

Welcome to
The 24th Annual
Baptist Homes Foundation
Charity Golf Invitational

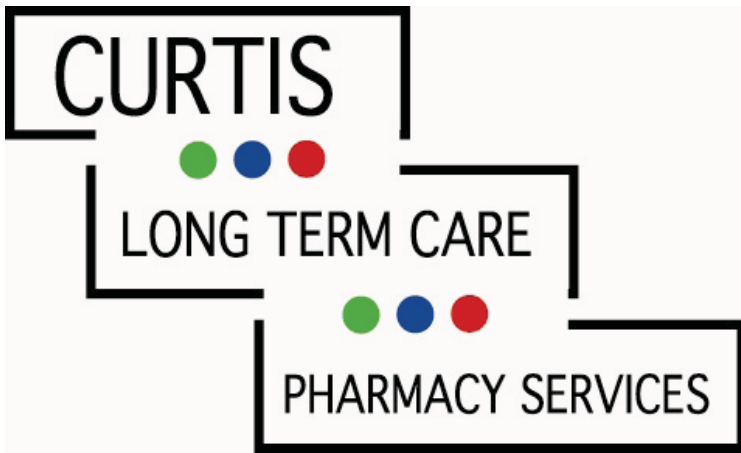
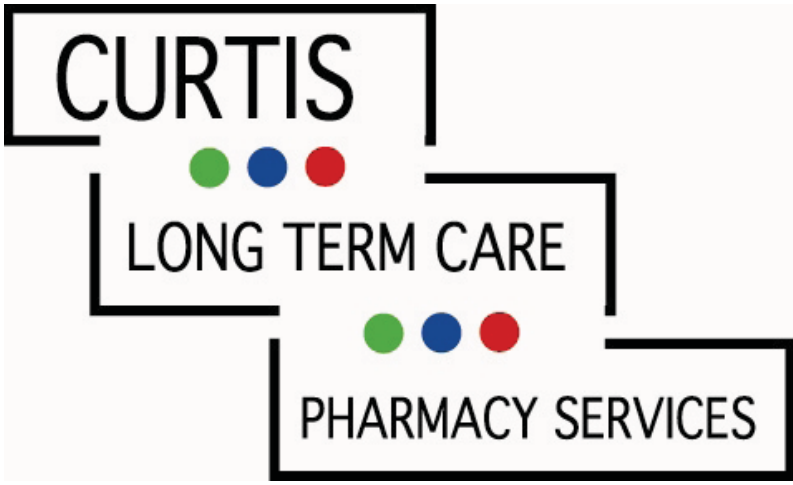
May 22, 2017

A Not-for-profit Organization



Allegheny Country Club
250 Country Club Road
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An event to benefit Baptist Homes Society's
Samaritan Fund for Resident Assistance



Proudly providing pharmacy and clinical services to the residents and families of Baptist Homes and Providence Point for ten years.

Welcome and Thanks!

Our 24th Annual Charity Golf Invitational is another sellout, with 144 golfers and more than 200 dinner guests in attendance. Baptist Homes Society owes thanks to many people for this accomplishment, but it starts with you. Thank you for joining us to help raise awareness of our mission and funds to support those entrusted to our care.

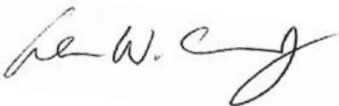
For 107 years, no matter the circumstances, we have never asked anyone living in either of our South Hills senior communities to leave because they could no longer afford to pay for their care. This commitment remains the core of our mission. But maintaining a legacy of quality care and benevolence is challenging. That is why we are here today.

Without our sponsors, participants and volunteers, this event would not be possible and the nearly \$110,000 that we will raise would not be there to assist residents who have outlived their resources. That is why I want to offer special thanks to all of our sponsors, but especially TransportU, Curtis Long Term Care Pharmacy Services and Spectrum Consultants, Inc. who underwrote the majority of the cost of this event. We are also honored and grateful to have Carol Semple Thompson as our honorary chair for the fifth consecutive year. Her presence endorses the importance of our mission.

Then there are our Boards, Auxiliary and other dedicated and conscientious volunteers, donors and friends who keep our focus on those entrusted to us and lead by example. We are truly blessed.

So whatever role you played in today's success, know that you have made a difference in the lives of the persons we serve. Tonight, Jeff Lenchner will join us at dinner to tell you firsthand about his family's experience. We will also celebrate Robert W. Moore, a beloved Providence Point resident, whose dedication to golf was unmatched.

On behalf of everyone served by our dedicated staff, thank you and God bless you for your support of our mission and this event.



President & CEO
Baptist Homes Society

Carol Semple Thompson, Honorary Event Chair

For the fifth consecutive year, Carol Semple Thompson is serving as Honorary Chair of Baptist Homes Foundation's Annual Charity Golf Invitational.

Her accomplishments as an amateur golfer are legendary, having won seven USGA championships, a record 12 Curtis Cup selections (plus two more as non-playing captain) and a record number of appearances in USGA individual competitions.



Her dignity, integrity and graciousness have made Carol one of the game's great ambassadors, and in 2003 the USGA bestowed its highest honor on her by naming her the recipient of the Bob Jones Award. The award is given annually to an individual in recognition of distinguished sportsmanship in golf and seeks to recognize a person who emulates Jones' spirit, his personal qualities and attitude toward the game and its players.

Carol has been captain of two victorious USA Curtis Cup teams, one in June of 2008 at the Old Course in St. Andrews, Scotland. She won the 1973 U.S. Women's Amateur and the following year claimed the Ladies British Open Amateur title.

When the USGA created a U.S. Women's Mid-Amateur Championship for players 25 and older in 1987, Carol won that event twice: in 1990 on her home course, Allegheny Country Club, and again in 1997. Upon turning 50, she turned the USGA Senior Women's Amateur into her own personal invitational, winning four consecutive championships from 1999-2002.

The 1973 Women's Amateur title at Montclair (N.J.) Country Club remains a seminal moment. It was Carol's first national championship and brought her to the forefront of women's golf. Her other major highlight occurred at the 2002 Curtis Cup at Fox Chapel just outside of Pittsburgh.

Playing in her 12th and final match and near her hometown of Sewickley, Carol came to the 18th hole of her Sunday singles match against Vikki Laing all square. Faced with a 27-foot birdie putt from the fringe, Carol provided the match's poignant moment, holing the putt that retained the Cup for the Americans.

The exclamation mark on her career came with her induction into the World Golf Hall of Fame. We are blessed to have her as a friend.

Baptist Homes Foundation and Baptist Homes Society thank the following sponsors for their support of this event:

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Our Schedule

10:00 a.m. – 11:30 a.m.	Registration
10:45 a.m. – 11:40 a.m.	Buffet Lunch
11:45 a.m.	Final Instructions
12:15 p.m.	Shotgun Tee-off
5:00 p.m. – 6:15 p.m.	Hors d'oeuvres
5:00 p.m. – 7:30 p.m.	Silent Auction
6:20 p.m.	Dinner
7:00 p.m.	Program & Prizes

General Information

- Competition is four-person shamble format
- Scoring is by the Callaway System with prize for actual low gross
- Skill contests include: closest to pin, long drive and putting
- Hole-In-One prizes sponsored by Bobby Rahal® Automotive Group
- Silent Auction items may be purchased by cash, check or credit card

Our Mission

To provide the highest quality of living for all those we serve, while uplifting one person at a time.

Our History

Since 1910 Baptist Homes Society has touched the lives of numerous older adults and their families throughout Pittsburgh's South Hills by providing quality service and compassionate care. We are a not-for-profit charitable organization serving adults of all faiths. The Samaritan Fund for Resident Assistance allows us to continue to care for residents even when their finances have been depleted. The funds raised through this event will be used exclusively to assist those residents who can no longer afford the care they are receiving. We thank you for contributing to the success of this event and hope that you will join us again next year.

Save the date: May 21, 2018.

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Audrey and Sigmund Lenchner

Sigmund and Audrey Lenchner moved into Providence Point's Personal Care Residence in October 2013. After the family carefully evaluated personal care facilities in the area, they decided Providence Point was the right place. Their son Jeff was pleased with the exceptional care provided by staff, from the housekeepers to Directors. He stated that his family was provided with a lot of "professional and emotional expertise during an extremely difficult time."

In 1953, Sig and Audrey co-founded Today's Home, a home furnishings business. In the beginning, a single store on McKnight Road housed their vision. Now, Today's Home has three locations and four operating companies. With management now in its third generation, and their son Jeff Lenchner serving as President and CEO, the Lenchners made their unique mark on the home furnishings business. Tonight, you will hear from Jeff Lenchner as he recalls the remarkable service his parents received through Baptist Homes Society.

The employee motto at Baptist Homes is "to serve and to make a difference." Not only do the employees work diligently to provide the highest quality of care possible and uplift those they serve, it is also the mission of the organization. In support of the mission, funds are continuously raised for the Samaritan Fund for Resident Assistance. This fund helps residents continue to receive care if they run out of funds due to no fault of their own. Tonight's event underwrites the cost of this benevolent care.

Through the people we serve and the stories their families share, Baptist Homes Society continues its 107-year legacy of providing compassionate care to our residents.

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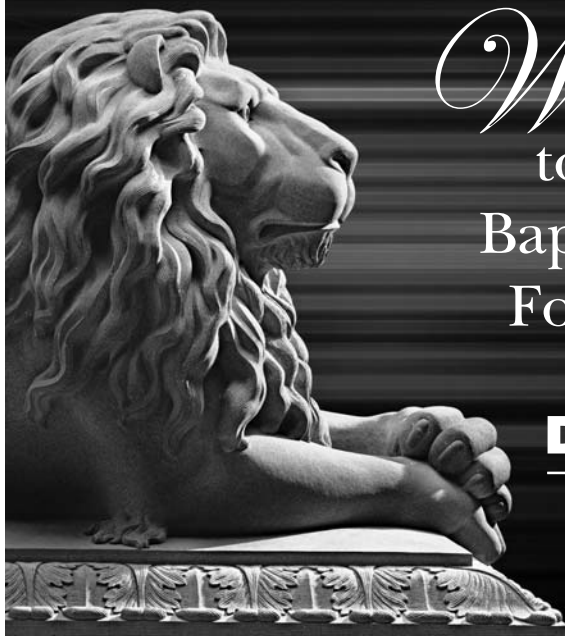


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The Bob Moore Award



Our dear friend and Providence Point resident, the late “Bob” W. Moore loved to golf. So much so that after his retirement 27 years ago, he vowed to play a round of golf every month. He succeeded in this endeavor, and played a total of 331 consecutive months until his passing in February 2017.

In honor of his consistency and commitment to the game, as well as to the Baptist Homes Society mission, Baptist Homes Foundation is pleased to present the “Bob Moore Award,” which recognizes the most consistent sponsor of the Baptist Homes Foundation Charity Golf Invitational.

A special thanks to Valley Brook Country Club (Mr. Moore’s home course) for donating a foursome package to the awardees.



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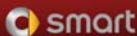
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Baptist Homes Foundation thanks
Jeff Lenchner for joining us to share
the story of how he became part of
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Overview

Transport U provides reliable, individualized, non-emergent transportation for health care and related organizations and their patients throughout Pennsylvania and other mid-Atlantic states. Its customized transportation and logistics services let organizations focus on what they do best, contribute to positive patient outcomes, while saving them time, money and other valuable human and capital resources.

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Launched in 2006, Transport U is a family-owned and operated business built on the expertise and experience of its founders, Maureen and Steve Simmonds. Their combined 40-plus years of experience in health care, transportation and logistics gave them the perspective and insight to be able to build a company that provides individualized patient services specifically customized to healthcare organizations' needs.

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— Al Allison, President & CEO
Baptist Homes of Western Pennsylvania

Transport U has also received national and regional recognition from a variety of mainstream and business media outlets in stories including:

- Success Being Driven by In-House Training
Pittsburgh Business Times
- Reliable Patient Transportation: A Key to Controlling Healthcare Costs and Inefficiencies
Western Pennsylvania Healthcare News
- Transport U Donates Van to Local Family
WPXI-TV Channel 11 News
- Driven to Succeed
McKnight's Long-Term Care News & Assisted Living

Table of Contents: add 2.6 Analytical Paragraphs and adjust page numbers accordingly

PAGE 20: ADD note about 2 part formula with analytical paragraph (after the heading and line divider, but before the paragraph beginning with “The key to analysis” skip one space and add)

Note: The 3-part formula explained below walks you through analyzing text used to prove a thesis in a multi-paragraph paper. If you are only completing an analytical paragraph, you will ignore the 3rd part of the formula, completing only parts one and two.

PAGE 25: Add Section 2.6 Analytical Paragraphs (use blue highlighted heading) and add below text (Note: all page numbers after 25 will be changed with this addition)

Analytical Paragraphs Should:

- Begin with your own topic sentence rather than any kind of introduction.
- Make an ARGUMENT, not just a statement.
- Make use of 2-3 carefully chosen direct quotations from the text being studied to prove that argument; use 2 or 3 support blocks (aka quotation sandwiches) as directed by your teacher
- Choose short passages when necessary. Think of text like perfume or cologne; too much is cloying, too little is not enough, but the right amount is perfect.
- Make sense to your readers.
- Avoid summary; it is the death of analysis!
- Be organized and deliberate rather than random or happenstance.
- Make use of transitions in between support blocks.
- Make use of quotation integration.
- Avoid repetition.
- Use clear and mindful wording without being “thesaurus happy.”
- Make use of proper MLA format and citation.
- Be error free.

→ Show your insight!

Add Section 2.6.1 Topic Sentences with blue highlighted heading and below text

Topic Sentences for analytical paragraphs are as important as thesis statements for multi-paragraph essays. Most teachers of ninth grade students will require topic sentences to have four 1) Observation/Topic including the title and author, 2) a “How”, 3) a “Why.”

Example: Daphne Du Maurier illustrates through a scene in *Rebecca* where Maxim de Winter admits to committing murder (Observation/Topic) that people often attempt to piece together information themselves (“How”) without bothering to seek the real truth, resulting in inaccuracy (“Why”).

Notes:

- See Section 2.3 for a graphic organizer and further explanation of the three parts.
- When creating a topic sentence, remember that the scope of your argument should be small enough to fully support it in merely a paragraph.

Add Section 2.7 Extensional Writing (use blue highlighted heading) and add below text

While the handbook is geared toward helping you achieve success primarily in a traditional five paragraph essay, your English teachers would like to remind you that other, extensional types of writing that require neither 5 actual paragraphs nor the rigid structure with 2-3 support blocks/quotation sandwiches per paragraph exist.

The ultimate goal of writing is to develop your writing skills and your thinking skills, which will likely take the form of something beyond 3 body paragraphs with a total of 9 quotations at some point in your high school career, your college tenure, and/or your adult lives.

Writing organically involves beginning a new paragraph where a new idea begins, and a solid writer controls his/her content with focus, transitions, and cohesion.

CURRENT PAGE 58 replace citation, under “8. Citing Sources”

The Modern Language Association of America. *MLA Handbook for Writers of Research Papers*. 8th ed. The Modern Language Association of America, 2016.

CURRENT PAGE 67-69 deletion of section A.1 (PSSA Rubrics)

CURRENT PAGE 70-71 Change A.2 to A.1 and replace text on current pages 70-71 with the below, but keep title SAT

Score Point	Reading	Analysis	Writing
4	<p>Advanced: The response</p> <ul style="list-style-type: none">• demonstrates thorough comprehension of the source text.• shows an understanding of the text’s central idea(s) and of most important details and how they interrelate, demonstrating a comprehensive understanding of the text.• is free of errors of fact or interpretation with regard to the text.• makes skillful use of textual evidence (quotations, paraphrases, or both), demonstrating a complete understanding of the source text.	<p>Advanced: The response</p> <ul style="list-style-type: none">• offers an insightful analysis of the source text and demonstrates a sophisticated understanding of the analytical task.• offers a thorough, well-considered evaluation of the author’s use of evidence, reasoning, and/or stylistic and persuasive elements, and/or feature(s) of the student’s own choosing.• contains relevant, sufficient, and strategically chosen support for claim(s) or point(s) made.• focuses consistently on those features of the text that are most relevant to addressing	<p>Advanced: The response</p> <ul style="list-style-type: none">• is cohesive and demonstrates a highly effective use and command of language.• includes a precise central claim.• includes a skillful introduction and conclusion. The response demonstrates a deliberate and highly effective progression of ideas both within paragraphs and throughout the essay.• has a wide variety in sentence structures. The response demonstrates a consistent use of precise word choice. The response maintains a formal style and objective tone.• shows a strong command of the conventions of standard written English and is free or virtually free of errors.

		the task.	
3	<p>Proficient: The response</p> <ul style="list-style-type: none"> • demonstrates effective comprehension of the source text. • shows an understanding of the text’s central idea(s) and important details. • is free of substantive errors of fact and interpretation with regard to the text. • makes appropriate use of textual evidence (quotations, paraphrases, or both), demonstrating an understanding of the source text. 	<p>Proficient: The response</p> <ul style="list-style-type: none"> • offers an effective analysis of the source text and demonstrates an understanding of the analytical task. • competently evaluates the author’s use of evidence, reasoning, and/or stylistic and persuasive elements, and/or feature(s) of the student’s own choosing. • contains relevant and sufficient support for claim(s) or point(s) made. • focuses primarily on those features of the text that are most relevant to addressing the task. 	<p>Proficient: The response</p> <ul style="list-style-type: none"> • is mostly cohesive and demonstrates effective use and control of language. • includes a central claim or implicit controlling idea. • includes an effective introduction and conclusion. The response demonstrates a clear progression of ideas both within paragraphs and throughout the essay. • has variety in sentence structures. The response demonstrates some precise word choice. The response maintains a formal style and objective tone. • shows a good control of the conventions of standard written English and is free of significant errors that detract from the quality of writing.
2	<p>Partial: The response</p> <ul style="list-style-type: none"> • demonstrates some comprehension of the source text. • shows an understanding of the text’s central idea(s) but not of important details. • may contain errors of fact and/or interpretation with regard to the text. • makes limited and/or haphazard use of textual evidence (quotations, paraphrases, or both), demonstrating some understanding of the source text. 	<p>Partial: The response</p> <ul style="list-style-type: none"> • offers limited analysis of the source text and demonstrates only partial understanding of the analytical task. • identifies and attempts to describe the author’s use of evidence, reasoning, and/or stylistic and persuasive elements, and/or feature(s) of the student’s own choosing, but merely asserts rather than explains their importance, or one or more aspects of the response’s analysis are unwarranted based on the text. 	<p>Partial: The response</p> <ul style="list-style-type: none"> • demonstrates little or no cohesion and limited skill in the use and control of language. • may lack a clear central claim or controlling idea or may deviate from the claim or idea over the course of the response. • may include an ineffective introduction and/or conclusion. The response may demonstrate some progression of ideas within paragraphs but not throughout the response. • has limited variety in sentence structures; sentence structures may be repetitive. • demonstrates general or vague word choice; word choice may be repetitive. The response may deviate noticeably from a

		<ul style="list-style-type: none"> contains little or no support for claim(s) or point(s) made. may lack a clear focus on those features of the text that are most relevant to addressing the task. 	<ul style="list-style-type: none"> formal style and objective tone. shows a limited control of the conventions of standard written English and contains errors that detract from the quality of writing and may impede understanding.
1	<p>Inadequate: The response</p> <ul style="list-style-type: none"> demonstrates little or no comprehension of the source text. fails to show an understanding of the text's central idea(s), and may include only details without reference to central idea(s). may contain numerous errors of fact and/or interpretation with regard to the text. makes little or no use of textual evidence (quotations, paraphrases, or both), demonstrating little or no understanding of the source text. 	<p>Inadequate: The response</p> <ul style="list-style-type: none"> offers little or no analysis or ineffective analysis of the source text and demonstrates little or no understanding of the analytic task. identifies without explanation some aspects of the author's use of evidence, reasoning, and/or stylistic and persuasive elements, and/or feature(s) of the student's choosing, or numerous aspects of the response's analysis are unwarranted based on the text. contains little or no support for claim(s) or point(s) made, or support is largely irrelevant. may not focus on features of the text that are relevant to addressing the task, or the response offers no discernible analysis (e.g., is largely or exclusively summary). 	<p>Inadequate: The response</p> <ul style="list-style-type: none"> demonstrates little or no cohesion and inadequate skill in the use and control of language. may lack a clear central claim or controlling idea. lacks a recognizable introduction and conclusion. The response does not have a discernible progression of ideas. lacks variety in sentence structures; sentence structures may be repetitive. The response demonstrates general and vague word choice; word choice may be poor or inaccurate. The response may lack a formal style and objective tone. shows a weak control of the conventions of standard written English and may contain numerous errors that undermine the quality of writing.

CURRENT PAGE 73-74 Change A.3 to A.2 and replace charts only (keep text on current page 72) on current pages 73-74 with the below link

https://docs.google.com/a/mtlsd.net/document/d/1LDLji4hqaizls4Fpol7pC9j8_VwDONKcPCQFP5d_5II/edit?usp=sharing

CURRENT PAGE 75 deletion of section A.4

CURRENT PAGE 80 Replace current Works Cited Sample with the below link

<https://docs.google.com/a/mtlsd.net/document/d/1pO3K4Opm8RzwkoGSZJPiCpV8L6IBgewTeXxGHUU73IY/edit?usp=sharing>

CURRENT PAGE 81 Replace current Chart with the below link

<https://docs.google.com/a/mtlsd.net/document/d/1Ya6vYY60XBN6MjsWHNddifUFuhOOdeZY2DmAGkMqXgU/edit?usp=sharing>