The Cornell School District’s cornerstone evening of the school year is the annual graduation ceremony where members of the outgoing senior class are recognized in front of their families, friends, Cornell faculty and staff, and Coraopolis and Neville Island community members. The graduating Class of 2018 bid farewell to Cornell on a beautiful Friday night in a packed auditorium on Friday, June 1. The Keynote Speaker of the evening was Cornell Class of 2008 graduate, Ms. Gwendolyn Morgan Stevens. After graduating Cornell High School, Ms. Stevens attended Lincoln University, the nation’s first degree-granting historically black university, graduating Magna Cum Laude in 2012 with a Bachelor of Arts Degree in Political Science and Bachelor of Arts Degree in French. Ms. Stevens then attended the University of Pittsburgh on a full academic scholarship where she received her Master’s Degree of Public Administration, Public and Nonprofit Management in 2014. Currently, Ms. Stevens is employed at Carnegie Mellon University as a Housefellow and Coordinator of Residential Education for Orientation. Ms. Stevens is also an adjunct professor at Carlow University in the College of Leadership & Social Change. She is an excellent example for all Cornell students and has made the most out of every opportunity that has been presented to her. Her message to the Cornell graduates was inspiring and uplifting, and all of Cornell is proud of her many accomplishments. The evening also featured speeches from the 2018 Valedictorian, Liam White-McShane and the 2018 Salutatorian, Piper Kimble. To conclude the ceremony, Piper Kimble returned to the podium to address the class one more time as Senior Class President, and directed the students in the ceremonial movement of the tassels. The Cornell High School Concert Band also performed during the evening, allowing graduating seniors the opportunity to perform one more time with the band. It was a memorable evening and each Cornell graduate was spotlighted as only Cornell can. Each senior entered the auditorium to their baby picture being displayed on the main screen followed by their graduation picture. Each senior also had a short biography read and their future plans announced. In addition, any scholarship or award that a senior received was also announced. The Class of 2018 received $693,000 in scholarships, which is an unbelievable amount for 44 students! The Cornell School District is proud of our graduates. We wish them the best of luck, and look forward to hearing about their collective accomplishments as they enter the next stage of their lives.
Message from the Superintendent

Cornell Families and Community Members:

I hope everyone was able to have an enjoyable summer, and I also hope you were able to find time to visit and connect with family and friends. The summer months go by so quickly, and the precious time we spend with our family and friends is something that we should all cherish.

It has been a very busy summer for the Cornell School District that started as soon as we said goodbye to the graduating Class of 2018 and wished our students and staff well as they left for summer break. I am happy to report that an extensive renovation project to our high school has been completed on time and on budget. The entire high school open space was renovated with newly configured classroom spaces, new flooring, lighting and ceilings. A special “Thank you” to our wonderful maintenance and custodial staff for all their efforts in preparing the building for the start of the school year.

In addition to this project, we had a district-wide technology refresh over the summer. Each classroom throughout the district received a new interactive display called a Promethean Board, or a large TV, which will have casting ability. Casting ability means that teachers can display to their class, on the TV, what is on their computer screen or tablet. We also purchased additional Chromebooks and iPads, including charging stations, which are currently being used at all grade levels. This school year will also mark our first year offering a computer science program to our students. Mrs. Susan Dunning, who previously taught middle level science, moved into our new secondary computer science teaching position. Mrs. Kristen Bardelli, a Technology Education teacher in Cornell Elementary, will also be implementing computer science lessons at the elementary level. Mrs. Bardelli will have additional time in her schedule to meet with grades 3 through 6 where these lessons will be implemented. We will also be expanding on our Dynamic Learning Project, which is a collaboration with Google Education and Digital Promise. Mrs. Rachel McVeagh will be working with all K-12 teachers this school year, with the goal of assisting teachers implement technology in a meaningful and relevant manner in the classroom. The Cornell Administration is very excited to be able to provide this resource to our classroom teachers, which will then have an impact on student engagement and student achievement.

It was also recently announced that Cornell is a recipient of another STEAM grant in the amount of $16,500. Congratulations to Director of Technology and Instruction, Mr. Kris Hupp, for his work on this application. More information will be released in the near future, but this grant will support designing and creating an outdoor learning space to be used by students and teachers. This project has the potential, like other STEAM grants we have received, to continue progressing Cornell School District in a positive manner that has transformed our teaching and learning culture.

Over the summer months, we have also dedicated time and resources to increasing security measures. We have extended our video surveillance to include even more video coverage inside the building. All angles of our outside grounds are currently under surveillance. We also increased our security at entrances throughout the building adding an extra level to ensure safety of our students and faculty.

I hope you enjoy the stories that are highlighted in this edition of Cornell Today. I am very proud of the work that countless Cornell staff members have put in to make Cornell a special place. Our students continue to embrace the challenges and learning opportunities that we put before them, and this year will be no different. I hope that you share our excitement and enthusiasm for the start of the school year.

I trust this newsletter finds you and your family members doing well, and that your 2018 has gotten off to a fantastic start.

Yours in Education,

Dr. Aaron Thomas

FAR LEFT: Keynote Speaker Ms. Gwendolyn Stevens addressed the crowded Cornell Auditorium

LEFT: Top ten students of the Class of 2018 with high school principal, Doug Szokoly, left, and school superintendent, Aaron Thomas, right.
New High School Wing at CHS

When the Cornell School District building was originally constructed, certain parts of the building were designed for an “open classroom concept.” No walls were constructed in certain parts of the building. This provided large, open spaces where large groups of students would be assigned with a small group of teachers. The theory behind the concept was that teachers would have more flexibility with ability-level grouping of students, the large open spaces would allow for better student and teacher movement, provide flexible seating options for students, promote student creativity, and help students retain information better by having some choices in subject areas.

As it turned out for Cornell, and many other districts that designed buildings around this concept, the open space learning environment wasn’t the most conducive for student learning. Eventually, portable walls were installed in this open space. In early spring, after many months of planning and discussions, the Cornell School Board approved financing to renovate the high school open space.

As soon as teachers left for the summer, the maintenance staff went to work cleaning out the eight classrooms that occupied this space. Demolition and construction began the next week and a whirlwind of activity continued throughout the summer. At the conclusion of the project, new permanent walls were constructed. All new classrooms had even square footage, where previously some rooms were larger than others. This new configuration allowed for the creation of a new additional space which will be utilized as an office or work space for teachers.

New ceiling tile was hung along with new LED lights, which are brighter and more energy efficient than the previous lighting that was in the open space. New floor tile was also installed with a Cornell color theme down the main hallway. New electrical was also run, which allowed the new Promethean Boards to be installed at a height and location that teachers preferred.

Finally, new classroom furniture was ordered that allows classroom teachers flexibility for student seating. This encourages collaboration, possible project-based learning opportunities and an overall more comfortable learning environment. Cornell is very proud of this new space and extremely pleased to make these changes that could have a positive impact on the teaching and learning culture.

Dynamic Learning Project Continues at Cornell

Cornell School District is excited to announce that the Dynamic Learning Project (DLP) is returning for its second year! This project began last school year, when Google and Digital Promise recognized the value of having a dedicated staff member in schools whose primary responsibility is directly supporting teachers, helping them use technology as a means to resolve challenges. There were 50 schools across the country who were selected for this pilot program, and each participating school selected a Dynamic Learning Project Coach, who worked one-on-one with teachers to do just that.

Cornell’s DLP Coach, Mrs. Rachel McVeagh, and Jr./Sr. High Principal, Mr. Doug Szokoly, traveled to Google’s Headquarters in Mountain View, California, both this summer and last, to participate in training to help make the DLP a success at Cornell. They also received mentoring and professional development from Google, Digital Promise and the EdTechTeam throughout the school year.

Year 1 of the Dynamic Learning Project was a success at Cornell Jr./Sr. High. Cornell teachers did fantastic work, using technology to try new approaches in their classrooms. Teachers reported feeling supported, and were becoming comfortable using technology in rooms. Students responded well to activities and enjoyed the way technology was being utilized to allow for more collaborative student opportunities.

At this summer’s training in California, Mrs. McVeagh and Mr. Szokoly not only participated in training, but also learned of important program updates and changes for the second year of the initiative. One major change is that the Dynamic Learning Project, which initially included 50 schools in the nation last year, is growing to include 100 schools total for this year. Another change is that Digital Promise’s body of research is expanding to include all grades K-12. This gives Cornell the opportunity to impact many more teachers and students in the school year ahead.

Cornell is eager to continue the DLP in the Jr./Sr. High and is looking forward to including the elementary school in this special program. Cornell is confident that the Dynamic Learning Project will help empower Cornell teachers to use technology in impactful ways, and can’t wait to see the amazing things that everyone accomplishes this year!
District Unveils New Promethean Display Boards

Over ten years ago the Cornell School District received a Classrooms for the Future Grant in the amount of $457,000 that began a transformation of the learning culture at Cornell. With that grant money, state-of-the-art touch display boards were purchased. Also purchased were classroom sets of laptops and laptop charging carts, along with classroom printers, speakers and DVD players. This technology transformation continued. Thanks to other grants and priority budgeting by the Cornell School District, the schools are equipped with even more, and updated, Mac laptops, Chromebooks, iPads, Kindles, newer PCs, and a top of the line wireless access WiFi system. Over the summer, Cornell purchased new display boards to replace the older boards that started the transformation. Each classroom will be outfitted with either a brand new interactive board, called a Promethean Board, or a large TV with casting capabilities.

At the beginning of the school year teachers will be trained on how to operate the new displays as well as how to effectively use the piece of instructional technology in the classroom in a meaningful and engaging way. Training and meetings will also take place throughout the school year to increase teachers’ knowledge of this new technology.

Another positive factor in this purchase is that the boards are all-in-one casting capabilities.

From the Department of Special Education Services

ANNUAL NOTIFICATION TO PARENTS

Each year, Pennsylvania school districts are required to publish the following information. Please read carefully.

SCREENING AND EVALUATION

The Cornell School District employs the following procedures for locating, identifying and evaluating the needs of school age students requiring special education programs and/or services. These procedures, as required by state regulations, are as follows: As prescribed by section 1402 of the school code, the district routinely conducts screening of a child’s hearing and visual acuity. Initial screening for speech and language skills is completed during Kindergarten at the elementary building. This screening is also initiated at other times on a referral basis to the nurse. Gross motor and fine motor skills are assessed by the teachers and support staff on an ongoing basis. Teams at each building meet routinely to conduct various screening activities on an ongoing basis including: review of group-based data such as enrollment and health records, report cards, ability and achievement test scores and observable behaviors. Needs identified from these screening sources, as well as from parents and outside agencies are assessed, noted within the student’s records, and discussed with parents. Various plans may be implemented and monitored. If appropriate, a referral process is initiated at each building level. The school, in order to determine the need for further evaluation, then uses any assessment data accrued. If it is determined that a student may be eligible for special education services, the student is referred for a multidisciplinary team evaluation. After the evaluation is completed, an Evaluation Report (ER) is prepared with parent involvement. This report includes specific recommendations for the types of interventions necessary to deal with the student. When the ER report is completed in accordance with state regulations, an IEP team meeting with parent involvement is scheduled to develop an appropriate Individual Education Plan (IEP) for the student. Parents of students who suspect that their child is exceptional and in need of special education may request a multidisciplinary team evaluation of their child through a written request to the building principal. The time and location of an evaluation depends upon each student’s current placement, as well as Federal and State time guidelines.

SPECIAL EDUCATION POLICY

The Cornell School District is responsible for locating, identifying and educating children who are in need of special education programming. If anyone in the community is aware of a child with a disability such as mental retardation, blindness or deafness or with an orthopedic disability and needs special placement and is not receiving it, contact the school district at (412) 264-5010 ext. 113 or 111.

SERVICES FOR PRESCHOOL AGE CHILDREN ACT 212

The Early Intervention System Act entitles all preschool age children with disabilities to appropriate early intervention services. Young children experiencing developmental delays, or orthopedic or mental disabilities are eligible for early intervention services. The Pennsylvania Department of Public Welfare is responsible for providing services to infants and toddlers, defined as children from birth through two years of age. Information regarding the appropriate developmental milestones for infants and toddlers may be found at the Centers for Disease Control (CDC) website at http://www.cdc.gov/ or The National Dissemination Center for Children with Disabilities (NICHCY) website at http://nichcy.org/. Contact: The Allegheny Intermediate Unit 3. Parents may call 412-394-5904 to arrange a free screening/evaluation.

SERVICES FOR STUDENTS IN NONPUBLIC SCHOOLS

Public special education is accessible to resident students attending nonpublic schools by permitting the nonpublic student to enroll on a part-time dual enrollment basis in a special education program operated in a public school. Special education programs are accessible to nonpublic school students through dual enrollment following the multidisciplinary team evaluation and development of an individualized education program (IEP). Parents of students in need of special education may request a multidisciplinary team evaluation of their child through a written request to the nonpublic school principal.

SERVICES FOR SCHOOL AGE EXCEPTIONAL STUDENTS

The School District provides a free, appropriate public education to students with a disability according to state and federal mandates. To be eligible the child must be of school age, need specially designed instruction, and meet eligibility criteria for mentally gifted and/or one or more of the following orthopedic and mental disabilities as set forth in the Pennsylvania State Standards: autism/pervasive development disorder, blindness/visual impairment, deafness/hearing impairment, mental retardation, multi-handicap, neurological...
products. Gone are the projectors that hung from the ceilings and required lights to be turned off in some classrooms to be seen.

Cornell Superintendent, Dr. Aaron Thomas, said, “I am very excited that we are able to provide our teachers with this technology, but even more excited to offer our students an educational experience that is top of the line. We have worked very hard over the past ten years to transform the learning culture at Cornell, for both students and teachers, and I am very proud of what we can offer our students, staff, and parents.”

“We have worked very hard...to transform the learning culture at Cornell.”
— Dr. Aaron Thomas

impairment, orthopedic disability, serious emotional disturbance, specific learning disability and speech/language impairment. Services designed to meet the needs of eligible students include the annual development of an Individualized Education Plan (IEP), triennial multidisciplinary reevaluation, supportive intervention in the regular class, supplemental intervention in the regular class or in a special education resource program, placement in a part-time or full-time special education resource program, placement in a part-time or full-time special education class in a regular school or placement in a full-time special education class outside of the regular services and the location for the delivery of such services are determined by the parents and staff at the IEP team meeting and are based on the student’s identified needs and abilities, chronological age, and the level of intensity of specified intervention. The school district also provides related services, such as transportation, physical therapy, and occupational therapy that are required to enable the student to derive educational benefits. Prior to the initiation of services, parents are presented a “Notice of Recommended Educational Placement” (NOREP) with which they may agree or disagree. If parents disagree with the program being recommended, they have the right to request a pre-hearing conference, mediation and/or a due process hearing.

CONFIDENTIALITY OF STUDENT RECORDS

The Cornell School District upholds the privacy rights of parents and students as mandated by federal legislation known as a Family Educational Rights and Privacy Act of 1974 (Buckley Amendment), state regulations (Chapter 14-Special Education Services and Programs, Chapter 12-Student Rights and Responsibilities), and the district’s policy. The different categories of information maintained by the school district are as follows: educational and health records, personally identifiable information, and directory information. Educational and health records and personally identifiable information cannot be disclosed or released without parent consent or if a student is eighteen or older, without his/her consent. Information known as directory information can be released without consent. Directory information means information which would be considered not harmful or an invasion of privacy if disclosed. This information includes the following: student’s name, address, date and place of birth, courses taken, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received and the most recent previous educational agency or institution attended by the student. Written parental, or a student age eighteen or older, request is required for the disclosure of educational and health records, and personally identifiable information. The consent must: specify the records that may be disclosed, purpose of the disclosure, and identify the party or class of parties whom the disclosure may be made. A written record of the disclosure must be maintained by the school district.

In accordance with 34 CFR §300.624, please be advised of the following retention/destruction schedule for the PASA, PSSA and Keystone Exam related materials:

- PSSA, Keystone Exam, and PASA test booklets will be destroyed one year after student reports are delivered for the administration associated with the test booklets.
- PSSA and Keystone Exam answer booklets and PASA media recording will be destroyed three years after completion of the assessment.

EXTRA-CURRICULAR ACTIVITIES

All special education students are encouraged to participate in extra-curricular activities regardless of the location of where they attend school. This includes special education students who are Cornell residents attending approved private schools, center placement and PRII placements. Building principals may be contacted for sports activities and extra-curricular activities and calendars are available in each district office.

CHAPTER 15 REGULATIONS

In compliance with State and Federal Law, the Cornell District will provide to each protected disabled 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 extra-curricular activities to the maximum extent appropriate to the student’s abilities. In order to qualify as a protected handicapped student, the child must be of school age with an orthopedic or mental disability, which substantially limits or prohibits participation in or access to an aspect of the school program. For further information on the evaluation procedures and provision of services protected disabled students, contact the Superintendent, Cornell School District, 1099 Maple Street, Coraopolis, PA 15108, (412) 264-5010.
COMPUTER TECHNOLOGY ACROSS THE DISTRICT

**Cornell Hosts Computer Science Showcase**

The landscape of public education is in constant, fluid motion. Cornell faculty and staff believe that it is our collective responsibility to expose our students to learning opportunities that will prepare them for their future, and that are relevant to their lives today and in the years to come. It has become apparent that our students at Cornell need to be exposed to the field of Computer Science and its new careers and learning paths. Computer Science is often described as “literacy for the modern age.” Schools and universities around the country are working to prepare their students to fill the vacant 500,000 computing jobs in the United States. Code.org estimates that “computing jobs drive 16% of all new wages in the nation. The average salary for computing occupations in Pennsylvania is $85,654, which has three times the demand rate than the rest of the nation.

At the end of the 2017-18 school year, Cornell decided to focus its Remake Learning Days event (a week-long celebration of over 270 formal and informal educational events in our region) by exposing our students to computer science careers. This year’s event took the form of a computer science showcase and panel discussion. Students in grades 6, 7 and 8 showed off their best computer science work that consisted of Scratch programs, Sphero mazes, and animations coded using Alice with area computer science professionals. Students then had the opportunity to ask the representatives from FedEx, RC21X, ANSYS, Comcast, and Carnegie Mellon University’s Entertainment Technology Center about their careers, education, and the future job market. Cornell students surprised no one by the thoughtful questions they asked, how attentive they listened, and how engaged they were during the showcase. It was also very interesting to hear feedback from the professionals in the computer science field about the computer science offerings that Cornell has and will continue to offer this school year.

**Cornell Hosts Educators, Educational Funders from Around the Country**

Over the past decade, Cornell School District has applied for and received countless grants providing students and staff with the latest technology, professional development, and new and improved learning spaces that create an educational culture of collaboration, creativity and critical thinking. Cornell also has developed meaningful partnerships with local non-profits, universities, and for-profit companies such as Steeltown Entertainment, Carnegie University and the Education Technology Center, FedEx, ANSYS, and GE Additive just to name a few. Due to this creative and impactful work that has been geared towards extending learning opportunities and revamping the learning culture, Cornell was approached by the Grable Foundation in the late spring to host two national groups that were in Pittsburgh for the annual Remake Learning Week. The Grable Foundation asked Cornell to give a tour and hold a briefing about how a smaller district like Cornell has worked to provide equitable and valuable learning opportunities for their students.

Next Generation Learning Challenges (NGLC) is a community of forward-learning educators who are working in their communities, and together as a network, on the most urgent challenges in public education today. The group of 30 educators from NGLC visited Cornell to preview our Remake Learning Days event and learn specifically about our efforts in maker education, virtual reality, and building partnerships with local organizations.

The Education Funder Strategy Group (EFSG) is a learning community of leading foundations focused on education policy from early childhood to college and career readiness and success. Their mission is to help maximize philanthropy’s effectiveness in systemically improving public education for all students as the foundation for a healthy democracy and vibrant communities. EFSG visited Cornell to see our learning spaces that have been supported by grants, such as the elementary Makerspace, the high school STEAM lab, and the CHS TV studio. They were also interested in hearing how Cornell has worked with neighboring schools and communities to maximize use of resources. The recognition and the opportunity to show national visitors the district was a great moment for Cornell.

**Cornell Teachers Attend TeacherCon in Phoenix**

Exposing students to learning opportunities in the computer science field, as well as teaching students to approach problem solving, and critical thinking a bit differently then they may have in the past, is a new and exciting initiative that the Cornell School District is looking forward to this upcoming school year.

In order to prepare for expanded course offerings and extended classroom time devoted towards computer science topics, two Cornell teachers attended TeacherCon, a five-day training program in Phoenix, Arizona this summer. Mrs. Susan Dunning, who will teach Computer Science courses for Cornell High School this school year, and Mrs. Kristen Bardelli, who teaches Technology Education for Cornell Elementary, attended. TeacherCon is an intensive, hands-on, teacher workshop that provides foundational experiences with computer science and the Code.org suite of tools. Mrs. Bardelli has exposed our K-8 students to the Code.org curriculum in the past, but will focus on kindergarten through grade 6 this school year, spending additional time with upper elementary students on computer science learning units.

The teacher workshop is described as the primary capacity building experience for educators gearing up to teach their first year of Computer Science Discoveries, or the Computer Science Principles courses developed through Code.org. During the week, Mrs. Bardelli and Mrs. Dunning joined hundreds of teachers to explore curriculum and tools, consider and experiment with specific classroom management and teaching strategies and build a community with other teachers who are also implementing Code.org courses within their school.
ELEMEENTARY SCHOOL NEWS

SNAP Program Expanding

Cornell Elementary School is partnering with SNAP (Stop Now and Plan), an award-winning, evidence-based program that teaches children to use coping skills to make good choices and work through conflict in a positive and safe manner. SNAP is designed for children ages 6 – 11 who have behavior difficulties at home, school, or in the community. SNAP helps children and parents effectively deal with emotions by teaching them how to respond in a way that makes their problems seem smaller, not bigger. The goal of the program is with practice, students are able to stop, calm down and generate positive solutions to any given conflict. The SNAP program utilizes behavioral techniques to work towards improving student behavior and strengthen the family as a whole. The program includes an evidence based curriculum that provides activities/lessons that are interactive and fun for students and teachers. SNAP program administrators also provide individualized support for students to further develop these skills and techniques.

SNAP also provides a free evening family program that helps parents/caregivers learn more effective child management techniques to improve parenting practices along with children’s resilience. Discussions involve topics such as praise and empathy, building self-esteem, family rules, age-appropriate discipline, and stress management. The evening family program provides a separate children’s group at the same time as the parent group. This allows for important skill building and discussion topics to take place. Free transportation can be provided for families to and from the program. Cornell Elementary School will provide free SNAP evening programs during the 2018 – 2019 school year. The SNAP program aims to help children, parents, and teachers build the skills necessary to strengthen relationships and positively impact the lives of children and families in our community.

Kindergartners Attend Boot Camp!

A number of years ago the Cornell School District began a kindergarten transition program for newly entering kindergarten students, fondly entitled, “Kindergarten Boot Camp.” The primary objective of this program was to help entering kindergarten students, and their families, feel comfortable with this new educational endeavor they were about to transition into. The students come to Cornell Elementary for three weeks (in prior years it was two weeks) Monday – Thursday for half-day sessions. The students are able to work with their teachers on classroom routines and basic skills such as writing, colors, letters and numbers to name a few. The students are also able to work with the Cornell Reading Specialist team so teachers have a great understanding of where their students are academically when they start their academic journey. The students are also fed breakfast and lunch each day, which allows them to understand how the cafeteria operates. Once the entire student body returns to school it can be overwhelming for our kindergarten students, but it is a much easier transition having been in the school for a number of weeks knowing where everything is located. The Cornell School District is very fortunate to have a great staff of kindergarten teachers, secretarial staff, reading and speech teachers, and teacher aides who make this such a worthwhile experience for our Class of 2031!
District, Library Partner to Pilot Summer Reading Program

This summer the Cornell School District partnered with the Coraopolis Library to pilot a summer reading program called, “Passport to Success.” This partnership is the beginning phase of an initiative to help prevent something known as the, “Summer slide.” The term, “Summer slide” is used to describe when students lose some of the achievement gains they have made in the previous school year during the summer months. Research shows that preventing summer slide is most effective when community organizations—including schools, public libraries, community centers, parent groups, social service agencies, and others—work together to encourage kids to read, make reading fun, and to reach families about the importance of reading over the summer. By keeping kids involved and reading, parents can help decrease the "slide" tremendously!

This summer, Cornell School District partnered with the Coraopolis Library to pair community activities and academics to students of all ages. Students participating in the Passport to Success Program were required to complete eight academic tasks and four community events at the Library each month (July & August). Once each student completed a task, their summer passport was stamped.

All Cornell students who completed their passports will be rewarded at the start of the school year with a recognition and small gesture of appreciation for their hard work.

The Cornell School District thanks the new Coraopolis librarian, Ms. Jessica Watson, and all parents who took the time to invest in their children. We look forward to growing the Passport to Success Program every summer!

Find upcoming activities, news and more at: www.cornellsd.org