



IMPORTANT DATES

- ♦ **Nov. 1**
2 Hr Early Dismissal
- ♦ **Nov. 7**
2 Hour Early Dismissal
Parent Conferences
- ♦ **Nov. 8**
No School - Teacher
Prof. Development
Parent Conferences
- ♦ **Nov. 27 - Dec. 3**
No School
Holidays
- ♦ **Dec. 9**
2 Hour Delay
- ♦ **Dec. 23 - Jan. 1**
No School
Holidays
- ♦ **Jan. 15**
End of Marking Period
- ♦ **Jan. 17**
2 Hr Early Dismissal
- ♦ **Jan. 20**
No School - Teacher
Prof. Development
- ♦ **Feb. 3**
2 Hour Delay
- ♦ **Feb. 14 - 17**
No School
- ♦ **Mar. 23**
End of Marking Period
- ♦ **Mar. 27**
2 Hour Early Dismissal
- ♦ **Apr. 2 - 3**
2 Hour Early Dismissal
Parent Conferences
- ♦ **Apr. 10 - 14**
No School
Holiday
- ♦ **May 25**
No School
Holiday
- ♦ **May 29**
Student Last Day
1/2 Day Early Dismissal
Graduation
End of Marking Period

Weather Make-up
Days if needed will be
used in the following
order: Dec. 3, Nov.
27, Feb. 14, Apr. 14,
Feb. 17



Bermudian Springs School District News

COMPREHENSIVE PLANNING FOR 2022-2025

Every 3 years, a school entity must submit to the Secretary of Education for approval a professional education plan. The professional education plan must be made available for public inspection and comment for 28 days, and then it can be approved by the board and then submitted to the PA Department of Education (PDE). Comprehensive Planning facilitates communication and collaboration, promotes shared practices and resources, and ensures that every stakeholder is working toward common goals. Additionally, Comprehensive Planning assists local education agencies (school districts, charter schools, area vocational technical schools/career and technical centers, and intermediate units) to create and manage a continuous, comprehensive plan in order to maintain compliance with state and federal mandates. The Comprehensive Planning (CP) process has six sections. These sections are Profile, Core Foundations, Assurances, Needs Assessment, Action Planning and Plan Submission. CP is a continuous process used to ensure that all students are achieving at high levels. Continuous planning of Local Educational Agencies is essential to providing increased student performance and quality results. Innovative, exemplary, and research-based programs, coupled with professional learning, focused and aligned resources, and public participation in planning, are critical factors in districts that demonstrate continuous growth.

CP consists of:

- a. Profile > Planning Committee
- b. Core Foundations > Professional Education
 - i. Characteristics
 - ii. Strategies Ensuring Fidelity
 - iii. Needs Assessment
 - iv. Analyze Data – Identification of Accomplishments
 - v. Analyze Data – Identification of Concerns
 - vi. Analyze Systems – Systems Analysis Guiding Questions
 - vii. Action Planning
 - viii. Identify a Goal
 - ix. Identify a Strategy
 - x. Identify a minimum of two Professional Development (PD) action steps
1. Affirmations
2. Must undergo 28 day public review
3. Must be board approved



(Source: PDE)

We will tentatively be holding the first of many Comprehensive Planning Committee Meetings in February of 2020. We will be posting the draft plan for public comment on our website, will submit the plan to the board for approval and will submit the approved plan to PDE in June of 2021.

If you would have any questions about the Comprehensive Plan or the process, please contact Dr. Shane Hotchkiss, Superintendent.

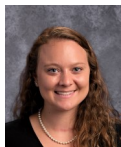
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Welcome Our New Teachers & Administrator for the 2019-2020 School Year



Jason Ahlers
Dir. Maintenance



Kyla Caruso
MS Teacher



Jeffrey Eakins
MS Teacher



Jalana Firestone
HS Teacher



Paul Fredericksen
MS Teacher



Laura Hughes
MS Teacher



Nathan Mattis
HS Teacher



Janelle Thompson
ES Teacher



Brittany Wood
HS Teacher



Stefanie Yost
HS Teacher

First Days for Faculty and Staff for the 2019-2020 School Year

The first Professional Development session for the 2019-2020 school year was held on Aug. 15th for faculty and staff and included messages from School Board President and Vice-President: Mr. Wool and Mr. Sterner. Dr. Hotchkiss, Superintendent and Dr. Fox, Asst. Superintendent presented the District Focus for 2019-2020 which includes the importance of having a Healthy Life/Work Balance. We also welcomed the following new staff: Jason Ahlers, Jeff Carpenter, Kyla Caruso, Jeffrey Eakins, Jalana Firestone, Susan Flickinger, Julie Floyd, Paul Fredericksen, Tammara Gould, Keith Grove, Scott Hafer, Laura Hughes, Kathleen Irvin, Nathan Mattis, Kimberly Mummert, Jeremy Murtoff, Tamra Ney, Sarah Nickey, Kay Plank, Janelle Thompson, Brittany Wood, and Stefanie Yost.

On August 16th, Dr. Hayes-Jacobs presented the morning Keynote Session: *Overview of Curriculum Mapping. Why Map?* and our faculty spent the afternoon mapping curriculum. Aug. 20th was spent getting ready to welcome back our students for their first day of school.

Adult Evening Activities

Session descriptions, dates and times are listed on our website under the "Community" tab and are for adults only.

Sessions may include:



Zumba®
Zumba® Toning



Pound Fitness

Aerobics



Walking



Volleyball

Registrations will not be accepted by the instructor. Classes will not meet on days when school is not in session, such as in-service days, holidays, or days that school is closed due to inclement weather. Check the website often, various additional sessions may be added.

2018-2019 SCORES OF PROFICIENT OR ADVANCED (GROWTH) PA STATE ASSESSMENTS

English Language Arts/ Literature		Mathematics/Algebra		Science/Biology	
STATE	BSES	STATE	BSES	STATE	BSES
% Proficient/Advanced		% Proficient/Advanced		% Proficient/Advanced	
63.0	64.2	45.5	56.6	64.3	79.1
State Growth	BSES Growth	State Growth	BSES Growth	State Growth	BSES Growth
74.9	100	75.2	100	74.9	100
STATE	BSMS	STATE	BSMS	STATE	BSMS
% Proficient/Advanced		% Proficient/Advanced		% Proficient/Advanced	
63.0	64.9	45.5	40	64.3	50
State Growth	BSMS Growth	State Growth	BSMS Growth	State Growth	BSMS Growth
74.9	100.0	75.2	81.6	74.9	70
STATE	BSHS	STATE	BSHS	STATE	BSHS
% Proficient/Advanced		% Proficient/Advanced		% Proficient/Advanced	
63.00	77.40	45.5	71	64.3	65.4
State Growth	BSHS Growth	State Growth	BSHS Growth	State Growth	BSHS Growth
74.9	79.0	75.2	100	74.9	73

PSSA ADVANCED/PROFICIENT SCORES: 2017-2018 & 2018-2019

STATE PSSA Mathematics			
Grade	2017-2018 % Advanced / Proficient	2018-2019 [^] % Advanced / Proficient	AVG Difference 2017-18 to 2018-19
3	54.5	56.0	0.75%
4	46.6	46.2	0.20%
5	43.8	43.1	-0.35%
6	40.3	39.0	-0.65%
7	37.8	38.2	0.20%
8	32.5	32.2	-0.15%

BSSD PSSA Mathematics			
Grade	2017-2018 % Advanced / Proficient	2018-2019* % Advanced / Proficient	AVG Difference 2017-18 to 2018-19
3	59.3	56.1	-1.60%
4	54.8	51.2	-1.80%
5	51.5	51.7	0.10%
6	34.2	37.1	1.45%
7	34.8	45.1	5.15%
8	34.9	23.6	-5.65%

STATE PSSA English Language Arts			
Grade	2017-2018 % Advanced / Proficient	2018-2019 [^] % Advanced / Proficient	AVG Difference 2017-18 to 2018-19
3	64.6	61.9	-1.35%
4	60.9	63.6	1.35%
5	59.6	58.5	-0.55%
6	63.6	63.0	-0.30%
7	59.5	60.4	0.45%
8	58.9	57.9	-0.50%

BSSD PSSA English Language Arts			
Grade	2017-2018 % Advanced / Proficient	2018-2019* % Advanced / Proficient	AVG Difference 2017-18 to 2018-19
3	66.0	60.7	-2.65%
4	49.0	62.1	6.55%
5	62.4	64.2	0.90%
6	64.6	69.7	2.55%
7	55.2	68.5	6.65%
8	62.3	61.6	-0.31%

STATE PSSA Science			
Grade	2017-2018 % Advanced / Proficient	2018-2019 [^] % Advanced / Proficient	AVG Difference 2017-18 to 2018-19
4	74.5	77.8	1.65%
8	52.7	58.2	2.75%

BSSD PSSA Science			
Grade	2017-2018 % Advanced / Proficient	2018-2019* % Advanced / Proficient	AVG Difference 2017-18 to 2018-19
4	76.6	70.4	-3.10%
8	59.0	55.3	-1.85%

[^]Source: PA Future Ready Index

*Source: PA Emetric

**KEYSTONE EXAMS ADVANCED/PROFICIENT DATA COMPARISON: 2017-2018 & 2018-2019**

STATE % Advanced / Proficient*			
SUBJECT	2017-18 % Advanced / Proficient	2018-2019 [^] % Advanced / Proficient	AVG Difference 2017-18 to 2018-19
Algebra I	45.5	45.2	-0.15%
Biology	64.3	66.0	.85%
Literature	63.0	62.1	-.45%

BSSD High School % Advanced / Proficient			
SUBJECT	2017-18 % Advanced / Proficient	2018-2019 [^] % Advanced / Proficient	AVG Difference 2017-18 to 2018-19
Algebra I	71.0	72.9	.95%
Biology	65.4	64.3	-0.1%
Literature	77.4	76.6	-0.4%

[^]Source: PA Future Ready Index

Note: BSSD Scores highlighted in gray are higher than State-wide Scores

ANNUAL PUBLIC NOTICE OF SPECIAL EDUCATION SERVICES, GIFTED SERVICES, AND CHAPTER 15/SECTION 504

Annual Public Notice to Parents All Public Schools provide no-cost evaluations and appropriate programs to all students eligible for special education, gifted, and Chapter 15/Section 504 services. Services are made available to children that meet the eligibility requirements for special education, gifted, and/or Chapter 15/Section 504 services. It is the responsibility of the school districts and charter schools to ensure that all children residing in the Commonwealth, who are in need of Special Education and related services, are identified, located, and evaluated. A federal law called the Individuals with Disabilities Education Act (IDEA 2004) as amended in 2004 requires this annual child find notice.

EARLY INTERVENTION SERVICES

Lincoln Intermediate Unit #12 provides services for children who are developmentally delayed between the ages of three years and school age. Programs are available in a number of settings throughout the three county area. These services are available at no cost to parents. Available services include classroom instructional services, physical therapy, occupational therapy, and speech and language therapy. If you have a child whom you think is eligible for services, please contact LIU #12 Preschool Office at (717) 624-6475. 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 and/or evaluation call one of the numbers listed above. Developmental delay is defined as a child who is less than the age of beginners and at least 3 years of age is considered to have a developmental delay when one of the following exists: (i) The child's score, on a developmental assessment device, on an assessment instrument which yields a score in months, indicates that the child is delayed by 25% of the child's chronological age in one or more developmental areas. (ii) The child is delayed in one or more of the developmental areas, as documented by test performance of 1.5 standard deviations below the mean on standardized tests. Developmental areas include cognitive, communicative, physical, social/emotional and self-help.

SPECIAL EDUCATION SERVICES

Evaluation: If a parent suspects their child may have a disability and be in need of special education services, an evaluation process is available at no cost through the school district or charter school in which the parent lives. This request for an evaluation should be made in writing to the contact person identified at the end of this notice. If a parent makes an oral request for an evaluation, the school district or charter school shall provide the parent with a form for that purpose. Pre-Referral Team, Child-Study Team, or Instruction Support Team (IST) activities may not serve as a barrier to the right of a parent to request an evaluation. The evaluation process results in a written evaluation report. This report specifies a student's eligibility for special education based on the presence of a disability and the need for specially designed instruction. Every public school including charter schools have a procedure in place by which parents can request a special education evaluation. For information about the school district's procedures applicable to your child, contact the school which your child attends. The telephone numbers and address for the school district may be found at the end of this notice. **Consent:** School entities cannot proceed with an evaluation or with the initial provision of spe-

cial education and related services, without the informed written consent of the parents.

Individualized Education Program (IEP)

If, after an evaluation, your child is found to have a disability and to need special education, the public school will develop, with parent participation, an IEP. An IEP is a written document that specifically describes the services your child needs. The child's parent, the regular education teacher, the special education teacher, and representative of the school's special education program will be present at the IEP team meeting. If the IEP meeting follows the first evaluation of your child, the school may not proceed with delivery of special education services until the parent provides consent in a NOREP.

Notice of Recommended Educational Placement/Prior Written Notice (NOREP/PWN): The LEA must notify you in writing whenever it proposes or refuses to initiate or to change the identification, evaluation, educational program or placement of a child or whenever it refuses to initiate or make a change in the identification, evaluation, educational program or placement requested by a parent.

NOTICE FOR SERVICES UNDER CHAPTER 15

AND SECTION 504: Students who are not eligible to receive special education services may qualify as protected handicapped students and therefore be protected by other federal and state laws intended to prevent discrimination. The school district or charter school must ensure that protected handicapped students have equal opportunity to participate in the school program and extracurricular activities to the maximum extent appropriate for each individual student. Section 504 covers qualified students with disabilities who attend schools receiving federal financial assistance. To be protected under Chapter 15/Section 504, a student must be determined to: 1) have a physical or mental impairment that substantially limits one or more major life activities; 2) have a record of such impairment, or 3) be regarded as having such impairment. Chapter 15/Section 504 require that school districts or charter schools provide a free and appropriate public education (FAPE) to qualified students in their jurisdictions who have a physical or mental impairment that substantially limits one or more major life activities. For further information on the evaluation procedures and provision of services to protected handicapped students under Chapter 15/Section 504, parents should contact the school district of residence or charter school.

NOTICE OF SERVICES FOR GIFTED STUDENTS

While gifted is not included as one of the disabilities categories under the IDEA 2004, the Pennsylvania State Board of Education's regulations as set forth in Chapter 16, Special Education for Gifted Students, provide that gifted students are considered to be children with exceptionalities and are in need of specially designed instruction. Under Chapter 16, each school district shall conduct public awareness activities to inform the public of gifted education services and programs and the manner by which to request these services and programs. These awareness activities shall be designed to reach parents of students enrolled in the public schools and parent of children not enrolled in public schools.

Screening: Chapter 16 requires that each school district shall adopt and use a system to locate and identify all students that are residents of the school district who are thought to be gifted and in need of specially designed instruction. Each school district shall determine the student's needs through a screening and evaluation process that meets the requirements of Chapter 16.

Gifted Multidisciplinary Evaluation

For students who are potentially gifted students, the district will take the following steps:

1. Complete the Gifted Screening Procedures
2. Conduct the Gifted Multidisciplinary Evaluation
3. Compile a Gifted Written Report
4. Convene a Gifted Individualized Education program team meeting to determine whether the student is gifted; and,
5. Develop a Gifted Individualized Education program if the student is a gifted student.

For students who are gifted and eligible for Special Education, it is not necessary for school districts to conduct separate screening and evaluations, develop separate IEPs, or use separate procedural safeguards processes to provide for a student's needs as both a gifted and eligible for special education.

CONFIDENTIALITY OF STUDENT INFORMATION

All school entities maintain educational records concerning children enrolled in public school, including students with disabilities. Educational records containing personally identifiable information about or related to children with disabilities are securely maintained, and not released without parent consent.

Consent for Disclosure of Personally Identifiable

Information: Parent consent must be obtained before personally identifiable information is released, except as permitted under Family Education Rights and Privacy Act (FERPA). The age of majority in Pennsylvania is 21. Each participating agency must protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages. One official at each participating agency must assume responsibility for ensuring the confidentiality of any personally identifiable information. Each participating agency must maintain, for public inspection, a current listing of the names and positions of those employees within the agency who have access to personally identifiable information. Complaints concerning alleged failure of a public school to comply with the confidentiality requirements of the Family Educational Rights and Privacy Act may be addressed to the United States Department of Education as follows:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202-5920
Phone 1-800-872-5327

The public schools, intermediate unit, and charter schools prohibit discrimination in employment, educational programs, and activities on the basis of race, national origin, color, creed, religion, sex, age, disability, veteran status, marital status, or because a person is a disabled veteran. No preschool, elementary or secondary school pupil enrolled in a school district, inter-mediate unit, or charter school shall be denied equal opportunity or equal access to participate in age and program appropriate instruction or activities due to race, color, handicap, creed, national origin, marital status, or financial hardship.

For more information contact:

Dr. Lisa Conrad, Director of Special Education
Bermudian Springs School District
717-528-4113 or 717-624-4231

SERVICIOS DE LA EDUCACION ESPECIAL

Si necesita información sobre la educación especial en español, por favor póngase en contacto con Dr. Lisa Conrad, Director de Educación Especial en el Bermudian Springs School District (717) 528-4113 o (717) 624-4231



Bermudian Springs High School

Mr. DeFoe, Principal

Mr. Fleming, Asst. Principal



Mr. Jon DeFoe

Principal Notes: Thank you for your support throughout the year.

As the first marking period comes to a close, please take a moment to check your child's report card on the Sapphire Community Portal. Hopefully, tracking your child's grades is something you and your child do on a regular basis. At this point, if you haven't created a Sapphire Community Portal account, we encourage you to do so. The portal is an outstanding tool for various forms of communication. With that being said, the report card only tells part of the story of how your child is progressing. For this reason we strongly recommend parents/guardians come in and meet with their child's teachers during one of our parent/teacher conference opportunities. Staying on top of your child's progress is just as important at the high school as it was in the middle or elementary school. The stakes of graduation and possibly going off to college, tech/trade school, military, or the workforce make high school grades vitally important. Please take the time to make a face to face connection with your child's teachers. I would like to personally invite all of our high school families to attend one of our parent/teacher conference opportunities on Thursday, November 7th from 1:00-6:30 PM or Friday, November 8th from 1:00-3:05 PM. Conferences can be scheduled in advance with individual teachers at

www.myconferencetime.com .

BERMUDIAN SPRINGS HIGH SCHOOL KEYSTONE EXAMS & MID-TERM EXAMS

Keystone Exams:

Many juniors and sophomores will be taking the Keystone Exams January 6-17, 2020. Students who scored basic or below basic on previous Keystone Exams in either Algebra, Biology, or Literature, must re-take the test in January. If students score proficient on all three areas they may have a choice in their senior year of taking the released time option, where if they have a first or last period study hall they may report to school by the end of 1st period or leave at the end of 10th period each day. Should they not score proficient or advanced on the January attempt they will take the Keystone test in that subject area again in May 2020. All students entering their senior year must be proficient on each exam. If they are not, they will be assigned to PLATO to earn their proficient status in each content area.

Mid-Term Exams:

Mid-Term Exams will take place on Tuesday, December 17th through Friday, December 20th. Each day will have two double periods for exams. The schedule is in the student handbook and will appear in the high school newsletter.

BERMUDIAN SPRINGS HIGH SCHOOL NATIONAL HONOR SOCIETY INDUCTION

National Honor Society Induction was held on Wednesday, September 25, 2019.

Congratulations to our new members: Breanna Barstow, Brock Carpenter, Colby David, Rebecca Durbin, Nathan Edmondson, Megan Holtzinger, Margaret Keough, Brianna Kittinger, Lindsey Kutz, Anette Lua, Brookelyn Morehead, Jessica Pedro, Jonah Robinson, Baila Shoop, Ashley Simpson, Samantha Stormes.

Picture below are the new members along with the current members who attended the induction ceremony.



Front Row standing/sitting (left to right): Brookelyn Morehead, Samantha Stormes, Amanda Hollabaugh, Emily Swartz, Johanna Pitner, Mackenzie Myers, Aislinn Bloom, Hailey Madara, Hannah Wright, Kayla Carr, Travis Daniels, Emily Shearer, Noah Racioppa

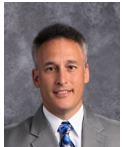
Middle Row sitting (left to right): Megan Holtzinger, Nathan Edmondson, Rebecca Durbin, Colby David, Brock Carpenter, Breanna Barstow Back Row Standing (left to right): Lindsey Kutz, Anette Lua, Brianna Kittinger, Margaret Keough, Ashley Simpson, Jonah Robinson, David Felipe, Alivia Hurd, Alyssa Black, Baila Shoop, Jessica Pedro



Follow us on Twitter:
@BSHSEagles



Bermudian Springs Middle School
Dr. Hunt, Principal
Mr. D'Annibale, Asst. Principal



Dr. Wade Hunt
Principal

Like us on Facebook:

[www.Facebook.com/
BermudianSpringsMiddle-
School](https://www.facebook.com/BermudianSpringsMiddleSchool)

Follow us on Twitter: [twitter](https://twitter.com/BSMS_Eagles)
@BSMS_Eagles

Tweets:

BSMS @BSMS_Eagles Oct 17
Our 5th Grade spelldown
is underway
#BSMSProud

9/11/19

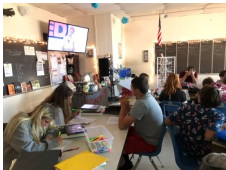


7th graders
were part of a
conversation
with Mrs.
Eakins -
flight at-

tendant - talking about the changes in
her industry since the attacks of
9/11! #BSMSProud #BSMS_Eagles

9/5/19

Listening in on
a thought pro-
voking conversa-
tion between
our 8th graders
when they listened to a TED talk
about the dangers of a single story! I
really believe they get it and will help
bring change in our world!
#BSMSProud



8/28/19

Kids discussing the pros and cons of
their digital footprint in @Gosnell-
Mac passion project class!
#BSMSProud

Bermudian Springs Middle School Implements SEL Curriculum

By: Mr. D'Annibale, Asst. Principal

Social-emotional learning (SEL) is the process of developing the self-awareness, self-control, and interpersonal skills that are vital for school, work, and life success. Bermudian Springs School District (BSSD) has committed to providing opportunities for social-emotional learning in grades K-8 through implementation of the *Second Step* curriculum. Research into SEL programs has shown that full implementation of an SEL curriculum like *Second Step* decreases physical aggression by 42%, decreases bullying by 20%, decreases drop-out rates by 12%, and increases academic achievement by 13%. In a review of 27 nationwide surveys of employers, 79% of employers noted social-emotional skills as the most important qualities for job success.

How did Bermudian Springs Middle School (BSMS) get into SEL?

The BSMS School Climate team utilized the PA Safe Schools School Climate Survey in the fall of 2018 to identify strengths and areas for growth across a wide variety of areas related to school climate. One of the areas that was identified within the survey results was that our student body's responses to questions related to SEL were lower than other areas. When coupling that school climate survey with an ongoing and never-ending commitment to stop bullying and our ultimate goal of having college and career ready graduates, it was clear that an SEL curriculum was needed at BSMS and K-8 overall. BSSD Assistant Principals, Mrs. Eley and Mr. D'Annibale became deeply involved in AASA (The Superintendent's Association) and AASA's SEL cohort where they learned as much as possible from experts in the field from across the country.

How is *Second Step* implemented at BSMS?

Every Tuesday all of the students at BSMS are split into small groups of 10-15 students where they are taught the *Second Step* lessons. The *Second Step* lessons typically include some direct instruction, a student-created video, discussion among the students, and a collaborative work time to demonstrate learning and connections to their lives.

The units taught across all of the grades are:

1. Mindsets and Goals

2. Values and Relationships
3. Thoughts, Emotions, and Decisions
4. Serious Peer Conflicts

How has it been going so far this year?

When observing our students working in their *Second Step* groups, I have seen some of the best conversations and discussions I've ever seen. Students are learning to set goals, focusing on a positive mindset, and seeing a clear connection between school and their futures. Some of the best feedback received so far has come from parents. One parent called in and said, "I wanted to thank you for this *Second Step* time. It is absolutely wonderful that you are having the students put their devices away, be in small groups, and discuss topics that will impact them forever and reinforce skills that will make them productive adults."

Maddy Lusk, an 8th grader at BSMS, shared "In *Second Step* I feel like I can state my opinion and no one will judge me. I have fun in *Second Step*, it brings out the inner me out. It helps me express myself, I learn a lot."

Where will we go in the future?

As BSSD continues to work through the curriculum writing process, the K-8 unit maps will include an integration of SEL topics where applicable. The goal is that in addition to explicit SEL instruction for our students, we will also embed many of these topics into our regular instruction of ELA, math, science, art, tech-ed, etc. With 79% of employers across the country identifying social-emotional skills as the most important qualities for job success, it is an absolute priority for us to continue to work on these skills with students in all of their classes.

How can I learn more?

In addition to weekly updates emailed from the Sapphire Notification System, those who are interested in learning more about what BSSD is doing for SEL with our *Second Step* curriculum, please reach out to Mr. Christian D'Annibale, Asst. Principal at Bermudian Springs Middle School or Mrs. Jen Eley, Asst. Principal at Bermudian Springs Elementary School.



**Bermudian Springs
Elementary School**

Mrs. Myers, Principal
Mrs. Eley, Asst. Principal

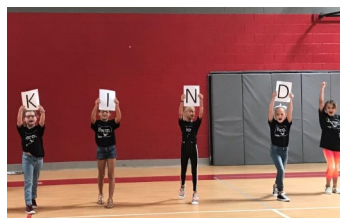


**Principal Notes:
Mrs. Shannon Myers, Principal**

We are off to a fantastic start to the school year! Students have settled in and are diligently working towards achieving academic goals.

As a school we are making great strides within each academic area. We have seen growth in all academic areas and continue to develop our SOAR program to encourage positive behaviors.

It is critical that parents and teachers are communicating throughout the school year. Teachers are available through email and by phone before and after school. We ask that you provide teachers at least 24 hours to respond. In addition, it is critical that you have activated your Sapphire Community Portal where you can access attendance and update important information. We also utilize Twitter and Facebook to share information throughout the school year. You can follow us on Twitter at @BSES_Eagles and on Facebook at Bermudian Springs Elementary School.



As a building, we have identified the word "kindness" as a focus for the school

year. We have asked staff, parents and families to share positive stories using the hashtag #BSESYearofKindness. We have also provided a google form that can be completed to share out positive stories. The response has been wonderful and is a great way to recognize the staff, students and community!

Please feel free to let us know if you have any questions or concerns throughout the school year. We are looking forward to a successful 2019-2020 school year for all!

Bermudian Springs Elementary School Kindness Garden

Mrs. Kristen Strumsky, Elementary Art teacher, has been working diligently this school year to design and paint kindness rocks in grades 1-4. Students listened to a story about kindness and worked with Mrs. Strumsky to design rocks that center around our school theme for the year. These designs could include words, pictures or other sentiments that center around kindness.



The side entrance location of the elementary building has been designated as an area that would house the "Kindness Garden." The area has been weeded, cleaned out and replanted with fall and springtime flowers. The rocks will be used within this space as a filler that is colorful and sends a message of kindness to those who are entering our building.



We look forward to the continued development of the side entrance of the building as we continue to design this space in collaboration with PTO and our teachers and students.

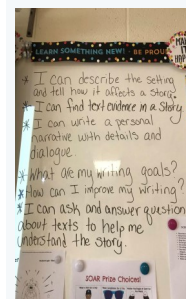


BSES TWEETS:

BSES @BSES_Eagles Oct 4
Check out this new sign!



9/16/19
Goal setting, "I can" statements and objectives to help Ss (students) focus on the lesson outcome and personal growth in third grade!



9/11/19
Parents and Community Members: Please considering sharing kindness observed by our @BSES_Eagles students and/or staff! https://docs.google.com/forms/d/e/1FAIpQLScsGwq892qt14ax9_zVSr4zi6ZUOuvCWqTsWQWWqOLYI_ZfnoA/viewform

9/10/19
Ss in third grade identified personal goals for the school year!
#Bermpride



9/4/19
Our official bus safety patrol for the 19-20 school year!
#BSESsoar





Bermudian Springs School District

7335 Carlisle Pike, York Springs, PA 17372-8807

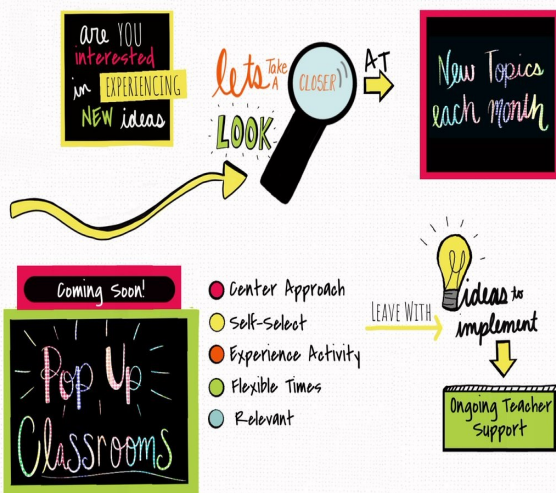


NONDISCRIMINATION POLICY

The Bermudian Springs School District does not discriminate in its educational programs, activities or employment practices based on race, color, national origin, sex, sexual orientation, disability, age, religion, ancestry, union membership, or any other legally protected category. This policy is in accordance with state law, including the Pennsylvania Human Relations Act, and with federal law, including Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination in Employment Act of 1967 and the Americans with Disabilities Act of 1990. Inquiries regarding the above should be addressed to: Dr. Shane D. Hotchkiss, Superintendent, Bermudian Springs School District, 7335 Carlisle Pike, York Springs, PA 17372-8807. Telephone (717) 528-4113 or (717) 624-4231

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Pop Up Classrooms coming soon to Bermudian! So excited to use this model from [#AppleEDU](#) to provide all of our students valuable learning experiences! [#bermpride](#) Kheila Dunkerly [@kheiladunkerly](#) Sep 18

EXCITING CHANGES IN LEADERSHIP APPROVED AT THE OCTOBER SCHOOL BOARD MEETING

The School Board of Directors approved the following transfers effective January 1, 2020:

Dr. Wade Hunt, Middle School Principal to Assistant to the Superintendent for Student Services to replace Mr. Todd Staub, Dir. of Data & Transportation who will be retiring.

Mrs. Shannon Myers, Elementary Principal to Middle School Principal to replace Dr. Hunt, Middle School Principal.

Mrs. Jennifer Eley, Elementary Assistant Principal to Elementary Principal to replace Mrs. Myers, Elementary Principal.

PORTRAIT OF A GRADUATE COMPLETED

The *Portrait of a Graduate* profile was approved by the School Board of Directors at the October meeting. Community members, students, teachers, administrators and staff completed the profile after months of collaboration. More information about the *Portrait of a Graduate* will be shared in upcoming newsletters.

Proposed New Middle School Act 34 Meeting

Act 34 of 1973 requires public hearings on any major construction plans, new buildings or significant renovations. The issues to be addressed are set by regulation: an explanation of why the project is needed (e.g., to reduce crowding, to improve safety), a list of alternative approaches considered, project description, expected maximum cost, financing plans, and tax impacts.

Bermudian Springs School District held a mandatory Act 34 Meeting on October 22, 2019 regarding the proposed new Middle School. The School District, Architect, District Solicitor, and Financial Consultant reviewed the key points from the Dec. 4, 2018 public meeting, explained the reasoning behind building a new school, discussed alternate plans, detailed the board approved project, reviewed the projected construction costs, site plan, architect's drawings, tax impacts and also shared future plans for partial demolition of the old building and use of the remaining space. The presentation included the thought process behind including flexible learning spaces in the design and how meetings with faculty and administrators helped to guide the design process.

Please contact me if you have any questions about the proposed new Middle School.



Shane D. Hotchkiss
Dr. Shane D. Hotchkiss
Superintendent