a black mother and a white father, Noah regularly had to acclimate to a variety of fraught situations, forcing him to think critically about race and the country’s legacy of racism and colonialism. Throughout these experiences, Noah remained anchored by his mother, Patricia, whose aspirations for her son guaranteed that he would be able to rise above his meager beginnings. Ultimately, Noah’s text is a thoughtful account of what it means to forge one’s complex identity in a country that is grappling with its own attempts to come to terms with its legacy of injustice. *Born A Crime* is an important update and addendum to classic literary texts about apartheid, offering a relatable, contemporary perspective to readers.

Supporting the national Common Core State Standards (CCSS) in reading informational text for high school curriculums, *Born a Crime* is an appropriate selection for grades 11 and 12 in Language Arts or World History classes. At the college level, the book is appropriate for composition and literature classes, race studies, gender studies, and global studies, and it is also ideal for first-year/common reading programs.” (Penguin-Random House)

Awards and Praise for *Born a Crime*:

“[A] compelling new memoir . . . By turns alarming, sad and funny, [Trevor Noah’s] book provides a harrowing look, through the prism of Mr. Noah’s family, at life in South Africa under apartheid. . . . In the end, *Born a Crime* is not just an unnerving account of growing up in South Africa under apartheid, but a love letter to the author’s remarkable mother.”—**Michiko Kakutani, *The New York Times***

“What makes *Born a Crime* such a soul-nourishing pleasure, even with all its darker edges and perilous turns, is reading Noah recount in brisk, warmly conversational prose how he learned to negotiate his way through the bullying and ostracism. . . . What also helped was having a mother like Patricia Nombuyiselo Noah. . . . Consider *Born a Crime* another such gift to her—and an enormous gift to the rest of us.”—**USA Today**

“[Noah] thrives with the help of his astonishingly fearless mother. . . . Their fierce bond makes this story soar.”—**People**

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Honors English 12

Educated: A Memoir, Tara Westover. ISBN-13: 978-0399590504

“An unforgettable memoir about a young girl who, kept out of school, leaves her survivalist family and goes on to earn a PhD from Cambridge University.

Born to survivalists in the mountains of Idaho, Tara Westover was seventeen the first time she set foot in a classroom. Her family was so isolated from mainstream society that there was no one to ensure the children received an education, and no one to intervene when one of Tara's older brothers became violent. When another brother got himself into college, Tara decided to try a new kind of life. Her quest for knowledge transformed her, taking her over oceans and across continents, to Harvard and to Cambridge University. Only then would she wonder if she'd traveled too far, if there was still a way home.” (Amazon.com)

Awards for *Educated*:

LA Times Book Prize
PEN America's Jean Stein Book Award
National Book Critics Circle Award
10 Best Books of 2018, *NYT*

Tattoos on the Heart: The Power of Boundless Compassion, Gregory Boyle. ISBN-13: 978-1439153024

“In this artful, disquieting, yet surprisingly jubilant memoir, Jesuit priest Boyle recounts his two decades of working with “homies” in Los Angeles County, which contains 1,100 gangs with nearly 86,000 members. Boyle's Homeboy Industries is the largest gang intervention program in the country, offering job training, tattoo removal, and employment to members of enemy gangs. Effectively straddling the debate regarding where the responsibility for urban violence lies, Boyle both recounts the despair of watching “the kids you love cooperate in their own demise” and levels the challenge to readers to “stand in awe at what the poor have to carry rather than stand in judgment at how they carry it.” From moving vignettes about gangsters breaking into tears or finding themselves worthy of love and affirmation, to moments of spiritual reflection and sidesplittingly funny banter between him and the homies, Boyle creates a convincing and even joyful treatise on the sacredness of every life. Considering that he has buried more than 150 young people from gang-related violence, the joyful tenor of the book remains an astounding literary and spiritual feat.” (*Publishers Weekly*)

“The stories in his book, told originally in Boyle's homilies at Mass in some 25 detention centers, probation camps and juvenile facilities, brought tears to my eyes numerous times, as they will to yours. This is a holy book about the power of unconditional love

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and compassion.” (Review excerpt from Jesuit Fr. Thomas Rausch, Chilton Professor of Catholic Theology at Loyola Marymount University)

"Father Boyle reminds us all that every single child and youth is a part of God's 'jurisdiction'—and when they know that we are seeing them as God does, they are capable of great things. Father Boyle is a national treasure."

—Marian Wright Edelman, President, Children's Defense Fund

"Sometimes we are allowed to see in our own lifetimes what we were supposed to see in the life and ministry of Jesus. Read, and let your life be changed!"

—Father Richard Rohr, O.F.M., Center for Action and Contemplation, Albuquerque, New Mexico

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AP Literature & Composition

The Awakening, Kate Chopin. ISBN-10: 1514639645, ISBN-13: 978-1514639641. Also available for free at <http://www.gutenberg.org/files/160/160-h/160-h.htm>

The Sun Also Rises, Ernest Hemingway. ISBN-13: 978-1476739953

The Sun Also Rises is a classic example of Hemingway's spare but powerful writing style. A poignant look at the disillusionment and angst of the post-World War I generation, the novel introduces two of Hemingway's most unforgettable characters: Jake Barnes and Lady Brett Ashley. The story follows the flamboyant Brett and the hapless Jake as they journey from the wild nightlife of 1920s Paris to the brutal bullfighting rings of Spain with a motley group of expatriates. It is an age of moral bankruptcy, spiritual dissolution, unrealized love and vanishing illusions. First published in 1926, *The Sun Also Rises* is "an absorbing, beautifully and tenderly absurd, heartbreaking narrative... a truly gripping story, told in lean, hard, athletic prose" (*The New York Times*).

Persuasion, Jane Austen. ISBN-13: 978-1503290310

Persuasion is the last novel fully completed by Jane Austen. It was published at the end of 1817, six months after her death. The story concerns Anne Elliot, a young Englishwoman of 27 years, whose family is moving to lower their expenses and get out of debt, at the same time as the wars come to an end, putting sailors on shore. They rent their home to an Admiral and his wife. The wife's brother, Navy Captain Frederick Wentworth, had been engaged to Anne in 1806, and now they meet again, both single and unattached, after no contact in more than seven years. This sets the scene for many humorous encounters as well as a second, well-considered chance at love and marriage for Anne Elliot in her second "bloom".

Please purchase these to have on hand:

As I Lay Dying, William Faulkner
1984, George Orwell

Student Handbook Changes and Points of Clarification

Below is a summary of key changes made to the student handbook and points of clarification for all. **Please note: This is a summary only and does not substitute for reading the full changes in the handbook and familiarizing yourself with them.**

Academic and General changes

1. **Revised Mission Statement and Beliefs Statements** – The Accreditation Team, together with Bishop Hartley faculty and staff has revised the mission and beliefs statements to more accurately and concisely reflect our mission at Bishop Hartley.
2. **Academic Integrity Policy** - The Academic Council has reviewed the Academic Integrity Policy, including the consequences of plagiarism and cheating. The revised policy is included in this newsletter and in the Student Handbook.
3. **Revised Research Formula** – The Research Formula has been revised and is included in the Student Handbook.

Changes and Points of Emphasis for Behavioral Guidelines and General Information

1. **Cell Phones** – Again, we recognize that cell phones have become an integral part of the fabric of society and an important tool for communication between parent and child. But there has been an increase in violations of the cell phone policy which have led to a detrimental impact in the classroom. **Please be aware of the new set of consequences for cell phone policy violations:**

As has been stated in the Student Handbook – cell phones and non-approved electronic devices must be kept in the student's locker. Such items will be confiscated if found on their person between 7:40 a.m. and 2:45 p.m.

1st offense - phone/electronic device confiscated and given to the Dean of Students
Phone/electronic device will not be returned until parents meet with the Dean of Students.
15 demerits
2 Saturday Schools

2nd offense - phone/electronic device confiscated and given to the Dean of Students
Phone/electronic device will not be returned until parents meet with the Dean of Students.
25 demerits
2 Saturday Schools

3rd offense – Student is subject to suspension and/or expulsion because offense is now a respect issue.

2. **Earbuds** - Earbuds may be used in study hall, the library, or a specific classroom with permission of the moderator and/or classroom teacher. **Earbuds may not be worn in the hallways during the exchange of classroom for safety reasons.**
3. **Requests for early dismissal** – Students will not be dismissed early through phone call requests. Requests for early dismissal for doctors’ appointments etc. must be communicated in writing, either by a note or email.
4. **Electronic Surveillance** – Bishop Hartley utilizes an electronic surveillance system by way of security cameras. Cameras are placed in common areas where there is no reasonable expectation of privacy and shall **not include locker rooms**. The Safety Director and the Principal shall be responsible for the management, audit, and use of electronic surveillance.

Points of Emphasis for the 2019-2020 Dress Code

Young men must wear a shirt and tie and young women must wear a blouse underneath all sweaters, sweatshirts, ¼ zips, etc. (Young women must wear a blouse underneath the uniform jumper even when wearing a sweater or sweatshirt.)

2019 Bishop Hartley Community Read

The Little Prince by Antoine de Saint-Exupéry



The Bishop Hartley Community Read Committee is happy to announce this summer's book, *The Little Prince* by Antoine de Saint-Exupéry.

"Antoine de Saint-Exupéry first published *The Little Prince* in 1943, only a year before his Lockheed P-38 vanished over the Mediterranean during a reconnaissance mission. More than a half century later, this fable of love and loneliness has lost none of its power. The narrator is a downed pilot in the Sahara Desert, frantically trying to repair his wrecked plane. His efforts are interrupted one day by the apparition of a little, well, prince, who asks him to draw a sheep. "In the face of an overpowering mystery, you don't dare disobey," the narrator recalls. "Absurd as it seemed, a thousand miles from all inhabited regions and in danger of death, I took a scrap of

paper and a pen out of my pocket." And so begins their dialogue, which stretches the narrator's imagination in all sorts of surprising, childlike directions." (Editorial review from Amazon.com)

Available at bookstores and local libraries. ISBN-10: 0156012197; ISBN-13: 978-0156012195

Bishop Hartley Athletics – Participation Fees

New for the 2019-2020 School Year

- All participation fees must be paid by September 15th for fall sports; January 15th for winter sports, and April 15th for spring sports, **OR** a payment plan must be in place with at least half of the fee paid by the dates listed. If neither has happened by the specified date, that athlete will not participate in practices, games, or team activities.
- An athlete may not start another season or sport if he or she has an unpaid participation fee.

Special note – We understand special circumstances may arise. Please contact our Athletic Director, Michael Rahe, at 614-237-5421, ext. 10610 for assistance prior to the season due date.

2019-20 Bishop Hartley Athletics Teams & Clubs

Sport	Participation Fee	Head Coach	Email
Fall Cheerleading	\$125	Jen Steiner	Hartleycheerleading@gmail.com
Football	\$175	Brad Burchfield	bburchfi@cdeducation.org
Boys Cross Country	\$175	Jim McKay	jim@trainingabc.com
Girls Cross Country	\$175	Jim McKay	jim@trainingabc.com
Field Hockey	\$175	Bridget Ebenhack	bridgetebenhack@hotmail.com
Boys Golf	\$250	David Liskowiak	dliskowiak4123@columbus.k12.oh.us
Girls Golf	\$250	Kerry Ford	kford@nisource.com
Boys Soccer	\$175	Chris Kowalski	ckowalsk@cdeducation.org
Girls Soccer	\$175	Andrew Jahahn	ajahahn@cdeducation.org
Girls Tennis	\$200	Lynn Winters	lwinters050@gmail.com
Girls Volleyball	\$175	Michael Rahe	mrahe@cdeducation.org
Winter Cheerleading	\$125	Jen Steiner	Hartleycheerleading@gmail.com
Boys Basketball	\$175	Randy Kortokrax	Rkortokr@cdeducation.org
Girls Basketball	\$175	Donald Dennis	hartleycoachd@yahoo.com
Boys Bowling	\$250	Chris Blum	cblum@cdeducation.org
Girls Bowling	\$250	Chris Blum	cblum@cdeducation.org
Boys Indoor Track	\$175	Reggie Osborne	crosb123@sbcglobal.net
Girls Indoor Track	\$175	Reggie Osborne	crosb123@sbcglobal.net
Boys Swimming	\$275	Tony Phillips	HartleySwimming@gmail.com
Girls Swimming	\$275	Tony Phillips	HartleySwimming@gmail.com
Wrestling	\$175	Kevin Petrella	Kpetrell@cdeducation.org
Baseball	\$175	Chris Sawyer	csawyer@ymail.com
LaCrosse	\$175	Molly Gilbert	mgilbert240@gmail.com
Softball	\$175	TBD	TBD
Boys Tennis	\$200	Dan Chun	dan.f.chun@gmail.com
Boys Track	\$175	Reggie Osborne	crosb123@sbcglobal.net
Girls Track	\$175	Reggie Osborne	crosb123@sbcglobal.net
Club Ultimate Frisbee	\$150	Chris Blum	cblum@cdeducation.org

Academic Integrity Policy

The foundation of Bishop Hartley High School's academic integrity policy is one grounded in our rigorous and holistic approach to Catholic education. Our academic environment is built upon a college preparatory curriculum in a traditional school setting. Religion, Science, Math, English, Social Studies, World Languages, Wellness, and the Visual and Performing Arts are designed to provide rigorous academic preparation in a challenging and innovative atmosphere. This environment enables our students to strive for excellence in order to pursue the best versions of themselves. Teachers emphasize creativity, problem solving, and critical thinking skills in a holistic and individualized setting. Teachers believe every student can grow through application and experience.

For our students to demonstrate academic integrity, they must engage in their learning and differentiate between their original work and that of someone else. Students must learn both how to properly cite others' work and why it is a critical piece of the learning process. While students are encouraged to work collaboratively with peers and faculty, all students must clearly and accurately cite ideas that are not originally their own.

All students and parents have access to the academic integrity policy throughout the year, and it is covered directly during opening class meetings and Meet the Teacher Night in the fall.

Expectations of Learning and Creating a Culture of Academic Integrity

Students demonstrate mastery of objectives through taking a wide variety of formative and summative assessments such as examinations, written work, and performance-based assessments. The goal of assessments is to obtain feedback on what each student has learned in order to properly prepare students for their future. Behaviors that compromise the learning environment fail to give an accurate description on what a student truly has learned and mastered.

Administrators, faculty, students, and parents share in the responsibility of creating a culture of academic integrity. Faculty and students collaborate to create an environment and culture that is built upon a growth mindset. Students must learn to value mistakes and learn from failure. Students will be praised for effort, resourcefulness, and resiliency. These characteristics will assist students to become a better problem solvers and critical thinkers.

Definitions of Academic Dishonesty

Academic dishonesty occurs when students engage in behaviors that give themselves or other students an unfair advantage and/or misrepresentation of what a student has learned. These behaviors include, but are not limited to:

- Plagiarism (please see below for the definition of plagiarism);
- Any activity which indicates academic dishonesty (i.e. wandering eyes while taking an exam);
- Copying another's work or sharing your own work in any way, shape, or form;
- Using resources or devices during an assessment that are prohibited;
- Communicating with other students during an assessment (this includes any verbal, written, email, or text communication);
- Providing or receiving information about an assessment to/from another classmate from one period to another or when directly told not to share information;
- Falsifying information before, during, or after an assessment has been issued;
- Stealing or accepting a copy of academic related materials (tests, answer keys); and
- Altering an approved device (i.e. graphing calculator) for an academic advantage.

Faculty will establish procedures of collaboration, group work, and expectations that clearly communicate behaviors that exhibit academic dishonesty. Students should always ask questions and get clarity on procedures and assignments before turning in their work.

Plagiarism

The English department at Bishop Hartley High School has adopted the following definition of plagiarism from the article, *What is Plagiarism* (<https://www.plagiarism.org/article/what-is-plagiarism>, May 18, 2017) that each academic department will adhere to:

According to the Merriam-Webster online dictionary, to "plagiarize" means:

- to steal and pass off (the ideas or words of another) as one's own
- to use (another's production) without crediting the source
- to commit literary theft
- to present as new and original an idea or product derived from an existing source

In other words, plagiarism is an act of fraud. It involves both stealing someone else's work and lying about it afterward.

All students will review this definition of plagiarism in their English classes at the beginning of the school year and learn how to utilize turnitin.com as a resource. Additionally, each faculty member is asked to discuss academic integrity with their students to ensure clarity on the subject.

If interested in accessing more resources on understanding plagiarism and how to avoid it, please visit <https://www.plagiarism.org/article/what-is-plagiarism>.

Reference:

What is plagiarism? (May 18, 2017). *Plagiarism.org*. Retrieved from <https://www.plagiarism.org/article/what-is-plagiarism>

Minor Offense(s) for Academic Dishonesty

Minor offenses of academic dishonesty are determined to not significantly impact a students' ability to demonstrate mastery of concepts. Faculty and students will work together to ensure proper evaluation has occurred. Students will not receive the same level of consequences as major offenses. If a student repeats or commits any additional behavior(s) of academic dishonesty beyond the first offense this situation could then move to a major offense.

Please note: It is possible that an infraction of academic dishonesty occurs due to student error or misinterpretation of instructions. These situations will be handled on an individual basis by the teacher and/or the dean of academics and discipline to determine whether an infraction of academic dishonesty occurred.

Consequences for Minor Offense(s)

- A first consequence for a minor violation will involve the teacher discussing the incident with the student and contacting the parents. The teacher and student will work together to ensure proper evaluation on the assignment has occurred.
- The dean of discipline and the student's school counselor will be notified of the offense and five demerits will be issued for not following the proper procedures in a teacher's classroom.
- Any additional offenses (minor or major) will place the student on academic probation for the remainder of the school year.
- Academic dishonesty offenses are cumulative over four years.

Major Offense(s) for Academic Dishonesty

Major offenses of academic dishonesty are determined to significantly impact a student's ability to demonstrate mastery of concepts. Major offenses involve a premeditated plan to commit an act of academic dishonesty and/or include (but are not limited to) any of the following behaviors:

- Plagiarism;
- Copying another's work or sharing your own work;
- Using resources or devices during an assessment that are prohibited.
- Communicating with other students during an assessment (this includes any verbal, written, email, or text communication);
- Providing or receiving information about an assessment to/from another classmate;
- Falsifying information before, during, or after an assessment has been issued;
- Stealing or accepting a copy of academic related materials (tests, answer keys); and
- Altering an approved device (i.e. graphing calculator) for an academic advantage.

Consequences for Major Offense(s)

First Consequence for a Major Offense

- The first consequence for a major offense will involve the teacher discussing the incident with the student and contacting the parents.
- The dean of discipline and the student's school counselor will be notified of the offense.
- The student will receive 10 demerits and one Saturday school.
- The student will be placed on academic probation for the remainder of the school year.
- Students are required to make up the work or take an alternative assessment during SEEK or at a mutually agreed upon time with the teacher to properly evaluate mastery of learning objectives.
- Students will be required to pay a proctor fee of \$25 to the teacher if extra time outside of SEEK is required to make up the assessment.
- Students will receive a grade no higher than a C for the respective assessment.
- Any students involved in athletics, extra curriculars, drama, and/or house leadership will be placed on probation, and any further discipline infractions may result in a loss of a percentage of participation.
- Academic dishonesty offenses are cumulative over four years.

Second Consequence for a Major Offense

- The second consequence for a major offense will involve the teacher discussing the incident with the student and contacting the parents.
- The dean of discipline and the student's school counselor will be notified of the offense.
- The student will receive 25 demerits and two Saturday schools.
- Students are required to make up the work or take an alternative assessment during SEEK or at a mutually agreed upon time with the teacher to properly evaluate mastery of learning objectives.
- Students will be required to pay a proctor fee of \$25 to the teacher if extra time outside of SEEK is required to make up the assessment.
- Students will receive a grade no higher than a C for the respective assessment.
- Any students involved in athletics and/or extra curriculars will be denied 25% of the contests that season (rounded to the lowest whole number). This consequence will be carried over to the next season in which the student participates if necessary.
- Any student involved in drama will be denied the ability to participate in the following production in the current year or the following year if applicable.
- Any student involved in house leadership will be denied the ability to fulfill or run for a school/house/mentor captain position for one year.
- Academic dishonesty offenses are cumulative over four years.

Should a student commit a third major offense of academic dishonesty they will be subject to expulsion. An expulsion hearing will take place and alternative consequences may be decided by administration.

Bishop Hartley Mission Statement

Transforming lives through the teachings of Jesus Christ within the Catholic tradition.

Belief Statements:

As a Catholic school of Faith, Preparation, Community, Service, Spirit, and Leadership, we believe:

- Jesus Christ and the Gospel message are central to all phases of the learning process;
- Our rigorous college preparatory environment cultivates a growth mindset, creativity, problem-solving, and critical thinking skills;
- Our community recognizes, appreciates, and celebrates diversity, while discovering shared values that bind us together;
- Our holistic school experience teaches students to be servant leaders and thoughtful mentors;
- Our school creates a culture that enables students to build relationships that are life-giving and lifelong.
- Our students, upon graduation, are prepared to meet the opportunities and challenges of the future by making informed, ethical, and moral decisions as faithful citizens.

FINAL FORMS: PAPERLESS PAPERWORK FOR BACK-TO-SCHOOL

Bishop Hartley utilizes a paperless system which is more convenient for our families - No more filling out the same form again and again. In addition to most of the back-to-school “paperwork” which can be completed online via Final Forms, Hartley also uses Final Forms for athletic forms and payments.

This year we are requiring a hard copy of the handbook acknowledgement, the technology agreement, and photo release consent form. Forms will be distributed to students during class meetings the first week of school.

If you are a new family, you will have to set up an account for each of your students. Returning families will find the forms for the 2019-20 school year in their existing accounts.

HOW DO I SIGN UP?

1. Go to <http://bishophartley.finalforms.com>
2. Click REGISTER under the Parent Icon and follow the directions.

Development Updates

As an established non-profit, Bishop Hartley High School has a comprehensive development program.

The Hartley Family Tree Fund is our annual fund and assists Bishop Hartley High School families in their most immediate needs. This fund is a wonderful way to invest in Hartley. When you donate to support the Family Tree, your gift permits students to receive a quality, Catholic education when their life situation may make that difficult. This Fund is a vital part of a comprehensive advancement program and sustains our school in key areas:

- +Educational programs and activities to enrich our students;
- +Merit scholarship opportunities for incoming freshmen; and,
- +Tuition assistance for those in need.

The Evening of Excellence is our annual dinner auction that also supports our tuition reduction program. The Evening of Excellence is the event of the spring.

As we move forward continuing to deliver the best quality Catholic education in Central Ohio, we look at what matters most: the safety of our student body, and the ability to create more opportunity for growth. This *Vision* campaign will enable us to do both while providing the means to utilize current facilities in more efficient and diverse ways.

We have just built a multi-purpose facility, the Telerski & Casson Student Center (TACC), which will provide additional athletic and group meeting space, as well as an on-campus retreat center, and state-of-the-art weight room.

The Development Office is planning the blessing and dedication of the TACC. It is not too late to get involved.

Next, we will expand the entrance to the Dick Geyer Gymnasium, creating a student commons.

To support these initiatives through a monetary gift or to get involved in the Development efforts, please contact Director of Development, Tiffiney Hatem, at thatem@cdeducation.org or 614.237.5421, ext. 10625 for information.

2019-2020 Athletic Teams and Clubs

Coaching Roster

(listed by season)

Fall Cheerleading	Jen Steiner	Hartleycheerleading@gmail.com
Football	Brad Burchfield	bburchfi@cducation.org
Boys Cross Country	Jim McKay	jim@trainingabc.com
Girls Cross Country	Jim McKay	jim@trainingabc.com
Field Hockey	Bridget Ebenhack	bridgetebenhack@hotmail.com
Boys Golf	David Liskowiak	dliskowiak4123@columbus.k12.oh.us
Girls Golf	Kerry Ford	kford@nisource.com
Boys Soccer	Chris Kowalski	ckowalsk@cducation.org
Girls Soccer	Andrew Jahahn	ajahahn@cducation.org
Girls Tennis	Lynn Winters	lwinters050@gmail.com
Girls Volleyball	Michael Rahe	mrahe@cducation.org
Winter Cheerleading	Jen Steiner	Hartleycheerleading@gmail.com
Boys Basketball	Randy Kortokrax	Rkortokr@cducation.org
Girls Basketball	Donald Dennis	hartleycoachd@yahoo.com
Boys Bowling	Chris Blum	cblum@cducation.org
Girls Bowling	Chris Blum	cblum@cducation.org
Boys Indoor Track	Reggie Osborne	crobs123@sbcglobal.net
Girls Indoor Track	Reggie Osborne	crobs123@sbcglobal.net
Boys Swimming	Tony Phillips	HartleySwimming@gmail.com
Girls Swimming	Tony Phillips	HartleySwimming@gmail.com
Wrestling	Kevin Petrella	Kpetrell@cducation.org
Baseball	Chris Sawyer	csawyer@ymail.com
LaCrosse	Molly Gilbert	mgilbert240@gmail.com
Softball	TBD	

Boys Tennis	Dan Chun	dan.f.chun@gmail.com
Boys Track	Reggie Osborne	crosb123@sbcglobal.net
Girls Track	Reggie Osborne	crosb123@sbcglobal.net
Ultimate Frisbee (Club)	Chris Blum	cblum@cducation.org

Extra-Curricular Activities

Director of Extra-Curricular Activities – Mrs. Tera Chun

Ambassador Program

Moderator: Mrs. Heather Rush

hrush@cdeducation.org

Art Club

Moderator: Mr. Larry Gallick

lgallick@cdeducation.org

Battle of the Books

Moderator: TBD

Campus Ministry Club

Moderator: Mrs. Tera Chun

tchun@cdeducation.org

Care for Creation

Moderator: Mr. Rick Kohut

rkohut@cdeducation.org

Choir

Moderator: Mrs. Rachel Verdi

rverdi@cdeducation.org

Come As You Are Diversity Club

Moderator: Mrs. Anna Mullins

amullins@cdeducation.org

Dance Team

Moderator: Ms. Julia Schroyer

jschroyer@cdeducation.org

Drama

Moderator: Mr. Jonathan Collura

jcollura@cdeducation.org

Hooked on Books

Moderator: TBD

Hawks Who Pray

Moderator: Mr. Evan Wagner
ewagner@cdeducation.org

In the Know Academic Team

Moderator: Mr. Rick Kohut
rkohut@cdeducation.org

Instrumental Music Club

Moderator: Mrs. Rachel Verdi
rverdi@cdeducation.org

Julias

Moderator: Mrs. Tera Chun
tchun@cdeducation.org

Model United Nations

Moderator: Mr. Justin Green
jgreen@cdeducation.org

National Honor Society

Moderator: Mrs. Molly Maloof
mmaloof@cdeducation.org

Peer Mediation

Moderator: Mr. David Liskowiak
dliskowiak4123@columbus.k12.oh.us

Powerlifting

Moderator: Mr. Kim VanDerMolen
kvanderm@cdeducation.org

Pro Life Club

Moderator: Ms. Molly Hartge
mhartge@cdeducation.org

Robotics Club

Moderator: Bart Krieger
bkrieger@cdeducation.org

Ski Club

Moderator: Mr. JT Triplett
jtriplett@cdeeducation.org

Ultimate Frisbee

Moderator: Mr. Chris Blum
cblum@cdeeducation.org

Video Editing & Production Club

Moderator: Mr. Andrew Jahahn
ajahahn@cdeeducation.org

Water Polo Club

Moderator: Mr. Tony Phillips
HartleySwimming@gmail.com

Semester Exams

Parents: Please look at the calendar before planning your winter vacations or summer activities. Our Christmas break is 17 days long. Please plan your holiday trip accordingly. Inform family members, club coaches, parish leaders working on service trips or retreats, etc., that your child is not available until exams are over.

With the exception of students who have a doctor's office note for an unseen illness or family emergency

Students will not be allowed to take December exams early or after Christmas break. Students will not be allowed to take June exams early or after the last day of school (June 3rd).

Mid-Term Schedule – December 2019

Monday, 12.16

7:45am-8:00am Attendance, Prayer, and Announcements
8:00am-9:30am Exam #1
9:30am-9:50am Break
9:50am-10:00am Attendance and Exam Prep
10:00am-11:30am Exam #2
11:30am-11:35am Announcements and Prayer

Tuesday, 12.17

7:45am-8:00am Attendance, Prayer, and Announcements
8:00am-9:30am Exam #3
9:30am-9:50am Break
9:50am-10:00am Attendance and Exam Prep
10:00am-11:30am Exam #4
11:30am-11:35am Announcements and Prayer

Wednesday, 12.18

7:45am-8:00am Attendance, Prayer, and Announcements
8:00am-9:30am Exam #5
9:30am-9:50am Break
9:50am-10:00am Attendance and Exam Prep
10:00am-11:30am Exam #6
11:30am-11:35am Announcements and Prayer

Thursday, 12.19

7:45am-8:00am Attendance, Prayer, and Announcements
8:00am-9:30am Exam #7
9:30am-9:35am Announcements and Prayer

Finals – UNDERCLASSMEN – May/June 2020

Friday, 5.29

7:45am-8:05am	Period 1
8:09am-8:32am	Announcements, Prayer, and Period 2
8:36am-8:56am	Period 3
9:00am-9:20am	Period 4
9:20am-9:33am	Call Down to Senior Honors Assembly
9:33am-11:08am	Senior Honors Assembly
11:12am-11:32am	Period 6
11:32am-12:00pm	5A Lunch
12:00pm-12:28pm	5B Lunch
12:28pm-12:56pm	5C Lunch
1:00pm-1:10pm	Attendance and Exam Preparation
1:10pm-2:40pm	Exam #7
2:40pm-2:45pm	Announcements and Prayer

Monday, 6.1

7:45am-8:00am	Attendance, Prayer, and Announcements
8:00am-9:30am	Exam #6
9:30am-9:50am	Break
9:50am-10:00am	Attendance and Exam Prep
10:00am-11:30am	Exam #5
11:30am-11:35am	Announcements and Prayer

Tuesday, 6.2

7:45am-8:00am	Attendance, Prayer, and Announcements
8:00am-9:30am	Exam #4
9:30am-9:50am	Break
9:50am-10:00am	Attendance and Exam Prep
10:00am-11:30am	Exam #3
11:30am-11:35am	Announcements and Prayer

Wednesday, 6.3

7:45am-8:00am	Attendance, Prayer, and Announcements
8:00am-9:30am	Exam #2
9:30am-9:50am	Break
9:50am-10:00am	Attendance and Exam Prep
10:00am-11:30am	Exam #1
11:30am-11:35am	Announcements and Prayer

Dear Parent/Guardian:

Children need healthy meals to learn. Bishop Hartley High School offers healthy meals every school day. Lunch costs \$4.50. **Your children may qualify for free meals or for reduced-price meals.** Reduced price \$.40 for lunch. This packet includes an application for free or reduced-price meal benefits and a set of detailed instructions. Below are some common questions and answers to help you with the application process.

1. **Who can receive free or reduced-price meals?** All children in households receiving benefits from the Supplemental Nutrition Assistance Program (SNAP) or Ohio Works First (OWF); foster children that are under the legal responsibility of a foster care agency or court; children participating in their school's Head Start program; and children who meet the definition of homeless, runaway, or migrant are eligible for free meals. Also, your children may receive free or reduced-price meals if your household's income is within the limits on the federal income eligibility guidelines.

FEDERAL ELIGIBILITY INCOME CHART FOR SCHOOL YEAR 2019-2020			
Household size	Yearly	Monthly	Weekly
1	\$23,107	\$1,926	\$445
2	31,284	2,607	602
3	39,461	3,289	759
4	47,638	3,970	917
5	55,815	4,652	1,074
6	63,992	5,333	1,231
7	72,169	6,015	1,388
8	80,346	6,696	1,546
Each additional person:	8,177	682	158

2. **How do I know if my children qualify as homeless, migrant or runaway?** If members of your household lack a permanent address; are staying together in a shelter, hotel or other temporary housing arrangement; relocate on a seasonal basis or; children live with you who have chosen to leave their prior or family or household then the children may qualify as homeless, migrant or runaway. If you have not been told your children will receive free meals, please call or email **Bishop Hartley High School** at lmalone@cducation.org or 614-237-5421 ext:10616 to see if they qualify.
3. **Do I need to fill out an application for each child?** No. Use one free and reduced-price school meal application for all students in your household. We cannot approve an application that is not complete. Please submit all required information. **Return the completed application to Lynn Malone at 1285 Zettler Rd. Columbus, Ohio 43227, Phone 614-237-5421 ext:10616.**
4. **Should I complete an application if I received a letter this school year saying my children are approved already for free meals?** No, but please read the letter carefully and follow the instructions. If any children in your household were missing from the eligibility notification, contact **Lynn Malone, 1285 Zettler Rd. Columbus, Ohio 43227, Phone 614-237-5421 ext:10616** immediately.
5. **My child's application was approved last year. Do I need to complete another application?** Yes. Your child's application is valid for that school year and for the first few days of this school year. You are required to submit a new application unless the school told you that your child is eligible for the new school year.

6. **I receive WIC benefits. Can my child(ren) get free meals?** Children in households participating in WIC may be eligible for free or reduced-price meals. Please complete and submit an application.
7. **Will the information I give be checked?** Yes, we may also ask you to send written proof.
8. **If I do not qualify now, may I apply later?** Yes. You may apply at any time during the school year. For example, children with a parent or guardian who becomes unemployed may become eligible for free and reduced-price meals if the household income drops below the income limit.
9. **What if I disagree with the school's decision about my application?** You should talk to school officials. You also may ask for a hearing by calling or writing to the following contact person: **Ronda Galleher, 1285 Zettler Rd. Columbus, Ohio 43227, Phone 614-237-5421 ext:10617.**
10. **May I apply if someone else in my household is not a U.S. citizen?** Yes. You or your child(ren) members do not have to be a U.S. citizen to qualify for free or reduced price meals.
11. **What if my income is not always the same?** List the amount that you normally receive. For example, if you normally make \$1,000 each month, but you missed some work last month and only made \$900, submit the report with the routine amount of \$1,000 per month. If you normally get overtime, include it, but do not include it if you only work overtime sometimes. If you have lost a job or had your hours or wages reduced, use your current income.
12. **What if some household members have no income to report?** Household members may not receive some types of income that are asked for you to report on the application or may not receive income at all. When this happens, please write a 0 in the field. However, if any income fields are left empty or blank, those also will be counted as zeroes. Please be careful when leaving income fields blank.
13. **We are in the military. Do we report our income differently?** Your basic pay and cash bonuses must be reported as income. If you get any cash value allowances for off-base housing, food, or clothing, it also must be included as income. However, if your housing is part of the Military Housing Privatization Initiative, do not include your housing allowance as income. Any additional combat pay resulting from deployment is also excluded from income.
14. **What if there is not enough space on the application for my family?** List any additional household members on a separate piece of paper and attach it to your application. **Contact Lynn Malone at 1285 Zettler Rd. Columbus, Ohio 43227, Phone 614-237-5421 ext: 10616 to receive a second application.**
15. **My family needs more help. Are there other programs we might apply for?** To find out how to apply for Ohio SNAP or other assistance benefits, contact your local assistance office or call 877-852-0010.

If you have other questions or need help, call **614-237-5421 ext: 10616**
Si necesita ayuda, por favor llame al teléfono: 614-237-5421 ext: 10616
Si vous voudriez d'aide, contactez nous au numero: 614-237-5421 ext: 10616

Sincerely,



Lynn Malone
Program Coordinator – Office of State & Federal Programs

INSTRUCTIONS FOR APPLYING

A household member is any child or adult living with you.

IF YOUR HOUSEHOLD RECEIVES BENEFITS FROM THE SUPPLEMENTAL NUTRITION ASSISTANCE PROGRAM (SNAP) OR OHIO WORKS FIRST (OWF), FOLLOW THESE INSTRUCTIONS:

Part 1: List all household members and the school name and grade level for each child.

Part 2: List the 7 or 10-digit case number for any household member (including adults) receiving SNAP or OWF benefits.

Part 3: Skip this part.

Part 4: Skip this part.

Part 5: Sign the form. The last four digits of a Social Security Number are not necessary.

Part 6: We are required to ask for information about your children's race and ethnicity. This information is important and helps to make sure we are fully serving our community. Responding to this section is optional and does not affect your children's eligibility for free or reduced price meals.

IF NO ONE IN YOUR HOUSEHOLD RECEIVES SNAP OR OWF BENEFITS AND IF ANY CHILD IN YOUR HOUSEHOLD IS HOMELESS, MIGRANT OR RUNAWAY, FOLLOW THESE INSTRUCTIONS:

Part 1: List all household members and the school name and school grade level for each child.

Part 2: Skip this part.

Part 3: If any child you are applying for is homeless, migrant, or a runaway, check the appropriate box and call **Bishop Hartley High School at 614-237-5421 ext: 10616** or email to Imalone@cdeducation.org. If not, skip this part.

Part 4: Complete only if a child in your household isn't eligible under Part 3. See Instruction for all other households.

Part 5: Sign the form. The last four digits of a Social Security Number are not necessary if you didn't need to complete in part 4.

Part 6: We are required to ask for information about your children's race and ethnicity. This information is important and helps to make sure we are fully serving our community. Responding to this section is optional and does not affect your children's eligibility for free or reduced price meals.

IF YOU ARE APPLYING FOR A FOSTER CHILD, FOLLOW THESE INSTRUCTIONS:

If all children in the household are foster children:

Part 1: List all foster children and the school name and grade level for each child. Check the box indicating the child is a foster child.

Part 2: Skip this part.

Part 3: Skip this part.

Part 4: Skip this part.

Part 5: Sign the form. The last four digits of a Social Security Number are not necessary.

Part 6: We are required to ask for information about your children's race and ethnicity. This information is important and helps to make sure we are fully serving our community. Responding to this section is optional and does not affect your children's eligibility for free or reduced price meals.

If some of the children in the household are foster children:

Part 1: List all household members and the name of school and grade level for each child. For any person, including children, with no income, you must check the "No Income" box. Check the box if the child is a foster child.

Part 2: If the household does not have a SNAP or OWF 7 or 10-digit case number, skip this part.

Part 3: If any child you are applying for is homeless, migrant, or a runaway check the appropriate box and call Lynn Malone at Bishop Hartley High School, 614-237-5421 ext 10616. If not, skip this part.

Part 4: Follow these instructions to report total household income from this month or last month.

- **Box 1–Name:** List all household members with income.
- **Box 2 –Gross Income and how often it was received:** For each household member, list each type of income received for the month. Check the appropriate box to note how often the person receives the income - weekly, every other week, twice a month, or monthly. For earnings, list the gross income - not the take-home pay. Gross income is the amount earned *before* taxes and other deductions and can be found on your pay stubs. For other income, list the amount and check the box to note how often each person received assistance from welfare, child support, alimony, pensions, retirement, Social Security, Supplemental Security Income (SSI), Veteran's benefits (VA benefits), and disability benefits. Under *All Other Income*, list *Worker's Compensation*, unemployment or strike benefits, regular contributions from people who do not live in your household, and any other income. Do not include income from SNAP, FDPIR, WIC, federal education benefits and foster payments received by the family from the placing agency. For **ONLY** the self-employed, report income after expenses under *Earnings from Work*. This is for your business, farm, or rental property. If you are in the Military Privatized Housing Initiative or receive combat pay, do not include these allowances as income.

Part 5: Adult household member must sign the form and list the last four digits of their Social Security Number (or mark the box if he or she doesn't have one).

Part 6: We are required to ask for information about your children's race and ethnicity. This information is important and helps to make sure we are fully serving our community. Responding to this section is optional and does not affect your children's eligibility for free or reduced price meals.

ALL OTHER HOUSEHOLDS (INCLUDING WIC HOUSEHOLDS) FOLLOW THESE INSTRUCTIONS:

Part 1: List all household members and the school name and grade level for each child. For any person, including children, with no income, you must check the "No Income Box".

Part 2: If the household does not have a SNAP or OWF 7 or 10-digit case number, skip this part.

Part 3: If any child you are applying for is homeless, migrant, or a runaway check the appropriate box and call **Bishop Hartley High School, phone number 614-237-5421 ext:10616 or email to lmalone@cddeducation.org.** If not, skip this part.

Part 4: Follow these instructions to report total household income from this month or last month.

- **Box 1 – Name:** List all household members with income.
- **Box 2 –Gross Income and how often it was received:** For each household member, list each type of income received for the month. Check the box to note how often the person receives the income—weekly, every other week, twice a month, or monthly. For earnings, be sure to list the gross income - not the take-home pay. Gross income is the amount earned *before* taxes and other deductions and can be found on pay stubs. For other income, list the amount and check the box to note how often each person received assistance from welfare, child support, alimony, pensions, retirement, Social Security, Supplemental Security Income (SSI), Veteran's benefits (VA benefits), and disability benefits. Under *All Other Income*, list Worker's Compensation, unemployment or strike benefits, regular contributions from people who do not live in your household, and any other income. Do not include income from SNAP, FDPIR, WIC, federal education benefits and foster payments received by the family from the placing agency. For **ONLY** the self-employed, report income after expenses under *Earnings from Work*. This is for your business, farm, or rental property. If you are in the Military Privatized Housing Initiative or receive combat pay, do not include these allowances as income.

Part 5: An adult household member must sign the form and list the last four digits of their Social Security Number (or mark the box if he or she doesn't have one).

Part 6: We are required to ask for information about your children's race and ethnicity. This information is important and helps to make sure we are fully serving our community. Responding to this section is optional and does not affect your children's eligibility for free or reduced price meals.

Do not complete this section. Intended for school use only.

Annual Income Conversion: Weekly x 52, Every 2 Weeks x 26, Twice A Month x 24 Monthly x 12

Total Income: _____ Per: Week, Every 2 Weeks, Twice per Month, Month, Year Household size: _____

Categorical Eligibility: _____ Date Withdrawn: _____ Eligibility: Free ___ Reduced ___ Denied ___ Reason: _____

Determining/Approval Official's Signature: _____ Date: _____

Confirming Official's Signature: _____ Date: _____

Follow up Official's Signature: _____ Date: _____

If selected for Verification, Date Verification Notice Sent: _____ Response Date: _____ 2nd Notice Sent: _____ Results Sent: _____

Verification Result: No Change _____ Free to Reduced Price _____ Free to Paid _____ Reduced Price to Free _____ Reduced Price to Paid _____

Your children may qualify for free or reduced price meals if your household income falls at or below the limits on this chart:

INCOME ELIGIBILITY GUIDELINES			
Household size	Yearly	Monthly	Weekly
1	\$23,107	\$1,926	\$445
2	31,284	2,607	602
3	39,461	3,289	759
4	47,638	3,970	917
5	55,815	4,652	1,074
6	63,992	5,333	1,231
7	72,169	6,015	1,388
8	80,346	6,696	1,546
Each additional person:	8,177	682	158

Privacy Act Statement: This explains how we will use the information you give us.

The Richard B. Russell National School Lunch Act requires the information on this application. You are not required to provide information, but if information is not provided, the state agency cannot approve your child for free or reduced-price meals. You must include the last four digits of the social security number of the adult household member who signs the application. The last four digits of the social security number is not required when you apply on behalf of a foster child or you list a Supplemental Nutrition Assistance Program (SNAP), Ohio Works First (OWF) case number or other identifier for your child or when you indicate that the adult household member signing the application does not have a social security number. We will use your information to determine if your child is eligible for free or reduced price meals, and for administration and enforcement of the lunch and breakfast programs. We may share your eligibility information with education, health, and nutrition programs to help them evaluate, fund, or determine benefits for their programs, auditors for program reviews, and law enforcement officials to help them look into violations of program rules.

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: How to File a Complaint, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

- (1) mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;
- (2) fax: (202) 690-7442; or
- (3) email: program.intake@usda.gov.

This institution is an equal opportunity provider.

SHARING INFORMATION WITH MEDICAID/Healthy Start, Healthy Families

Dear Parent/Guardian:

If your children receive free or reduced-price school meals, they may also be able to get free or low-cost health insurance through Medicaid or the State of Ohio Healthy Start, Healthy Families Program. Children with health insurance are more likely to get regular health care and are less likely to miss school because of sickness.

Because health insurance is so important to children's well-being, **the law allows us to tell Medicaid and *Healthy Start, Healthy Families* that your children are eligible for free or reduced price meals, unless you tell us not to.** Medicaid and *Healthy Start, Healthy Families* only use the information to identify children who may be eligible for their programs. Program officials may contact you to offer to enroll your children. Filling out the Free and Reduced Price School Meals Application does not automatically enroll your children in health insurance.

If you do not want us to share your information with Medicaid or *Healthy Start, Healthy Families*, fill out the form below and send in (Sending in this form will not change whether your children get free or reduced price meals).

-
- No! I DO NOT** want information from my Free and Reduced-Price School Meals Application shared with Medicaid or the *Healthy Start, Healthy Families*.

If you checked no, fill out the form below.

Child's Name: _____ School: _____

Signature of Parent/Guardian: _____ Date: _____

Printed Name: _____ Address: _____

For more information, you may call **Lynn Malone at 614-237-5421 ext: 10616**
Return this form to: 1285 Zettler Rd. Columbus, Ohio 43227 by August 15, 2019.

This institution is an equal opportunity provider.

SHARING INFORMATION WITH OTHER PROGRAMS

Dear Parent/Guardian:

To save you time and effort, the information you gave on your Free and Reduced-Price School Meals Application may be shared with other programs for which your children may qualify. **For the following programs, we must have your permission to share your information. Sending in this form will not change whether your children get free or reduced price meals.**

No! I **DO NOT** want information from my Free and Reduced-Price School Meals Application shared with any of these programs.

Yes! I **DO** want school officials to share information from my Free and Reduced-Price School Meals Application with **counselors for ACT and SAT testing.**

Yes! I **DO** want school officials to share information from my Free and Reduced-Price School Meals Application with **counselors for college transcript fee waivers.**

Yes! I **DO** want school officials to share information from my Free and Reduced-Price School Meals Application with **counselors for reduced AP testing fees.**

If you checked yes to any or all of the boxes above, fill out the form below. Your information will be shared only with the programs you checked.

Child's Name: _____ School: _____

Signature of Parent/Guardian: _____ Date: _____

Printed Name: _____

Address: _____

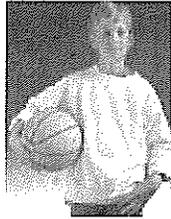
For more information, you may call Lynn Malone at **614-237-5421 ext: 10616** or **lmalone@cdeeducation.org.**

Return this form to: 1285 Zettler Rd. Columbus, Ohio 43227 by August 15, 2019.

This institution is an equal opportunity provider.

Healthy Start & Healthy Families

Does your child qualify for the School Meals Program?
If so, your family may qualify for free health coverage!



Healthy Start & Healthy Families

Healthy Start offers free health care coverage
for kids (birth to age 19) and pregnant women.

Healthy Families offers free health care coverage for the
entire family - parents AND kids.

Healthy Start & Healthy Families Covers:

Doctor Visits
Hospital Care
Immunizations
Substance Abuse

Prescriptions
Vision Services
Dental Care
Mental Health

And Much More!

For more information or an application, call:

1-800-324-8680 (a free call!)

TDD 1-800-292-3572

Monday - Friday 7 am to 8 pm

Saturday - Sunday 12 pm to 5 pm



*Your family's size and income determines if you and your family are eligible for Healthy Start or Healthy Families.
Healthy Start & Healthy Families are Medicaid Programs administered by The Ohio Department of Job & Family Services.*



A Catholic Tradition of Excellence in College Preparatory Education

Dear Parents of Bishop Hartley Students,

Bishop Hartley uses the FSS® POSitiveID System in the cafeteria. This technology allows us to provide debit accounts for purchases and increases the speed of food service to students, so they have more time to eat and converse. Parents enjoy the convenience of prepaying for their child's purchases at whatever level they choose. The FSS® POSitiveID System also eliminates the overt identification of students who are eligible for free or reduced meal benefits.

The FSS® POSitiveID System allows you to pay in advance for meals and/or a la Carte items. Students still have the option to pay cash on a daily basis.

The identification of students is with a biometric finger-imaging device. The device converts the finger image into a numbered pattern that is then stored for future identification at the point-of-service. **This system is NOT associated with fingerprints. It CANNOT be used to identify students by lifting fingerprints and comparing them with the digital finger image.** The fingerprint is NOT stored in the computer. This is a positive identification system, only your child can access his/her accounts.

In the near future, the Department of Food Service will register the image of your child's index fingers. This will only have to be done once while your child is enrolled in the Bishop Hartley system. The information stored on the FSS® POSitiveID System is only for use by this software in the Department of Food Service. There are several layers of security built into this software and the school district's network. This is a closed system and it is **not** accessible from the Internet. If you do not want your child's finger image to be taken, please put your request in writing and return directly to Bishop Hartley Cafeteria at 1285 Zettler Rd. Columbus, Ohio 43227 by August 1st. If no written notification is received, your child will be scanned according to the school calendar.

Please use the form at the bottom of this letter to send to the office.

We urge you to take full advantage of this system by placing money into your child's account on a weekly, monthly, or annual basis. You choose the amount you want to deposit. Any money not spent by the end of school will be available for your child's use the following school year or returned upon written request.

In this newsletter you will find a brief explanation of the FSS® POSitiveID System, Biometric identification process.

We are proud of the quality Food Service Program we offer at Bishop Hartley, and we do our best to keep our customers, the students of Bishop Hartley, happy and well fed. If you have any questions about the Food Service Program you can reach me at 614-237-5421 ext:10612.

Sincerely,
Gloria Jahahn
Director of Food Service



A Catholic Tradition of Excellence in College Preparatory Education

**Bishop Hartley High School
Food Service Office
1285 Zettler Road
Columbus, Ohio 43227**

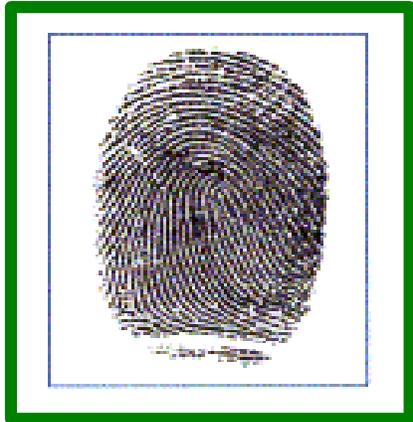
Student name _____
Address _____
City, OH ZIP Code _____

I, the parent of the student(s) listed above, DO NOT give permission to Bishop Hartley to biometrically enroll my student(s).
I understand that the biometric identification through the lunchline IS NOT a fingerprint image.

Parent Signature

Parent name _____

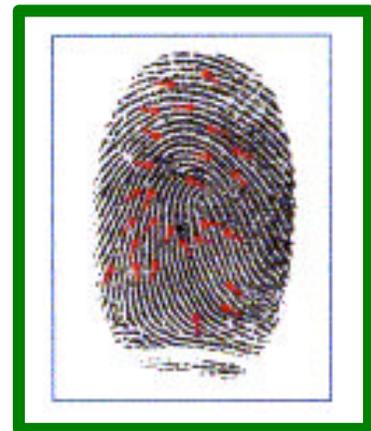
The  *SAGEM MORPHO, Inc.* **Biometric Process**



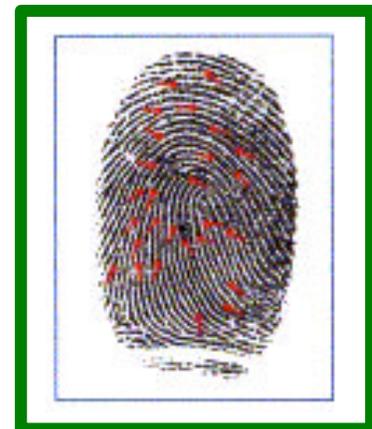
Step 1: Finger is scanned and viewed by the MorphoTouch access unit at the point of entry.

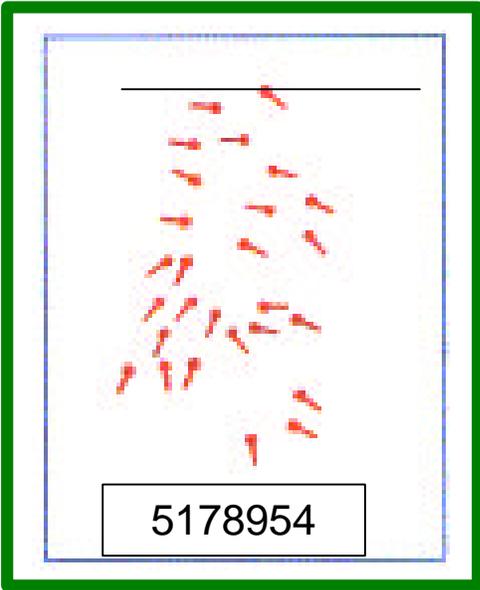


Step 2: In applications for children (under the age of 18) the image is standardized and resized before processing.



Step 3: System develops a grid of intersection points from the swirls and arcs of the scanned finger.





Step 4: The image is discarded from the record and is no longer available to the system or any operator. Only a “Template” remains that indicates the intersection points.



207895.3094.92345.128056.1239
87.10294.24360.193245.3495.29
83.07895.3094.92345.128056.12
3987.10294.24360.193245.3495.
2983.7895.3094.92345.128056.1
23987.10294.24360.193245.3495
.2983.207895.3094.92345.12805
6.123987.10294.24360.193245.3
495.2983.07895.3094.92345.128
056.123987.10294.24360.193245
.3495.2983.7895.3094.92345.128
056.123987.10294.24360.193245
.3495.2983.207895.3094.92345.1
28056.123987.10294.24360.1932
45.3495.2983.07895.3094.92345.
128 5178954 0.193
245 2345.

Step 5: In fact, all that the MorphoTouch stores and recognizes for each individual is a set of numbers that can only be interpreted as a template.



The system only remembers and processes numbers for each individual, just like a social security number. The advantages with a biometric approach is that the number cannot be duplicated, lost or stolen, and, uniqueness is defined by the individual.

The differences between forensic (or, criminal) applications and the MorphoTouch commercial product:

- **The MorphoTouch captures only 1 or 2 fingers**
- **Forensic AFIS applications capture all 10 fingers**

- **The MorphoTouch captures flat images**
- **Forensic AFIS applications capture rolled images**

- **Flat images reveal the center of the finger and require only a minimum of unique identifying points (around 40)**
- **Rolled images are called “nail to nail” because they capture unique identifying points on the entire finger surface area in order to collect the maximum number of unique identifying points (around 112)**

- **For applications involving children, the MorphoTouch standardizes and resizes the image before looking for unique identifying points.**
- **In forensic applications, finger resizing and standardization is not allowed.**

- **Data taken from a resized (children’s) image on a MorphoTouch system cannot be used on a forensic system**
- **Data taken from a forensic system juvenile record cannot be used on a MorphoTouch system**

- The primary purpose of a forensic system is to identify suspects based upon latent images taken from a crime scene
- The purpose of the MorphoTouch is to quickly and accurately verify a person already known to the system

FAQ's

“Can my child’s finger print be taken off of the MorphoTouch?” **No. The finger print image is not stored, only evaluated.**

“OK, so can my child’s fingerprint data be taken off the MorphoTouch and used to re-create their fingerprint?” **No. There is no way for any fingerprint computer, or for that matter, any fingerprint expert, to extract the record and reconstruct a person’s fingerprint image from this data. To be clear, there is no possibility of “reverse identification” as it is called in the biometric industry.**

“But can my child’s fingerprint *data* be taken off the MorphoTouch and used as is on another fingerprinting system?” **No. Because of the way the image is evaluated, the resulting record is useless to a forensic application.**

“Can my child’s fingerprint be copied or used by anyone else?” **No.** It is not possible to duplicate or falsify fingerprints with the accuracy necessary for unique identification.

Bishop Hartley Bus Transportation

Bloom Carroll Local School District

(614) 834-6706

FAX: (740) 756-7540

Bloom Carroll Local School District offers reimbursement for transportation to Bishop Hartley. Parents must go to the Bloom Carroll website (www.bloomcarroll.org), look under Departments and click on Transportation. Scroll down the page and click on View Transportation Form under "Reimbursement in Lieu of Transportation." Please check the current form information for the deadline, it is usually in December. Reimbursement is sent out to parents around the 2nd week of June.

Canal Winchester Local Schools

(614) 833-2164

FAX: (614) 833-2165

Canal Winchester Schools does not offer transportation but does offer reimbursement. Please contact Mrs. Kim Collura, Bishop Hartley High School's School Registrar – Office of Administrative Services, at (614) 237-5421 ext. 10623 for information.

Columbus City Schools

(614) 365-5074

FAX: (614) 365-5815

A Hartley family who lives in the Columbus City School District and wants transportation needs to apply online at www.ccsdh.us/Transportation.aspx and scroll down to Transportation Request for Charter/Non-Public Students. *Note: if you had transportation from Columbus City Schools this year, you will not need to fill out the registration online.* If you have any questions, please contact Mrs. Kim Collura, Bishop Hartley High School's School Registrar – Office of Administrative Services, at (614) 237-5421 ext. 10623.

Gahanna-Jefferson Public Schools

(614) 751-7581

FAX: (614) 751-7584

Parents must contact the Gahanna-Jefferson Public School Transportation Office to apply for transportation at (614) 751-7581 by mid-July.

Groveport Madison Schools

(614) 836-4962

FAX: (614) 836-6008

A Hartley family who lives in the Groveport Madison School District and wants transportation needs to contact Mrs. Kim Collura, Bishop Hartley High School's School Registrar – Office of Administrative Services, at (614) 237-5421 ext. 10623 to obtain an Application for Pupil Transportation. The application needs to be returned to Bishop Hartley for processing.

Hamilton Local School District

(614) 491-8044

FAX: (614) 491-8323

Reimbursement is offered in lieu of transportation. Parents need to contact the District at (614) 491-8044, ext. 1236 for information. Application for reimbursement must be done in early September. Proof of residency (lease or mortgage) and a utility bill must be presented for reimbursement.

Lakewood Local Schools

(740) 928-8886

FAX: (740) 928-3731

Reimbursement is offered if the student's home school (Lakewood High School) would be no more than 30 minutes from the school the student is attending. (*Ohio Revised Code 3327.01*)

Lancaster City School District

(740) 687-7366

Reimbursement is offered if the student's home school (Lancaster High School) would be no more than 30 minutes from the school the student is attending. (*Ohio Revised Code 3327.01*)

Licking Heights Local School District

(740) 927-3340

FAX: (740) 927-0173

Licking Heights School district does not offer transportation or reimbursement for travel to Bishop Hartley.

New Albany Plain Local Schools

(614) 855-2033

FAX: (614) 855-4030

New Albany Plain Local School District offers reimbursement for transportation. Parents must contact the transportation office directly before the next school year, at the end of the current school year/first of August.

Pickerington Local School District

(614) 834-2164

Pickerington School District offers reimbursement for transportation. Parents must contact the transportation office directly before the next school year, at the end of the current school year/first of August.

Reynoldsburg City Schools

(614) 501-1033

FAX: (614) 501-1049

A Hartley family who lives in the Reynoldsburg City School District and wants transportation needs to contact Mrs. Kim Collura, Bishop Hartley High School's School Registrar – Office of Administrative Services, at (614) 237-5421 ext. 10623 to obtain the packet for Residents Requesting Pupil Transportation. Families need to take the completed forms to the Welcome Center, 1555 Graham Road, open 8:00 a.m. – 4:00 p.m. Monday through Friday, with all required documents for new or renewal. The forms can also be mailed to 1555 Graham Road, Reynoldsburg, OH 43068 or faxed to (614) 501-1049.

South-Western City School District

(614) 801-8550

FAX: (614) 277-3591

Parents need to contact the South-Western City School District Transportation to get a form for reimbursement. Any family currently enrolled in the reimbursement program need not reapply. You will receive a renewal form in August along with the reimbursement. Only new families need to apply.

Southwest Licking Local School District

(740) 927-5901

FAX: (740) 964-3234

Parents need to go to the Southwest Licking School District Transportation Office, 10653 Hazelton-Etna Road, Pataskala, OH 43062 to pick up an application.

Westerville City School District

(614) 797-5950

FAX: (614) 797-5951

Parents must register for transportation at the Westerville City Schools' Enrollment and Family Resource Center (EC), located inside the OhioHealth Medical Building at 300 Polaris Parkway, Suite 3200, Westerville, OH 43082. All necessary forms and information will be available on the website (www.wcsoh.org). If you have any questions or to set up an appointment, please call the Enrollment Center at (614) 797-7700. The family needs to visit the Enrollment Center, in person, to ensure the forms are submitted in a timely manner. Deadline for the 2019-2020 school year is July 19, 2019.

Whitehall City Schools

(614) 417-5122

FAX: (614) 417-5142

Whitehall City School district does not offer transportation or reimbursement for travel to Bishop Hartley.

Reminders from the School Nurse

Notice to Parents Re: Meningitis Vaccine Requirements For All Students Entering 12th Grade

Students entering the 12th grade are required by state law to be fully vaccinated against meningitis upon the start of the school year (ORC 3313.671).

The meningococcal vaccine helps to protect your child against meningitis, a deadly infection of the covering of the brain and spinal cord. Parents / Guardians of incoming seniors are required to provide documentation from a health care provider indicating that their student has been fully vaccinated against meningitis.

“A single dose of Menactra or Meneveo vaccine should be given at age 11 – 12 years with a booster dose at age 16 years. However, if the first dose is administered at age 16 - 18 a booster is not needed” (U.S. Department of Health and Human Services Centers for Disease Control).

Documentation is expected to be turned in on or before the first day of school. Students who are not in compliance with this state requirement **by Friday September 13** will be excluded from school until the necessary documentation is provided.

***** Don't wait until the end of summer, act now! Doctor offices and clinics get very busy in August and September as parents scramble to get yearly physicals and to update immunizations.**

If you have any questions please contact Regina Hinterschied RN, School Nurse 614 237-5421 Ex. 10629 or email rhinterschied4163@columbus.k12.oh.us

Reminder Regarding the Use of Over the Counter Medications at School

For the health and safety of our students, Bishop Hartley has an established policy regarding the use of over the counter (OTC) medications while at school.

Ohio Law requires that all medication be sent to school in the container in which the medication was dispensed/purchased. The container must have the original label indicating the name of the medication, dosage, and instructions for administration. In other words, no baggies of unidentified pills!

The school does not dispense any medication without a parent signature and doctor's order. This includes OTC medications such as Tylenol, antacids, or cold remedies. If a student anticipates the need for such medications during a particular school day he/she is permitted to bring one or two doses of the medication for their own personal use for that day. Again, the medication must be in the original container indicating the name of medication. **Medications must never be shared with other students!**

For questions or concerns please talk to Mrs. Hinterschied, our school nurse. You are also encouraged to refer to the Student Handbook for a complete explanation of the medication policy including the use of prescription as well as OTC medications.

If you have any questions please contact Regina Hinterschied RN, School Nurse
614 237-5421 Ex. 10629 or email rhinterschied4163@columbus.k12.oh.us.

2019 Bishop Hartley Community Read

The Little Prince by Antoine de Saint-Exupéry



The Bishop Hartley Community Read Committee is happy to announce this summer's book, *The Little Prince* by Antoine de Saint-Exupéry.

"Antoine de Saint-Exupéry first published *The Little Prince* in 1943, only a year before his Lockheed P-38 vanished over the Mediterranean during a reconnaissance mission. More than a half century later, this fable of love and loneliness has lost none of its power. The narrator is a downed pilot in the Sahara Desert, frantically trying to repair his wrecked plane. His efforts are interrupted one day by the apparition of a little, well, prince, who asks him to draw a sheep. "In the face of an overpowering mystery, you don't dare disobey," the narrator recalls. "Absurd as it seemed, a thousand miles from all inhabited regions and in danger of death, I took a scrap of

paper and a pen out of my pocket." And so begins their dialogue, which stretches the narrator's imagination in all sorts of surprising, childlike directions." (Editorial review from Amazon.com)

Available at bookstores and local libraries. ISBN-10: 0156012197; ISBN-13: 978-0156012195



Dear Parents/Guardians:

The Student Services Team, in conjunction with the technology team, will be sending audio and video podcasts throughout the school year with tips for parents on various issues including technology and social media.

We do offer this reminder that, as the school year comes to an end and summer begins, freedom abounds, and structure can fall by the wayside. When it comes to your teen's technology use, whether on a cell phone, internet use or video games, please remember healthy boundaries and rules are more important now than ever.

The internet should be treated like a house party or open playground. Just as you would want to know where your child is going and with whom he/she may be interacting, cyberspace is no different. Please encourage your family to do the following this summer:

- Sit down with your teen and look through his/her phone together, once a week is suggested.
- If you do not feel comfortable with the number of apps, or do not understand certain apps, then delete them until you are able to do some research or feel more comfortable with your teen using them when you're not around.
- Follow your teen on his/her social media accounts (Twitter, Snapchat, Instagram, etc.)
- Talk with your teen about his/her accounts and what is good and bad about them. Look through their list of "followers" together: do you know these people? How many are strangers?
- Continue to put phones/computers/tablets in one place at night (i.e. 10pm in the parent's bedroom) because, as many of us know from our teenage years, nothing constructive happens after midnight.
- Remember many teens communicate through Snapchat, an app where you can text and send photos or video, and the content disappears after a certain amount of time.

It can be helpful to download these apps on your own phone to experience the features yourself instead of trying to understand how they work exclusively from your teen's point of view. Snapchat is both useful and fun especially when keeping up with friends and family, but since content disappears quickly it can be tempting for some teens to send inappropriate content to one another. This is dangerous and should be discussed openly within your family.

We encourage you to read [this article](#) and visit our School Counseling webpage for more [parent resources](#). We wish you a safe and relaxing summer break and look forward to seeing your students in August!

Student Services Team



Bishop Hartley House Parent Organization

What is the HPO?

The House Parent Organization (HPO) provides parents, guardians, grandparents, and friends of Bishop Hartley with many opportunities to be active in the Hartley Family. The mission of the HPO is to foster parent participation through communication and a sense of belonging while advancing the spirit of the six pillars which are the foundation of Bishop Hartley High School.

“Every House a Home... In Every Home a Hawk” - Every parent is a member of the House Parent Organization. The HPO is similar in some ways to a home and school association, but it is more dynamic than the traditional parent group.

We send information about our events through many channels –, our school newsletter, The Herald; Facebook; Twitter; and, occasionally, Final Forms. All parents are invited to attend events sponsored by the HPO. HPO parent volunteers determine and organize events.

We try to use a shadow system for volunteers willing to serve as coordinators for our annual events. This provides an opportunity to see how everything works before stepping into a coordinator's role. Please join us at our **kickoff meeting, Wednesday, August 14th at 6:00 p.m.** in the Cafeteria.

Also, mark your calendar now for the **10th Annual House Tailgate** before the football game against Gahanna, **September 13**. We are bringing back the Chili Cookoff this year! Watch the Herald newsletter for details. Plan now to be a part of this great tradition as a volunteer and a participant!



Hawks Nest Bookstore

The Hawks Nest, our spirit wear, house apparel and bookstore, is looking for volunteers to allow the store to be open during school lunch periods Monday-Friday. The time frame for school days is approximately 11:30AM-1PM. However, there are other occasions like sports games, meet the teacher nights, and special events which are great if you are looking to volunteer in the evenings. We welcome all volunteers, whether they can work once a month, once a week, or one evening event. Any time you can share is greatly appreciated. All volunteers must complete Protecting God's Children and participate in a background check. Please contact Linda Strapp, 614-855-3369 or momlakes@aol.com, for more information or to sign-up to help.

Cafeteria Volunteers Needed

The cafeteria is in need of volunteers to help serve lunch and clean up from 11:15-2 p.m. daily. If you are able to help, please contact Shannon Payer at Bishophartleycafeteria@hotmail.com. Any time you can give us would be greatly appreciated. PLEASE NOTE: Bishop Hartley no longer offers a volunteer option for EdChoice families.

2019-2020 PLC LATE START DATES

Professional Learning Communities (PLC) are the scheduled staff development meetings at Bishop Hartley. These are held in the mornings and result in late arrival days for students. Student arrival time should be adjusted to meet the 9:30 a.m. first period start time. Take note that the warning bell will ring at 9:20 a.m. The school day will end at 2:45 p.m. as usual.

School Buses: School buses run on their normal schedule on PLC days. This means that though Hartley has a later start, there are no late arrival buses.

Student Arrival: Adult supervision in a designated area will be provided for students who arrive between 7 a.m. and 9:20 a.m. Breakfast will not be offered in the cafeteria on these mornings. However, students will have a full lunch schedule as usual.

The scheduled PLC meetings for the 2019-2020 school year are:

September 19, 2019

February 13, 2020

April 23, 2020

Date		Liturgy/Prayer Service 2019-20 School Year
Tue.	Aug. 20	Freshmen Orientation Mass in Chapel 10 a.m.
Thurs.	Aug. 29	Opening All School Eucharistic Liturgy
Fri.	Sept. 06	All Day Eucharistic Exposition and Adoration, Closing Benediction @ 3 p.m. (Chapel)
Tues.	Sept. 10	National Honor Society Induction with Morning Prayer
Tues.	Sept. 24	Homecoming Eucharistic Liturgy and Blessing of New Building
Fri.	Oct. 04	All Day Eucharistic Exposition and Adoration, Closing Benediction @ 3 p.m. (Chapel)
Thurs.	Oct. 17	Respect Life All School Eucharistic Liturgy
Friday.	Nov. 1	The Solemnity of All Saints All School Eucharistic Liturgy
Wed.	Dec. 4	All School Prayer Service: Advent Reconciliation <i>Individual Celebration of the Sacrament of Reconciliation through Religion Classes on Thursday, December 5</i>
Mon.	Dec. 09	Solemnity of the Immaculate Conception All School Eucharistic Liturgy
Fri.	Dec. 13	All Day Eucharistic Exposition and Adoration, Closing Benediction @ 3 p.m. (Chapel)
Fri.	Jan. 24	All Day Eucharistic Exposition and Adoration, Closing Benediction @ 3 p.m. (Chapel)
Thurs.	Jan. 30	Catholic Schools Week All School Liturgy
Fri.	Feb. 07	All Day Eucharistic Exposition and Adoration, Closing Benediction @ 3 p.m. (Chapel)
Wed.	Feb. 26	Ash Wednesday All School Liturgy
Wed.	Mar. 04	Lenten Reconciliation All School Prayer Service <i>Individual Celebration of the Sacrament of Reconciliation through Religion Classes on Thursday, March 05</i>
Fri.	Apr. 03	All Day Eucharistic Exposition and Adoration, Closing Benediction @ 3 p.m. (Chapel)
Wed.	Apr. 08	All School Prayer Service: Holy Week Stations of the Cross
Fri.	Apr. 24	Grandparents Day Eucharistic Liturgy
Wed.	Apr. 29	All School Prayer Service: May Crowning
Fri.	May 01	Founders Day Eucharistic Liturgy
Fri.	May 29	Baccalaureate Eucharistic Liturgy 7:30PM at St. Matthew Church

SENIOR

(Students will sign up at the opening picture/parking day)

At Bergamo Retreat Center in Dayton, OH

Sunday, November 24, 2019, 10:00 a.m. – Wednesday, November 27, 2019, 2:00 p.m.

Tuesday, January 14, 2020, 12:00 p.m. – Friday, January 17, 2020, 2:00 p.m.

Tuesday, February 4, 2020, 12:00 p.m. – Friday, February 7, 2020, 1:00 p.m.

JUNIOR LEADERS FOR THEIR SENIOR RETREAT 2020-2021

At Bergamo Retreat Center in Dayton, OH

Friday, May 15, 2020, 4:30 p.m. – Monday, May 18, 2020, 4:30 p.m.

JUNIOR

(Students attend according to their religion class, scheduling conflicts will be addressed)

At Bergamo Retreat Center in Dayton, OH

October 27, 2019, 2:00 p.m. – October 28, 2019, 1:30 p.m.

November 17, 2019, 2:00 p.m. – November 18, 2019, 1:30 p.m.

February 2, 2020, 2:00 p.m. – February 3, 2020, 1:30 p.m.

March 8, 2020, 2:00 p.m. – March 9, 2020, 1:30 p.m.

SOPHOMORE

Alpha sessions take place during various academic classes

Retreat date is Friday, February 21, 2020, at Bishop Hartley

FRESHMAN

(Students will attend with their House)

At Bishop Hartley

Thursday, January 23, 2020, and Friday, January 24, 2020

Yearbook/ID Photos & Schedule Pick-up: August 13, 14 & 20

Student Photos and Schedule Pick-up are slated for August 13, 14 & 20. It is important for all students to have their photo taken even if they do not plan to purchase a photo package. School photos are used on the student IDs which students must wear on their House lanyard during the school day and provide admission to all home sporting events and drama productions; they will also be published in the 2019-20 yearbook. In addition, the student ID serves as the student's library and lunch card. Please look for your photo order forms to arrive via postal mail this summer. Paper forms will be available on picture day.

Photos for student IDs will be taken according to the schedule below:

- Seniors – August 13: 8-11AM in the gymnasium
- Sophomores & Juniors – August 14: 8AM-noon in the gymnasium
- Freshmen (during orientation) – August 20: 8-11AM in the cafeteria
- A make-up day will be held October 11th.

Uniforms are not required for sophomore, junior or senior school photos (freshmen will be in uniform for orientation). However, students are reminded they must observe the school dress code and grooming rules including:

Boys: No extreme hairstyles, must be clean shaven, no earrings and no hats; dress casual shirts such as polos or dress shirts with sleeves must be worn; no sleeveless shirts or tank tops.

Girls: Shoulders must be covered, and tops or blouses should have modest necklines; attire should be suitable for a special occasion and/or church.

** Schedule pick-up for sophomores, juniors, and seniors is 9-11AM on the respective photo days.

Senior Yearbook Composites

Click [HERE](#) for information regarding senior yearbook composites.

Car Registration



Car registration for seniors will take place August 13 from 8-8:45 a.m., and juniors and sophomores August 14 from 8-9 a.m.

Registered student drivers will be assigned parking spots which correspond to the number on their tags. When registering, each student must show a valid driver's license. Students with temporary licenses will NOT be issued a parking space until they have a valid driver's license. Additionally, students need to have the following:

- License plate number
- Make, Model, and Color of Car

Please review the information below to ensure you have the required information to register for parking:

- During registration, parking spaces will be issued on a first come-first served basis.
- Please arrive during the window of time for your class.
- The 2019-2020 registration fee is \$40 per car. Checks should be made payable to Bishop Hartley High School.
- ANY student driving to Bishop Hartley, whether parking on or off school grounds, must register his or her car.
- You are only allowed to park only in your numbered space. Violators will be subject to disciplinary action and fine.

Please Note: There is no early registration. This includes teams which are practicing or playing matches. Coaches were made aware of this last spring and asked to schedule accordingly.



Dear Class of 2020 Parents and Seniors:

If you wish for your senior’s portrait to be featured in the 2020 yearbook and the official class composite, he or she will need to be photographed by Root Studios. Having Root Studios photograph all seniors for the yearbook and class composite ensures a complete representation of the Senior Class. Please note that you are not obligated to purchase your senior portraits from Root Studios; however, any senior not photographed by Root Studios will not appear in the yearbook or on the class composite.

Root Studios will be photographing seniors at Bishop Hartley High School *beginning June 27th*. Every senior is scheduled for an appointment so **watch for your appointment confirmation and session brochure in the mail**. As soon as you receive your session brochure, go to rootseniors.com to confirm your scheduled appointment day and time so as to avoid extended wait times. If you cannot make your provided appointment time, please reschedule online.

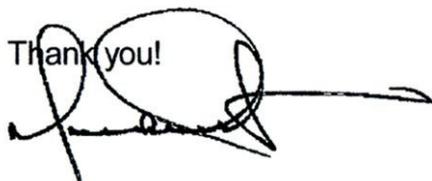
Root Studios provides the following portrait session options:

Traditional	<p>8 poses, including traditional head-and-shoulders and ¾-length poses. Dress for your yearbook pose. Outdoor poses available weather permitting. <i>This session satisfies your yearbook requirement.</i></p>	<ul style="list-style-type: none"> • \$20 Session fee Free in June • No Proof Deposit • View & Order Online
Extra Outfit /Poses	This option may be added to your Traditional session and includes an additional 4 poses .	<ul style="list-style-type: none"> • Add \$5

For the yearbook pose, please follow our dress code requirements when selecting your attire for your Root Studios session. Senior boys should wear a collared dress shirt, coat and tie and senior girls need to wear dress clothes with sleeves at least elbow length and avoid any low necklines.

Please contact Root Studios (740.369.4215) with any question you might have.

Thank you!



Michael R. Winters
Principal

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Boot Camp for Freshmen



All incoming freshmen are required to attend a one (1) hour session describing the requirements, expectations, and policies associated with the student device. An email will be sent with the registration link. No other method of registration will be accepted. Sessions will be limited in size, and students will receive their device during Boot Camp.

Families are asked to purchase a case for the device.

For planning purposes, sessions will be held on the following dates and times:

Monday, August 12 – 1 p.m.

Tuesday, August 13 – 1 p.m.

Wednesday, August 14 – 1 p.m.

Thursday, August 15 – 1 p.m.

In the event your student cannot make one of the above sessions, make-ups will be held after freshman orientation on Tuesday, August 20th starting immediately after freshmen orientation for one hour.

Orientation Dates

Transfer Students - August 14 - 10:00am-11:15am

Freshmen Orientation - August 20 - 7:45am-12:30pm

FRESHMAN & TRANSFER STUDENT PARENT MEETING AND HOUSE ASSIGNMENT NIGHT: THURSDAY, AUG. 15 AT 7PM.

Parents of freshmen and transfer students will meet in the school gymnasium on Thursday, August 15 at 7PM. The purposes of this meeting are to introduce administrators and school counselors, address questions and concerns, and verbalize expectations.

While the parents are inside for the Freshmen and Transfer Student Parent Meeting, the students will gather on the football field with the 2019-20 Student House Leadership. Students will receive their House assignment and House polo shirt at this event.

Please note it is critical students attend as they will need their House shirt to be in uniform on the first full day of school on August 21, 2019.

MEET-THE-TEACHER NIGHT

The annual Meet the Teacher Night is scheduled for August 28, 2019 from 7:00 to 9:00 PM. Mark your calendar now for this important event and be sure to look for more details in the Herald newsletter to be published August 22, 2019.

ACT Review

If there is enough interest, an ACT review will be offered at Bishop Hartley during August before school begins. Interested **students** should email Mrs. Maloof at mmaloof@cdeducation.org by July 31st (it is important that students email directly to be added to the email distribution list). In early August, those who have emailed will receive detailed information about time and location.

House Tailgate

Friday, September 13th @ 5:30 p.m.
Baseball Outfield

Food & Drinks - Bring the entire family!

The House Parent Organization is working on details for this event. The Chili Cookoff will return! Look for an announcement in the first Herald for this school year, August 22nd.

National Honor Society Induction

The induction ceremony for the Bishop Hartley High School Chapter of the National Honor Society is scheduled for Tuesday, September 10, 2019 10-11 a.m. Invitations will be sent home with new inductees at the beginning of the school year.

[Charity Newsies](#) can help w/ your back-to-school shopping. If your child is in need of clothing essentials like new pants, shirts, socks, school uniforms or winter wear, members are taking applications at Columbus Metropolitan Library Branches thru August 24. See the schedule below.

Eligibility Requirements

Families must meet all of the following requirements to be eligible for assistance:

- Children and Guardian must reside in Franklin County, Ohio.
- Children must be enrolled and attending school, grades K – 12 (public, private, catholic or charter)
- Children in kindergarten or any child 16 and older must obtain a current letter from their school verifying enrollment and attendance. The verification letter must be presented at the time of the clothing appointment. Children who are 16 and older must present a picture ID.

Date	Branch	Time
Sat., July 6	Columbus Metropolitan Library South High Branch	9:00am-1:00pm
Sat., July 6	Columbus Metropolitan Library Parsons Branch	9:00am-1:00pm
Sat., July 13	Columbus Metropolitan Library Whitehall Branch	9:00am-1:00pm
Sat., July 13	Columbus Metropolitan Library Driving Park Branch	9:00am-1:00pm
Sat., July 20	Columbus Metropolitan Library Livingston Branch	9:00am-1:00pm
Sat., July 27	Columbus Metropolitan Library Linden Branch	9:00am-1:00pm
Sat., Aug. 3	Columbus Metropolitan Library Karl Road Branch	9:00am-1:00pm
Mon., Aug. 5	HEADQUARTERS OPENS APPLICATIONS & CLOTHING APPOINTMENTS	9:00am-12:30pm
Sat., Aug. 10	Columbus Metropolitan Library Hilltop Branch	9:00am-1:00pm
Sat., Aug. 17	Columbus Metropolitan Library Northern Lights Branch	9:00am-1:00pm
Sat., Aug. 17	Columbus Metropolitan Library Hilltop Branch	9:00am-1:00pm
Sat., Aug. 24	Columbus Metropolitan Library Parsons Branch	9:00am-1:00pm
Sat., Aug. 24	Columbus Metropolitan Library Livingston Branch	9:00am-1:00pm