

A Note From the Superintendent

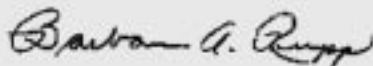
Continued from cover


establish an account, you need to go to the application link under Getting Started. There you will be prompted for a district key word so that you can continue. The district key word is Mustangs. You will then see an application which you need to complete, sign, and send to the address listed there. Once it is received in the district office, you will be approved and given a PIN number which will be e-mailed to you. You are then ready to go.

Both our teachers and administrators strongly encourage you to get registered so that you have access to information that can assist you. We share the same goal and that is success for each and every child in our district.

As always, we are grateful for your past support and look forward to your increased participation in your child's education.

With warmest regards,



 Barb_Rupp@sbsd.k12.pa.us

Professional Development: Striving to Make South Western the Best

By
Dr. Barbara Kehr
Assistant
Superintendent



As educators, ongoing professional development is one of our greatest tools for improving student achievement. And, at South Western we are fortunate to have a school board that provides continuing financial support for professional development activities. Each summer teachers participate in a minimum of two days of professional development geared to their own professional goals and needs. Throughout the school year, teachers also participate in training related to best practices in teaching.

In the fall of 2000, the South Western School District began a district-wide professional development initiative with Dimensions of Learning. Dimensions of Learning (DOL) is an instructional framework based on the premise that five types of thinking are essential to student learning and academic performance:

- **Positive attitudes and perceptions about learning**
- **Acquiring and integrating knowledge**
- **Extending and refining knowledge**
- **Using knowledge meaningfully**
- **Productive habits of mind**

All members of our faculty have received training in Dimensions of Learning, and each year new staff receives training provided by teams of district administrators. By having everyone trained in Dimensions of Learning, we are able to have a common vocabulary and methodology that enables us to discuss and share teaching strategies across levels throughout the district.

Reading Apprenticeship is another of our important professional development initiatives, and is designed to help students develop the knowledge, strategies, and attitudes they need to become more powerful readers. In 2006, our high school English and social studies teachers received training in Reading Apprenticeship as a way to help our high school students become more proficient readers of content material. Building on the success of our high school training, our language arts, science, and social studies teachers at the middle school were involved in the training during the 2007-08 school year so that students could begin developing their repertoire of specific comprehension and problem solving strategies even earlier. This year our fifth grade and learning support teachers are being trained to help lay an even stronger foundation for future reading success.

This year, as a result of our strategic planning goals, a number of teachers are gaining additional knowledge about best practices through Learning Focused Schools training. Based on research gathered in 90/90/90 schools (schools where 90% of students are economically disadvantaged, 90% are minority, and 90% are achieving), the Learning Focused model, developed by Dr. Max Thompson, focuses on five areas of improvement: exemplary practice, curriculum, instruction, assessment, and organization. When used consistently and pervasively in schools, the strategies of the Learning Focused Schools training have been found to significantly raise student achievement.

In addition to inservice activities, workshops, and other trainings offered throughout the school year, our teachers take graduate courses through local colleges and universities. At South Western, our teachers truly are lifelong learners who continue to grow in their knowledge of best practices for increasing student achievement.



FOR MORE USEFUL
INFO VISIT THE
DISTRICT ONLINE AT
WWW.SBSD.K12.PA.US

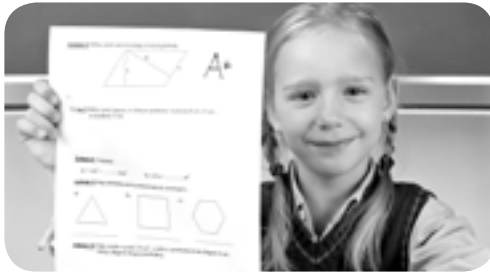
Have you thought about substitute teaching?

South Western is always looking for people with a valid Pennsylvania Teacher Certificate to serve as substitute teachers. If you have a bachelor's degree in any discipline, you may also qualify. For more information, please contact the District Administration Office at 632-2500.

Screening Tool Used to Increase Student Success at Baresville

Baresville Elementary School is piloting a screening tool for the district to identify students who are in need of interventions that will help them be more successful with reading and math skills. The screening tool (Social Skills Improvement System) along with data collected from the 4 Sight Reading and Math Assessments will identify third graders who would benefit from additional guidance classes along with differentiated instruction in the areas of reading and math.

Research indicates that social skills play a critically enabling role in the development of success in academic achievement. Ten social skills are targeted to be necessary for student success in school. These skills are: **listen to others, follow the steps, follow the rules, pay attention to your work, ask for help, take turns when you talk, get along with others, stay calm with others, do the right thing, and do nice things for others.** Mrs. Jill Shirey, school counselor, along with the third grade teaching team that includes Mrs. Sallie Durika, Miss Emily Geiselman, Miss Erin Dickensheets, and Mrs. Steph King, will reinforce these social skills through modeling, role playing, and providing students time to practice.



Along with social skills, teachers will work with Mrs. Chris Blevins, principal, Mr. Frank Stanko, school psychologist, and Mrs. Becky Cortina, Instructional Support Teacher, to plan strategic interventions to assist students with reading and math skills. Also instrumental in working with students are necessary resource materials, home/school communications, and students' self monitoring.

Baresville's third grade teachers have already completed the first of three surveys for their students to rank them in the areas of prosocial skills, motivation to learn, math skills and reading skills. This information provides the school team with baseline data to proceed to work with students scoring below the norm. Using the same survey two more times this school year, along with additional data collected from remaining 4 Sight assessments, we will track the amount of growth students gained. The desired goal is to have students become more successful with school and learning that will increase their motivation to stay in school until graduation.

Piloting the use of the social skills survey and the related social and academic interventions will provide valuable information for the other district schools for its future use with their student populations.

New PASS Program: Parents & School Support Program

Raising a child with a disability presents many challenges and opportunities. Support from other parents with children with disabilities is often very useful in obtaining new ideas and sharing successes and helping with stress.

Educating children with disabilities requires exceptionally good coordination and communication with parents. Additionally, it's important parents do not perceive a barrier in regard to helping their child with a disability succeed in school. Parent involvement is key to students' success.

PASS Goals

- Communication and conflict resolution
- Transition and self-determination
- Sharing successes and challenges at home, in the community, and at school with other parents
- Working effectively with school teams
- Advocating
- Assisting the school district in providing the very best programming for students with disabilities
- Laws and regulations
- Writing IEPs
- Progress monitoring

Who Should Attend PASS Meetings?

At this time, PASS is open to parents who have elementary grade (K-5) South Western School District students with a disability. The program will eventually include all grade levels.

In attendance will be Chris Blevins, Baresville Elementary Principal, Frank Stanko, School Psychologist, Dion Betts, Assistant to the Superintendent, Theresa Hoggard, Learning Support Teacher, and Megan Hoffman, Elementary Teacher.

PASS Meetings

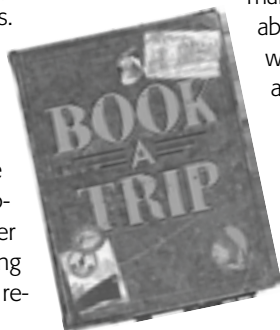
Park Hills Elementary
Thursday, December 4, 2008
6:30 to 7:30 PM

West Manheim Elementary
Thursday, February 5, 2008
6:30 to 7:30 PM

Book a Trip! Around the World at Park Hills

At Park Hills, our bags are packed and we are ready to head out on a journey around the world this school year! As part of this year's "Book a Trip!" library theme for our district elementary program, students will get their ticket to read as we celebrate learning that takes us on journeys all around the globe. A "Travel Trunk" will be delivered to each grade level once a month for six months that showcases information about a specific continent and its countries. Through fiction, nonfiction, reference books and online resources, students will learn about the geography, peoples and culture of the seven continents.

By the end of the school year, each child in grades K-5 will have traveled the world! Children also receive a passport to stamp after visiting each continent. In the spring, students will have an opportunity to tally up "Frequent Flyer Minutes" and record home reading minutes that can be turned in to re-



deem a really great prize suited for a world traveler and global learner.

In art classes each month, Park Hills Packers will also journey to the continent represented in their "Travel Trunk" that arrives at their grade level. They will learn about customs, artwork, culture, or ecology that is related to an area or country on that continent. For example, December will take our 3rd graders to Asia, where we will learn about gyotaku, Japanese Fish Printing. At the same time our 2nd graders will travel to Australia and discover what makes Aboriginal art unique. While learning about those customs or ecology, students will create an art project that integrates the art curriculum into their "world travels."

To continue with the global learning, this year there will be an emphasis on multiculturalism in vocal music classes. Students will learn about various cultures through specific vocal music.

Continued on page 6 ➡

15 Retire from South Western in '07-'08

Christine Sponseller
Baresville, 3rd Grade

Brenda Funke
Baresville, 4th Grade

Mary Collins
Park Hills, 3rd Grade

Ann Weaver
Park Hills, 4th Grade

Richard Lupro
EHMIS, Mathematics

Deborah Anker
EHMIS, 6th Grade

Donald Brady,
High School, Driver Education

Enid Franko
High School, English

Carey Crumling
*High School,
Music Teacher/Band Director*

Beverly Ziegenhein
High School, Food Service

Regina Heflin
Secretary to Business Administrator

Winfield (Butch) Landis
Maintenance

Carol Timmins
EHMIS, Instructional Aide

Barbara DeGennaro
Baresville, Instructional Aide

Jane Siegel
Payroll/Insurance Clerk

with a
combined **364**
years of service
to the
district



Welcome! to South Western

New Faculty *Continued from cover*

tary and early childhood education, **Jessica Stambaugh** is a new face to Baresville Elementary as a kindergarten teacher.

After a hiatus at home to be with her family, **Tara Staub** re-joins the elementary faculty as Manheim Elementary's librarian. A graduate of Bloomsburg University, Tara holds a bachelor's degree in elementary and early childhood education.

A familiar face to South Western, **Alma Row** joins the administrative team as the Director of Data and Instructional Technology. A graduate of Penn State University, Alma holds a bachelor's degree in elementary education and a master's in teaching and curriculum. Alma returns to South Western after serving as the instructional program specialist for Dallastown School District.

After long-term substituting in the Cocalico School District, **Kelly Peat** joins the faculty at West Manheim elementary as a learning support teacher for grades three and four. A graduate of Alverna College, Kelly holds a bachelor's degree in elementary education and special education.

New to the High School English department, we welcome **Shanna Lentz**. Shanna hails from York College of Pennsylvania with a bachelor's degree in secondary education - English.

A graduate of Millersville University with a bachelor's degree in elementary education and early childhood education, **Cindy Garrett** joins the faculty at Park Hills Elementary as a fourth grade teacher.

New to the High School as a learning support teacher for grades 9-12, we welcome **Kimberly Falk-Gray**. Kimberly hails from The College of Saint Rose with a bachelor's degree in special education.

With previous experience at Immaculate Conception and St. Joseph School of York, **Molly Abdalla** joins EHMIS as an eighth grade language arts teacher. Molly earned her bachelor's degree in history at the State University of New York at Geneseo and her master's degree in library and information sciences from Mansfield University.

Previously employed for the ARAMARK Corporation in the York City School District, **Shawn Harlacher** joins South Western as the new director of food and nutrition services. Shawn attended Penn

State University and holds a bachelor's degree in hotel, restaurant and institutional management and a master's degree from York College of Pennsylvania in finance and accounting.

New to EHMIS as seventh grade math teacher, we welcome **Rebecca Krumrine**. Rebecca hails from Shippensburg University with a bachelor's degree in elementary education, with a mathematics minor.

Kristin Frederick joins the High School faculty as a geometry teacher for grades 9-12. A graduate of York College of Pennsylvania, Kristin has a bachelor's degree in secondary education - mathematics.

A graduate of Penn State University with a bachelor's degree in elementary and kindergarten education, **Robin Sollenberger** joins the faculty at Park Hills Elementary as a third grade teacher.

Ethan Clark joins the High School faculty as the band director for grades 9-12. Ethan holds a bachelor's degree in music education and graduated from West Virginia University.

Kristen Teeter joins the EHMIS faculty as a physical education teacher for aquatics. She holds a bachelor's degree from Gettysburg College in health and physical education.

We welcome **Kortni Lovelace** to the faculty at West Manheim Elementary as a third grade teacher. A graduate of Shippensburg University, Kortni holds her bachelor's degree in elementary education.

New to EHMIS as a technology education teacher, we welcome **Jana Zinn**. Jana hails from Millersville University with a bachelor's degree in technology education, with a minor in athletic coaching.

Alicia Amspacher joins the EHMIS faculty as an eighth grade math teacher. A graduate of Kutztown University, Alicia holds a bachelor's degree in secondary education - mathematics.

With previous experience at a middle school in Maryland, **Lindsey Shirey** joins Park Hills Elementary as a fifth grade teacher. Lindsey earned her bachelor's degree in elementary education from the University of Delaware.

Formerly employed by Creative Kids Daycare, **Emily Geiselman** joins Baresville Elementary as a third grade teacher. She is a graduate of Kutztown University and has a bachelor's degree in elementary and early childhood education.



Pyramid of Intervention

The senior high school staff and administration are working to develop and implement a pyramid of interventions in order to help all students be successful. The idea behind the pyramid is to provide an increasing amount of support for students who are struggling academically. The first level of intervention is the Minor Intervention Checklist. This checklist is made up of ten interventions that can be utilized by the student's advisor. Advisors (teachers) see their advisees (students) for a forty minute block of time at the end of the school day,

Monday through Thursday. The intention of the checklist is to provide the advisors with interventions that can be used given a limited amount of time.



The first three interventions involve only the advisor and advisee. These interventions focus on awareness of low grades. In some cases, students may not realize their grade has dropped to failing. Parents not accessing Community Portal may be unaware their child is having difficulty in one or more classes. When a student is first identified as struggling, the advisor is asked to collect data, conference with the student, and contact home.

The next level of interventions involves the student's teachers. The advisor is asked to make direct contact with the advisee's teachers in order to determine what the student could be doing to improve. The advisor may have the student stay in the advisory class to work on assignments. Or, if necessary, the advisor may arrange for the student to go to the teacher for assistance.

There are four interventions that involve other staff members who may have information regarding the student. The advisor is asked to consult with the student's guidance counselor, the school nurse, an administrator, or a coach/club advisor. By consulting with other adults who may be in contact with the student, the advisor may find some student strengths to work with as well as identify hurdles that the student is trying to overcome.

The final intervention on the checklist is referral to the Student Assistance Team. The objective of Student Assistance is to connect the student with outside agencies that may be able to assist the student in dealing with distractions to learning. The Student Assistance Team is comprised of school staff as well as a liaison from Cornerstone Counseling and Adams/Hanover Mental Health.

At this time, the staff is focusing its efforts on freshmen who appear on the weekly Acaded (academic eligibility) report. This is not to say we are not assisting upperclassmen, but rather we are piloting this formal effort with a group of students that often struggles with the transition to high school. If your son or daughter, of any grade, is having academic difficulty, please contact your child's guidance counselor or one of the assistant principals.

After many years home with her family, **Mary Mamet** is the new second grade teacher at Manheim Elementary. Mary attended Lebanon Valley College, Shippensburg University and Wilson College and holds a bachelor's degree in mathematics and a master's degree in elementary education.

After teaching in the Bermudian Springs School District, **Cynthia Baral** joins the EHMIS faculty as an eighth grade math teacher. Cynthia holds a bachelor's degree from King's College in Wilkes Barre, Pennsylvania, in secondary education - mathematics.

Previously teaching at Faust Junior High School in Chambersburg and at Wilson College, **Cornelia Coldsmith** joins the EHMIS faculty as the sixth grade exploratory Latin and seventh and eighth grade German teacher. She holds a master's of education for elementary and lower secondary English/German as a second language from the University of Potsdam in Germany.

Sarah Maclay joins the Manheim Elementary faculty as the new art teacher. A graduate of Shippensburg University, Sarah holds a bachelor's degree in art education.

New to EHMIS as an instructional support teacher, we welcome **Sara Reaver**. Sara hails from Penn State University with dual bachelor's degrees in elementary education and rehabilitation services.

A graduate of Shippensburg University with a bachelor's degree in elementary and early childhood education, **Eric Shipman** joins the faculty at West Manheim Elementary as a third grade teacher.

Recently graduating from Shippensburg University with a bachelor's degree in elementary with a Spanish minor, **Mandy Taylor** is a new face to West Manheim Elementary as a fifth grade teacher.

NOT PICTURED:

Previously living in Seattle, Washington, **Rachel Berkebile** is the new guidance counselor at the High School. She holds a bachelor's degree in psychology from Westminster College in New Wilmington, Pennsylvania, and a master's degree in school counseling from Penn State.

Nathan James is a new technology education teacher at the High School. Nathan graduated from York College of Pennsylvania with a bachelor's degree in history.

We also welcome 21 New Support Staff Employees

Computer Tech: Troy Leipold

Food Service: Sandra Hawn
Mary Lisle
Jean Sexton
Kristen Chase

Health Room Assistant: Michelle Fogerty

Maintenance: Josh Weaver

Secretary: Kathy Boone

Teacher/Building Aides: Kimberly Clouspy
Angela Coleman
Carolyn Conrad
Tiffany Franklin
Angela Leese
Shannon Michali
Katherine Miller
Debra Smith
Kelly Teal
Clare Watts
Melinda Young

Transportation: Wayne Frock
Laura Hommerbocker

C.O.L.T.: Creative Opportunities for Learning and Thinking

With the new schedule at Emory H. Markle Intermediate School, one of the many changes this year is the introduction of the C.O.L.T.



period. C.O.L.T. stands for Creative Opportunities for Learning and Thinking. A variety of activities will occur during C.O.L.T. These activities may include Academic Interventions, Social and Behavioral Interventions, Team Directed Activities, Band, Chorus and Orchestra Activities and Acceleration Lab.

Students are assigned to each of these classes based on academic needs, social needs and/or scheduling decisions made at the beginning of the year.

The goal of the C.O.L.T. period is to provide time in the day for enrichment and support so that we can ensure that every student reaches their maximum potential.

Book A Trip Continued from Pg. 3

Every student will learn at least one song in a foreign language and learn to appreciate instrumental music from various cultures. They will play selected musical instruments appropriate to a world culture. The yearly vocal concert will feature multi-ethnic songs to showcase the musical differences between many cultures and to gain a respect for those differences. In physical education, exploration of global cultures will continue.

Park Hills students will look at the multicultural aspects of the curriculum by discussing the history of sports and activities, playing games from around the world, and learning American and international folk dances. We will be coordinating with the vocal concerts in the spring program to highlight what we have learned and a number of students will perform international folk dances at that time.

Our world tour started a bit early as we welcomed an international visitor after Labor Day. Mr. Joseph ole Tipanko came to Park Hills on September 9th to speak to third, fourth and fifth graders about his life in Kenya. Joseph comes from Maasiland, in an area south of Nairobi. A teacher himself, Joseph shared his expertise with the children and gave us a taste of his African heritage and culture.

Our students and teachers have an exciting world tour waiting for them this year! Park Hills has Booked A Trip! for learning! BON VOYAGE!



Mr. Joseph ole Tipanko, pictured wearing traditional Maasai warrior dress, visits students at Park Hills in September.

Photo by James Robinson, courtesy The Evening Sun.

ACCELERATE For Success!

When most people think of "acceleration" they usually think of speeding-up or going faster. But, for the students and staff of West Manheim, the term acceleration has taken on a whole new meaning.

Acceleration is a relatively new concept for West Manheim Elementary. This summer during some of our trainings our staff learned about the benefits of accelerating students successfully through courses as opposed to and in addition to remediation at the end of a unit of study. The premise is to set students up for success - to lay the groundwork necessary for students who normally struggle through a lesson (because of lack of background, confidence, understanding) to meet success in the classroom. This is done by going over vocabulary terms, reviewing base concepts upon which the new concepts are built, and by beginning to lay the groundwork for the instruction, prior to the teacher actually instructing the students in the area of need. The hope is, that with the right groundwork laid, when the teacher actually does begin instruction in the area in question, the student will be able to pull from the material studied during acceleration and find success



(and the confidence that goes with it) in the classroom.

The teachers, students, and staff of West Manheim elementary in grades 1-5 are starting their efforts in acceleration through a new math initiative this year. Math Acceleration meets every day and is designed to support students who show signs of struggling with areas of math. Specifically, this instruction is designed to preview rather than review the material being taught during each unit of study.

Each day at 7:45, students in grades 1-5 who have been identified as having some struggles in math are picked up from their classroom by a building aide. For the next half-an-hour, this aide works with these children previewing the material that they will be studying either that day or that week in math class. They go over vocabulary terms, review base concepts upon which the new concepts are built, and begin to lay the groundwork for the instruction students will be encountering in the near future. The instruction that is being done by the aides is planned in

advance by the team of classroom teachers and implemented by the aides each morning.

Acceleration for our half-day kindergarten students began in October and looks slightly different because of the length of their day. For them we are beginning an after-school/before-school program with a similar premise. Students in half-day kindergarten that are identified by their teachers as potentially benefiting from acceleration, will be invited to stay either a half-hour later (for AM kindergarten) or come a half hour earlier to school (for PM kindergarten). During this half hour time of additional instruction, we are looking to offer acceleration in both basic reading concepts (such as letter identification and letter-sound concepts) and basic math concepts (such as number identification and counting).

Already we are seeing some benefits to this program. Teachers are reporting that students who up to this point have rarely raised their hands in math class are now participating and even anticipating material in class like never before. It is our hope that the short term effects of acceleration will continue and that this program will make a real impact in our struggling students' ability to experience the joy of academic success in all our math classrooms.

community *info*

FOCUS ON STUDENT SUCCESS

IST Puts Manheim Elementary Student Achievement On Track

Previously, Manheim Elementary shared an Instructional Support (IST) and School Counselor with West Manheim Elementary. One day a cycle, Manheim would receive services from the West Manheim staff. This year, Manheim has welcomed

Mrs. Barbara Piatt (a former learning support teacher at EHMIS for 11 years) to fill both the roles of instructional support teacher and school counselor. Mrs. Piatt works at Manheim on a daily basis.



The intent of the IST is to provide support for students in the

regular education classroom who are challenged by various learning or behavioral needs. The Instructional Support Team works to implement instructional strategies that will help the child in need become more successful with his/her learning.

Mrs. Piatt will be teaching guidance lessons on a variety of developmentally appropriate topics on a monthly basis for each grade level. She'll have individual appointments with students, informal lunches with students, and facilitate Kid's Groups on appropriate social and emotional topics.

Having an IST and School Counselor available each day will assist in student achievement. This will be attainable because of daily interventions with students which include academic, social, and emotional areas. Students will be able to receive immediate feedback and assistance when situations arise. Having a familiar face all students see in the cafeteria, on the playground, in the hallways, or working in small groups, or classroom lessons, will increase the likelihood of higher achievement.

Weather Closings

In the event that weather forces school delays or closings, announcements will appear on the following media outlets:

Radio

WHP 580AM	WGET 1320AM	WYCR 98.5FM
WSBA 910AM	WPOC 93.1FM	KISS 99.3FM
WBAL 1090AM	BOB 94.9FM	WARM 103FM
WHVR 1280AM	WRVW 97.3FM	WGTY 107.7FM

Television

WGAL TV 8	WHP-CBS 21	WPMT FOX 43
WLYH TV 15	WHTM TV 27	

Internet

www.cancellations.com www.wgal.com/closings

Employees Help During 2008 Day of Action

A group of district employees and students volunteered their time for the recent United Way Day of Action on September 3rd and 4th. This is a nationwide program when hundreds of volunteers from local companies and organizations make a difference in the lives of others by completing much-needed projects at local agencies and schools.

The group from South Western spent almost 80 hours at Camp Gi Sco-Ha on Blue Hill Road. The volunteers built benches, cleaned, and completed other tasks at the Girl Scout Camp.

A special "Thanks!" goes to these folks who gave of their time for our community

on this important day! Their names follow: Barb Rupp, Lynn Bixler, Jan Rego, Denise Zinn, Deb Smith, Sue Williamson, Aimee Bechtel, Jeff Myrdal, Deb Sowers, Jay Fuller, Lucy Neiderer, Susan Gould, Chris Blevins, Julie Fuller, Jill Shirey, Michelle Krill, Janice Peck, Dion Betts, Missy Klinedinst, Jeff Mummert, Stacy McBride, Amy Kauffman, Barb Kehr, Carol Noble, Eric Klansek, MacKenzie McBride, Jack McBride, Oak Bechtel, Lucy Noble, and Molly Noble.



Volunteers clean up the camp!

Kudos from the Corral:

Mrs. Carol Myers, sixth grade teacher from EHMIS, traveled to Shippensburg University for a school study council. Carol represented the teachers of South Western as she was one of 15 teachers selected to lecture to pre-service teachers at the university.

Mrs. Barbara Schumacher, Baresville Elementary librarian, also represented the teachers of South Western when she attended the Hanover Chamber of Commerce's annual meeting as one of South Western's 2008-2009 Teachers of the Year.

Community Swim



The pool at EHMIS is open to the public **Monday and Wednesday evenings from 7:00 - 8:45 PM** for a minimal fee. Lifeguards and access to locker rooms are provided.

Dates to Note

November 7
Report Cards Distributed

November 10 & 11
EHMIS Parent Visitation
8:35 AM - 3:13 PM

November 11
Parent Conferences:
EHMIS 4:30-7:30 PM

November 13
Parent Conferences:
All Elementary Schools
5-8 PM
High School Early Dismissal
11 AM

November 14
SCHOOLS CLOSED
Parent Conferences:
All Elementary Schools
7:30 AM-3:15 PM
EHMIS 1-3:30 PM

November 19 & 20
Parent Conferences:
EHMIS 4:30-7:30 PM

November 19
School Board Meeting
7 PM

November 26-December 1
School Closed
THANKSGIVING BREAK

December 3
School Board Reorganization
Meeting
6:30 PM

December 17
School Board Meeting
7 PM

December 24 - January 2
School Closed
HOLIDAY BREAK

January 5, 2009
Return to School

South Western School District
225 Bowman Road
HANOVER, PA 17331

Non Profit Org.
U. S. Postage
PAID
PERMIT NO. 12
Hanover, PA

POSTAL PATRON LOCAL

South Western STEEDS Mentors Help Students Succeed

Have you ever felt like you needed someone to turn to when life just wasn't going how you expected? Have you ever wanted to share an exciting experience you had but there was no one to tell at the time?

Well, students in the EHMIS and High School STEEDS programs continue to have at least one extra person to turn to these days, their mentor. The STEEDS program is for students who have difficulty in the typical school environment, and need assistance with finding success in school.

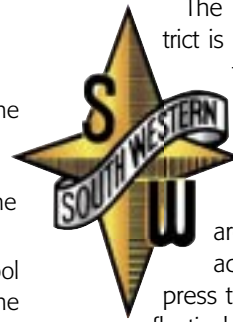
Community volunteers offer about an hour a week to meet with a designated student from the STEEDS program to discuss the many aspects of life and to provide encouragement and support where it is needed.

While mentor programs are popping up in districts all around the country to help provide our youth with positive role models, the South Western School District Mentoring Program is entering its 10th year. At a recent mentor luncheon held on October 16th many suggestions were made to help improve and extend the program beyond the STEEDS classrooms.

The most important was the call for more mentors. Parents, staff, and local community members are encouraged to join the mentoring team at South Western.

If you or someone you know might be interested in mentoring please contact Dr. Dion Betts, Assistant to the Superintendent at **632-2500, ext. 20002**, or email at dion_betts@swsd.k12.pa.us.

Mission Statement



The South Western School District is dedicated to providing a continually improving educational environment, through a cooperative effort with the family and the entire community, in which all students are encouraged and expected to achieve their full potential, to express themselves clearly, to think reflectively, and to interact responsibly in preparation for lifelong personal growth.

Adopted by the Board of School Directors
October 24, 1990: Revised March 25, 2002



School Board Meetings

School Board meetings are conducted at 7:00 PM on the second and fourth Wednesdays of the month in the Administrative Conference Room, unless otherwise announced. Residents are invited to attend. Requests to formally address the Board should be made in writing to the Superintendent's office ten days in advance of public meetings.

The South Western School District complies with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972 and Public Law 90-202 which prohibits discrimination on the basis of race, color, national origin, religion, sex, age or physical handicap.

Any questions concerning South Western School District's programs and policies should be addressed to: Administration Office, 225 Bowman Road, Hanover, PA 17331, 717-632-2500.