



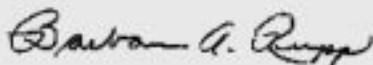
## A Note From the Superintendent

Continued from Cover

for the expectations when they graduate and enter the workforce. We must provide multiple opportunities for them to assist them in their total development during their educational program.

To meet the needs of the 21st century learner, through professional development and by providing necessary technology in our classrooms, the support that we receive from you is necessary. The support that you give for our teachers is incredible. More and more, parents are recognizing that the classroom teacher and the parents are a team. The more this team works together, the more each child benefits. The financial support that we receive from our district is greatly appreciated. In these unpredictable economic times, our responsibility to the children of this district does not lessen, but it steadily increases. If we are to meet the needs of the 21st century learner and to increase academic achievement, we need your continued support.

With warmest regards,



Barbara Rupp

## Visit Teacher Web Pages

for classroom info such as schedules, policies and procedures.

[www.swsd.k12.pa.us](http://www.swsd.k12.pa.us)

## Teaching the 21st Century Digital Natives

By Dr. Barbara Kehr  
Assistant Superintendent

Ask anyone who spends time with young people, and they'll tell you that kids aren't learning the same as they were ten or twenty years ago. According to Marc Prensky in his article Digital Natives, Digital Immigrants, today's students have "spent their entire lives surrounded by and using computers, video games, digital music players, video cams, cell phones, and all the other toys and tools of the digital age. Today's average college grads have spent less than 5,000 hours of their lives reading, but over 10,000 hours playing video games (not to mention 20,000 hours watching TV). Computer games, e-mail, the Internet, cell phones and instant messaging are integral parts of their lives."

During our strategic planning discussions, we spent a lot of time talking about what we can do as educators to help meet the needs of today's students and to help them acquire "21st century skills." Although one might have expected such conversations to take place with the district technology committee, these discussions also arose with the professional development committee, and with the group of teachers, administrators, community members, and students who were part of developing the academic standards and assessment plan.

One goal that came from the work of our strategic planning process was to ensure that South Western students have the life and career skills necessary to be successful in the 21st century. Highlights of the strategies suggested by the action planning team include the following:

- *Maintain and refine the School to Work and career awareness programs within the district*
- *Revisit and revise the public speaking course at high school*
- *Investigate the feasibility of offering world language instruction K-5, and of expanding our world language offerings at the middle school and high school levels*

- *Expose students to innovative ways for learning and analyzing information.*
- *Immerse students in learning environments focused on developing creativity, critical thinking, communication, and collaboration.*
- *Give students the opportunity to use information, media and technology skills, resources, and tools to inquire, think critically and gain knowledge that can be applied to new situations.*

Recognizing the need for increased professional development to help teachers better meet the needs of today's students, the district professional development committee recommended the following strategies:

- *Identify and communicate to staff about the needs of 21st century students*
- *Train all teachers in the use of web 2.0 tools, information literacy; selecting the appropriate online resources, ways to respond and post to blogs, wikis and other web 2.0 tools utilized in the classroom and beyond*
- *Develop teachers' skills in use of problem-based and project-based learning.*

In discussing ways for enhancing students' learning, the district technology committee recommended the continued growth of technology-enriched classrooms with wireless internet access, LCD projectors, interactive white boards, and other peripheral devices in all learning areas; laptops and portable computing devices for students and teachers, and an upgraded infrastructure to support increase technology resources.

Clearly, these goals are ambitious, and, it will be a challenge to accomplish them within the next six years given current economic conditions. Through looking creatively at how we allocate our resources, however, we plan to make these goals a reality so that our graduates can be prepared and competitive in the remaining decades of the 21st century.

## Mustangs Come from Behind to Win on WGAL's Brain Busters

The team of Michael Spigelmyer, Zach Henderson (captain), Chae Jubb, and Colin Porter represented the district on WGAL's popular high school quiz show Brain Busters. They competed against Sci Tech on an episode that aired earlier this year. The team trailed most of the game until the lightning round where they charged to an impressive win. It was a great experience, and the district plans to compete again next year.



## fact finding and reports

@ BARESVILLE ELEMENTARY

**W**hat is different about the way second graders do reports at school these days?

The answer: the way they find facts about their topics. Baresville students still use reference books from the library to gain information, but also search the Internet, watch Discovery Education Streaming ([streaming.discovery.education.com](http://www.streaming.discovery.education.com)) video clips on the computer, and collaborate with other students.

Having tech resources at school has made developing a report a more interesting task for students in Mrs. Smith's second grade classroom. She states that it usually takes students one month to complete the process of writing a report that will then be presented in the form of a Photostory on the computer. "I think students are more apt to go to the media as their preferred type of research," says Mrs. Smith. She also shared that students are excited to use a variety of research techniques. They collaborate to help each other with their reports and will share relevant facts when they come across them when doing research.

How will the students share their reports? After sharing with their classmates, they will present their reports with their parents and siblings at an Open House Night in the spring.

## Mom & Dad, Are YOU Ready For Kindergarten?

Kindergarten registration will take place during the week of March 30, 2009. Registration for new first grade students will also occur at this time. Parents should call to schedule an appointment at the elementary school in their attendance area prior to this date.

Children who turn five on or before September 1, 2009, are eligible for kindergarten. Children who turn six on or before September 1, 2009, 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*

## 21st CENTURY LEARNERS

### science abounds

@ EHMIS

**O**n January 14, 2009, the Science Expo was held at EHMIS. Students were able to showcase their knowledge of the scientific method while doing experiments of their own choosing. Teachers and students have worked diligently since October to design experiments in the areas of physics and engineering, earth and space science, zoology, medicine and health, social and behavioral science, chemistry, and environmental science. Awards were given out in each of these areas, as well as construction awards, creativity awards, originality and realistic awards.

Congratulations to the Grand Champions, Lauren Stiff, who completed an experiment with field hockey sticks and Sam Jubb, who experimented with spring oscillation. Reserve Grand Champions were Mike Mooradian and Jacob Biddle. All four students were awarded savings bonds donated graciously by Greg Rinehart, local pharmacist.



- *Social security number, if available*

Information about kindergarten registration can be accessed through the district's web site at [www.swsd.k12.pa.us](http://www.swsd.k12.pa.us).

Questions may also be addressed to any elementary school office.

## teachers use data to inform instruction

@ SWSO

**T**he use of data is not a novel phenomenon in the classroom. Our teachers have long used data from tests, quizzes, homework, and class work to inform their instruction, but the form and frequency of data have changed. While traditional assessments, like chapter tests, are still used, many forms of student data are collected on a daily or weekly basis and the results are automated. For example, our teachers use TurningPoint, an audience response system where students use individual 'clickers' to enter answers to questions projected on a PowerPoint slide show. Class results are instantly available, but more importantly, individual student scores are available as well.

The district collects many forms of data ranging from attendance to grades to 4Sight scores, a benchmark assessment based on the Pennsylvania Academic Standards. The data can be separated and sorted so that a teacher can view an individual student's strengths and weaknesses and work individually with that student. They may also choose to generate a report based on a particular objective and deliver instruction to those students struggling with the objective.

With access to ongoing data, our teachers plan instruction tailored to close the gap between what was taught and what students actually learned. Gone are the days of waiting until the end of the unit to test students in hopes that they learned the concepts. As a result of using ongoing data, our teachers no longer deliver 'one size fits all' instruction. Instead, they modify instruction based on current data to meet the emergent needs of our students throughout the school year.

### Registration Dates & Times

#### West Manheim

**Monday, March 30: 8 AM-3:30 PM**

Phone 633-4890

#### Manheim

**Tuesday, March 31: 8 AM-3:30 PM**

Phone 229-2930

#### Park Hills

**Wednesday, April 1: 8 AM-3:30 PM**

Phone 633-4880

#### Baresville

**Thursday, April 2: 8 AM-3:30 PM**

**Friday, April 3: 8 AM-3:30 PM**

Phone 633-4870



## digital stories

### @ MANHEIM ELEMENTARY

Many teachers in the district are using digital stories to help enhance instruction. At the elementary level, teachers attended a training session on how to create digital stories with their students. The stories are created by the students using special software to tell the stories. Just like traditional stories, digital stories focus on a specific topic and point of view. Because the story is created on the computer, you will find a mixture of digital photos, text, recorded audio narration, and/or music. Again, just like traditional stories the topics can be endless. They can range from how to play checkers to the life cycle of an apple seed, narrated by the apple seed itself. The stories can be created individually or in partners within the classroom. Some classrooms partnered up with their "buddies" to help create digital stories. At the elementary level it is common to find a primary classroom and intermediate classroom create a partnership to form a mentor/mentee relationship between students. All students are focusing on 21st Century skills by utilizing their creativity, developing critical thinking skills and learning collaboratively with their peers.



### @ THE HIGH SCHOOL

continued from cover

of technology in today's workforce has made the world smaller; therefore, our students must have the communication, critical-thinking, and creative skills to successfully compete.

Education is quickly changing. We are familiar with the sense of urgency that is needed to ensure that our students are prepared for the real world. Our instruction has shifted from teacher-led activities to student-centered activities because this is the most effective way to learn. In the classroom we provide instruction that helps our students hone their skills for the twenty-first century through communication, collaboration, innovation, and higher-level thinking.



In business classes, students are shown the similarities of school and businesses. Students are considered "employees" and are given hands-on mock business experiences that mirror real situations. They learn how to communicate properly through e-mail, blogs, and Moodle. They also maintain a Google calendar and collaborate through Google documents both in and out of the classroom.

Our math department has incorporated several project-based assignments that encourage teamwork, student planning, and collaboration. One project requires students to design a hole for a miniature golf course. Teams of students are charged

## learning & networking with skype

### @ PARK HILLS ELEMENTARY

When we think of how students learned ten or more years ago, we think of activities taking place within the confines of the four classroom walls, teachers providing information for students who learned primarily in an isolated situation. However, learning for our students of the 21st century is changing. The learning environment is becoming much more communication-focused. Students are searching for new knowledge in a more analytical and collaborative manner. As explained by Mike Lambert from the University of Wolverhampton, UK, the collaborative learner is accustomed to networking with other people, exchanges ideas, enjoys collaborative learning opportunities, is a team player, and uses new technology tools to support collaborative projects.

In considering these characteristics of the 21st century learner, Mr. Erik Witmer, fourth grade teacher at Park Hills Elementary School, began using a technology communication tool called Skype during the 2007-2008 school year, and continues using Skype this year, as well. Skype is a free technology tool that allows a person to make audio and video phone calls from a computer. Skype has the ability to connect students with experts worldwide. Students can connect with other students who are learning similar and related content. Skype can also allow

with the challenge to design the hole, plan for the rise and fall of the ground, and calculate where to find the "sweet spot" for a hole in one. Once the work on the hole is complete on paper, students actually construct a miniature replica of their hole. One class period is then used for playing each team's link and providing feedback as part of the assessment process.

Our diversified occupation program incorporates many uses of 21st Century skills such as keeping timesheets on a Google form where they can update it on a daily basis. They also maintain their weekly journal on Gmail. This allows for instant feedback between our diversified occupation teacher and the students.

Our science department maintains a Moodle site where our students are required to post feedback on projects created by their peers. Moodle is an on-line forum that allows users to post and read information. This not only helps students learn from the teacher, but also their fellow classmates who provide unique viewpoints and suggestions.

Our social studies department encourages students to create podcasts related to historical topics. This activity gives our students the opportunity to research facts and present them to their classmates using videos, audio, pictures, and their own recorded voice describing important aspects of the topics. Classmates view or study the podcast in class on the screen or it can be downloaded at any time outside of the classroom.

The high school maintains a blog at [mustangnews.edublogs.org](http://mustangnews.edublogs.org) that not only utilizes 21st Century skills in communication, but it keeps students, parents, and the community current with the latest Mustang happenings. The best part is that once a person subscribes to the blog, notifications are automatically sent via e-mail anytime there are updates or when new information is posted. There is also the capability of seeing all of the previous posts so viewers are able to learn more about South Western than ever before.

It's exciting to see "old" concepts presented in "new" ways in an effort to pique our students' interest, tap into their creativity, enhance their learning, and prepare them for the 21st Century!

teams of teachers to meet virtually. Most importantly, the teacher becomes the facilitator of learning for his or her students.

To date, Mr. Wittmer has collaborated with Ms. Amy Musone, a third grade teacher from Central York School District. Their students have had the opportunity to work together, through Skype, on book discussions which included summarizing, questioning, predicting and discussing various parts of common books. Our fourth grade students at Park Hills have also practiced math facts with their partners in Central School District, plotting their progress on an Excel spreadsheet. Mr. Wittmer and Ms. Musone have also used Skype to collaborate on common curriculum areas, sharing ideas, and modifying activities to meet curriculum expectations in each district. Mr. Wittmer's newest Skype activity includes collaborating with a fifth grade class in Louisiana. These two classrooms will be working on a writing piece with students collaborating through the use of Google documents, as well.

As can be seen, education is changing to meet the needs of our 21st century learners. Mr. Wittmer's Skype collaboration is one example of many positive changes in instruction across the elementary program at South Western School District. As educators, we continue to learn how to use a variety of technology tools that will help students become successful learners – learners who are confident in problem-solving, decision-making, collaboration, researching, and critical thinking.

Students are learning information in a new age. As educators, we ask them to inquire and think critically to gain knowledge. We want them to draw conclusions, make informed decisions, and apply knowledge to new situations. Everyday Math helps to foster this new type of learning.

It begins with the premise that students must learn more mathematics than expected in the past. This is based on research the University of Chicago School Mathematics Project (UCSMP) author team undertook prior to writing the curriculum. Here are some of the major findings:

- *Children are capable of learning more mathematics in a richer curriculum.*
- *All children can be successful mathematical thinkers.*
- *Mathematics is meaningful to children when it is varied, rich, and rooted in real world problems and applications.*

Everyday Mathematics is organized into six mathematical content strands that are addressed throughout all grade levels of the program. With Everyday Mathematics, emphasis is placed on:

- *Establishing links for past experience*
- *Discussing and sharing ideas*
- *Using and comparing equivalent expressions*
- *Expressing numbers in context by including units*
- *Learning about the reversibility of most things*

The Everyday Mathematics instructional design was carefully crafted to capitalize on student interest and maximize student learning in the 21st century. It sets high expectations for all students and uses concrete modeling as a pathway to abstract understanding. Collaborative learning in partner and small group activities promote students working together to achieve a common math goal.



*Students at West Manheim sharpening their skills in mathematics*

# 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. Dion Betts, Assistant to  
the Superintendent at  
632-2500, extension 20002,  
or e-mail:  
Dion\_Betts@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

**Meet South Western's Newest School Board Addition**  
**Harriet Gaither**



**Prior to being a school board member, how were you affiliated with South Western?**

Prior to becoming a member of the school board, I was just one of the many supportive parents in the district.

**Do you have any children in the district at this time?**

I have two children in the district: a kin-

dergartner at West Manheim and junior at South Western High School.

**What prompted you to interview to fill the vacancy left by Mr. Rumbaugh?**

I was prompted to interview after seeing the notice in the district's newsletter.

**Now that you've had a few months to be part of the school board, what stands out to you about South Western?**

Now that I have had a couple of months to be a part of the school board, the thing that stands out the most to me about the district is: each administrator that I have met, the teachers and the board members have the same goal in mind-that is to make sure our students have the very best educational tools, most qualified staff and facilities that will allow them to succeed.

**I understand you work out of the area - tell me about your job? Do you need to seek greater flexibility in order to be on the school board?**

I'm an Insurance Claims Manager for Macy's. I manage and direct the claims handling of injuries that occur in ten different states. With that said I am required to know the different laws in each state, keep current on new case law, rules and regulations and updates. Although my job is demanding, its flexible enough at this time to allow me to continue to work as a board member.

**What kind of time commitment does this volunteer position entail?**

A lot of time is given as a board member. There is so much preparation that is done prior to meetings, lots of information to review, training, school visits and so much more. It is an everyday commitment, weekends included.

**Do you have any advice for those in the South Western family and community?**

My only advice to our South Western family and community is: continue to strive to be our very best.

**community** INFO

**Don't Wait - Vaccinate Now**

**New Vaccination Requirements Effective 2009-2010 School Year**

**ALL GRADES (K-12)**

- 4 doses of tetanus\* (1 dose on or after 4th birthday)
- 4 doses of diphtheria\* (1 dose on or after 4th birthday)
- 3 doses of polio
- 2 doses of measles\*\*
- 2 doses of mumps\*\*
- 1 dose of rubella (German measles)\*\*
- 3 doses of hepatitis B
- 2 doses of varicella (chickenpox) vaccine or history of disease (phased in by 2010/2011)

**ENTERING 7th GRADE**

- 1 dose of tetanus\*
- 1 dose of diphtheria\*
- 1 dose of acellular pertussis (Tdap) (if 5 years has elapsed since last tetanus immunization)
- 1 dose of meningococcal conjugate vaccine (MCV)

**These requirements allow for medical reasons and religious beliefs. If your child is exempt from immunizations, he/she may be removed from school during an outbreak. PA's school immunization requirements can be found in 28 PA.CODE CH.23 (School Immunization)**

**Contact your school nurse for more information.**



\*Usually given as DTP or DTaP or DT or Td

\*\*Usually given as MMR

**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**

<a href="http://www.cancellations.com">www.cancellations.com</a>	<a href="http://www.wgal.com/closings">www.wgal.com/closings</a>
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## Dates to Note

**March 11**  
**School Board Planning Meeting**  
**7 PM**

**March 13**  
**Schools Closed**

**March 25**  
**School Board Meeting**  
**7 PM**

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

**March 31**  
**Manheim**  
**Kindergarten Registration**  
**8 AM - 3:30 PM**

**April 1**  
**Park Hills**  
**Kindergarten Registration**  
**8 AM - 3:30 PM**

**April 2 & 3**  
**Baresville**  
**Kindergarten Registration**  
**8 AM - 3:30 PM**

**April 8**  
**School Board Planning Meeting**  
**7 PM**

**April 9**  
**Schools Open**  
**(Snow make-up day)**

**April 10 & 13**  
**Schools Closed**

**April 22**  
**School Board Meeting**  
**7 PM**

## Class of '79 30th Reunion

The South Western class of 1979 will hold their 30th Anniversary Reunion at the Wyndam in Gettysburg on Saturday, June 27th, 2009.

The reunion committee is seeking classmates. Please contact Lori Tracey Barnett at ☎ **717-637-3619** or e-mail: ✉ [lorimtb@earthlink.net](mailto:lorimtb@earthlink.net). You may also contact Walt Carr: ✉ [wdcarr@aol.com](mailto:wdcarr@aol.com), or Mike Blouse: ✉ [mblouse@hotmail.com](mailto:mblouse@hotmail.com).

Visit the class at 🌐 [www.swclassof79.com](http://www.swclassof79.com).

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.

South Western School District  
225 Bowman Road  
HANOVER, PA 17331

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## 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*

## What is CHIP?

CHIP is short for the Children's Health Insurance Program - Pennsylvania's program to provide health insurance to all uninsured children and teens who are not eligible for or enrolled in Medical Assistance. There are a lot of reasons kids might not have health insurance - maybe their parents lost a job, don't have health insurance at work or maybe it just costs too much. Whatever the reason, CHIP may be able to help. All that families need to do is apply today by calling ☎ **1-800-986-KIDS**, go to 🌐 [www.chipcoverspakids.com](http://www.chipcoverspakids.com), or contact your child's school nurse.



## 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.



## 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.