

Volume 26

Number 3

Winter 2011

intervention in action

In this special edition of the Mustang Roundup, we will focus on the intervention program at South Western School District; how it is implemented, the positive results at each grade level, and where parents and the community fit into the long-term goals for this strategy . . .

in action @ THE ELEMENTARY LEVEL

Since the start of the school year, all teachers have been very making plans for the elementary **Pyramid of Intervention**. This means that each day students receive additional assistance in areas that may be strengths or weaknesses. West Manheim and Park Hills implemented a specific **intervention** period during the 2009-2010 school year and it was met with great success. This year, each elementary school has revamped their schedule so that all students will be part of an **intervention/enrichment** period.

Students needing additional help in the area of reading may be part of a variety of research-based **interventions**, such as Read Naturally, Early Reading Invention (ERI), Read for Real, Read 180, Compass Learning and SOAR to Success. Other students may need enrichment to challenge them to higher



Pyramid of Intervention

levels of comprehension and understanding of literature. Still others may benefit from test-taking strategies or social-emotional skills such as empathy and problem-solving. The key to **intervention/enrichment** is that the needs of the individual students are examined using data such as current reading levels and PSSA scores as well as teachers' observations. Given this information, students are assigned to a program. It requires a great deal of time and effort to coordinate the many people involved in assuring that the students get exactly what they need, but we know that providing these opportunities for students is of the utmost importance. We will monitor students' progress throughout the year and adjust our instruction based on further assessment

Continued on pg. 4

A Note from the Superintendent

Dr. Barbara Rupp



You are a part of a **pyramid** of support!

You may be wondering just what that means. It means you, the community, are the foundation of the **pyramid** that explains how we provide the help necessary for ALL students to learn and achieve. Thanks to you and your support, we are able to accomplish much for the students and the community. As noted on the **pyramid**, the school board members are representatives elected by the community. South Western is very fortunate to have nine dedicated persons on the board who strive to always do what is best for students, and to do it in the most fiscally responsible way. As board members, they meet several times each month in board meetings

and in committee meetings. They attend other professional opportunities and have significant reading to do in preparation for the meetings.

Sitting directly above the board are our school support services. These include business, transportation, food services, technology, maintenance, secretarial, custodial,

Continued on pg. 2

Inside

- Adult Education
- Kindergarten Registration
- Intervention Special Edition



A Note From the Superintendent

Continued from cover

and paraeducators. Without the services of each of these areas, educating the students would be an insurmountable challenge. The staff members in these departments are dedicated to making certain that everything is ready for every school day and that they, too, are prepared and ready to assist any and all students, as necessary.

The members of the central office support provide educational leadership for the principals, teachers, and community. They include the director of data and instructional technology, language arts supervisor, assistant to the superintendent for instructional support, assistant superintendent, and superintendent. The leadership and support they provide go directly to the buildings and impact the education at each level.

The principals at the elementary schools, middle school, and high school work with the teachers, specialists, counselors, and paraeducators to do whatever it takes to provide what is necessary for all children to learn and achieve. You will see that the top of the **pyramid** is student achievement, which is our number one goal and priority.

Each building has a **pyramid** of support to provide the instruction and **interventions** that are necessary for all children to learn and achieve. **Pyramids** of support will be explained throughout this edition of the newsletter so that you understand that we are doing whatever it takes.

Barbara A. Rupp

Visit Teacher Web Pages

for classroom info such as schedules, policies and procedures.

www.swsd.k12.pa.us

Professional Development & Intervention

By Dr. Barbara Kehr
Assistant Superintendent

Although **intervention** is a critical component in helping to meet students' individual learning needs, ongoing professional development is key to helping teachers improve student achievement through a strong instructional program. At South Western we are fortunate to have a school board that provides continuing financial support for ongoing professional development. 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.

During the 2008-09 school year, South Western School District began a district-wide professional development initiative with Learning Focused Schools (LFS). Learning Focused Schools is a framework for thinking about, planning and delivering instruction using exemplary practices that improve student learning. During their four days of LFS training, teachers have learned how to design lessons and units based on

standards and how to plan and teach in ways that improve students' mastery of important skills and concepts. Teachers new to the district participate in the first two days of LFS training during their week-long training prior to the start of the school year.

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.

Members of the high school and middle school language arts, social studies, and learning support departments, as well as all third, fourth, and fifth grade teachers have all received training in the strategies of

Reading Apprenticeship under the leadership of Language Arts Supervisor, Dr. Jil Manga.

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 life-long learners who continue to grow in their knowledge of best practices for the purpose of increasing student achievement.



Whom Should I Call? Use the following guidelines when questions or concerns arise during the school year...

• Classroom related question:

Contact the school office where the classroom is located. The office will connect you with the teacher or leave a message for the teacher to return your call.

• School related question (curriculum, procedures, discipline, etc.):

Contact the appropriate school office.

High School - 633-4807

EHMIS - 633-4840

Baresville Elementary - 633-4870

Manheim Elementary - 229-2930

Park Hills Elementary - 633-4880

West Manheim Elementary - 633-4890

• Questions regarding cafeteria meals:

Food Services - 632-2548 ext 20105



• Questions regarding transportation:

Transportation Department - 633-4776

• Questions regarding tax bills:

Contact your local tax collector or the district's Business Administrator at 632-2500, ext 20100

If you still have concerns after speaking with the departments listed here, contact Superintendent Dr. Barb Rupp at 632-2500.

Mom & Dad, Are YOU Ready For Kindergarten?

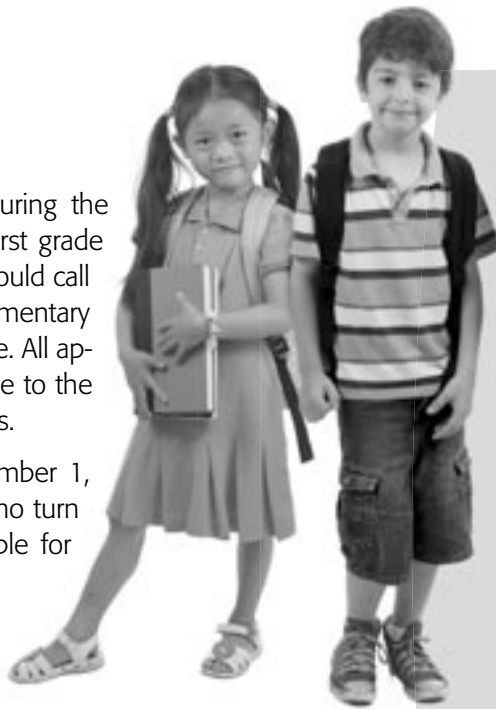
Kindergarten registration will take place during the week of April 4, 2011. Registration for new first grade students will also occur at this time. Parents should call ASAP to schedule an appointment at the elementary school in their attendance area prior to this date. All appointments must be scheduled in advance due to the high number of tightly scheduled appointments.

Children who turn five on or before September 1, 2011 are eligible for Kindergarten. Children who turn 6 on or before September 1, 2011 are eligible for first grade.

Please note: all children being registered for Kindergarten must accompany the parent/guardian to the registration appointment to have a hearing, vision, speech, and readiness skills screening completed.

At registration, parents must present the following information:

- *Proof of residency with either a statement of settlement/occupancy permit, or lease agreement*
- *Child's birth certificate and/or notarized statement or baptismal certificate showing the date of birth*
- *Complete written record stating the day, month and year of the child's immunization*



Registration Dates & Times

Manheim

Monday, April 4: 8 AM-3:30 PM

Phone 717-229-2930

Park Hills

Tuesday, April 5: 8 AM-3:30 PM

Phone 717-633-4880

West Manheim

Wednesday, April 6: 8 AM-3:30 PM

Phone 717-633-4890

Baresville

Thursday, April 7: 8 AM-3:30 PM

**Friday, April 8 (Over-flow day):
8 AM-3:30 PM**

Phone 717-633-4870

Information about kindergarten registration can be accessed through the district's website at www.swsd.k12.pa.us

Questions may also be addressed to any elementary school office.

New Director of School Facilities: Mike Wildasin

What is your new role at South Western?

In my new position I am now responsible for the entire maintenance and operations of the district. I am responsible for maintenance, grounds care, cleaning operations, recycling, energy management as well as receiving and delivery of all the school supplies for the district.

How about your roles in regards to safety?

I am also the district safety director, integrated pest manager and I share responsibility as safe schools person.



Anything else folks should know?

I will also be responsible for all projects big and small such as roof replacements or restorations, cooling tower replacement and any future construction projects the district may undertake.

When it comes to using the grounds or buildings, I'm responsible for scheduling school groups for that as well. That's for events such as practices, rehearsals, games or others such as the Relay For Life that will be held in our stadium this coming summer.

I am excited about this new opportunity and the challenges that it will bring.



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.

intervention in action



@ THE ELEMENTARY LEVEL continued from cover

of the students. Several of the outstanding programs that have been implemented are highlighted below.

Early Reading **Intervention** (ERI) is one reading **intervention** that is being used at all the elementary schools this year. ERI is a research-based program that offers systematic, strategic, and intensive support for students who are not meeting grade-level expectations. Students receive ERI in a small group setting by either a reading specialist or a learning support teacher with the support of a paraprofessional.



Literature circles promote the joy of reading, & increase independence.

Park Hills is fortunate this year to provide the READ 180 program to many fourth and fifth graders. READ 180 is a research-based system and its implementation in many school settings around the country has suggested encouraging results with regard to reading improvement.

READ 180 classes are very fast-paced and are conducted by one of the building reading specialists. All children enrolled in this program are regularly engaged in whole-group reading instruction and then that instruction is enhanced through three specific, small-group stations: direct reading skill instruction/differentiation with the reading specialist, computer-based word-work programs, and independent reading opportunities.

One of the learning activities that we use as enrichment is literature circles. Literature circles are student run, teacher facilitated groups in which students discuss a piece of literature they have read. Similar to adult book clubs, this reading format motivates many students, promotes the joy of reading, and increases independence and responsibility. The key to a successful literature circle is that it is run by the students. This model helps

students to be aware of the strategies they are using to comprehend and fosters independence since all are expected to participate in the discussion.

These are just a few of the many wonderful learning experiences happening during the elementary **intervention/enrichment** period. We are excited about the opportunities available to our students at the elementary level. We look forward to continued successful programs and outstanding student achievement.

in action @ THE MIDDLE SCHOOL LEVEL

EHMIS is working to ensure that every student develops the academic and inter-personal skills to become life-long learners.

EHMIS has developed a formal **intervention** system to ensure that our students are

reaching their maximum potential: the EHMIS **Pyramid of Intervention**. The **Pyramid** represents an overview of the levels of **intervention** that are developed to support students to ensure that they master a rigorous academic curriculum.

Interventions at EHMIS are specific to each student and instructional data, such as, PSSA Math and Reading Scores, Lexile Reading Scores, 4-Sight test scores, attendance information, past **interventions**, grades, and aptitude tests are used to create an Individualized Learning Plan that addresses the academic or social needs of the child.



A specially designed time period called C.O.L.T., which stands for Creating Opportunities for Learning and Thinking, is utilized to provide time during the school day to intervene with students that are struggling either academically, socially, emotionally, and/or behaviorally.

To provide a snapshot of how this system works, the following scenario has been created:

*John Doe, a 7th grade student, was referred for "Student Concerns" by a classroom teacher because of poor performance on tests and quizzes. Upon receiving the referral, the guidance counselor prepares an information sheet that highlights the student's current grades, past **interventions**, 4-sight scores, PSSA scores, aptitude scores, and other pertinent information related to the student.*

After gathering the information, the guidance counselor runs a weekly Student Concerns meeting with a team of educators to include the student's team teachers, Student Achievement Specialist, and Principals. During the Student Concerns meeting the referring

teacher presents the reason for the referral and the strengths of the student. This information and the information from the student information sheets are then used to create an Individual Learning Plan for the student.

*The Individual Learning Plan (ILP) allows the team of educators to create learning goals and identify **interventions** necessary to help ensure success for the student. The **interventions** are made in a variety of areas to include behavioral, social, academic, assessment, and/or atten-*

ALL STUDENTS BEING HELPED



dance. These **interventions** are based specifically on the need of the student.

For John Doe, our scenario student, a learning goal to increase student performance on tests and quizzes would be created and an academic **intervention** selected. Specifically, John will be attending Acceleration Lab, which allows John to receive the key concepts from class three to five days in advance of the other students. John will also be given opportunities to retake assessments after attending the required re-teaching sessions. John's progress will be tracked and an update provided every three weeks at the Students Concerns Meeting. If the student shows positive progress the plan will be maintained, however, if the student is stagnant or shows continued weakness the plan will be adjusted.

C.O.L.T. ensures that each student will develop the skills necessary to become life-long learners.

EHMIS has utilized the Student Concerns Process, **Pyramid of Intervention** and the C.O.L.T. period for the last three years with great success. This **intervention** system has been an important tool for helping to ensure that every student develops the academic and inter-personal skills necessary to become life-long learners.

in action @ THE HIGH SCHOOL LEVEL

The South Western High School **Pyramid of Interventions** was revised at the beginning of the 2010-2011 school year so it reflected the more specific steps that are taken to help ensure student success. The three levels of **intervention** begin at the bottom - Level I - of the **pyramid** and center around constant collaboration among staff members, students, and parents. From the six-day cycle that includes four **intervention** days, to our peer-tutoring program that encourages one-to-one academic assistance, the individualized attention that is offered to each student is focused and specific based on individual need. All teacher advisors inter-

act with their advisees and check academic progress and school attendance every cycle. If there are concerns with a specific student's grade or performance, the advisor checks with the classroom teacher and guidance department for additional assistance. There is frequent correspondence between the teachers and our parents, and our students are required to complete assignments during the advisory period. For those students who are reluctant to complete homework at home, there is our Academic Accountability (AA) classroom. AA is conducted during the advisory period where our classroom monitors watch over the students and provide assistance with no other option than for the students to complete their work. Additionally, this is our second year of the Link Crew Program. Link Crew devotes attention to our freshmen by conducting engaging activities that are both fun and purposeful towards establishing a solid social high school foundation.

Level II of the **pyramid** includes a narrower approach to working with students. The programs on Level II address specific academic needs such as advanced placement, honors, and credit recovery courses. We have also restructured our math and language arts courses for those students who need more focused assistance in these areas. The courses include a year-long, two credit curriculum with exposure to computer programs that not only align with Pennsylvania and district standards, but also provide progress-monitoring data on each student. We have also identified some students who need practice developing more reading, writing, and math skills. These students are required to attend small group practice sessions during the Advisory Period and are provided

specific assistance with concepts and ideas regarding their areas of concern.

Finally, Level III includes a more intensive academic opportunity for students who may benefit from the smaller class size of our STEEDS (Alternative Education) program, River Rock Academy, or the York/Adams Academy where graduation requirements are lessened for students in extenuating circumstances.

Even though we are just one semester into the school year under these new guidelines of our **Pyramid of Interventions**, we have already noticed a positive difference in our academic data. The chart below displays a comparison of the number of students who are placed on our weekly ACADEL (academically monitoring) program. The numbers indicate a substantial reduction in the number of students who are placed on the academic failure list from last year to this year:



Grade 9 Failures

Year	Marking Pd. 1
2009-10	36
2010-11	15

Grade 10 Failures

Year	Marking Pd. 1
2009-10	38
2010-11	19

Grade 11 Failures

Year	Marking Pd. 1
2009-10	31
2010-11	13

Grade 12 Failures

Year	Marking Pd. 1
2009-10	17
2010-11	13

We are proud of our students, staff, and parents for all they have done to work with the changes regarding **interventions**. It is our hope that we will continue to see increased achievement in many areas throughout the rest of the year!

The individualized attention offered each student is focused and based on need.

Annual Public Notice of Special Education Services and Programs

Under the federal law, the Individuals with Disabilities Education Act (IDEA), it is the responsibility of the Pennsylvania Department of Education to ensure that all children with disabilities, regardless of the severity of the disability residing in the Commonwealth who are suspected to be in need of special education and related services, are located, evaluate, and identified.

To fulfill IDEA's requirement, Pennsylvania law requires each school district to provide notice to the community by publishing an annual public notice to parents, in newspapers or by other media, regarding the school district's identification and screening activities, the location and time of the activities, and also any evaluation activity which takes place in the school district.

School districts are required to provide a free appropriate public education (FAPE) to children with disabilities who are determined, through the evaluation process, to need special education and related services under IDEA and 22 Pa. School Code §14. A school age child with a disability, who is determined in need of special education and related services, is identified as a child with a disability eligible for special education in need of specially designed instruction. The following are disability categories under IDEA: Autism, Deafness, Deaf / Blindness, Emotional Disturbance, Traumatic Brain Injury, Hearing Impairment, Specific Learning Disability, Mental Retardation, Multiple Disabilities, Other Health Impairment, Speech And Language Impairment, Orthopedic Impairment, and Visual Impairment including Blindness.

Gifted Education

Parents who suspect that their child is in need of specially designed instruction beyond that required in 22 Pa. School Code §4 (relating to academic standards and assessments) may request in writing that their child be evaluated under the criteria of 22 Pa. School Code §16.22.

Early Intervention

In Pennsylvania, a child between 3 years of age and the school district's age of beginners who has a developmental delay or one or more of the physical or mental conditions listed above is identified as an "eligible young child." Eligible young children are afforded the same rights under IDEA and 22 Pa. School Code §14 as school age children, in order to determine if they are eligible to receive special education services, through the screening and evaluation process. Once determined eligible to receive special education an individualized education program would be developed for the child.

The Pennsylvania Department of Education is responsible for providing programs and services to eligible young children under Act 212 of 1990, the Early Intervention System Act. Screening for preschool children is available each month at The York Learning Center (York 717-718-5902), the LIU Central Office (New Oxford 717-624-6490), and the Franklin Learning Center (Chambersburg 717-263-1732). To schedule an appointment for a screening or evaluation call one of the numbers listed above. For additional information, contact Georgette Mester at (717) 624-6463.

Screening

Each school district must establish and implement procedures to locate, identify, and evaluate students suspected of being a child with a disability eligible for special education. Screening activities include but are not limited to: review of group-based data (cumulative records, enrollment records, health records, and report cards);

hearing screening (at a minimum of kindergarten, special ungraded classes, first, second, third, seventh, and eleventh grades); vision screening (every grade level); motor screening; and speech and language screening.

Some school districts elect to have Instructional Support Teams (IST) or pre-referral teams. These teams include parents and members of the professional staff of the school district. They analyze information from the screening activities listed above as well as classroom behavior and performance and recommends strategies for the student in the classroom. If within 60 school days after initiation, screening activities have produced little or no improvement, the student is referred for an evaluation to determine eligibility for special education services.

Except as indicated above or otherwise announced publicly, screening activities are conducted on an ongoing basis throughout the school year. Screening is conducted in the student's home school unless other arrangements are necessary. Parents can request screening in writing for their children by contacting the school that their child attends. When screening indicates that a student may be a child with a disability eligible for special education, the school district will seek parental consent to conduct an evaluation.

Screening activities and/or IST activities cannot block the rights of a parent to request, at any time, including prior to or during the instructional support activities, an evaluation for the purpose of determining if the student is a child with a disability and eligible for special education services.

Evaluation

"Evaluation" is the procedure used to determine whether a child has a disability and if the child's disability is of the nature and extent that the child would be eligible for special education and related services. Evaluation procedures used are determined on an individual basis by an Evaluation team, which includes the parents. Parents are asked to provide permission to conduct the evaluation via a Permission to Evaluate form. The Evaluation team takes into consideration cultural issues as they determine the assessment tools that will be administered for the student. A single test or procedure cannot be the sole factor in determining that a child is eligible for special education services. The initial evaluation shall be completed and a copy of the evaluation report shall be presented to the parents no later than 60 days after the agency receives written parental consent. Evaluation for the purpose of determining if a child is a child with a disability eligible for special education does not include the procedures or basic tests that are administered to all children.

Parents who think their child is a child with a disability may request, at any time, that the school district conduct an evaluation to determine if the child is eligible to receive special education and related services. This request must be made in writing to the Special Education Contact Person on the attached list. If a parent makes an oral request for an evaluation, the school district shall provide the parent with a Permission to Evaluate form to complete.

Confidentiality

Each school district protects the confidentiality of personally identifiable information regarding its students that are identified as children with disabilities and eligible for

special education services and protected handicapped students, in accordance with the Family Educational Rights and Privacy Act (FERPA) of 1974 and other applicable federal and state laws.

Parents have the right to inspect and review their child's educational record. The school district will comply with a request to inspect and review educational records without unnecessary delay and before any meeting regarding an IEP or any due process hearing, but no later than 30 days after the written request has been made. Parents have the right to a response from the school district to reasonable requests for explanations and interpretations of the records. Parents have the right to request copies of the records. While the district cannot charge a fee to search for or to retrieve information, it may charge a copying fee as long as it does not effectively prevent the parent from exercising their right to inspect and review the records. Parents have the right to appoint a representative to inspect and review their child's records. If any educational record contains information on more than one child, parents have the right only to inspect and review the information relating to their child.

Educational Records

"Educational records" mean those records that are directly related to the student which are maintained by an educational agency or by a party acting for the agency. "Education agency", for purposes of this notice, means the local school district. For all students, the school district maintains educational records, which include but are not limited to personally identifiable and confidential information, as well as, directory information.

1. Personally Identifiable and Confidential Information includes, but are not limited to: the student's name, name of parents and/or other family members; the address of the student and/or the student's family; and personal information or personal characteristics which would make the student's identity easily traceable.

2. Directory information is information contained in an educational record of a student which would not generally be considered harmful or an invasion of privacy if disclosed. Directory information includes, but is not limited to: the student's name, address, telephone number, date and place of birth, major field of study; participation in officially recognized activities and sports; weight and height of members of athletic teams; dates of attendance; degrees and awards received; and previous educational agency or institution attended.

Directory information may be released without parental consent to anyone who is entitled to see it under FERPA. Parents have the right to refuse to let an agency designate any or all of the above information including directory information. If a parent does not want directory information released about their child, the parent should contact the school contact listed for their district.

**For further details, contact
Dr. Cynthia Renehan, Assistant to
the Superintendent at
632-2500, extension 20002,
or e-mail:
cynthia_renehan@swsd.k12.pa.us**

YORK LEARNING CENTER	NEW OXFORD OFFICE	FRANKLIN LEARNING CENTER
Screenings are made by appointment only per parent request	Screenings are made by appointment only per parent request	Screenings are made by appointment only per parent request

community *info*

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	KISS 99.3FM
WSBA 910AM	BOB 94.9FM	WARM 103FM
WBAL 1090AM	WRVV 97.3FM	WGTY 107.7FM
WHVR 1280AM	WYCR 98.5FM	

Television

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

Internet

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

South Western Brings Hope for the Holidays



On Tuesday, December 21st, a large group of students and staff members assisted with the annual Greater Hanover Red Cross Hope for the Holidays Project. During this time, students and staff members packed and delivered food to families in need in the Hanover area.

It was an incredible day as Key Club members (from the high school) and students from EHMIS, Park Hills and West Manheim worked together to accomplish so much. These students represented the



South Western School District with pride and dignity and the entire staff at South Western had a hand in developing these students into what they are today and will be tomorrow.

A big thank you goes to the following people who volunteered their time: Pam Miller, Brian Cromer, Barb Pittatt, Erin Hanson, Aimee Bechtel, Mary Kay Kelly, Matthew Kolb, Jessie Gobrecht, Lynn Bixler, Jeffrey Smale, Mike Renoll, Zach Sheerer, Barb Kehr, and Barb Rupp.

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.

Community Adult Education Classes



The district will be offering a variety of workshops available to adults starting in spring. They're designed to help them be active, informed and involved.

- **NEW! Computers & The Internet For Beginners**
Learn many tips and tricks for using a computer as we successfully search the internet for information on any topic! Learn how to save your favorite websites for later and ways to use the internet to communicate with friends and family.
- **NEW! Intro To Mac Computers**
Have you always been a PC person but are considering the jump to an Apple? Do you enjoy being creative with photos, movies, and music? Come and learn some of the basics of using a Mac! We will cover the basic operation of an Apple Computer, how to customize it to meet your personal preferences, and then give you an overview of some of the fun, free iLife software that comes installed FREE on every Mac.
- **Staging Your Home To Sell**
You don't have to drive far to see many, houses that have been on the market for a long time. Is it the economy or is the problem the way the potential buyer sees your house? With some simple steps, students can learn to stage homes so that buyers can see themselves in the house.
- **Zumba**
Zumba is designed for everyone, every shape, and age. The unique zumba Latin inspired international music and dance steps create a dynamic, exciting, and effective fitness system.
- **NEW! Yoga**
Come enjoy the many benefits Yoga has to offer. Yoga can reduce stress, tone the entire body, lubricate joints and tendons, increase energy and flexibility, improve digestion, lower blood pressure, and reduce headaches, depression and anxiety. Class will be adjusted to meet the needs of those attending.

Please check out the District's website at www.swsd.k12.pa.us for more detailed course descriptions, dates and registration, or contact Kathy Boone by phone at **717-632-2500 x20110**, or e-mail: kathy_boone@swsd.k12.pa.us

Dates to Note

February 23
School Board Meeting, 7 PM

March 9
*School Board Planning Meeting
7 PM*

March 23
School Board Meeting, 7 PM

March 28
Second Snow Makeup Day

April 4
*Manheim
Kindergarten Registration
8 AM - 3:30 PM*

April 5
*Park Hills
Kindergarten Registration
8 AM - 3:30 PM*

April 6
*West Manheim
Kindergarten Registration
8 AM - 3:30 PM*

April 7
*Baresville
Kindergarten Registration
8 AM - 3:30 PM*

April 8
*Kindergarten Registration
Over-flow
8 AM - 3:30 PM*

April 13
*School Board Planning Meeting
7 PM*

April 21
Third Snow Makeup Day

April 25
Fourth Snow Makeup Day

April 27
School Board Meeting, 7 PM

May 11
*School Board Planning Meeting
7 PM*

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

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

Introduction to Manufacturing



(Front row, seated) William Shirley, Corey Byers, Bryan Burkentine, Aaron Bosley, Bryce Burkentine, Cliff Lample

(Back row) Instructor Dr. Chris Esgar, Cody Shoemaker, Korey Grim, Lance Altland, Matt Goldman, Tyler Kraft, Anthony Biondino, Brendan Lawson, Cam Throckmorton, Casey Forehlich, Trevor Schlimm

How would you feel about speaking in front of 170 adults while a high school senior? Students in the fall Introduction to Manufacturing class did just that when they were the featured speakers at the Hanover Chamber of Commerce Eye Opener Breakfast on January 19, 2011.

If they were nervous they certainly didn't show it as each student in the class took turns speaking about the different companies they visited. They mentioned what they liked about the companies and what made each of them unique. In addition the students talked about how participating in the program allowed them to learn about businesses in their community and local employment op-

portunities. Many of the students mentioned how they liked being treated as adults, and having the feeling of this being a college course. Through participation in this class, students have the opportunity to earn 3 college credits through the College in The High School Program.

The course is taught by a Harrisburg Area Community College Professor-Dr. Chris Esgar. Thirteen South Western students and three Hanover High School students were members of the sixth Introduction to Manufacturing Class. Congratulations to this year's ITM group on informing the Hanover community of what you have learned about local manufacturing.

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.