

A MESSAGE FROM THE SUPERINTENDENT

Dear Friends,

In the 10 months since I became superintendent of the Fox Chapel Area School District, I have gained great insight into the many wonderful things that our staff and students do on a regular basis. Among the things of which I am particularly proud:

- Fairview Elementary School and Fox Chapel Area High School each received \$25,000 to become mentors to two lower-performing schools through a state mentoring grant program.
- Several staff members made a presentation at the Pennsylvania School Boards Association conference about the Western Pennsylvania Summer STEMM Academy. This one-of-a-kind program, which just finished its third year, serves not only our students, but students from across Allegheny County.
- Staff and more than 350 students put on a stellar performance as part of “Le Petit Salon,” a cross-curricular event that was held November 9.
- Two of our students brought national attention to the school district by winning awards in major science competitions.
- Students took the time to honor our American heroes, veterans who have given so much to make our world a safer place.

Over the last several months, I have attended numerous school events, have spoken at many school functions, and have met with parent groups. It has been wonderful to have the opportunity for one-on-one conversations with so many community members. Attending these events is really enjoyable and I appreciate all the conversations and hope they continue. I learn so much from listening and, as many of you know, I enjoy talking too!

One of the main issues I am hearing from residents concerns our district’s academic performance on the School Performance Profile (SPP) as it relates to other schools, on a local level and across the state. State test scores are often used to rank and compare schools using very different criteria, and where schools fall within the rankings depends greatly upon the source and what methods are used to rate the schools. Each source has a different interpretation and it can be confusing making sense of it all. Instead of trying to explain each source and why we rank where we do, I think it is fair to simply say our academic outcomes are not where we would like them to be. I also think it’s important to clearly define that the responsibility lies squarely on my shoulders. Leadership is the key to moving any organization forward, and I am humbled, honored, and resolute that Fox Chapel Area School District will be moving forward as an educational leader. Improvement efforts are occurring right now and we have a terrific team of administrators, teachers, students, support staff, and School Board members who are also determined to move our district forward.

You might ask, how do we plan to move our students forward. While we will continue to do all those things that make our students well-rounded, our administrators and teachers are becoming data analysts. We have created a protocol to monitor, on a consistent and ongoing basis throughout the school year, how each individual student is doing academically. That ongoing analysis will help us to be flexible and responsive to the instructional needs of each individual student.

There are other significant issues on the horizon as well. Of particular concern is the PSSA tests changing to accommodate the rigorous Pennsylvania Common Core. Additionally, we are constantly vigilant about ensuring the continued safety of our students in our schools. Let me assure you that we take these matters very seriously.

I believe strongly in the potential of our school district, the great teachers and staff, our administrators, and community. While many districts struggle with finances and lack of parental advocacy, we have been blessed with both – and so much more. My wife, Allison, and I, believe so strongly, that we live here now and plan to purchase a home or build one (still trying to settle that dilemma) in this community.

Thank you for your support – thank you for your children – thank you for making this a great community and school district.

With extreme gratitude,

Gene Freeman, Ed.D



“Leadership is the key to moving any organization forward, and I am humbled, honored, and resolute that Fox Chapel Area School District will be moving forward as an educational leader.”



FOX CHAPEL AREA HIGH SCHOOL CONSTRUCTION UPDATE

The high school renovation is continuing and is scheduled to be completed in the fall of 2015. The project is expected to cost approximately \$30.6 million. The district took advantage of historically-low market interest rates and funding for the project was made available through the sale of bonds in the spring of 2013.



Library/Media Center Open to Students

A classroom was added to the library/media center, which is now open. Large bifold glass doors separate the library and commons area, where a new technology help desk is conveniently located. The library/media center currently has four computer stations, with eight more to be installed. The library and commons area are now more café style with flexible and comfortable

seating. The library/media center is open weekdays from 7 a.m.-3:45 p.m. and after-school tutoring is also held in the library. Students are permitted to go to the library/media center during their lunch periods and many students take advantage of the opportunity to study and work together in groups.

Auditorium Work to be Completed After New Year

Work on the auditorium, which is getting a complete facelift, began last May. The auditorium was gutted and all seating, carpet, tile, and ceilings were removed. When finished this winter, the auditorium will have new acoustical panels to improve sound quality,



The auditorium was gutted in May.

new seats, new flooring, aisle lighting, a new sound system, a new sound control booth, and new lighting. Additionally, the dressing rooms are being renovated and

new storage areas will be located behind the stage. There are also six new practice rooms with sound insulation in the music department.

Gymnasiums Improved

Both high school gymnasiums have updated sound systems and were repainted and floors were refinished. The main gymnasium has a brand new video scoreboard. Air conditioning was added to the auxiliary gym and skylights will be added later this school year.



Pool Work Continuing

Demolition of the pool, that was originally built when the high school opened in 1961, took place in the spring. Caissons, 74 in all, have been drilled for the foundation. Much of the underground piping has been completed, and a new sump pump was installed. The new pool complex is scheduled to be completed by the summer of 2015. During the 2014-2015 season, swimming and diving practice has been held offsite at Shady Side Academy, and all swimming and diving meets are away.

It is anticipated that the driveway near the pool area will be reopened and traffic patterns at the high school will revert back to normal (bus drop off and pick up of students in the back, and parent drop off in the front) some time near the beginning of 2015. However, as construction progresses, the driveway may be closed from time to time.



A view of the pool taken in July following the demolition.



A look at the pool construction in mid-November.

➤➤ **For the latest updates, visit the website fcasdconstruction.com. Massaro CM Services, the construction management company, provides frequent updates on the website, including slide shows, a pool construction webcam, and other pertinent information.**

High School Renovations to Begin in 2015

- Construction on the front entrance addition, which is intended to create a more secure and predominate-looking main entry to the high school, is scheduled to begin in March and last for several months. New security cameras and door access controls will be added at the entrance. Once construction is underway, the main entry to the building will be moved to the back of the school at the activities entrance. Buses will drop off and pick up in the back of the school. Parent drop off will continue to be in the front the of the school but students will use alternate entrances. The high school offices will be temporarily relocated to the athletic office area.
- A complete overhaul of the cafeteria is scheduled to begin in early 2015. The kitchen will remain functioning until May, and students will eat at tables in the auxiliary gym while work on the cafeteria takes place. Completion of the cafeteria is expected by the end of the summer of 2015.

Ongoing/Other Renovations

- There will be a new gifted education office that will also serve as a career opportunities center for interested students.
- Numerous group-learning areas and classroom renovations are taking place at the high school to support STEMM (Science, Technology, Engineering, Mathematics, and Medicine) initiatives and project-based learning.
- The hallways in the high school will get a new look, including new lights, new ceilings, and new lockers. The floors are also being refurbished and the walls are getting new tile.
- The majority of the high school roof is being replaced, the HVAC system is being upgraded, and most of the restrooms are being renovated. Additionally, windows throughout the building are being replaced, and electrical and data wiring are being updated.
- The School Board has hired VEBH Architects and plans are underway to complete renovations at Dorseyville Middle School and three of the elementary schools. Renovations are slated to begin in late 2015 at Dorseyville and will include reconfiguring the existing driveway and adding a second access road onto the campus. Plans for elementary school renovations are still in the preliminary stages and information will be provided for residents as plans are designed.



AWARD-WINNING PROJECT INSPIRED BY RESILIENCE OF FRUIT FLIES

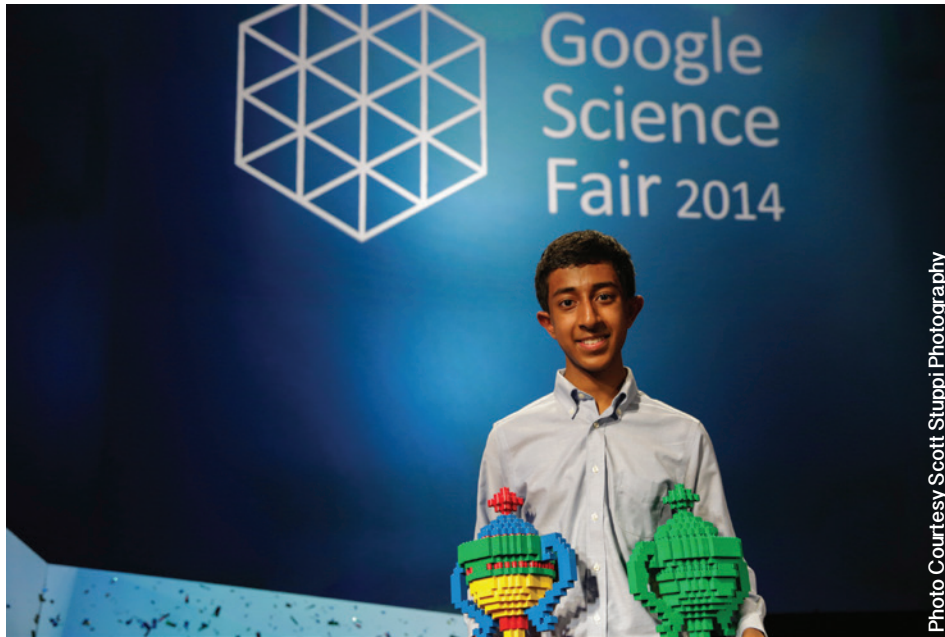


Photo Courtesy Scott Stuppi Photography

Mihir says he will use the \$25,000 computer science award and a year's worth of mentoring from Google to further his research. "My project can be applied anywhere flying robots are used. I'm excited about the potential for my project to be used in environments as diverse as collapsed buildings for robot-assisted search-and-rescue and emergency response," Mihir comments. "In particular, I'm really excited about the applications in search-and-rescue and emergency response because I think that they have the potential to save a lot of lives and

The resilience of pesky fruit flies led Fox Chapel Area High School sophomore Mihir Garimella to win a major award in an international science and technology competition. According to Mihir, the Garimella family returned home following an extended vacation, to find some bananas had been left out on the kitchen counter and they had "a house full of fruit flies."

"I kept trying to swat them and I became really frustrated," Mihir said. "I also started to realize how amazing the fruit fly's escape is, especially given how tiny they are."

Mihir became intrigued by how fruit flies detect and respond to threats. "I had been reading about flying robots at the time, and one thing that struck me was the similarities in the environments in which both fruit flies and flying robots have to operate, and the challenges that go along with those environments." This led to an idea for a study. "I wanted to see whether we could draw from biology, and particularly the marvel of fruit fly escape, to improve these flying robots, and to help make them autonomous."

For his project "FlyBot: Mimicking Fruit Fly Response Patterns for Threat Evasion," Mihir built a flying robot, similar to the ones used in search-and-rescue missions. He submitted his entry in the international Google Science Fair and was then invited to present his project before a panel of esteemed judges as part of the competition that was held in Mountain View, California. He was awarded a \$25,000 scholarship for being named a category award winner and he also won \$25,000 for being named the first Computer Science award winner. The Computer Science award celebrates a project that has the potential to change the world through outstanding and innovative work in the field of computer science.

have an immediate impact. I hope to use the funding and mentorship from my Computer Science award to make this a reality."

Mihir said having the opportunity to attend the competition was a great experience. "One thing that I loved, in particular, was meeting the other finalists and learning about their projects. There were only 18 finalists (15 projects, two of which were done by teams) from all around the world (including countries as far as Ukraine and Australia), so it was a really small group and I really enjoyed getting to know everyone else throughout the event."

The Google Science Fair is a global online science and technology competition open to individuals and teams from ages 13 to 18. Prior to being named an international winner, Mihir was one of five finalists from around the world in the 13-14 age group.

The Google Science Fair was started to inspire scientific exploration among young people and to celebrate the next generation of scientists and engineers.



EIGHTH GRADER WINS SECOND PLACE NATIONAL AWARD IN BROADCOM MASTERS® PROGRAM

One of 30 Finalists from Across the Nation to Compete in Washington, D.C.

Annika Urban first remembers looking through a microscope when she was just four-years-old, and that was just the beginning of her love of science. Her interest in scientific inquiry led her to compete among the top 30 “rising stars” in the 2014 Broadcom MASTERS National Science Fair. She received second place in the Engineering category that includes an award of \$2,500 to participate in a summer STEM (Science, Technology, Engineering, and Mathematics) academy of her choice.



To qualify to enter the national competition that was held in Washington, D.C., in October, Annika first entered her project “The Stethophone” at the 75th Annual Pittsburgh Regional Science and Engineering Fair when she was a seventh grader. Her stethophone uses a stethoscope and microphone that records breathing and heartbeats onto a smartphone or iPad®. Annika won a second place award in engineering and was among 2,054 students who entered the Broadcom MASTERS program and later became one of 300 semifinalists from across the country.

She found out in September that she was one of 30 finalists invited to Washington, D.C., to present her project. The finalists also participated in small-group challenges during the five-day competition.

Annika said of the experience, “Every project was so amazing. It was an honor to work with those kids.” She added that it was amazing to work with 29 other people who were interested in science and engineering and to personally experience all of the support provided at the conference. A highlight of the event was having dinner with a Nobel Prize winner and meeting President Barack Obama.

A cross-country runner, Annika said she was first inspired to develop her project after she began having breathing difficulties about two years ago. Because her brother has asthma, she and her family suspected she was suffering from exercise-induced asthma, but as so often is the case, by the time she could see a doctor, the symptoms would disappear. She said she thought if she could record her breathing and heartbeat during an episode, it would be easier to diagnose. Because the microphone on her iPad did not detect the sound of the heartbeat, her first attempts at taking an ordinary stethoscope and recording her breathing and heartbeat were not successful. However, she was able to use a guitar amplifier and that worked well. She sent the recording to a doctor who said he was impressed with the quality and that he could hear the heartbeat.

Dorseyville Middle School math teacher and science coach Eva Malecki, describes working with students on their projects as a “phenomenal experience.” She particularly enjoys observing student growth each and every year and has high expectations for Annika. “Annika has a capacity for comprehension and creativity in the sciences that will be a source of satisfaction in her studies and in her future career,” she says.

In the future, Annika said that she would like to further refine her “Stethophone.” She plans to continue her study of science and after college, perhaps pursue a career in biomedical engineering.

Along with her STEM scholarship, Annika received an iPad and a \$500 cash prize, and received a \$1,000 grant for Dorseyville Middle School to support STEM initiatives as part of her Broadcom award. Additionally, Annika and Mrs. Malecki each had a minor planet named in their honor.

The Broadcom MASTERS is a program of Society for Science & the Public. MASTERS stands for Math, Applied Science, Technology, and Engineering for Rising Stars. The program is the nation’s most prestigious STEM competition for U.S. sixth, seventh, and eighth graders.





Videographers record Fairview fifth graders working on their prewriting assignment. The video will be shared with other schools in the state.



(Top) Fairview Elementary fifth grade teacher Michael Frank provides a writing prompt to his class for a descriptive writing assignment.



(Bottom) Fifth grade students brainstorm in small groups as just one step in the writing process.

SCHOOL DISTRICT RECEIVES TWO \$25,000 GRANTS TO SHARE SUCCESSFUL STRATEGIES

Scoring proficient or advanced on standardized tests is just a starting point in the Fox Chapel Area schools. The district has been carefully planning strategies that result in not only outstanding achievement, but continued academic growth as well. Two district schools, Fairview Elementary School and Fox Chapel Area High School, have been recognized for their high performance and academic growth and will each receive a \$25,000 grant to serve as mentors under the Governor's Expanding Excellence Pilot Mentoring Grant Program. The goal of this program is to pair high-performing schools with lower-performing schools to increase student achievement, and to have high-performing schools share successful strategies with other schools around the state.

Based on the 2012-2013 School Performance Profile (SPP), public schools with a score of 90 percent or higher were eligible to apply for mentor grants of up to \$25,000. Applicants were required to analyze strategies, processes, and techniques, and design research-based models or training tools that can be used by schools across the state to improve student performance. Grant recipients chose schools to mentor to help them implement ideas to improve their own student performance. Additionally, each of the 26 high-performing schools made a brief presentation at the Pennsylvania Association of School Administrators-Pennsylvania School Boards Association Conference in October, and presented their strategy/plan in full at the Standards Aligned System Institute in Hershey on December 9.

"It's a compliment to our staff and administration that state officials have found programs that we have

implemented worthy to be shared with other districts," said Fox Chapel Area School District Superintendent Gene Freeman, Ed.D.

Fairview Elementary School received a \$25,000 grant for the school's student achievement and growth in writing. As a part of the Expanding Excellence grant program, Fairview will mentor Todd Lane Elementary School, part of the Central Valley School District. According to Principal Rebecca Stephan, the Fairview team (which includes teachers John Anderson, Kristin Bost, Heather Fontana, Michael Frank, and Elizabeth Voltz) plans to facilitate two professional development sessions with their mentee school later this school year. Prior to the professional development sessions, the Fairview team anticipates participating in an interactive discussion with a core team of teachers at Todd Lane in order to determine how to best help them to improve student writing. Additionally, Fairview plans to establish an electronic forum in which Todd Lane teachers can ask questions throughout the year. The school will also be invited to send a team of teachers to observe a fifth grade writing lesson at Fairview.

The Fairview Elementary staff has also produced a video featuring teachers engaging students in the writing process. The videos outline the process and strategies used to improve instruction and student achievement in writing in kindergarten through grade five. The video will be shared not only with Fairview's mentee school, but also with all schools in the state.

"It is an honor to have the opportunity to share with others what has supported our efforts to improve student achievement in writing at Fairview," said Mrs. Stephan.

“We believe that high and clear expectations; a clearly defined, progressive plan; and organizational tools to support the plan are keys to impacting student achievement in writing.” She added that Fairview will also benefit from their role of being a mentor. “When you teach something to others, it strengthens and refreshes your own understanding and application of the concepts and strategies you are sharing.”

The high school was also awarded a \$25,000 grant for its successful strategies in improving student achievement and growth on the Literature Keystone Exam. The high school has partnered with Central Valley High School, also in the Central Valley School District.

According to Fox Chapel Area High School Assistant Principal Rebecca Cunningham, Ed.D., this grant highlights important work that the English department has been doing for more than 10 years. “The teachers have used the principles of differentiated instruction to know where the students are, where they need to go, and how to help students succeed,” Dr. Cunningham stated. “The grant has given us a great opportunity to reflect upon those successful strategies, programs, interventions, and methods of acceleration that we use every day, and to see how we can continue to improve for our students.”

Staff used an analysis of curriculum and instruction to see how they were meeting the needs of students who required different levels of intervention, and then designed programs of support that varied depending on student need. For example, some students required intervention strategies in reading and others needed to understand how to write a constructed response to open-ended prompts on the exam. Flexible scheduling, curricular and instructional modifications, and constant data analysis to see how students are progressing were all important facets to help students become proficient on the Literature Keystone Exam.

Dr. Cunningham said of the high school’s implementation template and program that, “We are excited to showcase the hard work of the Fox Chapel Area High School teachers to the rest of the state and to contribute strategies that other schools can use to improve their own achievement and growth in reading and literature.”

The high school team has prepared a PowerPoint presentation and taped sessions that explain the process that resulted in high marks for the students’ success on the Keystones. The high school has invited representatives from Central Valley to visit with their team (Principals Michael Hower and Dan Lentz, Assistant Principals John McGee and Dr. Cunningham, district Coordinator of Federal Programs and Student Achievement Alicia Gismondi, and high school English teacher and department head Bryan Elder) in February and return again in April to discuss progress, provide updates, ask questions, and request more information. Dr. Cunningham said that the mentoring program will provide opportunities for learning for both mentor and mentee as staff members share ideas over the coming months.

“I look at this as a learning and growing experience for both schools,” said Dr. Cunningham. “This partnership is a wonderful chance to share strategies designed to help all students succeed.”

The district has invested in training for differentiated instruction for all staff members, both elementary and secondary. By learning how to differentiate process, content, and assessment, all teachers have a stronger repertoire to reach all levels of learners.

How the High School Improved Student Academic Growth in Literature

The high school staff began to look more intensively at each individual student in order to help all students continue to grow academically.

- The high school developed extensive programming to respond to the needs of students who were predicted to score basic or below basic on the Keystone Exams. The high school eliminated traditional resource classrooms and moved these students into the general education curriculum with extra support, when needed, so that they could access a more rigorous program of studies with content area specialists. Reading specialists used their expertise to work with teachers to ascertain the students’ progress on comprehension, fluency, and vocabulary.
- Through testing and needs-assessments, the high school offered increased opportunities for students who were predicted to score proficient on the Keystones so that they could continue to access more rigorous courses. The English department added academic-level and accelerated courses. The accelerated courses were then streamlined to provide a smooth transition toward the Advanced Placement-level courses. Professional development support was designed to help teachers provide enhanced instructional techniques in order to reach a wide variety of students.
- Students who were predicted to score advanced on the Keystone Exams required different support in order to continue to grow academically. The addition of accelerated English courses enabled students to master a more rigorous curriculum and to hone their skills to become more clear and precise writers, thus helping them to reach and succeed in the AP-level courses. All AP teachers are trained in AP strategies and use a rigorous curriculum to instill a strong focus on disciplined writing. In a supporting role, the gifted teachers provide additional internal and external enrichment opportunities for all students.



Fox Chapel Area High School Senior/Lead Principal Michael Hower and English department teacher and chairperson Bryan Elder tape the introduction to the high school’s video on improving student achievement and growth on the Literature Keystone Exam.



NATIONAL HONOR SOCIETY MORE THAN JUST GOOD GRADES

131 Inducted in this Year's Class

Of course everyone in National Honor Society (NHS) has excellent grades. However, there is much more to being a member of the NHS. Members demonstrate the organization's core values: scholarship, service, leadership, and character – and Fox Chapel Area High School NHS students want to make their mark on the school to leave a legacy and example for all the students who follow.

According to Fox Chapel Area NHS President senior Rishi Mirchandani, "When I was an underclassman, the upperclassmen I looked up to were members of NHS. I admired their dedication to their work and the way they interacted with others, so I was truly honored when I became an upperclassman and was given the chance to join the chapter myself."



This year, Rishi said the officers added a new dimension to the induction ceremony by inviting Carnegie Mellon University Assistant Teaching Professor David Kosbie to speak. A graduate of Harvard University, Mr. Kosbie, who worked early in his career at Apple and Microsoft, addressed inductees at the ceremony on September 18 about the attributes of leadership and excellence. In response to the presentation, Rishi said, "One of the best ways to build character is to hear from others who demonstrate strong values." He pointed out that Mr. Kosbie said, "To lead...is not merely to hold a position but to champion a cause you believe in and instill the drive in others to work for that cause."

According to Rishi, one of the goals of the chapter officers this year is to expand the use of technology to more efficiently communicate with members. Senior Nicole Fallert, NHS secretary, "maintains a Twitter



The 2014-2015 Fox Chapel Area High School National Honor Society officers.

Photos Courtesy Town and Country Studio

account for our chapter (@FCAHSNHS) to keep students updated about volunteer opportunities. It's a great way to spread information quickly and coordinate ambitious service projects within an amazingly short time frame." He also said that a website has been developed so that students can sign up for various volunteer opportunities, like Homework Helpers, as well as at local hospitals, community libraries, food banks, and more.

Perhaps the biggest volunteer project the NHS students undertake, Homework Helpers involves high school students helping younger students at after-school homework sessions. "There's really nothing better than witnessing an eight-year-old finally grasping a concept, smiling from ear to ear, and saying 'I get it now!' It's those types of moments that remind us what community service is really about. It's more than just a certain statistic you can list on a resume. You can really make a palpable difference in people's lives," Rishi stated.

This year's Fox Chapel Area High School NHS inductees included: seniors Elissa Bergren, Walker Brooke, Joseph Clapper, Andrew Coco, Matthew Cynkar, Tynan Englert, Emily Fabiszewski, Dana Gerson, Kristin Goodwin, Jason Huggler, Isabel Lebovitz, Acella Lee, Mahima Naini, Stephen Pollock, Akhil Ramgopal, Peter Rozin, Scott Trellis, William Urso, and Gregory Yaksich. Juniors inducted included: Isabel Acevedo, Jeff Amorose, Kelly Arel, Daniel Beluk, Elena Berg, Jessica Berg, Eli Berman, Sarah Bernhard, Lydia Beyer, Rahul Bidanda, Bogdan Bordean, Christina Brown, Amy Burke, Maria Burns, Alexis Buzzatto, Mark Calandra, Francesca Cano-Czagany, Emily Casile, Lacey Cohen, Taylor Cohen, Aleya Collins, Katherine Costanzo, Madelyn Coulson, Kavya Darapuneni, Kelsey Denny, Domenico DiMatteo, Zachary Dolhi, Christopher Esch, Katelyn Essey, Lucas Fennell, Thomas Fennell, Clara Ferreira, Michael Ferrone, Charles Fletcher, Claire Fortier, Logan Foster, Matthew Friday, Ben Friedland, Kota Furuhashi, Conor Gaffney, Emily Germanos, Olivia Gottschalk, Matthew Hardiman, Emily Hartz, Jessica Hertzberg, Ryan Humbert, David Humphrey, Mary Humphrey, Emmelia Jaffe,

Kathleen Kiszka, Jacob Kronman, Nicola Lee-Oesterreich, Angelin Lucas, Julia Lynch, Nathan Matisko, Levi McCrady, Caitlin McEvoy, Jane Millard, Ryan Morrissey, Nina Mulroy, Shaina Munin, Elliott Norman, Jasmine Pabla, Ian Patterson, Murphy Patterson, Kristopher Penner, Josh Pogue, Stephen Polcyn, Bethany Pollock, Amanda Puthenpurayil, Alisa Quemado, Siddharth Rajupet, Sophie Rodosky, Rebecca Salamacha, Grace Sauereisen, Margot Savin, Iris Schaitkin, Sarah Schanwald, Anja Schempf, Alexis Schwartz, Kristen Scipione, Priyanka Shah, Laurel Shymansky, Eli Simon, Jennifer Snyder, Sreeroopa Som, Vishal Soman, Ana Spangenberg, Zachary Spodek, Nicole Stumpf, Sarah Supsura, Manasa Thada, Emily Trageser, Daly Trimble, Marjorie Trimble, Konrad Urban, Olivia Van

Dyke, Brad Vayonis, Freesia Vettier, Madison Wateska, Bric Waxter, Maya Weis, Kira Witt, Casandra Wolff, Michele Wolff, Xi Xu, Elaine Yates, Hannah Yeager, Blanche Yousem, Emilie Yousem, Ashley Zito, and Megan Zonker.

Students in their sophomore year who have an unweighted QPA of 3.5 or better are invited to apply for membership in the NHS. Applicants must also have a minimum of two service activities and be involved in at least two additional clubs/groups. They must exhibit leadership qualities and provide character references. Once they are inducted as members, they must maintain their Quality Point Average (QPA) and continue their community service work through NHS-sponsored projects and other organizations.



Carnegie Mellon University Assistant Teaching Professor David Kosbie addressed the students at the induction ceremony.

NATIONAL HONOR SOCIETY – FIRST-PERSON PERSPECTIVE

By Emily Thomas, Senior and Vice President of the Fox Chapel Area NHS

I remember when I was 11-years-old sitting in an auditorium filled with parents, teachers, and students. I was at the 2007 National Honor Society induction ceremony for my older sister Anne, and what I took from that night was that I knew that when I was old enough, I was going to become a part of NHS too. The National Honor Society is a means of allowing students to take the extra step in their academic career in high school. High school, I believe, is all about learning – whether its learning about the Crusades in world history or recognizing the importance of collaboration on a sports team, by the time you are handed your diploma, you can walk away knowing that growth has taken place. National Honor Society pushes its members to think outside the box, question the world around them, and most importantly, NHS emphasizes the fact that young people have a duty to contribute to the community. I wanted to push myself as a scholar, a leader, and an active member of my school.

National Honor Society, to me, is more than just wearing the blue sash on graduation day in June. National Honor Society stands for principles that are dear to my heart: trust, integrity, leadership, and dedication. Being a member of the NHS means that I have put forth the effort to set myself aside from the ordinary. It means that I am part of a

society of young scholars who value hard work, ethics, and volunteerism as much as I do. As a member of the NHS, you have agreed to protect the integrity needed to build relationships with others and to dedicate yourself to your studies and community. National Honor Society means that my possibilities are limitless going forward; I can be not only a leader, but also a member of something greater. National Honor Society is a means of facilitating that step toward future success and bettering the world as a whole.

At Fox Chapel Area High School, NHS members are required to participate in a community service initiative called Homework Helpers. At Homework Helpers, NHS members get to go to one of the Fox Chapel Area School District elementary schools or Dorseyville Middle School and work with students who need extra guidance. I have had the pleasure to work with kids at O'Hara Elementary who can look up to me and the other members as role models and inspirations. These students seek one-on-one assistance with, for example, mathematics, in which they find themselves struggling to keep up in class.

I absolutely love Homework Helpers. It's great to see how much difference individual tutoring can make for a kid who views their studies as a challenge. I believe that it is very important for kids



at a young age to not be afraid when they don't understand, and instead should ask questions. The most important part of school is not memorizing – it's understanding. Through Homework Helpers, NHS members like myself are given the opportunity to make a difference and guide kids into a better academic state of mind.

Fox Chapel Area High School is blessed with truly amazing young scholars. It is amazing how a group of high school kids can come together and agree to uphold a set of values that they believe in. This year, NHS hopes to get involved in more community volunteer projects and give back. Be on the lookout for the great things NHS is going to do in the Fox Chapel Area!



21 SENIORS RECOGNIZED IN NATIONAL MERIT PROGRAM

Nine Fox Chapel Area High School seniors have been designated as National Merit Semifinalists in the 2015 National Merit Scholarship Program conducted by the National Merit Scholarship Corporation (NMSC). The Semifinalists from Fox Chapel Area High School are: Greta Altmeyer, Zoe Aridor, Anna Burns, James Docimo, Rama Godse, Frank Lou, Rishi Mirchandani, Elianna Paljug, and Samuel Waxman. The Semifinalists represent less than one percent of the nation's high school seniors and have the opportunity to advance to the Finalist level and compete for about 8,000 National Merit Scholarships worth about \$35 million to be offered in the spring of 2015.

Additionally, 12 high school seniors were named Commended Students. They are: Sonia Appasamy, Jacob Chajson, Gerry Chen, Frances Dean, Katherine Holland, Iza Lantgios, Simran Parwani, Kanika Sarma, Elizabeth Shneider, Shahwar Tariq, Anna Wang, and Eleanor Zinn.

This year's National Merit Semifinalists and Commended Students were selected based on their 2013 Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) scores. Each year college-bound 11th grade



Photo Courtesy Town and Country Studio

The Fox Chapel Area High School 2015 National Merit Semifinalists.

students complete the PSAT/NMSQT. All the students who take this test are automatically enrolled in the National Merit Scholarship Program and approximately 16,000 advance to become Semifinalists and about 34,000 are Commended.

KERR ELEMENTARY SCHOOL TEAM WINS “BATTLE OF THE BOOKS”

A team of Kerr Elementary School fifth grade students, the Kit Kat Crunchers, was named the winner of the 2014 Fox Chapel Area School District Battle of the Books Tournament. Winning team members were Danielle Horne, Ellie Peterson, Sophie Pilarski, and Izabella Stern. A traveling trophy was presented to the team members and it will be kept at their school for one year of victory and celebration. The winning team also received a plaque engraved with the team and students' names on it that will be displayed at Kerr.

The annual tournament, held November 5 at O'Hara Elementary School, featured fourth and fifth grade students from Fairview, Hartwood, Kerr, and O'Hara elementary schools. The tournament is the culmination of eight weeks of reading and studying books from a selected book list. The fourth and fifth grade students form teams and work with parent team managers to help prepare for the competition. During the competition, the students answer questions about the books they have read. Students also illustrate various books on poster board shields that are displayed around the auditorium during the tournament.

The Battle of the Books Tournament was sponsored by the elementary library department. The elementary librarians are Karen Fornari, Allyson Hepler, Kathy Hoel, and Kirsten Moller.



NEW DIRECTOR OF ELEMENTARY EDUCATION EMPHASIZES PERSONAL CONNECTIONS WITH STUDENTS AND STAFF

Ashley Nestor, Fox Chapel Area School District's new director of elementary education and instruction, will be responsible for leading the growth and development of both teachers and students. As part of her plan to carry out her new role, Mrs. Nestor says she has begun by meeting with every member of the elementary team and visiting all of the elementary classrooms in the district.

"I have always tried to model that personal example is the most powerful human resource available to lead any organization."



Ashley Nestor visited every classroom in all of the elementary schools to read the book, "The Dot." Here, she reads to Kerr Elementary School fourth graders.

Since her arrival to the district in October, Mrs. Nestor has been visiting students at each of the elementary buildings, taking with her a book, "The Dot," by Peter Reynolds, which she is reading aloud to every student. Her goal is for students to realize the importance of making their own mark and seeing where it takes them.

Mrs. Nestor is looking forward to working with the staff at Fox Chapel Area and she has quickly learned that the district is comprised of professionals who are full of passion, perseverance, and a genuine concern for students. She says, "It is a true privilege to lead such a committed and talented group of people."

Mrs. Nestor has been conducting team meetings with staff members at each building to determine various needs and goals. Additionally, she is already working with staff to design instruction and assessment in mathematics that will best support the needs of students.

She takes her leadership responsibility very seriously. "The pace of the leader is the pace of the team. I don't expect of others what I don't expect of myself," Mrs. Nestor points out. "I have always tried to model that personal example is the most powerful human resource available to lead any organization."

Beginning early on in her career, Mrs. Nestor demonstrated her leadership skills, as well as her belief in a team approach to education. Before being hired at Fox Chapel Area, she spent her entire career at the Greensburg Salem School

District beginning as a second grade teacher. She later was selected to lead and coordinate their entire elementary gifted student program. This involved collaborating with multidisciplinary teams for social studies, science, language arts, and math. In her most recent position as the coordinator of elementary education, federal programs, and instruction for the Greensburg Salem School District, she was responsible for curriculum, instruction, and assessment development; professional development workshops; and visiting classrooms to experience the teaching and learning process. Among her accomplishments, Mrs. Nestor worked to bring full-day kindergarten to the district, developed and implemented the elementary standards-based report card, designed curriculum and instruction at the elementary level, and created focused professional development experiences for teachers. She is quick to point out that all of this was possible due to the efforts of the entire educational team.

Currently enrolled in a doctoral program at the University of Pittsburgh, Mrs. Nestor earned a bachelor of science in elementary education and a master of education, also at Pitt. She and her husband, Jason, reside in Greensburg.

Mrs. Nestor was appointed by the Board of School Directors in August to replace Tammy Wolicki, Ed.D., who resigned in June to become assistant superintendent of the Hempfield Area School District.



(Left) After she read the book, Mrs. Nestor left every classroom with a poster where each student was encouraged to make his or her mark.

(Below) Mrs. Nestor talked to O'Hara Elementary School first graders about "making their mark."

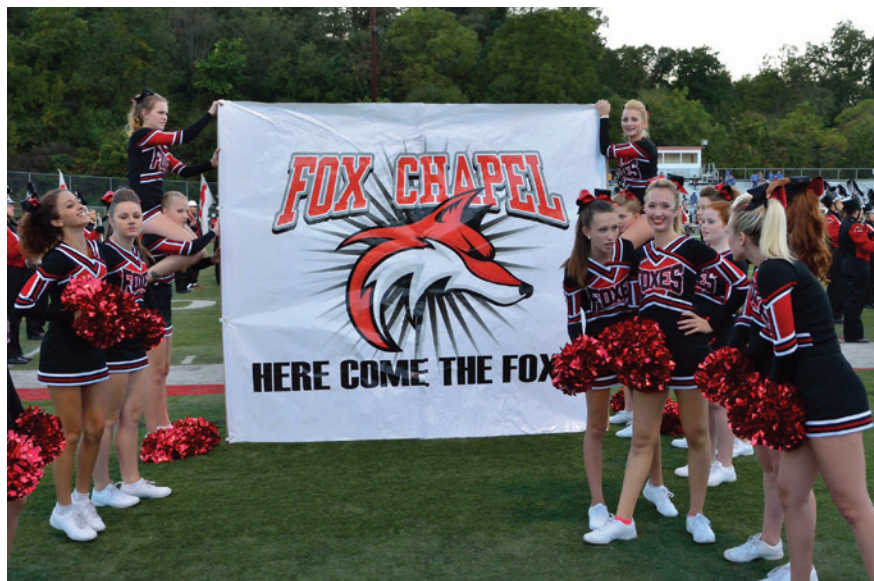


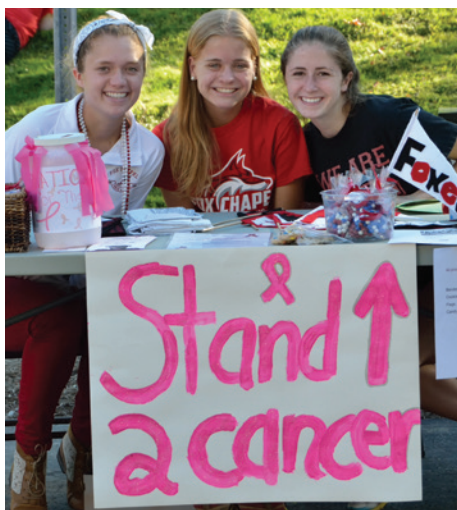


FOX CHAPEL AREA HIGH SCHOOL HOMECOMING 2014

"When You Wish Upon A Star"

PHOTOS COURTESY TOWN AND COUNTRY STUDIO







First graders made American flags and recited facts about veterans and the importance of their service.

HARTWOOD STUDENTS HONOR VETERANS AT SPECIAL CEREMONY

A huge flag on the stage of the gym, made from cutout handprints of each Hartwood Elementary School student, served as a stirring tribute to veterans. Parents, grandparents, uncles, and other important relatives of students – 30-plus veterans in all – attended the school's first-ever Veterans Day celebration intended to honor those who have served our country in the armed services.

The afternoon event began with a reception for the veterans where they were welcomed by school counselor Janet Fazzini and refreshments were provided by Hartwood's activities committee. The entire student body took part in the assembly that

followed. The Sharpsburg VFW Color Guard opened the ceremony, and each grade level performed a moving tribute to the veterans, waving flags and singing patriotic songs, reciting poems, signing to the song "We Say Thank You," and showing a video they produced featuring students sharing their gratitude. The veterans were then invited to stand and be acknowledged as each of the branches of the armed services was announced. Finally, former Hartwood student and high school senior Brendan Valley played "Taps" before the members of the VFW retired the flag and processed out of the gym.

Third grade teacher and Hartwood's activities committee chair Lynn DePellegrini, who, along with

instructional assistant Rosanne Wiest, coordinated the Veterans Day event, stated, "It was moving for me." She said that when she asked the Hartwood staff to get involved in the planning, each grade level eagerly came up with a unique idea of what they wanted to do. Mrs. DePellegrini was also pleased with how art teacher Cheryl Galizia came up with the idea to have each student trace their handprint in red or white so they could be part of the American flag she created.

Mrs. DePellegrini added, "This was a perfect time, from an educational standpoint, for students at Hartwood to interact with the veterans who served their country and to invite the veterans to be guests of the school."



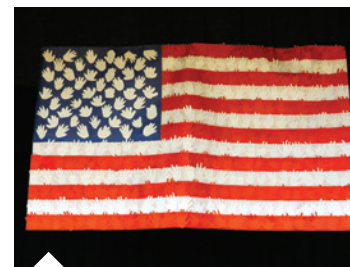
Second grade students stand at attention as they sing, "America the Beautiful."



A former Hartwood student and current high school senior plays "Taps" while the Sharpsburg VFW Color Guard prepares to retire the flag.



Students talk with their veteran relatives and pose for photos prior to the ceremony.



Art teacher Cheryl Galizia took the cutout handprints of the entire Hartwood student body to create a large American flag for the stage.



*Warm Wishes
this holiday season*

Fox Chapel Area School District

Holiday Card 2014

*Created by Fairview Elementary 5th Grade Art Students
Hanna Essey ~ Janise Kim ~ Uma Muzumdar*



FALL ATHLETIC HIGHLIGHTS

Nine out of ten Fox Chapel Area High School fall 2014 athletic teams qualified for the WPIALs. WPIAL qualifiers included boys' and girls' cross country, field hockey, football, boys' and girls' golf, boys' and girls' soccer, and girls' tennis. The school was also represented at the state championships for cross country, boys' golf, and girls' tennis.

Boys' Golf

For the third consecutive year, the boys' varsity golf team won the WPIAL Class AAA Section 4 Championship. The team members were: senior Michael Gerger; juniors James Braham, Mark Calandra, Matthew Friday, and Michael Marsico; and sophomores Anthony Cordaro and Alexander Lawson. The team finished the season with a section record of nine wins and one loss.

Additionally, Anthony Cordaro won the WPIAL Class AAA Individual Championship. Michael Gerger and Anthony both placed at the PIAA Western Regional Golf Tournament and qualified for the PIAA Golf Championships that were held October 20 and 21 in York. Anthony placed 10th at the PIAA tournament.

Girls' Tennis

Two members of the high school girls' varsity tennis team won the WPIAL and section doubles championships. Junior Laurel Shymansky and freshman Amanda Nord were named the WPIAL Class AAA Doubles Champions and the WPIAL Class AAA Section 3 Doubles Champions. Laurel and Amanda also qualified for the PIAA Girls' Tennis Championships where they won a silver medal (second place in the state). The state championships were held October 31 and November 1 in Hershey.

Cross Country

Two members of the cross country team, senior Elias Graca and junior Mary Humphrey, qualified for the PIAA Cross Country Championships. The state meet was held November 1 in Hershey.

Field Hockey

The varsity field hockey team won the WPIAL Class AAA Section 2 Championship. The team members were: seniors Claire Durr, Meghan Lucas, Megan Martin, and Elizabeth Savin; juniors Jenna Alexander, Samantha Bernacki, Lydia Beyer, Christina Brown, Sarah Kintner, Margaret McIlroy, Molly Mendelson, Margot Savin, Nicole Susi, Emily Trageser, and Emilie Yousem; sophomores Megan Botos, Natalie Columbus, Megan McCrady, and Krista Spuhler; and freshmen Gwynneth Heidinger, Mia Jamiolkowski, Grace Knepshield, Katie McIlroy, Abigail Pitcairn, and Paige Ryan. The team had 11 wins and one loss in the section.



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NOTICES TO PARENTS OF CHILDREN WHO RESIDE IN THE FOX CHAPEL AREA SCHOOL DISTRICT

Annual Public Notice of Special Education Services and Programs, Services for Gifted Students, and Services for Protected Handicapped Students

IDEA – Chapter 14

In compliance with state and federal law, notice is hereby given by the Fox Chapel Area School District that it conducts ongoing identification activities as a part of its school program for the purpose of identifying students who may be in need of special education and related services. Child Find refers to activities undertaken by public education agencies to identify, locate, and evaluate children residing in the state, including children attending private schools, who are suspected of having disabilities, regardless of the severity of their disability, and determine the child's need for special education and related services. The purpose is to locate these children so that a Free Appropriate Public Education (FAPE) can be made available. Identification Activities are performed to find a child who is suspected as having a disability that would interfere with his or her learning unless special education programs and services are made available. These activities are sometimes called screening activities. The activities include: review of group data, conducting hearing and vision screening, assessment of a student's academic functioning, observation of the student displaying difficulty in behavior, and determining the student's response to attempted remediation. Input from parents is also an information source of identification. If your child is identified by the district as possibly in need of such services, you will be notified of applicable procedures. Individualized services and programs are available for children who are determined to need specially designed

instruction due to the following conditions: autism/pervasive development disorder, blindness or visual impairment, deafness or hearing impairment, deaf blindness, orthopedic impairment, developmental delay, multiple disabilities, traumatic brain injury, other health impairment, emotional disturbance, specific learning disability, and/or speech or language impairment. We offer a continuum of services for students with disabilities that begins with full inclusion in the child's home school and class, to separate programs within other schools in which peers without disabilities would not participate.

If you believe that your school-age child may be in need of special education services and related programs, or your child (ages three to school age) may be in need of early intervention, screening and evaluation processes designed to assess the need of the child and his/her eligibility are available to you at no cost, upon written request. You may request screening and evaluation at anytime, whether or not your child is enrolled in the district's public school program. Requests for school-age evaluations and screenings are to be made in writing to: Special Education Department, Fox Chapel Area School District, 611 Field Club Road, Pittsburgh, PA 15238. Requests for children ages three to school age should be made in writing to: Project DART, Allegheny Intermediate Unit, 475 East Waterfront Drive, Homestead, PA 15120.



Potential Signs of Developmental Delays and Other Risk Factors that Could Indicate a Need for Special Education Services

Some indications that your child may be a child with a disability who is in need of special education are:

- Exhibition of an emotional disturbance over a long period of time which affects your child's ability to learn;
- Consistent problems in getting along with others;
- Difficulty communicating;
- Lack of interest or ability in age-appropriate activities;
- Resistance to change;
- Difficulty seeing or hearing that interferes with the ability to communicate;
- Health problems that affect educational performance including attention problems;
- Difficulty performing tasks that require reading, writing, or mathematics; and
- When a child who is at least three years of age but before he or she has started school as a beginner, scores on a developmental assessment device, on an assessment instrument which yields a score in months, which score indicates that the child is delayed by 25 percent of the child's chronological age in one or more developmental areas, or if the child is delayed in one or more of the developmental areas, as documented by test performance of 1.5 standard deviations below the mean on standardized tests.

Section 504 – Chapter 15

In compliance with state and federal law, the school district will provide to each protected handicapped student, without discrimination or cost to the student or family, those related aids, services, or accommodations which are needed to provide equal opportunity to participate in and obtain the benefits of the school program and extracurricular activities. A protected handicapped student must be school age with a physical or mental disability which substantially limits or prohibits participation in or access to an aspect of the school program. You may request screening and evaluation for Chapter 15 services at any time, whether or not your child is enrolled in the district's public school program. Requests for evaluation and screening are to be made in writing to: Pupil Services Department, Fox Chapel Area School District, 611 Field Club Road, Pittsburgh, PA 15238.

Gifted Education – Chapter 16

In compliance with state law, services designed to meet the unique needs of gifted students are provided. Students are identified individually based on state law and district policy, and those students who possess superior intelligence scores or meet multiple criteria indicating gifted ability may receive services. If you believe that your school-age child may be eligible for gifted services, screening and evaluation processes designed to assess his/her eligibility are available to you at no cost, upon written request. You may request screening and evaluation at any time, whether or not your

child is enrolled in the district's public school program. Requests for evaluation and screening are to be made in writing to: Pupil Services Department, Fox Chapel Area School District, 611 Field Club Road, Pittsburgh, PA 15238.

Confidentiality

All information gathered about your child is subject to the confidentiality provisions contained in federal and state law. The district has policies and procedures in effect governing the collection, maintenance, destruction, and disclosure to third parties of this information. For information about this, as well as the rights of confidentiality and access to educational records, you may contact, in writing: Pupil Services Department, Fox Chapel Area School District, 611 Field Club Road, Pittsburgh, PA 15238.



Public Notice – Student Records

As a parent of a student in the Fox Chapel Area School District, you have certain rights in regard to your child's school records. These rights are guaranteed by the Family Educational Rights and Privacy Act (FERPA), 1974, and the Pennsylvania State Board of Education Regulations. These rights apply whether your child is exceptional or nonexceptional.

The district protects the confidentiality of personally identifiable information regarding exceptional and protected handicapped students in accordance with state and federal law and the district's student records policy.

You have the right to review, inspect, or obtain a copy of your child's records. Records are also open to school officials who have a legitimate educational interest in a child. You may make a written request for copies of your child's records at a fee not to exceed duplicating costs. If you believe that any information is

inaccurate or misleading, you may challenge the contents of the records. You have the right to refuse individual consent where such permission is needed for releasing certain student information. Should you feel the district is not providing these rights, you may file a complaint with the Family Policy Compliance Office (FPCO), U.S. Department of Education, 400 Maryland Ave. S.W., Washington, D.C. 20202.



If a child transfers to another school system, records will be forwarded after notification of enrollment is received from the new school.

According to the FERPA, 1974, various nonconfidential information can be released to outside agencies without your consent. This directory information consists of student's name; address; telephone number; email address; photograph; date and place of birth; major field of study; dates of attendance; grade level; participation in officially recognized activities and sports; weight and height of members of athletic teams; degrees, honors, and awards received; the most recent educational agency or institution attended; and other similar information.

If you do not want directory information about your child released, please notify the Fox Chapel Area School District Assistant Superintendent, in writing, at the beginning of each school year at 611 Field Club Road, Pittsburgh, PA 15238.

Pennsylvania School Performance Profile

Under the Pennsylvania Educator Effectiveness System (Act 82 of 2012), the Pennsylvania Department of Education has released the Pennsylvania School Performance Profile (SPP). This public site provides an academic performance score for public schools in the state. The School Performance Profiles for the member schools of the Fox Chapel Area School District are available online at <http://paschoolperformance.org>.

Military Recruiters

No Child Left Behind (NCLB) Section 9528 requires each school district that gets assistance under the Title I program to give military recruiters access to secondary students' names, addresses, and telephone listings. However, according to NCLB 9528(b), parents can request that the school district must get prior written consent before releasing their child's contact information to military or college recruiters. Parents who want to give prior written consent before releasing their child's contact information should call the high school counseling office at 412/967-2438 prior to the beginning of each school year.



Asbestos Reinspections

In compliance with the U.S. Environmental Protection Agency (EPA) Asbestos Hazard Emergency Response Act, the EPA requires the district to perform reinspections of asbestos materials every three years. In August 2013, accredited asbestos inspectors performed these reinspections and a certified asbestos management planner

reviewed the results. The results of the reinspections are on file in the school district administration office as part of the asbestos management plan. The management plan is available for viewing by the public during regular school hours (Monday-Friday from 8 a.m.-4 p.m.).

Media Notification

Our students, educational programs, school events, and community-oriented activities are sometimes made the subject of recording by video, audio, photography, and the like for use as instructional and informational tools. Since the schools are public buildings, students are frequently the subject of video and audio recording, interviewing, and/or photographing. In addition, our students' work is sometimes published in print and/or the electronic media. The district will allow students to be recorded, interviewed, and/or photographed and students' work to be published for legitimate public purposes.



Throughout the school year, students may be recorded, interviewed, and/or photographed by representatives from newspapers, television stations, and radio stations, as well as district communications office personnel or their designees and these items may be publicly displayed. Students and their work and

photographs may also appear in print media and/or electronically on places such as the district's websites and through broadcasts.

If parents/guardians object to such publication, a written objection must be filed. The district will not deliberately publish a child if a written objection has been filed. The district will also make a reasonable effort to avoid publication by any third party. It is understood that the district certainly has no control of the news media or others outside of the school organization. Student participation in school activities, especially athletics and other competitive events, increases the likelihood of publication of stories and images of those students.

Written objections must be filed at the beginning of each school year with the Coordinator of Communications, Fox Chapel Area School District, 611 Field Club Road, Pittsburgh, PA 15238. If a written objection has been filed in the past, a new letter of objection must still be filed each year. If parents/guardians do not file a written objection, their silence will serve as implied consent.



FOX CHAPEL AREA SCHOOL DISTRICT

District Administration

611 Field Club Road
Pittsburgh, PA 15238
412/963-9600
www.fcasd.edu
Superintendent: Gene Freeman, Ed.D.
Assistant Superintendent:
David P. McCommons, Ed.D.
Director of Business Affairs:
L. Douglas McCausland

District Resource Staff

Director of Secondary Education and Instruction:
Matthew J. Harris
Director of Elementary Education and Instruction:
Ashley L. Nestor
Director of Special Education and Pupil Services:
Lonnie Carey, Ed.D.
Coordinator of Federal Programs and Student
Achievement: Alicia Gismondi
Coordinator of Educational Technology:
Scott W. Hand
Director of Ancillary Services: Daniel Breikreutz
Director of Athletics & Activities: Michael O'Brien
Coordinator of Communications: Bonnie Berzonski

FOX CHAPEL AREA SCHOOLS

Fairview Elementary School

738 Dorseyville Road
Pittsburgh, PA 15238
412/963-9315
Principal: Rebecca A. Stephan

Hartwood Elementary School

3730 Saxonburg Boulevard
Pittsburgh, PA 15238
412/767-5396
Principal: Rachel K. Fischbaugh

Kerr Elementary School

341 Kittanning Pike
Pittsburgh, PA 15215
412/781-4105
Principal: Paul S. Noro, Ed.D.

O'Hara Elementary School

115 Cabin Lane
Pittsburgh, PA 15238
412/963-0333
Principal: Michael E. Rowe, Ed.D.
Assistant Principal: Aaron C. Rea

Dorseyville Middle School

3732 Saxonburg Boulevard
Pittsburgh, PA 15238
412/767-5343
Principal: Jonathan T. Nauhaus
Assistant Principal: Patricia A. Clark
Assistant Principal:
James Phillip Prager Jr.

Fox Chapel Area High School

611 Field Club Road
Pittsburgh, PA 15238
412/967-2430
Senior/Lead Principal:
Michael H. Hower
Program Principal:
Daniel E. Lentz, Ph.D.
Assistant Principal – Senior Program:
John J. McGee
Assistant Principal –
Intermediate Program:
Rebecca J. Cunningham, Ed.D.

For the latest information on school activities and weather-related delays and cancellations, call the Fox Chapel Area School District 24-Hour Information Line at 412/967-2500 or visit the website at www.fcasd.edu.

The athletic events calendar can be found on the Fox Chapel Area School District website at www.fcasd.edu or visit www.highschoolsports.net.

COMPLIANCE STATEMENT

The Fox Chapel Area School District is an equal rights and opportunity school district. The school district does not discriminate on the basis of race, color, age, creed, religion, gender, sexual orientation, ancestry, national origin, or handicap/disability. The district shall make reasonable accommodations for identified physical and mental impairments that constitute disabilities, consistent with the requirements of federal and state laws and regulations.

Additional information pertaining to civil rights, school district policies, and grievance procedures can be obtained by contacting the compliance officers listed below between 8 a.m. and 4 p.m. Monday-Friday. This notice is available from the compliance officers in large print, on audiotape, and in Braille.

Title IX: David P. McCommons, Ed.D.
(412/967-2456)
Section 504 and ADA: Lonnie Carey, Ed.D.
(412/967-2435)
Address: Fox Chapel Area School District
611 Field Club Road
Pittsburgh, PA 15238

FOX CHAPEL AREA SCHOOL BOARD

PHOTO COURTESY TOWN AND COUNTRY STUDIO



Front Row (left to right):
Sandra M. Garbisch, Assistant Secretary (2015 - Region II); Charles R. Burke Jr., Treasurer (2017 - Region III); Nancy B. Foster, President (2015 - Region III); Gene Freeman, Ed.D., Superintendent; and Terry L. Wirginis, Vice President (2015 - Region II).

Row 2 (left to right):
Eric C. Schmidt (2015 - Region I); Robert Mauro (2017 - Region II);
Somer Obernauer Jr. (2015 - Region I); Lisa M. Rutkowski (2015 - Region I); and
Joel R. Weinstein (2017 - Region III).

Row 3 (left to right):
David P. McCommons, Ed.D., Assistant Superintendent; Paul J. Giuffre, Esq., Solicitor;
and L. Douglas McCausland, Board Secretary.

Region I covers all of Sharpsburg Borough and Wards 2, 3, and 4 of O'Hara Township; Region II covers Districts 2, 4, and 5 of Fox Chapel Borough and all of Indiana Township; and Region III covers all of Aspinwall Borough, Blawnox Borough, Wards 1 and 5 of O'Hara Township, and Districts 1 and 3 of Fox Chapel Borough.

School Board regular business meetings are usually scheduled for the second Monday of each month at 7 p.m. and are held at the high school. The public is invited to attend.