

The Clinton Post

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Instagram: @Clinton_Post

Toddle: Is it worth the hassle?

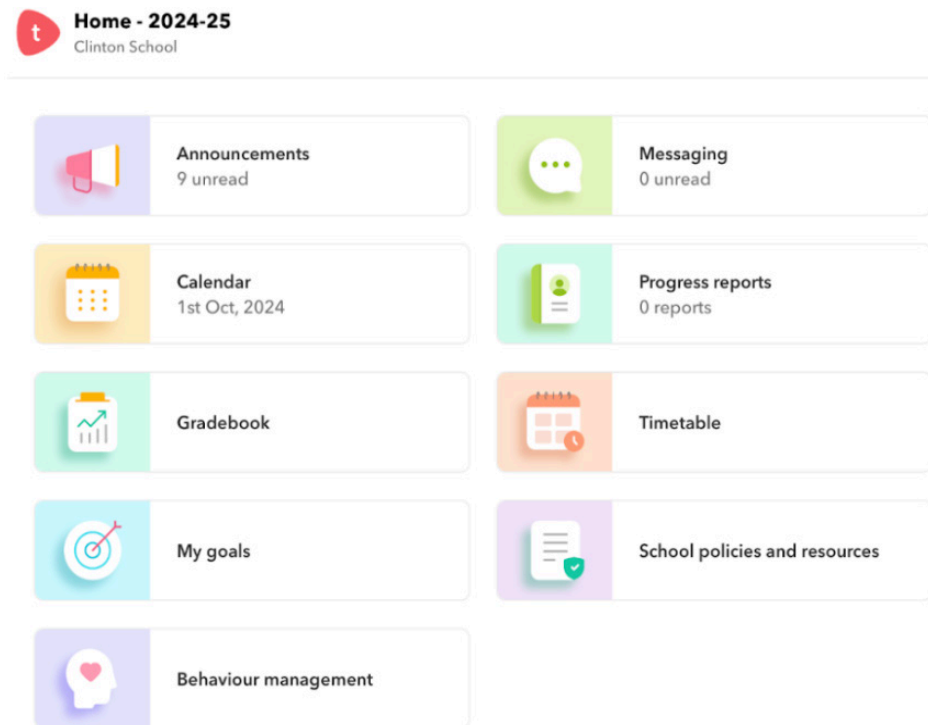
BY: ABIGAIL CHEN

Starting this school year, the Clinton Administration has switched all students over to Toddle, a platform which eliminates the need for many previously used platforms such as Google Classroom, Managebac, Kognity, and JupiterEd.

Managing assignments, the diploma program, due dates, grades, and now the newly added Middle Years Program, are common struggles for Clintonians. Separate platforms can often make navigating this issue difficult. Toddle aims to create one platform to manage online school necessities, specifically for IB students. It is meant to be simpler by avoiding the need to switch between different services like Google Classroom and Jupiter for students, but also for teachers who are assigning and grading assignments.

The announcement to move towards Toddle was sent out to current students and their guardians last school year. However, even with this warning, the transition to Toddle has proven to be difficult to get used to for many people at Clinton.

As addressed in the June 2024 Letter from Levin, the transition to Toddle will certainly in-



Toddle Homepage
Photo Credit: *Toddle* // Clinton Post Staff

volve a learning curve. As of now, many students and teachers have expressed some issues when transitioning to Toddle, however, with any change, adjustments can take a while to get used to.

For instance, 11th grader Rachel Kenny, who has attended Clinton since 6th grade, said, "It's not super intuitive to navigate." This is a common issue, especially for long-time Clinton Students, who have grown accustomed to the old platforms.

Kenny also expressed the common concern students have over the lack of notifications. While Google Classroom automatically notifies students of upcoming assignments and Jupiter sends notifications of all messages to your DOE email, Toddle only sends select notifications and does not send

email notifications to all assignments automatically; however, you can set notifications up manually.

Another student echoed a common difficulty of Toddle and shared, "there's so many buttons and categories in Toddle and it's difficult to navigate. It's easy to miss certain things like assignments and announcements and there's a lot of sections. I don't understand the purpose of the many buttons and pages of Toddle."

Michael Wayne, an 11th grader and Clintonian since 6th grade, acknowledged that, "it's going to take some time to get used to it." Toddle has many features like its messaging and channels features, its gradebook, and its class flow. Learning to navigate this system may be a challenge, but hopefully worth-

while in the long run.

While many students have been struggling with the transition to Toddle, and many have voiced their disinterest in it, teachers have also had to make a large adjustment to the new platform. Teachers have had to experiment with the new platform as they are not akin to how the platform looks from the students point of view. Many have made and re-made classrooms and even temporarily used messaging services like Remind. They are having to learn how to input the 1-7 IB grades and percentage grades into Toddle and it presents to work differently than Jupiter.

However, many teachers have also expressed their excitement over the new platform, and its ability to replace platforms that have not been the most efficient in the past, like Managebac.

While it will be hard to part from long used platforms like Google Classroom and Jupiter, which many students have used endlessly during the pandemic and in-person learning, the use of Toddle will be a new chapter for Clinton, and will hopefully make learning in the IB setting more efficient for DP students and MYP students.

OMNY Cards Are Advertised as a New “Less Restrictive” System. Yet, Not All Students Receive One.

BY: EMMA CHEN

An anonymous junior recalls when she first heard about the new OMNY cards, “I was so excited! I thought it was something every student was getting since you can use it during the weekends and during the summer.” Then, she realized she would not receive one because she did not meet the distance eligibility, “I still had some hopes that I’d receive one somehow regardless, but there was never an OMNY card with my name.”

At the beginning of the school year, many students were excited about the new OMNY cards. Instead of receiving the usual Metrocards, which offer three rides on school days from 5:30 am to 8:30 pm, they would receive an OMNY card, which provides four rides every day of the year—24/7, 365—including weekends, school breaks, and summers. While this seemed like an upgrade for many, students who live “too close” were left wondering why everyone would not benefit from this new system.

Many are unaware that DOE students who live less than half a mile away from school are ineligible for free transportation. This means that each year when kids are receiving Metrocards, and now OMNY cards, they miss out on a highly useful resource - a resource that is now worth over \$4000. So while more rides is an

upgrade to most students, it’s another perk students that live “too close” to school are missing out on.

It is important to recognize, however, that while there are limitations to OMNY cards, they do have many benefits. OMNY cards were implemented to encourage students to tap or swipe and not evade the fare, and to foster students’ growth through extracurriculars that require swipes.

MTA collects information about fares at each station, and according to an MTA panel, last year the MTA lost 690 million dollars due to fare skipping, with a spike around 3 to 4 pm when students get out of school. Many students evaded fares due to the limited swipe count — only three swipes per day.

Many students have extracurricular activities, jobs, or family matters outside of school that would not be covered by only three swipes. During the summers and over weekends, when Metrocards did not work, students might skip the toll because they cannot pay almost three dollars for a one-way trip.

While some students may not go to school over the summer, some need to pick up food over non-school days at schools or might need help paying transportation fees on non-school days and could really benefit from the OMNY system.

The NYC DOE does offer exemptions to transportation eligibility based

on factors like foster care, joint custody, or hazards on a student’s way to school. However, the NYC Public Schools website states, “Note that no exception [to transportation eligibility] will be granted because a family disagrees with grade and distance eligibility.”

However, given all these benefits, doesn’t it seem reasonable that these effects should extend to all students? Who is to say that students who live close to school don’t have extracurriculars that require transportation? Or that students who live close to school don’t need to travel places on the weekends or during the summer? It seems reasonable that if OMNY cards offer double the amount of rides, and worth, there are resources to allocate towards students who live close to school—even if that means slightly fewer rides daily.

An equitable solution would be that every student should receive some rides, while students who live further away could have more swipes. Students who live closer to schools should still receive OMNY cards, but with fewer, yet still free swipes.

Before OMNY cards, it made sense that only kids who lived far enough from school to take public transportation received a MetroCard. However, if kids receive extra rides for extracurriculars, and rides on days when most kids do not go to school, why

shouldn’t kids who live close to school get extra rides too?

An anonymous student stated, “I understand living close to the school is a privilege; I’ve attended school in another borough before. But when you do extracurriculars like sports, or any volunteer work further away, having an OMNY card would be really handy—I’m tired of paying \$5.80 (there and back) or asking a friend with an OMNY card to swipe on with them.”

While Clinton has a more affluent student body, many of whom are lucky enough to afford public transportation, many NYC students at other schools cannot afford the same, even if they live close to school. Therefore, it makes sense that regardless of distance from school, every student should receive some rides on weekends, breaks, and for non-school extracurriculars.

It is important to note that saying that kids who live close to school should get an OMNY card is not saying those resources should be taken from other students’ OMNY cards. It is simply saying that there are enough resources in the city government to offer all students some degree of public transportation 365 days a year, regardless of how far they live from school.

MYP? Never heard of it.

BY: LAVANYA BIST &
VASILISA LASKOVA

As many Clinton tenth graders hopefully know by now, it will soon be raining personal projects as a result of Clinton's new approval of use of the MYP (Middle Years Program).

Every tenth grader will now have a chance to dedicate in-school time towards a goal they haven't reached because of a lack of time, procrastination, and other valid reasons or excuses. In the words of the MYP, the personal project is a "student-centered and age-appropriate practical exploration through a cycle of inquiry, action and reflection, which allows students to consolidate their learning throughout the programme." Essentially, the MYP is a passion project that includes a research portion and creative final project portion, as well as a product and learning goal. The main goal of this project is to prepare students for the IB (International Baccalaureate) program, which starts in 11th grade and plays a huge part in every student's future after Clinton.

Any project with as important of a goal needs to have a trial run. This is why the project was already experimented with last year, for

the purpose of testing whether Clinton can successfully implement it in future years. Not surprisingly, the class of 2026 did not disappoint, and as a result of last year's successes, this year's tenth graders will be doing their projects during the first official year of the MYP culminating project at Clinton. Additionally, the MYP has been integrated in the middle school curriculum, a notable example being the new "Design" class this year's sixth graders are taking.

The MYP is a chance for students to express themselves in their own ways, which is why the personal project you hear about will drastically change depending on who you talk to. The projects students can do range from acquiring a lifeguard certification to learning how to crochet, play a sport, or even speak a new language. Two great examples of personal projects that will be done this year come from students Kelly Li and Annabel Blumenfeld, both interviewed to inspire more students through this article

For Kelly Li, the project is a chance to learn about different cultures, and gather her newfound knowledge into one place. Because food is a big part of her life, she intends to learn

about a variety of different cultures by collecting traditional recipes for comfort/favorite foods from several individuals, and then using them to fill the pages of a unique cookbook. While she's nervous about the outcome and possible challenges along the way, she is very excited to extend her palette and cooking skills through this project. Another example comes from Annabel Blumenfeld, for whom the project is an opportunity to expand her skill set. She wants to learn how to sew clothes, an acquirable yet highly rewarding goal. By sewing herself a dress, Annabel will reach a goal she's long wanted to work towards, and she is also excited to start. These are ideas from just two students in a grade of over 100 kids, and any student is sure to hear about many more personal project ideas that cover a wide range of topics and interests. That being said, the possibilities are endless, and it's hard to go wrong with choosing a project as long as it's something you really love.

If the ideas still aren't coming, making a list of personal interests is always a good way to jumpstart the decision process. Students who do sports can make projects related to improving their game, inspiring

others to join their sport, creating proposals to improve an aspect of the game or any equipment used in the game (creating a proposal to manufacture the perfect tennis shoes, soccer cleats, etc.) or creating a new product to help people that play the sport. Students who play an instrument can work on learning a new piece, writing a new piece, hosting a recital, teaching others to play, or trying something new to hone their skills (such as learning jazz on the piano if one has only ever played classical, and vice versa). Students who like to draw can create a comic book, a book of their favorite pieces, take on a style of art they've never tried before, or attempt a huge piece, and the list goes on. There is always room for improvement when it comes to any skill, which means there is always a personal project that can be done. And if a student sees the improvement of their skills as boring or redundant, they can always learn some new ones, like Kelly and Annabel, along with many more students. Any idea a student decides to turn into a project will be great as long as it is created with good effort, imagination, and heart.

What's new at Clinton?

BY: LIVI LASNER

Welcome back Clintonians! Have you been wondering what's new at Clinton this year?

To start, Clinton has switched entirely to Toddle, leaving Jupiter behind. With Toddle, we will be able to see our grades, messages, and turn in assignments on this platform. With Jupiter, we would only be able to see our grades and messages, and we used google classroom to keep track of all of our assignments.

I had the privilege to speak with junior, Isabel Fine, about how she's feeling about Toddle. She said, "I think I like Jupiter better than toddle because it is easier to see your grades and messages, but I think Toddle could be useful once I learn how to use it."

Many students, and even teacher's don't have much information on how to use Toddle, and it's definitely going to be a learning curve for us all.

When teachers used to post assignments on Google Classroom, students had the option to get notifications, and would get them through their emails without turning on notifications. However, as of now, when teachers have been posting content on Toddle, student's haven't

been getting notified unless they go into settings on their device and allow Toddle to give them notifications.

Additionally, Toddle's look is quite complex. When you sign in, the home page has different categories that you can click on, and at first glance it can be overwhelming.

Jupiter on the other hand brought you to your inbox, and from there you could click on the to-do button to see your grades in your classes.

On another note, the Juniors have just started the International Baccalaureate Diploma Program and are getting situated into their 2-year long courses. All students in the graduating class of 2026 put preferences in for their pathways towards the end of sophomore year, and were officially assigned to them soon after. However, as we started the school year, many students realized that their current pathway may not be right for them.

Emily Stolar, a Junior at Clinton, recently switched from pathway 1 to pathway 3. She reported the following: "I feel like the process and transition into my new pathway was pretty smooth and I'm thankful to have had the opportunity to switch early on in the year!"

Students who want-

ed to switch pathways had to submit a request form, and wait for approval to switch.

Some students weren't able to switch pathways, leaving them without their top choice in courses. For students to switch pathways, there would have to be two students who wanted to trade pathways.

Finally, this year, for the club fair, Clinton decided to have clubs sit at tables throughout the hallways on the 3rd, 4th, and 5th floors, rather than in the gymnasium where it has been in previous years. This allowed for students and club leaders to interact more, in a quieter environment, allowing students to learn more about their potential new club.

People had concerns about the new layout of the club fair potentially affecting the amount of students signing up for clubs.

Since the club fair was more spread out this year, students basically had free reign and could wander wherever they wanted to within the building as long as a teacher didn't stop them. Whereas in the gym, students all had to congregate there, and would visit most of the club's tables since there wasn't much else to do.

Additionally, the gym provided the opportunity for club leaders

to present a brief overview of their clubs while grades 9 through 11 sat down and listened to the leaders speak.

These brief overviews consisted of club leaders introducing themselves, and describing their clubs. This may have sparked an interest in students who would then join that club. However, with the new club fair system, students don't get to have that experience.

The Debate

An overview of the presidential debate, Harris' and Trump's take on current issues—with a focus on Trump's take on the Central Park Five.

BY: CHLOE BOXX

On September 10th, the world was introduced to Vice President Kamala Harris and former President Donald Trump during a presidential debate. The two candidates are in the running to be America's 47th president, a title and honor that requires tremendous hard work and support. The debate was moderated by hosts David Muir who is from "World News Tonight" and Linsey Davis from "ABC News Live". The debate between the two candidates lasted for 90 minutes, in which they discussed topics such as immigration, the economy, abortion ban, women's reproductive rights, and the United States border patrol. This report will encapsulate the debate, analyzing some highlights and summarizing viewer's reactions.

During the high-stakes debate, Harris and Trump aggressively attempted to shape the political landscape of the future. Known for her incisive prosecutorial manner, Harris regularly placed Trump

under pressure. According to PolitiFact.com, Harris spoke on crucial topics like healthcare, criticizing Trump for failing to present an appropriate replacement for the Affordable Care Act—a problem that had hindered his presidency. Additionally, Harris refuted Trump's accusations that she would ban firearms, emphasizing her and her running mate Tim Walz's support for gun ownership subject to reasonable limitations.

Conversely, Trump emphasized immigration, crime, and the economy, frequently referencing popular talking points. He bragged about the accomplishments of his administration with regard to border security and gas costs, but struggled when confronted about specifics, such his controversial former position on the Central Park Five case. Responding to Harris's critique of racial relations, Trump maintained his 1989 demand that the Central Park Five, who were later cleared of all charges, be sentenced to death. This illustrated the severe ideolog-

ical contrasts between the candidates, particularly in regards to issues of justice and race.

To put things in perspective, in 1989, five Black and Latino youths—Kevin Richardson, Raymond Santana, Antron McCray, Yusef Salaam, and Korey Wise—were accused of attacking and sexually abusing a white female runner. The Central Park Five case resulted in the unjust conviction of these adolescents. The males, ages 14 to 16, were forced to make false confessions during hours of prolonged interrogation without the presence of lawyers or guardians. They were deemed guilty and sentenced to six to thirteen years in prison in spite of the absence of tangible proof. Later, in 2002 the real felon fessed up to his crime and DNA evidence proved him guilty. The case highlighted racial bias, the disgusting and unfair discrimination that is rooted deeply in the American justice system.

The audience was deeply affected by the debate, and Harris's performance was gen-

erally thought to have been successful in gaining support from important demographics. Both candidates adopted their own distinctive approaches: Trump with a more flamboyant manner meant to fire up his listeners, and Harris with clean, well-prepared statements.

Polls conducted after the debate suggested a minor shift in her favor, but the election is still close in important swing states such as Pennsylvania.

Senior Food Bag Programs

BY: COOKIE STOTZ

As students we are preoccupied with studying, sports, and extracurriculars, and as a result we largely rely on our parents to shop for food. Due to this disconnect and lack of interaction between young consumers and food sellers, it may be easy to overlook the struggle it can be to find fresh produce, particularly for the older New Yorkers who are the backbone of our communities. Council members Gale Brewer and Erik Bottcher have been striving to make fresh food more accessible for all of West Manhattan's constituency, and particularly our older neighbors.

Fresh Food for Seniors is an initiative that was introduced by the City Council member representing District 6, Gale Brewer. In 2012, Brewer began the program in partnership with the non-profit Grow NYC and the New York City Department of Aging. Grow NYC aims to make access



Post for Food Bag Program
Photo Credit: *Greenwich Village Chelsea Chamber of Commerce // Clinton Post Staff*

to fresh food equitable to all New Yorkers and with the Department of Aging and Brewer's initiative, they are able to provide that fresh food to constituents who may otherwise have struggled to have access.

The Fresh Food for Seniors initiative aims to ease financial strain on our city's senior citizens as well as providing access to fresh fruits and vegetables which can be significantly

more expensive than their non-organic counterparts. Seniors have the opportunity to spend only \$10 on a bag and receive five to six varieties of fresh fruits, vegetables, and legumes. Not only are these bags filled to the brim with nutritious foods, they also come with recipes to utilize every bit of food received so none goes to waste.

As we all know our city's incredibly walk-

able, but that can be a struggle for those of us who struggle with walking long distances and need more accessible options to get around. In order to make access to these fresh foods as equitable as possible, the food bags are hand delivered by volunteers and staffers to select senior centers around the city.

Now, the program has spread to Council District 3 with City Council member Erik Bottcher bringing the program to The Village, Chelsea, and lower Hell's Kitchen. Twice a month on Sunday mornings at the Visions Center, Council member Bottcher welcomes those passionate about making fresh foods accessible to aid in the momentous task of assembling these bags.

Clinton Opinions on *Toddle*

BY: ANNABEL
BLEMFELD

Along with the start of the new school year, Clinton has begun the switch from Jupiter Ed to a new grading system called Toddle. And with most changes, different opinions are due to arise. After having used Toddle for a couple of weeks many of our peers and teachers have formed their own opinions and we sought out to find out their thoughts on the new and unfamiliar platform.

We prepared three different questions to ask each of our interviewees: “How do you feel about Toddle?”, “Do you find it easy to navigate?”, and “Do you prefer Toddle or Jupiter Ed?” After our interviews we found out that the feeling is unanimous, Toddle is very confusing and we need Jupiter back. When Toddle was first introduced to our school many of us were skeptical, having never used this platform before. And throughout these past couple of weeks, our doubtfulness

has become justified. There have been many issues with this new platform, one of the biggest being its seemingly user-friendly interface which despite its claims of being an “end-to-end solution” and its modern appearance has ended up causing a lot of confusion surrounding grades, class resources, and assignment submissions. However, we are not trying to create a biased article solely based on our own opinions. So we asked around to many different students, getting their opinions on it and they all seemed to be negative. And yes, I’m sure there are many pros of this system, but however well-organized and visually pleasing this website seems, it has been quite a struggle to figure out. With the countless number of tabs to find different assignments, whether they’re late, not due for another month, or in some other place I have yet to find, it’s all so confusing. These issues we have addressed may seem like insignificant de-

tails in comparison to the pros of this platform, yet many of our opinions have been felt by students all around Clinton. For example, one student, Kelly Li, who is in tenth grade, feels like Toddle is very difficult to navigate and “using Jupiter was easier.”

We also felt it was important to get an opinion from someone who uses Toddle from a teacher perspective so we decided to interview Ms. Deleon. We first asked her a general question, “How do you feel about Toddle?” Her one worded response was all we needed, “Confusion,” she said. We also asked her if she finds it easy to navigate, she told us, “No, I find that it’s been challenging in my experience and in the experience with the people that I work with,” adding that there are “many features we still don’t understand.” Finally we asked her if she prefers Toddle or Jupiter Ed, she responded with, “Jupiter was very user-friendly, Toddle is a bit more

complex.”

Based on our interviews we found that Toddle has been very difficult and confusing for both teachers and students but hopefully with time we will begin to understand Toddle and take advantage of its many features and eventually get used to this new platform.

Building Bonds Beyond the Court



Clinton Girls Volleyball Recent Win on Tuesday, October 2nd
 Photo Credit: @clintonvarsityvolleyball // Clinton Post Staff

BY: ADA MINICH

For many, volleyball is just a sport. But, for the Clinton girls volleyball team, it is a meaningful experience that goes far beyond the court.

Last year, our team had an impressive season, making it to the quarter-finals. But through those games, the Clinton team learned that the points on the scoreboard aren't what matters, it's the bond and personal growth that will stay with them.

Ariel, a volleyball player who joined

the Clinton team in 7th grade, talks about her experience on the team. "Everyone has been very welcoming," Ariel shares. She talks about how the captains are inclusive to all, and how everyone on the team has a very strong bond with each other. She also shares how she hasn't only grown as a volleyball player, but as a leader.

Being on the volleyball team is a big commitment. The team has practice 4 days a week, not including games.

"It can be challenging on your body if you don't take care

of it, but it's also a big commitment because you have to balance your schoolwork with your team", Ariel shares. However, Ariel wouldn't change anything about the team if she had the chance.

During the last game of the season, Clinton's volleyball team was down in the 3rd set. Ariel reflected on the game, sharing how her team gave up on each other and lost motivation. "But, it was the last time we would play together, and it made everyone learn how strong we were connected", she reflects.

Although Clinton ended up losing this game, the team formed a bond that was more important than scores on a scoreboard. As the new season begins, Ariel shares her hopes for the team, "My hopes for this season is that we have as much fun as possible...[and] we go undefeated."

The Spanish Column

Editada por Abril De León

Nota de la editora: En esta edición, presentamos dos poemas que ofrecen una reflexión contrastante sobre la vida. El primero cuestiona su significado, indagando en las incertidumbres y profundidades de nuestra existencia. Por otro lado, el segundo celebra los pequeños momentos que aunque efímeros, brindan paz, alegría y lazos inexplicables. Juntos estos poemas nos invitan a explorar la complejidad de la vida, equilibrando la introspección con la magia de lo cotidiano.

Dubium Nihil

POR RICHARD DUCHITANGA

Que pasa si no hay nada cuando mi tiempo se termine

O si hay un Dios que me castiga por todos mis pecados

Que pasa si no me aceptan a la universidad de mis sueños

O si no es como yo pensaba

Que pasa si ella está mejor sin mi

O si sufre todos los días

Que pasa si el mundo sigue quemándose

O si ya es demasiado tarde

Que pasa si me olvidé de entregar mi tarea

O si la entregué y está incorrecta

Que pasa si todos estos pensamientos son justificados

O si lo estoy pensando demasiado

Que pasa si todos estos pensamientos me siguen

O si se van y me quedo aburrido

Debería haber una manera de apagarlo

Me enseñaron que no debía de tener temor

Pero mi mente no lo recibió...

POR: ANDREW TIMOFEY

No quiero imaginarme no ir a visitar a Chase hace siete años

El resultado me dejaría con escalofríos.

Sé que no estamos hablando en la cama hasta las tantas pero

cuando tengo tu mano en la mía, noto el calor.

No somos como los renacentistas, fuego y hielo.

Sí, es cierto que me derrites, pero no me quemas, no me congelas.

Después de siete abriles, todavía prefiero compartir mis primeras veces contigo.

Nunca estoy inseguro cuando estoy a tu lado. Me calmas y me aseguras.

Quizás el destino nos trajo para conocernos, quizás caos lo hizo.

Sé que lo he dicho, pero la suerte que tengo es infinita.

Eres mi media naranja en un mundo de melocotones.

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CLINTON WORD HUNT!

O M N Y C A R D S A M Q Z C F
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Opinions

Annabel Blemfeld

Entertainment

Ada Minich

Richard Duchitanga

Andrew Timofey

Word Bank

DEBATE

DUBIUM-NIHIL

FOOD-BAGS

MYP

OMNY-CARDS

TODDLE

VOLLEYBALL

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Answers

CLINTON WORD HUNT!