

WEST SHORE SCHOOL DISTRICT



New Family Orientation Booklet

2017-2018

WELCOME MESSAGE FROM THE SUPERINTENDENT

Dear Parents/Students:

On behalf of the West Shore School District's school board, administration, faculty, staff, and students, I want to welcome you to our District. We are excited you are joining our wonderful school community. As you explore these pages to learn more about our District, schools, programs and departments, I trust you will gain a strong sense of our commitment to "Excellence in Education." We remain focused on this mission and are committed this year to achieving continued growth and development in the following three areas.

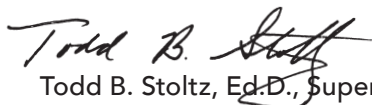
District and School Improvement/Growth - To ensure students are presented with teaching and learning experiences that will prepare them for success beyond high school, we continue to revise and enhance our curriculum at all levels. This year, three schools, Red Mill, Crossroads, and Red Land, will continue a pilot initiative on personalized learning. We are also introducing a new, student-centered reading series for kindergarten through second grade and seventh through eighth grade. We have also adopted a world language program that provides opportunities for our secondary students to interact with native speakers, take virtual tours of other countries, and have 24/7 access to resources. Additionally, at the high school level, we will be designing performance-based tasks for courses which will provide opportunities for real-world application of skills and concepts by asking students to demonstrate their knowledge, understanding, and proficiency.

Management of District Resources - In May 2017, following a Feasibility & Facilities Study and based in part on input from students, staff, parents, and community members, the Board of School Directors unanimously voted to move forward with a Feeder School Concept for our District. This concept includes funds for modern climate control, security, accessibility, and technology. Additionally, the Feeder School Concept will address enrollment needs, ensure that subjects like music and art are provided with appropriate spaces, and create flexible student work environments that support 21st Century teaching and learning. Throughout this process, the District remains committed to developing budgets that consider the impact on taxpayers and otherwise protect the District's long-term financial stability.

Community Involvement - The support and encouragement of our community is vital to achieving student success. To that end, we strive to promote community involvement by delivering information in a timely and effective manner. This year we will continue to utilize a variety of communication platforms to interact and engage the community, including plans for a redesigned District website. We welcome all types and levels of participation and feedback. Whether it is a student asking a question on twitter, a parent who has called with a concern, a staff member with a creative idea, a business looking to partner with the District, or simply an interested resident, every interaction is an opportunity to strengthen our community and District pride.

It is clear many families have deep personal connections to our schools and have chosen to live and raise their children here because of the experiences our District offers students. I thank you for choosing to be part of the West Shore School District and extend to you and your family my best wishes for a wonderful year filled with academic and personal success!

Sincerely,



Todd B. Stoltz, Ed.D., Superintendent of Schools

EXCELLENCE IN EDUCATION



Mission

The West Shore School District is committed to providing this generation with a quality education serving as a foundation for responsible and successful citizenship.

Vision

The vision of the West Shore School District is to continuously cultivate a safe and invitational school climate that welcomes the involvement of students, parents, educators, staff, and the community.

Working cooperatively, the school community will nurture lifelong learners who adapt to the diverse and changing global society.

The District insists upon a dynamic approach to teaching and learning that fosters continuous improvement.

Shared Values

Members of the West Shore School District community share the following values:

Student Learning

- We believe all children can learn.
- We believe students must become more responsible for their own learning as each year progresses.
- We believe students must develop the adaptive skills to successfully respond to the diverse and changing global society.
- We believe learning must occur in an emotionally secure, physically safe, and academically supportive environment.

Professional Practice

- We believe motivated, adaptable, and well-trained staff are critical for student achievement.
- We believe for our schools to consistently improve we must continuously evaluate our efforts to ensure individual student needs are being met.
- We believe relationships must be cultivated to foster a safe and invitational school climate.
- We believe resources must be provided and managed in a fiscally responsible manner.

Relationships Among Members

- We believe a quality education requires the total involvement of students, parents, educators, staff, and the community.
- We believe positive teacher/student relationships empower students to realize their academic potential.
- We believe education is a lifelong endeavor.
- We believe in the collaboration of ideas, abilities, and resources.

Goals

- Students will demonstrate at least grade/course level proficiency as measured by individually personalized, locally standardized, or required state assessments.
- The District will foster student involvement with community partners and seek active community support for instructional and extracurricular student success.
- The District will provide students and staff the skills necessary to establish and maintain technological literacy.

DATES TO REMEMBER

Important Dates

School Year Begins for Students.....	August 23, 2017
School Year Ends for Students.....	June 1, 2018
Graduation*.....	June 2, 2018
Work Year Ends for Teachers	June 6, 2018

*Cedar Cliff and Red Land High Schools will hold their commencement ceremonies on the same day. This date is tentative and, if additional make-up days are needed, will be rescheduled at the March 2018 Board meeting.

School Not in Session on the Following Days

Teacher Orientation Days (Second Year Teachers Only)	August 9 and 10, 2017
Teacher Orientation Days (New Hires Only)**	August 14, 15, and 16, 2017
Staff Development	August 17, 18, and 21, 2017
Staff Development Exchange Day	August 22, 2017
Labor Day.....	September 4, 2017
Fall Break.....	October 9, 2017
Staff Development / Act 80 Day.....	October 27, 2017
Kindergarten Only - Parent Conferences	November 17, 2017
Parent Conferences / Staff Development / Act 80 Day.....	November 20, 2017
Parent Conferences / Staff Development.....	November 21, 2017
Thanksgiving Recess	November 22, 23, 24, and 27, 2017
Holiday Recess	December 25, 2017 - January 1, 2018
Martin Luther King, Jr. Day / Staff Development / Act 80 Day	January 15, 2018
Winter Break	February 16 and 19, 2018
Spring Recess.....	March 29, 30, and April 2, 2018
Spring Break.....	April 27, 2018
Memorial Day.....	May 28, 2018
Early Dismissal - Sec.-11 a.m. / Elem.-Noon / Staff Dev. (p.m.)	June 1, 2018
Staff Development (Contract Exchange Days)	June 4 and 5, 2018

Early Dismissal / Staff Development (p.m.) Days

10:45 a.m.- AM Kindergarten Dismissal and PM Kindergarten Arrival,
11:45 a.m.- Secondary Dismissal, and 12:45 p.m. - Elementary Dismissal
September 29, 2017, November 10, 2017, December 22, 2017, January 12, 2018,
February 2, 2018, March 16, 2018, and May 25, 2018

** A fourth orientation day must be satisfied by attending 7.5 hours of NeTS meetings during the school year.

*** If necessary, the June 4 and 5, 2018, contract exchange days may be used as make-up days. If June 4..., 2018, becomes a student day, the exchange day(s) will move accordingly. Professional staff members are reminded they must be available to work on listed make-up days, including additional work days added to the end of the school year.

Adopted by the Board of School Directors - March 16, 2017

Make Up Days (if needed)

February 16, 2018
March 29, 2018
April 27, 2018
June 4..., 2018***

Report Period Ends

October 26, 2017
January 12, 2018
March 21, 2018
June 1, 2018

Progress Reports Due

September 22, 2017
December 6, 2017
February 15, 2018
April 26, 2018

Report Cards Issued

November 10, 2017
January 26, 2018
April 6, 2018
June 15, 2018

Inclement Weather Information

Not sure if school is open, closed, or dismissing early? Call 938-3179 or check the District website at www.wssd.k12.pa.us.

Information will also be posted on Twitter, Facebook, and Instagram.

Follow us
@WestShoreSD

DISTRICT BOARD OF SCHOOL DIRECTORS

Board Members

Ronald L. Candioto, Jr., President

Region One (2017)

email: rcandioto@wssd.k12.pa.us

Judith A. Crocenzi, Vice President

Region Three (2019)

email: judyacro@icloud.com

Thomas C. Falvo, D.O.

Region Three (2019)

email: tfalvo@wssd.k12.pa.us

Brian K. Guistwhite

Region Three (2017)

email: bguistwhite@wssd.k12.pa.us

Frank J. Kambic

Region One (2019)

email: fkambic@comcast.net

Sheri D. Moyer

Region Two (2019)

email: smoyer@wssd.k12.pa.us

Abigail A. Tierney

Region One (2017)

email: atierney@wssd.k12.pa.us

Christopher D. Weidenhammer

Region Two (2017)

email: cweidenhammer@wssd.k12.pa.us

Kelli C. Williamson

Region Two (2019)

email: kwilliamson@wssd.k12.pa.us

The year in parentheses notes when the term of office expires.

Board member biographies can be found on the District website under the Our District tab.

Composition

The Board of School Directors is composed of nine members, three elected from each of the three regions which make up the District. Although directors are elected by voters in each region, each Board member represents the entire District. They are elected to serve four-year terms. This method of election ensures the Board has experienced members serving at any one time. The three-regions of the District are as follows:

Region 1

Wormleysburg, Lemoyne, and New Cumberland Boroughs
Lower Allen Township Precincts 4 and 5

Region 2

Lower Allen Township Precincts 1, 2, 3, and 6
Fairview Township Precincts 1, 2, and 4

Region 3

Fairview Township Precinct 3
Newberry Township Precincts 1 and 3
Goldsboro and Lewisberry Boroughs

The Superintendent serves as an ex officio member of the Board. He sits with the Board and advises members, but does not vote.

Responsibilities

It is the responsibility of the Board to establish policy for the operation of the schools and the education of all persons from five to twenty-one years of age living within the boundaries of the District. The Board bears the responsibility for levying and collecting taxes and approving expenditures for the operation of the schools. The Board is responsible for approving the appointment of all personnel who work in the District and for setting the scope and direction of the program of instruction.

Meetings

The Board meets in regular session on the third Thursday of each month and may be followed by a study session. On the first Thursday in December, the Board holds its annual reorganization meeting. The Board also meets in study session on the second Thursday of each month. Meetings begin at 7 p.m. at the Administration Center for Education. Meetings are also broadcast live via the District website. Visit www.wssd.k12.pa.us on the evenings of the meetings for details, meeting agendas, and a complete schedule of meetings dates.

On Board

On Board provides a summary of Board discussions and actions. It is published monthly after the study sessions and Board meetings have been held and posted to the District website under the Our District tab.

Kindergarten Program

Kindergarten teachers are committed to helping your child have a successful introduction to school. Below is some general parent information to help make the transition easier. Please contact your child's teacher if you desire more details in any area.

Curriculum and Homework

District kindergarten teachers practice a developmental approach to teaching. This means using a variety of techniques involving hands-on activities and manipulatives. Sometimes your child will tell you that he/she has homework. Examples of kindergarten homework include finding a picture of an item beginning with a specific letter, bringing an object of a particular shape to school, and practicing counting.

The Wonderfully Exciting Books (W.E.B.) nightly reading program for kindergarten students will begin by October. This program encourages students to read nightly with their parents using exciting literature from the child's classroom library. Please take these opportunities to become involved in your child's education.

Arrival and Dismissal

Children who ride District transportation should do so on the first day of school so they can adjust to the procedure. Walkers should arrive on time - not several minutes early or late. Check with your child's teacher for specific details on which door to enter and how to line up.

If you are picking up your child at dismissal, a written note indicating who will pick up your child is necessary. Any changes in pick-up arrangements must be made in

writing. To ensure your child's safety, all children leaving with an adult must be signed out in the office.

Kindergarten School Day Schedule

Kindergarten (A.M.)
8:45 a.m. - 11:30 a.m.

Kindergarten (P.M.)
12:45 p.m. - 3:30 p.m.

Modified Kindergarten
10:45 a.m. - 12:45 p.m.

Used when a two-hour delay is called, with a modified kindergarten schedule, morning kindergarten students arrive at 10:45 a.m. with grades 1-5 and remain in school until 12:45 p.m. This schedule does not impact afternoon kindergarten.

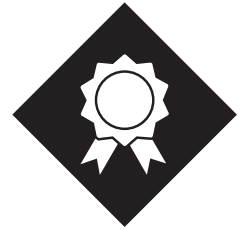
Dress

Kindergarten is an active time. Activities which are messy or require physical movement are conducted on a regular basis. Dress your child in clothes that allow him/her to participate in these activities. Also, please check your child's clothes to be sure he/she is able to take care of bathroom needs independently. This includes unfastening and fastening buttons, zippers, and snaps.

For safety reasons, children may not wear sandals, jellies, clogs, flip flops, or water shoes. Sneakers are required for physical education class. Also, consider the weather when deciding if jackets or boots are needed. Consult your building handbook for more details regarding appropriate dress.

Snack Time

Snack time is handled differently throughout the District. Your child's teacher will inform you about the procedures in his/her classroom.



Some kindergarten children have already experienced separation from parents for long periods each day. For others, this will be a new experience. Kindergarten represents the first experience with public school and is a milestone in each child's life as he/she begins a thirteen-year journey. As parents, you may find the transition is harder for you than it is for your child.

PLEASE REMEMBER:

Be positive.
Let your child know this will be a fun and exciting experience.

Do not be concerned if your child has a few tears on the first day of school.

This is a big change in his/her life and emotions are close to the surface. Tears usually last only a few minutes after the child enters the classroom.

Please say your "good-byes" at the door and allow your child to enter the classroom independently.

ELEMENTARY SCHOOL



Administration Center for Education

Dr. Jamie Whye
Assistant Superintendent

Mr. David Harrison
Director of Elementary
Education

507 Fishing Creek Road
P. O. Box 803
New Cumberland, PA 17070
Phone: 938-9577
Twitter, Facebook,
and Instagram
@WestShoreSD

Fairview Elementary

Mr. Christopher Stine
Principal
480 Lewisberry Road
New Cumberland, PA 17070
Phone: 774-2970
Twitter @FV_Panthers

Fishing Creek Elementary

Mrs. Lisa Crum
Principal
510 Fishing Creek Road
Lewisberry, PA 17339
Phone: 938-6565
Twitter @FCSHarks1

Highland Elementary

Mrs. Meghan Sheraw
Principal
1325 Carlisle Road
Camp Hill, PA 17011
Phone: 901-9860
Twitter @HG_Stallions

Grades 1-5

The District's elementary program is designed to provide all students with the best possible education. Nine (9) elementary schools operate within the District.

Varying in size, the buildings are organized for teaching according to individual building needs and physical make-up.

Instruction

The District's language arts curriculum is based on the Pennsylvania Academic/Core Standards for reading, writing, speaking, and listening. Through an integrated approach, the elementary program provides a strong foundation in basic skills. Classrooms use a balanced literacy approach, including the use of authentic reading materials and guided reading. Vocabulary development, daily writing, grammar, and language practice are also integral components of the program.

The District has developed a rigorous elementary math program based on the Pennsylvania Academic/Core Standards and recommendations of the National Council of Teachers of Mathematics. The curriculum builds a strong foundation for successful learning in math. Both enrichment and accelerated opportunities are incorporated to meet individual student needs.

Following Pennsylvania Academic/Core Standards, students also receive instruction in science, health, and social studies. These subjects offer opportunities for hands-on, interactive learning through experiments, technology, and thematic integration with other subjects.

The classroom teacher infuses technology instruction with current curricular content. Computer carts support and extend classroom instruction at all elementary buildings. In addition, most classrooms are equipped with computers and/or tablets that are networked and provide internet access.

Elementary libraries contain an up-to-date and extensive collection of children's literature and reference materials, an automated card catalog system, and inter-library loan.

Elementary students have the opportunity to expand their talents and skills through specialized classes in art, music, library, and physical education. String and band instrument instruction is offered in the fourth and fifth grades.

All students are able to participate in a variety of activities, including instrumental and choral performances, dramatic productions, school spirit days, community service projects, and Academic Bowl.

Homework

The West Shore School District believes that homework, work that is planned and approved by the teacher to be completed outside the regular classroom setting and without the direct supervision of the teacher, is an essential part of the educational process.

Homework should reinforce school learning by providing practice activities and other activities designed to expand the application of knowledge and skills. Homework should also foster the development of student independence, self-discipline, and good work habits.

In order for homework assignments to be effective, cooperation and communication between the home and the school are essential.

A minimum amount of homework should be assigned in the primary grades, which is age and grade level appropriate. In grade 1, homework assignments shall not exceed thirty (30) minutes per day. In grades 2-3, homework assignments shall not exceed forty-five (45) minutes per day.

Homework assignments should be gradually increased in the upper elementary grades, but should not exceed sixty (60) minutes per day.

Family Involvement

The elementary program encourages active family involvement. Parent conferences are held in the fall and spring. Progress reports and quarterly report cards provide parents with ongoing information throughout the year.

All buildings provide newsletters and maintain a web page on the District website. The school web site provides parents with the building calendar, current information on school events, and general building information.

In addition, many classroom teachers provide weekly updates and newsletters. All classroom teachers maintain active web pages on their school website. These pages include general classroom and school information. Daily homework is also posted to help keep families updated. Teachers also provide educational links to support classroom instruction.

All buildings have an active PTO with monthly meetings. Meeting dates may be found on our calendar. The

PTO provides resources for field trips, assemblies, playground equipment, and other building activities.

Parents and family members are always welcome to visit. Parent volunteers are an integral part of the elementary program. Many of our parents visit for lunch and attend school and PTO events.

Resources

The elementary program also provides additional services to students. These resources include counselors, school psychologists, school nurses, social workers, and a dental hygienist.

Intervention services for reading and mathematics are available for students in grades one through five. Special programs are available to assist children in speech and occupational therapy. The English Language Development Program offers our English Language Learners (ELL) specialized programs to meet their needs.

The Child Study Team (CST) is available to provide assistance to students with academic, social, and/or behavioral concerns.

Elementary School Day Schedule

8:45 a.m. - 3:30 p.m.

Elementary Meal Prices for 2017-2018

Elementary Breakfast.....	\$1.60
Reduced Price Breakfast.....	\$0.30
Elementary Lunch	\$2.65
Reduced Price Lunch.....	\$0.40
Milk.....	\$0.60

Hillside Elementary

Mrs. Julie Dougherty
Principal
516 Seventh Street
New Cumberland, PA
17070
Phone: 774-1321
Twitter @HS_Hedgehogs

Lower Allen Elementary

Mrs. Amanda Lerew
Principal
4100 Gettysburg Road
Camp Hill, PA 17011
Phone: 761-8415
Twitter @LARSbulldogs

Newberry Elementary

Mr. Travis Peck
Principal
2055 Old Trail Road
Etters, PA 17319
Phone: 938-2111
Twitter @NB_Bobcats

Red Mill Elementary

Mrs. Kathleen Wagner
Principal
700 Red Mill Road
Etters, PA 17319
Phone: 938-3778
Twitter @RMDolphins

Rossmoyne Elementary

Mrs. Amanda Lerew
Principal
1225 Rossmoyne Road
Mechanicsburg, PA 17055
Phone: 697-8578
Twitter @LARSbulldogs

Washington Heights Elementary

Mrs. Michele Trevino
Principal
531 Walnut Street
Lemoyne, PA 17043
Phone: 761-8040
Twitter @WH_Eagles

SECONDARY EDUCATION

School Day Schedule

Middle Schools
7:38 a.m. - 2:45 p.m.

High Schools
7:37 a.m. - 2:45 p.m.

Secondary Meal Prices for 2017-2018

Secondary Breakfast ... \$1.60
Reduced Price Breakfast.. \$0.30
Secondary Lunch..... \$2.75
and \$3.10
Reduced Price Lunch... \$0.40
Milk..... \$0.60

Allen Middle School

Mr. Brian Granger
Principal
4225 Gettysburg Road
Camp Hill, PA 17011
Phone: 901-9552
Twitter @AllenMustangs

Crossroads Middle School

Mr. Christopher Konieczny
Principal
535 Fishing Creek Road
Lewisberry, PA 17339
Phone: 932-1295
Twitter @CM_Lightning

New Cumberland Middle School

Mrs. Melissa Herbert
Principal
331 Eighth Street
New Cumberland, PA 17070
Phone: 774-0162
Twitter @NCMS_Tigers

Middle School

The District's middle school program is designed to meet the needs of students in transition from elementary to high school. Middle school students are afforded opportunities which challenge their abilities and interests in both curricular and extracurricular offerings.

Program Features

The program addresses the Pennsylvania Academic/Core Standards and the District's Instructional Design. Instruction centers around the subjects of language arts, science, math, and social studies. A fine and applied arts sequence, computer education, and health and physical education are additional components. Academic advisory is offered to address student strengths and needs.

Teaming is a staff organization concept which allows a group of classroom teachers to plan instruction, as well as provide collective attention to student progress. Additional student needs are met through the efforts of the counselor, nurse, specialists, and the administration.

The Student Assistance Team (SAT) is an integral part of the middle school program. It focuses on helping students cope with issues that may interfere with success in school. Extracurricular activities promote participation in clubs, musical, athletic, or social activities and encourage socialization experiences for students.

Academic Advisory and Electives

As part of the exploratory aspect of the middle school program, electives and tutoring are offered

to students. Music electives (band, chorus, orchestra) are offered along with exploratory options for service clubs, science enrichment, exercise and fitness opportunities and the chance to explore areas of personal interest.

Tutorial time is provided as well as time to make up tests and work missed as a result of excused absences or for those in need of additional assistance.

Co-curricular & Extracurricular Programs

- Academic Bowl
- Assemblies
- Band / Chorus / Orchestra
- Capital Area Science Fair / Expo
- Central Pennsylvania Spelling Bee
- Class Socials / School Dances
- Geography Bee
- Interscholastic Basketball, Wrestling, Football, Soccer, Field Hockey, Track & Field, Volleyball, and Cross Country
- Intramurals
- MathCounts
- Junior Honor Society
- Memory Book
- Peer Mediation
- Scholastic Writing Competition
- Science Olympiad
- Special Olympics
- Student Council

Heterogeneous/Homogeneous Grouping

Students are grouped in order to focus on specific skills, strengths, or needs. An overall improvement in classroom behavior, higher expectation levels in all classes, and a cooperative learning effort have been noted as a result. Overall, the goal is to offer more individualized instruction to benefit students of all abilities. Flexibility in grouping students helps to address this effort.

High School

The high school programs at Cedar Cliff and Red Land High Schools are committed to providing the highest quality education possible for all students. Each high school presents a variety of course offerings designed to meet individual differences while preparing students for the responsibilities they face after graduation. The Pennsylvania Academic/Core Standards and the District's Instructional Design are the basis for course content and sequencing of programs. The curriculum is built around a core of required subjects to ensure a well-rounded education.

Selection of Courses

Sequences of study in such areas as art, business, technology education, vocational technical trades, and college preparation are available at Cedar Cliff and Red Land High Schools. Additional course work is available at Cumberland Perry Area Vocational Technical School. Diversified occupation courses provide internship opportunities with area professional offices/businesses. Army JROTC programs enable interested students to enhance their leadership skills.

The six-period schedule allows students ample time to meet the State and District academic requirements and choose a variety of elective courses to explore and develop individual interests and abilities.

College-bound students are encouraged to take advantage of the numerous Advanced Placement (AP) courses offered and to schedule several years of world language, computer education, and the fine and applied arts. Students entering the work world after high school

are encouraged to develop a sequence of courses in preparation for employment. Business education and technology education courses explore career possibilities.

Academic Contracts

Independent study and Pathway Internships permit additional study for students in areas that reflect each individual's abilities and interests. Requiring faculty review and supervision, the purpose of independent study is to provide career exploration and to increase learning in specific areas.

Career Exploration and Internships

Opportunities to utilize local business and industry sites for on-the-job training are the focus of career exploration and internships. The purpose is to bridge the gap between school and employment and to develop positive work habits and attitudes. To this end, the high schools have developed a "hiring certificate" which helps to guide students in organizing materials as they apply for jobs. The high school guidance counselor can be of great assistance in this area.

Dual Enrollment

The District works with Harrisburg Area Community College and most other local colleges and universities to encourage eligible students to take college level courses for both college credit and high school credit. Specific criteria can be obtained from your child's guidance counselor.

Extracurricular Activities

The high school activity programs offer a wide variety of experiences for the students. Each school's handbook lists all the extracurricular activities available.

Cedar Cliff High School

Dr. Kevin Fillgrove
Principal
1301 Carlisle Road
Camp Hill, PA 17011
Phone: 737-8654
Twitter @CedarCliffColts
Athletics @CedarCliff_AD

Red Land High School

Mrs. Holly Sayre
Principal
560 Fishing Creek Road
Lewisberry, PA 17339
Phone: 938-6561
Twitter @RedLandHS
Athletics @RedLand_AD

Administration Center for Education

Dr. Jamie Whye
Assistant Superintendent

Dr. Tammi Jones
Director of Secondary
Education

507 Fishing Creek Road
P. O. Box 803
New Cumberland, PA 17070
Phone: 938-9577
Twitter, Facebook,
and Instagram
@WestShoreSD



AQUATICS PROGRAM

West Shore Natatorium

Mrs. Tracy Lee &
Mr. Erik Potter
aquatics instructors
560 Fishing Creek Road
Lewisberry, PA 17339
Phone: 938-6561

West Shore Recreation Commission

507 Fishing Creek Road
P.O. Box 413
Lewisberry, PA 17339
Phone: 920-9515
www.wsrec.org



The District is committed to providing swimming and water safety education for all students. The Natatorium also serves as home to interscholastic swim teams from Cedar Cliff and Red Land High Schools.

Second Grade

All second grade students receive swimming instruction for a minimum of five consecutive days in the spring. The program allows each child to be scheduled for lessons of approximately 45 minutes daily.

The basic objectives of the lessons include:

1. Following a skill progression which allows the child to become an independent swimmer.
2. Building upon basic skills to develop efficiency and variety in swimming.
3. Learning to respect and enjoy the water.
4. Developing attitudes that will help children become safe in, on, and around the water.
5. Learning how to respond safely to emergency situations around the water.

A pre-test is given to determine the level of each student for instruction. Records are kept to evaluate the progress of each student.

Fourth Grade

All District fourth grade students receive swimming instruction in the fall for a minimum of five consecutive school days. Students are grouped for instruction according to ability.

The basic objectives include:

1. Active participation in safety lessons on accident prevention.
2. Simple rescue.
3. Rip currents.
4. Spinal cord injuries.

The students continue to work on skill programs to develop self-confidence, efficiency, and enjoyment in swimming.

Sixth Grade

All sixth grade students are assigned to receive instruction at the Natatorium. Students also complete the Pennsylvania Fish and Boat Commission Boating Safety Awareness Course. This course instructs the students in the proper procedures used in recreational boating.

A field experience occurs in the spring at Gifford Pinchot State Park. Special equipment used in the course includes canoes, paddles, PFDs, throw rope bags, etc.

Community Programs

The community is encouraged to use the pool. Evening, weekend, and summer aquatic programs are operated through the West Shore Recreation Commission.

Programs include instruction for all age and skill levels, American Red Cross safety and training programs, several types of water aerobic classes, adapted aquatics, an age-group swim team, and recreational swim sessions.

For additional information contact the West Shore Recreation.

School Counseling

The services of school counselors are available to all students in every West Shore school. Counselors consult with pupils, teachers, nurses, and other personnel concerning the emotional, social, physical, and educational progress of individuals or groups of students.

Counselors are available for parent conferences whenever needed. The counselor's services can be secured by contacting the counselor, the child's teacher, or the building principal.

The role of the counselor is to support a student in overcoming or adjusting to his or her academic, social, and personal problems. The counselor's priority is not to react to a crisis, but attempt to prepare the student in advance to avoid or deal with issues that precede problems.

To accomplish this, the counselor provides a wide variety of services including individual and group counseling, testing, maintaining information resources, consulting with teachers and parents, and conducting research on student needs.

Counselors often refer a student and his or her parents to other sources of assistance and then serve as a liaison to such agencies as social services, probation, and mental health. The counselor will also help a student plan educational or vocational futures.

Primary Objectives

The counseling program has two (2) primary services.

1. To provide a sequential program of services from kindergarten through graduation.
2. To present a developmental program aimed at preparing students to face the decisions that may arise in their lives.

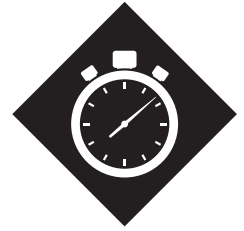
The accomplishment of these objectives requires articulation between elementary, middle, and high schools, and a well-defined program of activities for which the counselors are responsible.

In addition, counselors provide needed communication between teachers, specialists, and administrators. They also serve as valuable links among the schools, the home, and the community.

Social Work Services

The District provides Social Work Services to assist students and families with accessing community based services as a way of meeting their basic needs, including food, shelter, and medical care.

In addition, social workers have been instrumental in working with families to ensure students attend school on a regular basis. For more information, parents may contact their child's school counselor.

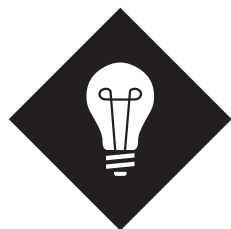


Administration Center for Education

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Director of Pupil Services

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HEALTH SERVICES



Administration Center for Education

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Mrs. Teresa Stoner
Health Services Coordinator
774-0162

Mrs. Debra Barr
District Dental Hygienist
938-9577

Health services in the West Shore School District is comprised of two parts, nursing services and dental hygiene. School nurses, one Dental Hygienist, and multiple health room nurses staff these programs.

Health services are mandated by the State Board of Education for every student attending school in the Commonwealth. Although regulations determine the number of nurses who must be employed, the services they must provide, and the grade levels in which such services are to be performed, West Shore schools surpass state requirements in every way.

Nursing services are available in all schools each day during the time students are in school. The nurses and dental hygienist may also offer other services which have been approved by the Department of Health.

Nursing Services

A major part of a school nurse's duties involves record keeping. Each year, the nurse records such developmental factors as height and weight. Periodically, vision and hearing are also checked and recorded. At least three times during a student's school years a physical examination is required. This exam may be administered by the family physician, or the nurse will arrange for a school physician to conduct the assessment.

First aid services are also provided. Consultation with physicians and parents concerning the health needs of students is a major part of the health services picture. During school hours, nurses also coordinate the administration of medication as permitted by a parent and when prescribed by a physician.

Other duties of the nurses include instruction for students and staff in such areas as hygiene, nutrition, physical development, various diseases, and first aid procedures. Certified school nurses also create emergency health care plans and coordinate the care of those students with chronic health conditions.

Dental Hygiene Services

Pennsylvania's school districts are requested to offer a dental health program. The West Shore School District dental hygienist instructs all elementary students and most students at the middle school on such topics as proper nutrition for tooth care, brushing and flossing techniques, causes of tooth and gum disorders, tobacco products, and the importance of regular dental examinations.

Periodically, the dental hygienist will examine students' teeth and notify parents of any problems that are identified. By means of disclosing tablets and special lights, students are shown the buildup of plaque that develops on their teeth. The dental hygienist administers a fluoride supplement program for students who do not have access to fluoridated water. Students are given the opportunity to receive fluoride tablets, but only with the approval of their parents.

Records of each student's dental history are maintained by the hygienist and periodic surveys are made to determine when the students last had a complete dental examination. In addition, the hygienist responds to requests from secondary teachers for programs in health or science related to the dental program.

The District offers every student with a disability an educational program that meets his/her individual needs and is suited to his/her unique abilities.

Such a program of special education will be designed to comply with law, conform to the goals of the District and will, to the extent feasible and consistent with the needs of the student and legal requirements, integrate programs of special education into the regular programs of the schools.

Services and programs are designed to provide early identification and evaluation of each student with a suspected disability. A continuum of services and programs is available to provide academic support to students recommended for screening and found by that screening to need assistance to achieve in school according to the documented needs and abilities of the student.

A continuum of services will provide academic and/or functional support to assist eligible students to benefit from regular education programs, to the maximum extent that is appropriate.

An appropriate program of education for each student with a disability will be developed based on the unique academic and functional needs of the student and may include opportunities to interact with non-eligible students as appropriate.

The eligible student will follow the approved curriculum of the West Shore School District when appropriate. The eligible student's educational program will be designed to prepare students

Screening

To identify students who may be eligible for special education services, various screening activities are conducted according to state regulations, school policy, upon recommendation of school staff, or upon written request from the parents.

Screening activities include but are not limited to review of group based data (cumulative records, report cards, ability and achievement test scores); hearing screenings; vision screenings; occupational and physical therapy screenings, and the application of standardized screening instruments. Screenings are carried out in the student's home school.

Identification and Development

When screening results indicate a student may have a disability, the District will seek parental consent to conduct a Multidisciplinary Evaluation (MDE) as a step in the process of identifying a student as eligible to receive an Individualized Education Program (IEP) with appropriate support and related services. Parents may also request a MDE by written request to the building principal.

Programs and services offered to students with a disability are based on the recommendations of a multidisciplinary evaluation and biannual or tri-annual reevaluation.

Following this evaluation, or reevaluation, a team of knowledgeable school personnel and parents determine individualized goals and objectives and specially designed instruction. The IEP is designed to meet identified student strengths and needs. The IEP is reviewed and revised on an annual basis.

Services for School-Age Children

Autistic Support

For students identified as autistic.

Gifted Support

For students identified as gifted.

Learning Support

For students where the primary need is academic learning.

Life Skills Support

For students where the primary focus is on the functional, academic, and independent living needs.

Emotional Support

For students whose primary need is for emotional support.

Deaf or Hearing Impaired Support

For students identified with hearing loss.

Blind or Visually Impaired Support

For students identified with vision loss.

Speech and Language Support

For students who have speech and language needs.

Physical Support

For students who are physically impaired.

Multi-Disabilities Support

For students who have multiple disabilities.



Administration Center for Education

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Educational Placement

The extent of special education programs, related services, and the location for the delivery of such services are determined by the IEP team.

Recommendations are based on the student's identified needs for specially designed instruction, chronological age, and the level of intervention. Services are required to be provided in the least restrictive environment for the student.

Gifted Program

The program is designed for eligible students (K-12) whose exceptional academic skills require special education activities to challenge their intellectual abilities. Services vary from grade level to grade level, to include direct instruction and/or integration into regular education.

This program reflects the District's philosophy of developing each student's abilities to the level of his/her fullest potential, while allowing interaction with his/her peer group.

Identifying the Gifted Child

Referrals to the gifted program are usually made by classroom teachers, but also come from parents, counselors, and principals. Each year, teachers are encouraged to recommend students they consider to have strong abilities. Counselors review standardized test results as part of the screening process.

Students who have been referred for placement in the program are screened by a school counselor and tested by a certified school psychologist to determine if their

diagnostic and educational needs meet the standards established by the Pennsylvania Department of Education for eligibility.

Program Goals

1. To provide challenging educational experiences for the gifted child.
2. To provide a learning environment particularly suited to the needs of the child in the areas of creativity, higher order thinking processes, communication skills, literacy, and/or mathematics.
3. To provide opportunities for the gifted child to enhance, develop, and use his/her initiative, self-motivation, originality, and leadership skills.
4. To provide for the development of cognitive, affective, motor, and valuing skills.
5. To provide activities which incorporate multi-media and multi-disciplinary approaches.
6. To provide a context in which the student can develop productive relationships with peers, extend the horizons of personal experience, gain a sense of personal responsibility, and extend freedom of choice.
7. To provide enrichment and acceleration.

Numerous avenues exist within each school for parents to participate in the educational process. PTO groups are thriving in all District elementary schools, coordinating activities that promote the involvement of all school families.

At the secondary schools, principal advisory groups or involved parent groups function effectively. There are volunteer opportunities in every school and parents are strongly encouraged to take an active role in school life.

District Voice

District Voice is an opportunity for parents and community members to share information, exchange ideas, make connections, and engage in meaningful dialogue regarding District programs, services, and initiatives. The group, comprised of a selected representative from each school and community at-large representatives, provides two-way communication with the Superintendent and District staff.

Individuals who are interested in participating in the group may contact the Superintendent's office at 938-9577. Meeting summaries are available on the District website under the Superintendent's Corner quick link.

Junior Achievement

Members of the business community are encouraged to volunteer their time to present Junior Achievement lessons in K-5 classrooms across the District.

The purpose of Junior Achievement is to educate and inspire young people to value free enterprise, business, and economics to improve the quality of their lives.

At each grade level, volunteers present a series of five (5) business-related lessons, with all teaching materials and lesson guides provided by Junior Achievement. Each lesson is approximately 30 to 45 minutes in length.

Interested individuals may email Mrs. Jennifer Mummert, Counselor and District Junior Achievement Coordinator, at jmummert@wssd.k12.pa.us.

Partners in Education

The Partners in Education (PIE) program enables members of the business community to establish partnerships with one or more schools within the District. Business leaders become involved in numerous school initiatives, sharing their expertise with students and modeling for classes the factors necessary to be successful in the business world.

Currently, over 100 community partners are actively involved in the PIE program. These partnerships take many forms and are tailored to the specific needs, interests, and talents of those individuals involved.

Interested businesses may contact the District at 938-9577.

West Shore Foundation

The West Shore Foundation is a district-wide, non-profit organization focused on projects that unify and involve students, faculty, and the community. The Foundation's mission is to enhance our students' educational programs and opportunities by providing additional financial support for the academic and extracurricular programs.

The Foundation supports numerous initiatives including: Academic competitions for elementary and middle school students; scholarships for graduating seniors from both high schools; leadership incentive grants for students at all levels; and Educator Innovation Grants for teachers and administrators.

For more information, visit www.westshorefoundation.org, follow them on social media @WestShoreFdn or contact Mr. Brian Maneely, Executive Director at executivedirector@westshorefoundation.org.



DISTRICT DIRECTORY

Administration Center for Education

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Dr. Jamie Whye
Assistant Superintendent

Dr. Ryan Argot
Director of Federal Programs

Mr. Adam Bergens
Supervisor of Buildings
& Grounds

Mr. Thomas Burnheimer
Director of Pupil Services

Mr. Christopher Champion
Coordinator of Instructional Technology

Mrs. Rhonda Fourhman
Coordinator of Community Relations

Mr. David Harrison
Director of Elementary Education

Dr. Tammi Jones
Director of Secondary Education

Mr. Kyle Kok
Supervisor of Transportation

Mr. Thomas Ryan
Coordinator of Safety
& Student Attendance

Dr. Geraldine Ryan-Washington
Director of Special Education

Mr. Brett Sanders
Director of Operations
and Planning

Mrs. Melinda Stuck
Director of Business Affairs

Mrs. Suzanne Tabachini
Director of Human Resources

Mr. Steven Vogel song
Coordinator of Technology
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Red Land High School

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Newberry Elementary

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Washington Heights Elementary

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Phone: 761-8040
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West Shore

SCHOOL DISTRICT

Board of School Directors

Ronald L. Candioto, Jr., President

Judith A. Crocenzi, Vice President

Thomas C. Falvo, D.O.

Brian K. Guistwhite

Frank J. Kambic

Sheri D. Moyer

Abigail A. Tierney

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Kelli C. Williamson

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Ryan E. Argot, Ed.D., Secretary

Melinda L. Stuck, Treasurer

Michael W. King, Esq., Solicitor

Administration

Todd B. Stoltz, Ed.D., Superintendent

Jamie A. Whye, Ed.D., Assistant Superintendent

The West Shore School District will not discriminate on the basis of race, color, age, creed, religion, sex, gender, gender identity, sexual orientation, ancestry, marital status, pregnancy, national origin, or disability in accordance with state and federal laws governing educational and vocational programs and in its recruitment and employment practices. Inquiries concerning the application of Title VII, Title IX, Section 504, the ADA, and the implementing regulations may be referred to the Director of Human Resources, 507 Fishing Creek Road, P.O. Box 803, New Cumberland, PA 17070-0803, telephone (717) 938-9577. Revised 12-2016