The Warrior Beacon Newsletter

March 4, 2024 Edition 1, Volume 4

Dear Parents/Guardians:

As we march forward into the final stretch of the 2023-2024 school year, I want to take a moment to express my gratitude for the incredible support and engagement we've received from parents and community members. Your valuable feedback and active participation in our school community truly make a difference and help us continuously improve the educational experience at WLC.

School Website Updates:

Effective communication is vital, which is why we're excited to announce that our school website is undergoing review and enhancements to better serve our students, parents, and community. One recent improvement is the addition of an "Emergency Information" section, marked by a red triangle with an exclamation point. This section will provide important updates during emergency incidents, ensuring timely dissemination of crucial information. Please refrain from calling or visiting the school during such incidents and instead click on the Emergency Information section on our website for updates. We welcome your suggestions for further improvements and additions to our website. If you have any ideas, please reach out to Linda Draper at l.draper@sau63.org.

Attendance Policy Update:

Our school board recently updated the Attendance Policy. You can find the updated policy on page 25 within this newsletter and on our school website. We encourage all parents and students to review it carefully to ensure compliance.

Summer Opportunities and Partnerships:

We're currently in the planning stages for summer opportunities aimed at helping students recover competency and enhance their math skills with more to come. Additionally, we continue to foster partnerships with parents and the community. From Extended Learning Opportunities to donations of food, clothing, and educational materials, your support has been invaluable.

Upcoming Events:

I'd like to highlight two upcoming events that demonstrate our commitment to community service and engagement:

- Helping Our Community - Earth Day for Eligible Students: We'll be hosting an Earth Day event for eligible students, promoting environmental awareness and community service.
- Student Senior Project - Food Drive: From March 15th to April 30th, we are conducting a food drive to support individuals and families facing food insecurity in our community. Donation boxes are set up at WLC for your convenience. Every contribution, no matter how small, makes a meaningful impact. Please encourage friends and neighbors to stop by during the day to drop off items.

Guidelines for Eligibility and Academic Probation:

We've been focusing on supporting students who are struggling to succeed academically. To facilitate better communication, we've reviewed our Guidelines for Eligibility and Academic Probation. While this information is available in our student handbook, we've also prepared a flowchart for reference, which you can find on page 24. Thank you once again for your unwavering support and dedication to the success of our students. Together, we are making a positive difference in the lives of our school community.

Warm regards,

Tom Ronning
Principal

School Counseling

February Students of the Month

Nia Javier, Ayva Morgan, Madison Stevens, Caroline Siekman, Ben Hamilton, and Amos Whiteley (not pictured). Great job, everyone!

ELA 6:

In sixth grade language arts, students began a unit on poetry. They have started some of the basics - vocabulary for discussing poetry (such as line, stanza, etc), some common types of poems, and practiced simple rhyme schemes. They will go on to analyze poems of different types for figurative language, themes, and other elements before ultimately writing some poems of their own.

Sixth Grade Math:

4th Period Math: Students are finishing up chapter 7 where they learned about one-step equations. They have been practicing greater than, less than, greater than or equal to, and less than or equal to and how to graph these results on a number line. As the weeks progress, we will start to review the surface area of prisms and pyramids.

Sixth Grade Math:

Sixth graders are currently working on solving equations and inequalities. Last week students learned how to solve multi-step equations (equations involving a combination of two or more of the following operations: addition, subtraction, multiplication, and division). Students are now working on solving equations in two variables, where the first variable, the independent variable, is used to calculate the second variable, the dependent variable.

Sixth Grade Science:
Mrs. McGrath's 6th grade classes are wrapping up a unit on The Rock Cycle. They used Starburst candies to create the three types of rocks. They even made lava!

Sixth Grade STEM:
Mrs. McGrath's S2 STEM class made functioning shoes out of newspaper.

STEM:
Students are currently studying how to program an Arduino microcontroller to perform various tasks within a circuit. Students then build the circuit and use the programmed microcontroller to run it. Students have been building circuits using microcontrollers, a breadboard, resistors, LEDs, potentiometers, and switches.

Seventh Grade Language Arts:
The students have started the book, Nory Ryan's Song about the Irish Potato Famine of 1850. They have done research projects on the setting and are now learning some of the vocabulary and historical facts about those times. The students have also been creating different kinds of writing. They have completed a narrative story, an argumentative essay, and when they return from vacation they will write an informational essay. The students' second book report came in as well and it is a "Literary Elements Food Buffet," where the students created a replica of some type of food and put all the requirements for the book report on it.

Research Methods:
Students are wrapping up their informational brochure projects, in which they researched a topic of their choice that they wanted to learn more about. Topics ranged from animals to social media, cars and sports, and even witchcraft! Students then arranged their research into informational brochures, which will be on display during class this week for other students to observe and learn from during an in-class "gallery walk".

Seventh Grade Social Studies:
In Social Studies, the 7th Graders have been spending the month of March learning about the geography, history, and culture of Europe. They have been working on inquiry-based assignments to apply the concepts we have been learning about to better understand the relationship between these three themes throughout the continent.

Seventh Grade Math:
Students finished their Dream House projects and presented them during student led conferences. 7th grade continued their geometry unit and began working with area and circumference/perimeter of circles and semi-circles. Then they moved on to finding the area of composite shapes. Students completed a scavenger hunt activity which required them to apply a variety of different formulas to find the area of composite shapes and figures.

7th Grade Honors Math
Students finished a unit with proportions before finishing their own Dream House Project. Students then started a unit on angles and angle relationships before moving on to a unit that required them to classify and construct different types of triangles based on specific requirements provided to them.

Eighth Grade Language Arts:
In Eighth Grade Language Arts, the students are about to finish the novel, Freak the Mighty. This book is set in Portsmouth NH and has themes about friendship, stereotypes and self-esteem. To compliment the novel, students are working on a digital journal as well as an ongoing figurative language assignment. The students also did 3 weeks of writing in the form of narratives, argumentative essays.

Eighth Grade Language Arts:
The eighth graders have finished the Poetry Unit. They created beautiful Poetry books with their own creations, researched a classic poet and finished the unit with a performance in our Poetry Cafe'. The students are now reading the novel, Freak the Mighty and finding figurative language and keeping an online journal. Students in eighth grade are also creating different kinds of writing. They have completed a narrative story, an argumentative essay on the Bill of Rights, and when they return from vacation they will write an informational essay.

Eighth Grade Math:
Eighth graders have been studying systems of linear equations. Students began this unit by graphing a pair of equations and locating the intersection (the solution) of the two lines. Next students learned how to solve an equation for a given variable, and then substitute that expression into a second equation to solve for the value of the variable. Students are now studying how to solve a system of equations by elimination.

Eighth Grade Math:
Students worked on a transformation project to start the month, where they showed their ability to manipulate a specific shape by using translations, rotations, and reflections. After transformations, 8th grade began working with systems of equations. This is similar to a unit the students worked on earlier in the school year and is building on the understanding they built during that time.

Eighth Grade Science:
Mrs. McGrath's 8th grade class is excited to begin their study of genetics and heredity.

Student Led Conferences:
The Middle School Students in grades 6-8 participated in Student Led Conferences on March 6th. The students prepared a portfolio of their best work for math, science, social studies and language arts. Then they created scripts and practiced, before the conferences. These portfolios highlighted the student's work and then the students explained the project or assignment to their parents and guardians. Parents and guardians had the opportunity to listen to their student's strengths, weaknesses and areas of improvement. The students did a great job.

Middle School Art:

6th Graders have been diligently working on improving their descriptive language when talking and writing about what they see in a work of art, as well as in their everyday surroundings. This practice is building a strong art vocabulary foundation to foster confidence when interpreting a work of art for subjective meaning. After exploring an outside environment during art class, student Julianna O'Brien reflected about what she saw and felt using her new art and design vocabulary,

"I see all varieties of colors that are related with nature like different values and shades of green on the bushes, the moss, the grass, and the trees. It makes me feel calm with the breeze of the wind going against the leaves. The sun and the sky makes me feel warm inside, and I think it means that it's finally spring. There is a rough texture on the brick walls, and on the trees there are wavy lines. There is also harmony with the breeze and there are wooden patterns on the trees." In contrast, student Shawn O'Grady reflected upon a peer's collage artwork stating, "I see the bright sun in high contrast to a blue sky, I see a brown mountain and on top there are 3 AMONG US characters. It reminds me of summer because of the sun and clear sky. It reminds me of summer 2020 because AMONG US was popular in 2020 and summer in 2020 was nostalgic." With these developing descriptive language skills, we hope to create fun and informative puppet skits that invite an audience to look more closely at works of art, and the world around us, in the fruitful experiences that art critiques provide. Keep an eye out for some fun videos that will include multimedia construction for their set designs and other creative props!

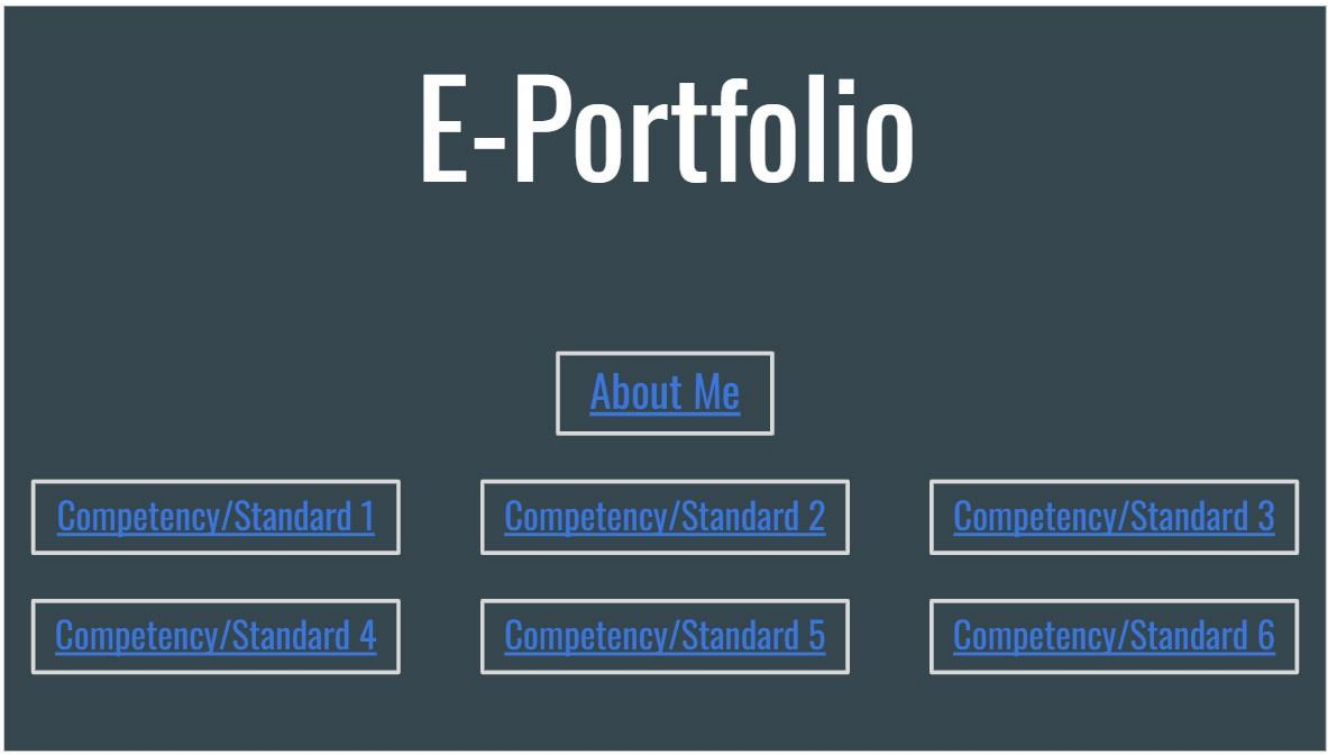
8th Graders are working together to conduct basic research for creative inspiration from well-known artists whom they admire. After months of practicing art vocabulary, color theory, and productive habits of an artist and with various material investigation, they have been tasked to ask themselves what skills they would like to improve upon within their developing 2D art language. We will soon be looking into the history of poster designs, and how poster art of the past and present can positively impact society in the creative boundaries that float between the design and art worlds.

Tech Ed:

Building Bridges; Our students are tackling the challenge of building bridges, not with conventional materials, but with popsicle sticks. Through hands-on experimentation and collaborative problem-solving, they are mastering the principles of structural design while pushing the limits of their creativity.

ePortfolio:

The 8th grade students are working hard on their ePortfolios in Computer Science! This important assignment brings together many of their projects from previous years so that their work is in one place. The ePortfolio requires that the students prove that they have met specific competencies, and their projects show that they have learned new technology skills. There are six competencies that students must demonstrate they have met in order to receive credit for the assignment. Creating the ePortfolio utilizes the 8th grade students' presentation, writing, and editing skills, and it helps to better prepare them for high school. The students are focused and are doing well!



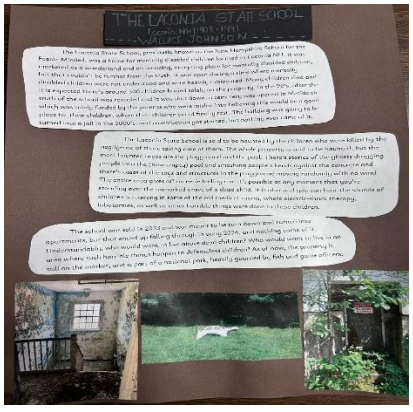
HIGH SCHOOL

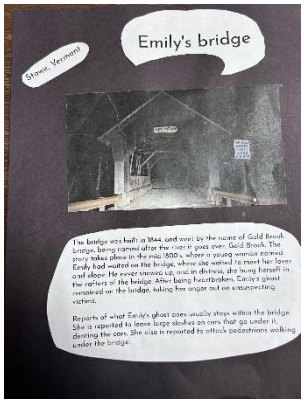
9th Grade World Literature:
Students have been busy this month conducting research and writing their rough drafts for their Holocaust research papers, in preparation for our reading of the memoir *Night* by Elie Wiesel. Research papers will be turned in during the first week of April.

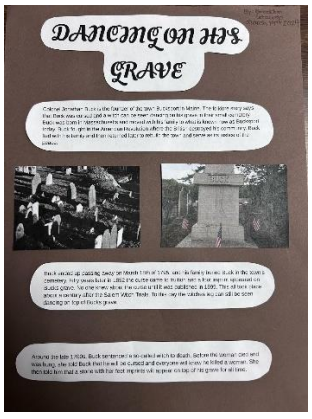
9th Grade Honors World Literature:
Students have been busy this month conducting research and writing their rough drafts for their Genocide research papers, which will be followed by our reading of the memoir *Night* by Elie Wiesel. Students learned about the 10 stages of genocide, which serves as the framework for their analysis in both their research, and will also serve as the framework for our reading of *Night*. Research papers will be turned in at the beginning of April.

American Literature: Grade 10
This past month, we have been working through the rest of *Hiroshima* by John Hersey, and students just finished a creative project on the short story "The Things They Carried". Throughout April, we will be working on writing an argumentative essay on the atomic bomb. Students will be doing extensive research, writing workshops, and teacher conferences in order to write the best essay possible.

Horror A-Z:
Recently, we have been investigating local New England ghost stories. Students have been surprised that hauntings happen so close to where they live. They have also been looking at primary and secondary sources to confirm if the stories are in fact true in any way. Soon they will start their next project on the most haunted locations in the world. Each student will choose one location, research it, and then present their findings to the class. Students will be encouraged to not only use written research but also visuals and multimedia. Please enjoy the pictures of the posters students made on their local ghost stories!







Sci Fi and Fantasy:
Students have just finished the "Hard Science Fiction" unit with a Socratic seminar discussing *Star Wars: A New Hope* and *Jurassic Park.* They are now moving into our dystopian unit, where we will be looking at snippets of *Hunger Games*, short stories from Kurt Vonnegut, and *Divergent*. This will be a shorter unit, so mid-April we will star on our Soft Science Fiction Unit.

Yearbook:
Students are currently learning about the history of journalism, and just completed presentations on historical moments in American journalism - presentation topics spanned the American Revolution through Watergate and the Vietnam War, and students did a nice job with their slideshow presentations! We are now delving into the 10 features of good journalism, and the elements that make a good news story.

British Literature and Honors British Literature - Grade 11:
With SATs approaching, juniors have taken time out of their class period to work on strategies they can use in completing the reading passages as well as deciphering vocabulary on the test. After SATs, students will be working on their 11th grade research paper: a cause and effect essay. Students will research primary and secondary sources to help answer their thesis. Students will learn the value of peer editing as well as editing their own papers before passing them in. So far there have been an interesting range of topics such as: the effects and causes of the Persian Gulf War, the effects and causes of AI on society, and the effects and causes of owning pets.

College Composition 102:
Students are reading historical pieces, nonfiction and fiction, that specifically surround the Civil Rights Movement as well as the Transcendentalism period in New England: Martin Luther King Jr., Malcolm X, Henry David Thoreau, Henry Wadsworth Longfellow, and Ralph Waldo Emerson. Students will soon start their second paper exploring what was happening in The United States during the time which the piece was written or said, and how the pieces are still important for us to read today.

Into to Psychology:
This class is just beginning a unit focusing on the brain. Specifically, we are in the midst of studying how the different parts of the brain impact specific human behaviors. To do so, students began with an active-reading assignment which required them to practice their informational text analysis skills, as well as answer SAT-style questions. Next, students used the famous example of Phineas Gage as a case study to further examine the link between the brain and human behavior. For their summative assessment, students will be researching the function of each part of the brain in further depth, and creating a poster that represents the brain of a person (real or fictional) of their choice; the purpose of this project will be to demonstrate their mastery of the content by applying their research to a specific person.

World History (Grade 9):
These classes just wrapped up a 3-week unit on The Rise of Nationalism in Europe and the Age of Imperialism. Topics included but were not limited to the unification of Italy, the rise of the Austro-Hungarian Empire, and the colonization of Latin America, Africa, and Asia. Between March 25 and April 12, students will be doing an in-depth study of WWI and creating a writing-

intensive project to demonstrate their understanding of the conflict. Each student will be taking on the persona of a historical figure who lived through WWI (including but not limited to Flora Sandes, Czar Nicolas II, Wilhelm II, and T.E. Lawrence), and producing a variety of writing samples reacting to the events of the war. These "artifacts" will be assembled and displayed in a WWI "museum".

10th Grade US History:

Students in US History have been hard at work on our America at War Unit. They began with America's role in World War I. Students examined major world impacts such as the international alliance systems, submarine warfare and trench warfare. Students also looked at how the war impacted America at home by analyzing war time propaganda posters and primary sources about victory gardens, the draft and wartime economics. Students ended the unit with a simulated debate in which they recreated their own version of the Treaty of Versailles, the peace treaty that ended World War I and then compared their version to the historical one. Students analyzed the strengths and weaknesses of both their document and the real treaty. For the past three weeks students have been studying the causes and effects of World War II. Students learned about America's entry into the war, how the war impacted America at home and the role our military played in bringing about an end to the war. Students are now working on an inquiry project about the Atomic Bombs as we transition into the Cold War.

11th Grade US Government and Economics:

Students in Economics have just completed their second unit, which focuses primarily on personal finance. This unit is highlighted by a project in which students research potential career paths. Students need to then use the information they find to create monthly budget sheets that account for everything from taxes and phone bills to grocery shopping and personal purchases. The goal of this project is for students to learn about careers they may be interested in and also what they can potentially expect for their lives after graduation.

Algebra 1:

In algebra we have made the switch from focusing on properties of functions using addition and subtraction and we have begun focusing on functions involving multiplication. From exponential functions to polynomials, we are now beginning the process of using properties of multiplication to build functions. This month we will be learning about these polynomial functions, graphing them, creating new ones, and solving more complex problems now that we have mastered linear functions.

Geometry:

In geometry, students have just finished a unit investigating the side lengths and angles of triangles. Students explored how to use the Pythagorean Theorem to find the missing side length of a right triangle. They used the trigonometric ratios of Sine, Cosine, and Tangent to find side lengths and angles measures of triangles. We have now moved on to studying quadrilaterals. In this unit, students will find the angle measures of various polygons, investigate properties of parallelograms and learn what information they can use to conclude that a quadrilateral is a parallelogram. Students will also study special quadrilaterals such as rhombuses, rectangles, squares, trapezoids, and kites.

Geometry:

In geometry we have finished properties of triangles! From triangle congruence to trigonometry, we have applied many formulas to triangles to find missing side lengths and missing angles. Now, we are starting quadrilaterals, beginning with parallelograms and ending with odd quadrilaterals such as trapezoids and kites. From here, we are able to make comparisons between different quadrilaterals using known features, and write proofs that show a polygon is a parallelogram.

Consumer Math:

In Consumer Math, the students are just wrapping up their unit on Consumer Awareness, which teaches them not only about how to avoid financial scams, but also about the techniques that marketers use to get us to buy items that we may not really need -- or even want. Next up is College Planning, which will include calculating the total cost of college loans.

Pre-calculus:

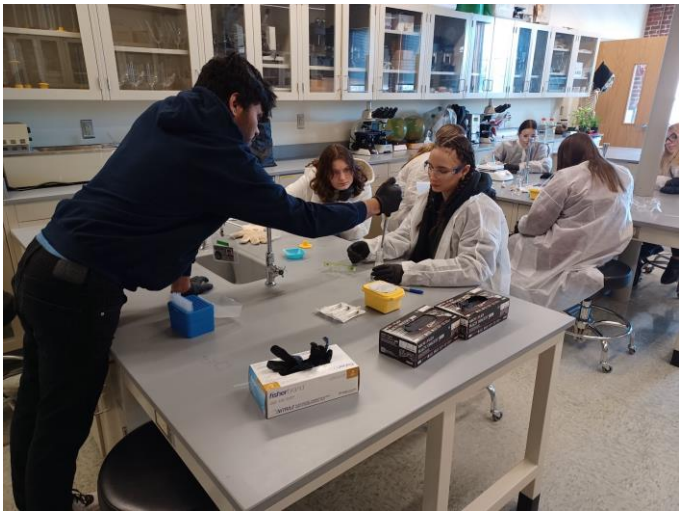
In Pre-calculus, the students are working on proving trigonometric identities -- probably the hardest unit in trig for most students! We are going full speed ahead -- and meeting after school on Thursdays -- to prepare the students planning to take the AP Pre-calculus test in early May.

Stock Market Game:

We're learning about different types of investments other than trading individual shares of stock. These include mutual funds, index funds, bonds, and commodities. Using this, we can make more diverse investments to make sure our portfolio is both safe and profitable. After this unit, we will begin to look into different investment strategies that tie into more advanced metrics used by financial planners. A lot of investments in the stock market game are doing well, with most students making a profit after a couple months of investing.

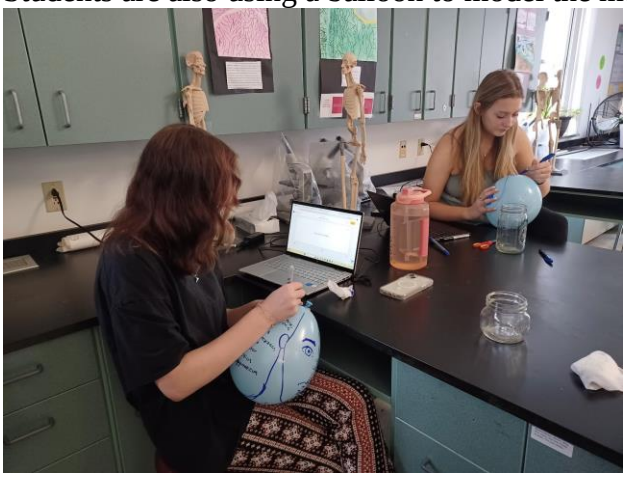
Biology and Honors Biology(9/10):

All biology classes have completed the BioTrek unit! Working in teams of 3-4 students identified a problem that, if solved, would be a great benefit to humanity. Students conceptualized a tissue engineered medical product (TEMP) to address their problem. They then investigated the materials and infrastructure necessary to build their TEMP. Next students developed a business model around the product. For the culminating event the top 4 teams presented their TEMP to a panel of experts in a Shark Tank format. Congratulations goes to Emily Hazelton, Izzy Mason, and Riley Johnson for advancing to the state championship to be held May 21, 2024 at Southern New Hampshire University.



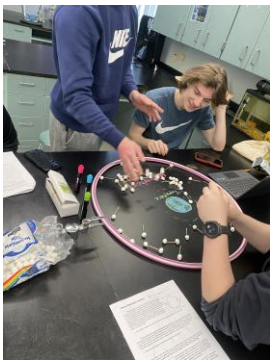
Honors Anatomy and Physiology:

Anatomy and Physiology students are currently studying the Muscular System. Students visited the weight room to select 2 exercises that they will create a diagram about. The diagram will show the muscles involved in the exercise as well as how to perform the exercise correctly. Students are also using a balloon to model the muscles of the head.



AP Environmental Science

AP Environmental Science students have also been learning about fuels, energy and the environment as they investigate tropospheric and stratospheric ozone. In the coming week, they will be analyzing their indoor air and ozone samples, as well as their individual car exhausts to wrap up the Atmospheric Pollution unit. Photos below are of their Ozone Formation and Destruction Modeling Simulation.



Environmental Entrepreneurship:

WLC has collected a total of 621 lbs. of plastic bags and films so far! Please keep the plastic coming, we are 379 lbs. away from a recycled plastic bench! If you recycle at home, log a weight with a kitchen scale of your plastic bags recycling and send me a photo of the bags to add to our totals.

Spring is in the air and seedlings are beginning to sprout. The greenhouse and the Environmental Club are looking for small seedling pots to continue seedling planting and plant propagation. If you have any small plastic plant pots you no longer use, please drop them at WLC for use in the greenhouse!

Forensic Science
The class began their fingerprinting unit this week. Students learned how fingerprints were formed and completed a fingerprint matching task. Next week, they will create individual "10-cards" with their prints and identify the type of print and minutia in their own prints.

Chemistry in the Earth System:
The **Chemistry in the Earth System** class is investigating fuels and exothermic and endothermic reactions to determine "Which fuel is the cleanest and most efficient?" Students have been productively struggling through stoichiometry and energy calculations to make their quantitative analysis in addition to investigating the impact of our fuels on the atmosphere.

Astronomy
The **Astronomy** class has recently started a unit on auroras and the Sun. Students have been investigating what needs to be present in order for an aurora to form and recently did an exploration into magnetism. Some class time on understanding the upcoming solar eclipse will be added as part of our unit. Speaking of the eclipse, April 8th, Wilton Lyndeborough will experience a partial solar eclipse. We should experience 95% totality. Remember never look directly at the sun, make sure you have eclipse viewing glass or are using a welding helmet with a darkness of a 12 or greater!

Family and Consumer Science:

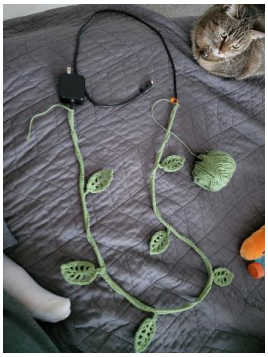
In Creative Cooking they have been making outstanding food and feeding the world. If you would like to donate supplies to our class, paper plates, napkins, plastic forks, and spoons would be greatly appreciated.

In Creative Arts we experimented with a new project called Neurographic Art and it was a success. It is an element of design that combines stress management with art. They created beautiful things.

We also have a couple of students that are more advanced. One is making a quilt out of vintage Donald Duck t-shirts and she also made a recycled skirt. My other student is making stuffed animals out of fabric remnants.

In “For the Love of Leftovers” we have been cooking, repurposing stools given to us by a community member, and helping out in the cafeteria. Students have been making some wonderful things

Many thanks to Jack Gregg for encouraging us to be creative. He is an inspiration and has shared some of his projects with us. He is an assistant in my classroom.



Drama Club:

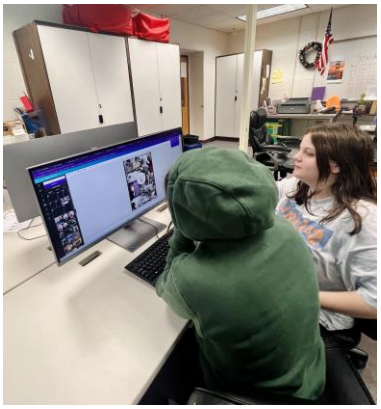
The WLC Drama Club is proudly presenting Seussical the Musical April 4th and 5th at 6pm both nights. Come see your favorite Dr. Seuss Characters come to life including *The Cat in the Hat*,

Horton the Elephant, *The Grinch*, and *Yurtle the Turtle*. Tickets will be sold at the door at $5.00 for students and $7.00 for adults. We hope you enjoy the show!

Industrial Arts/Tech Ed:

We are thrilled to provide a glimpse into the innovative projects happening in the industrial Arts Department. From capturing the vision of a graduate to crafting tangible creations, our students are engaged in hands-on learning experiences that foster creativity, critical thinking, and collaboration. Here's a highlight of what's happening in each class.

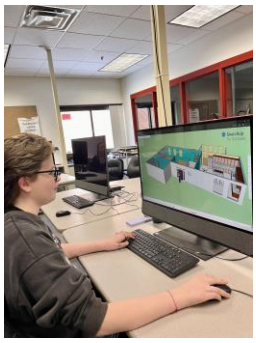
Photography: Shaping the Vision of a Graduate; In our photography class, students are not only learning the technical aspects of capturing images but also delving into the deeper implications of visual storytelling. Through their lens, they are exploring themes that resonate with our Vision of a Graduate.

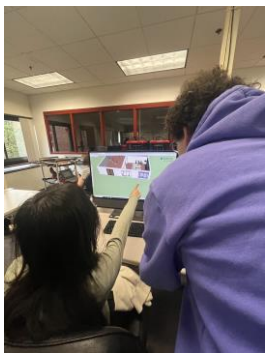


Woodshop: Carving Spoons; Woodshop is where creativity meets craftsmanship. Our students have been immersed in the art of carving spoons, transforming blocks of wood into functional pieces of art. Beyond the physical act of carving, they are honing their problem-solving skills, attention to detail, and appreciation for the beauty of natural materials.

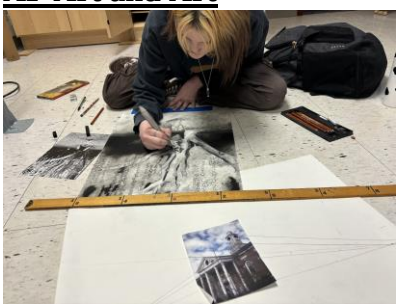
Makerspace: Designing Dreams with CAD; In the makerspace, imagination knows no bounds. Through the use of CAD (Computer-Aided Design), students are bringing their architectural

dreams to life. From envisioning innovative structures to planning every detail of their dream houses, they are exploring where creativity and technology meet.





AP Art and Art



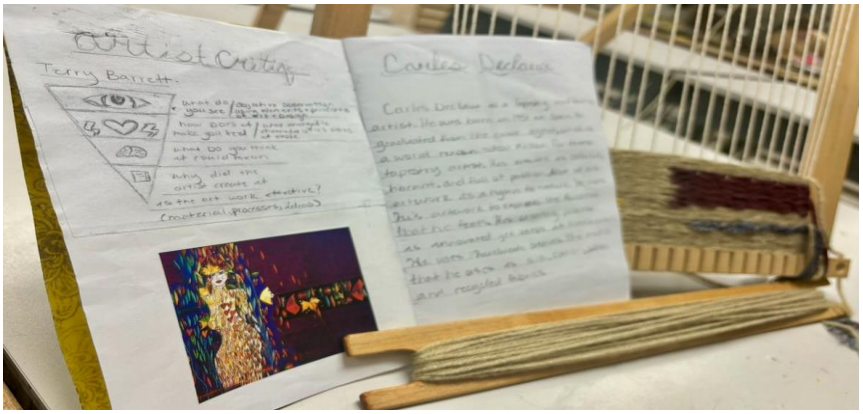
AP Art students continue to make incredible progress on their sustained investigation portfolios. Stay tuned for an art opening show in May at the Wilton Town Library to help celebrate the talents of these young artists!

Drawing:
Students have taken on the rigor of intense investigations within the same subject matter: hands! The relentless repetition that these young artists have endured the past few months have graced them with the awareness that any eager young artist only hopes for– confidence to keep drawing! The studio environment that they have created together is collaborative, encouraging, and inquisitive. They all started working to "see" better with timed drawings of their hands in various positions, and have since ventured off into their own experimentations. Once each student had a pile of hand studies they were asked to write a short reflection on their experience, including an interpretation of how these visual images communicate ideas and feelings.

Ninth grader, Joseph Hare, expressed growth in his work by reflecting on the relationship between the visual characteristics of his drawings and his confidence as an artist:
"My hand drawing done in charcoal speaks to me more than others since it gives off the most realistic hand out of all the drawings, which gives me feelings of growth and happy type of emotions. My hand studies communicate confidence since it took confidence to add new detail like shadows. And images of creative reflection are part of what we care about since it shows at least you're progressing in something."

Similar reflections were expressed from tenth grader Arayena Kansaker:
"Our creativity reflects our mind as we are expressing our feelings through it. My hand studies, with some, it's vibrant while with some it's duller. It's like good and bad days/feelings. The pink and blue drawing I made speaks to me more than others. I was feeling good about the piece, the colors were what I wanted all along, and I realized that it gave me more ideas or a sense of opening on what I can do now. I love that piece."

We have since begun to explore other drawing media, such as silkscreen monotype printing, that still preserves that instantaneous capture of a drawing, but also provides new ways of working with material. This has only enhanced their understanding of "possibilities" as some students continue to explore this technique, while others come up with new ideas to work within their own unique processes that only could have emerged from their prior creative experiences.



3D Art has been investigating multimedia fiber art from pure wool to repurposed fabrics. After critiquing the work of Spanish textile artist, Carles Declaux, sophomore student Trinity Hilton expressed her appreciation for his imagery that referenced humanity's imperfections like those found in nature. She wrote, "It makes me feel really natural, and that I do not have to be perfect. The underlying pattern of the tapestry making leads into the whole new raw feeling." Trinity is now working on a weaving of her own that she says is inspired by the use of recycled fabrics in Declaux's work.

Physical Education:

In HS PE we are finishing up our Soccer and Fitness Unit. In Weight Training we have been Fitness Testing and have been keeping track of progress in Workout Logs. For Racquet and Net Sports we have been progressing in our Badminton skills getting into small single elimination tournaments and exhibition games. In Lifetime Sports we are in a Badminton and Fitness Unit where we have been playing competitive tournaments. To round up the High School Physical Education courses we just finished our Unit Quizzes going over our prior units that will build up to the Final at the end of the semester. Middle School PE has been in a Soccer Unit and students have been steadily progressing in their skill development.

2024 Ski Trip!

This past Thursday, 28 current juniors and seniors, as well as 3 recent alumni, went with Mr. Comerford, Ms. Manning, and Mr. Provost, to Pat's Peak for our 3rd annual ski trip! It was amazing to see how determined the students were! It was cold and windy in the morning, and many of the students were underdressed, and yet no one hid by the fire in the lodge! Even the first timers braved the weather -- and crash after crash -- going up and down the magic carpet over and over again, determined to figure it out. It was so great to see how proud the students were of themselves when it clicked. Every student -- even those with bumps and bruises -- left with a smile on their face!

Senior Project Extravaganza!

All WLC seniors will be presenting their senior projects this year on Thursday, May 23rd. We invite the community to attend! This is the chance for the seniors to take all of the skills they have learned during their career at WLC and apply it to something that they are curious or passionate about. A full presentation schedule will be posted in the coming weeks. If you have a senior, check in with them to see how it's going! And if you have any questions don't hesitate to reach out to the senior project coordinator, Mr. Comerford, at b.comerford@sau63.org.

School Counseling:

All Local Scholarship Applications are due to Mrs. Coffey on April 5th

HUGH O'BRIEN YOUTH LEADERSHIP

At HOBY, high school sophomores explore their leadership potential through their inspiring leadership development programs. State Leadership Seminars are three-to-four day residential programs, typically held on a college or university campus. Students explore their personal leadership skills and values, and practice those skills while collaborating with diverse groups. They leverage their new abilities as they apply the value of service leadership to make a positive impact in their communities.

This year Wilton-Lyndeborough Cooperative Nominee is Joshua Lord.

ADVANCED STUDIES PROGRAM AT ST. PAUL'S SCHOOL

The Advanced Studies Program at St. Paul's School is a five-week-long program and is so much more than summer school — it's a unique, immersive and transformative program that is equal parts academic exploration, college preparation … and fun. The ASP is about diving deep into

thought-provoking classes in which students encounter real-world problems and relevant ideas. It is about developing friendships with like-minded peers from across the state, being exposed to new activities and new career paths. It is about getting a jump start that will leave them feeling confident about the college application process. In today's social, political and environmental climate, New Hampshire — and the world — needs curious minds, big thinkers and active citizens. What inspires you? Whether it is artificial intelligence, entrepreneurship, law and government, or the visual or performing arts, the ASP offers you a unique opportunity. It will be a summer to remember, a summer that just might change your life.

This year Madison Clough will be attending the 2024 session which runs from June 22 to July 27.

Congratulations to our February Students of the Month---
Congratulations goes out to **Arayena Kansakar and Aiden Rivet** from the 10th grade AND From the 9th grade big congratulations go out to **Jason Caragher and Elia O'Toole**
We are so proud of all of you!

Title 1:
Title 1 has been an amazing addition to WLC this year. We have seen the students in tutoring and specialized instruction improve academically. Our Title 1 teachers have been working tirelessly to get to know each and every student, while focusing on their area of need. The groups vary from 3-4 students to one- on- one. Some of the areas of math that have been studied this month are geometry, circumference of an area and complex shapes and basic math computation practice. In the area of Language Arts, vocabulary expansion, making predictions, reading comprehension and the use of symbolism was reinforced.

Updates from Special Education:
Special Education celebrated World Down Syndrome Day on Wednesday, March 21st. We wore yellow and blue clothes and rocked our crazy socks! The team worked hard at preparing students

for the PSATs and SAT. April will bring goodbyes to our two student teachers we had the pleasure of working with since January. Starting in April we will also be starting Autism Awareness month. We will be wearing blue on Friday's to create awareness and promote acceptance and inclusion for people with Autism.

Warrior Postcards

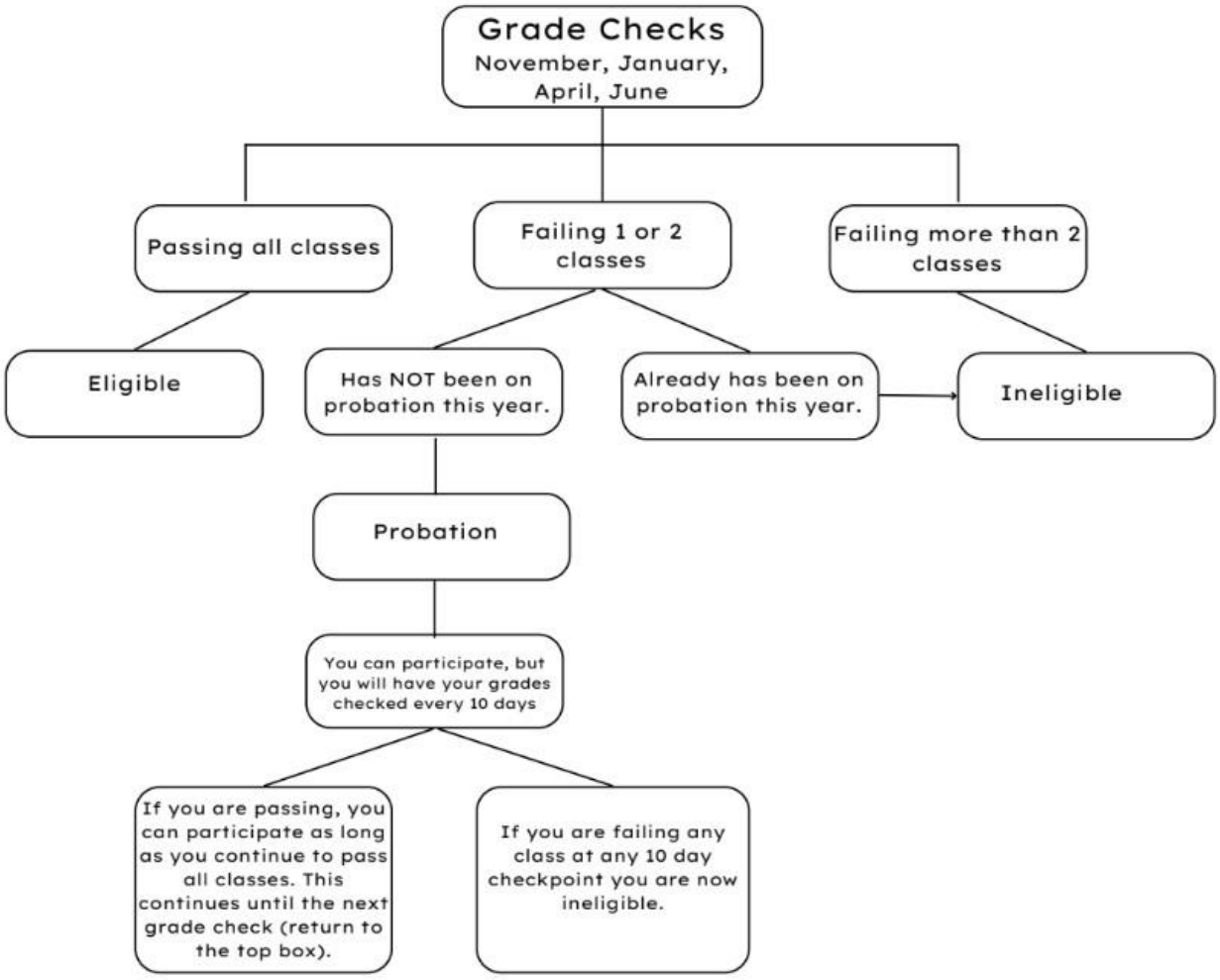
The families of the following students have received a postcard in the month of March.

Vinnie White*
Sebastian Lindgren
Travis Cole*
Amos Whitely*
Madison Stevens
MJ Prue
Blakeslee Popores
Kayden Brouillard
Vinnie Anzalone
Bella Jaffe*
Wil O'Toole
Cam Wheeler
Avery Niquette
Matt Caragher*
Sebastian Lindgren
Drew Dowling
Evan Crotty
Charlee Rinke-Stanford
Alea Parsons
Mason Indeglia
Harry Krug
Rene Case*
Zack Levesque*
Maddy Labrecque
Naomi Bozarth
Stephen Goodie
Izzy Mason

Avian Benson*
Jason Guertin
Andie White
Nia Javier
Caroline Siekman*
Keira Beam*
Jason Benn
Emily LaFleur
Kiki Bigue
Spencer Jacques
Eila O'Toole
Hannah Hamilton
Colin Lawrie
Gaby Abasciano
Tyler Ouellette
Colby Kenney
Leighton Fish
Colt Carson
Nate Gill
Lily Gibson
Madison Clough
Jonathan Crotty
Kelsey Crouse
Aurie Nelson
Paige Johnson
Isaac Roy

Teddy Alley*
Deryk Ouellette
Colby Allen
Ayva Morgan
Ben Hamilton
Saige Peckens
Owen Pearsall
Devon Crouse*
Aidan Sours
Aidan Hannigan
Jackson Galzarano
Hannah Taylor
Rowan Hannan
Alivia Jacques
Henry Alley
McKenna Crouse
Sam Fish
Addison Jones
Taylor Cole
Noah Jaffe
Calvin Indeglia*
Eli Fish
Sandy Sanchez*
Savannah Lindgren
Daxtin Richard
Emily Hazelton

*Received more than one Warrior Postcard


Grade Checks
November, January, April, June
Passing all classes
Failing 1 or 2 classes
Failing more than 2 classes
Eligible
Has NOT been on probation this year.
Already has been on probation this year.
Ineligible
Probation
You can participate, but you will have your grades checked every 10 days
If you are passing, you can participate as long as you continue to pass all classes. This continues until the next grade check (return to the top box).
If you are failing any class at any 10 day checkpoint you are now ineligible.

JH - STUDENT ABSENCES AND EXCUSES

Category: Priority/Required by Law

Students between the ages stated in RSA 193:1 are required to maintain regular and punctual patterns of attendance. Each building principal is responsible for overseeing attendance procedures and for ensuring that:

1. Attendance is accurately checked, recorded, and reported to the school office each day for each class.
2. All student absences are recorded.
3. All permanent records of student attendance are maintained at either the school district or SAU central office.

The Board considers the following to be excused absences when accompanied by a phone call or written/evidence is provided by the parent/guardian:

1. Illness
2. Recovery from an accident
3. Required court attendance
4. Medical and Dental appointments
5. Death of an immediate family member
6. Observance or celebration of a bona-fide religious holiday
7. Such other good causes deemed acceptable by the principal or permitted by law.

If a parent or legal guardian wishes for their child to be absent for a reason not listed above, the parent must provide a written explanation of the reason for such absence, including why the student will be absent and for how long the students will be absent.

The principal will make a determination as to whether the stated reason for the student constitutes good cause and will notify the parents of the decision. If the principal determines that good cause does not exist, the parents may request a conference with the principal to explain the reasoning further. The Principal may then reconsider the initial decision. However, at this point the Principal's decision will be final.

Family Vacations/Educational Opportunities

Generally, absences other than those listed above are discouraged. The school principal or designee may however grant special approval of absence for family vacations, provided written approval is given in advance. Parents are asked to write a note to the school principal at least two weeks before the trip. The advance planning will allow enough time to work with parents and the student(s) regarding assignment completion.

An unauthorized absence is considered truancy and will be treated as such. Truant students may be subject to school disciplinary measures in line with applicable Wilton-Lyndeborough Cooperative School Board policies.

Truancy

a. Truancy is defined as any unexcused absence from class or school. Ten half-days of unexcused absences during the school year constitutes habitual truancy.

b. A half-day absence is defined as the student missing more than two hours of instructional time and less than 3.5 hours of instructional time.

c. Any absence of more than 3.5 hours of instructional time will be considered a full-day absence.

d. The Principal is hereby designated as the District employee responsible for overseeing truancy issues.

When a student is absent more than ten half-days, the school may require parents/guardians to

contact their provider by phone. If the student does not need to be seen in the office, the provider will indicate this in writing and notify the school. It is understood that a child with a documented chronic illness may have period where they are not able to fully participate in the academic setting and may need to stay home and rest. The principal will ensure accommodations are in place on a case by case basis to excuse necessary absences for students with chronic illnesses.

Intervention Process to Address Truancy

The Principal shall ensure that the administrative guidelines on attendance properly address the matter of truancy by including a process that identifies students who are habitually truant, as defined above.

When the Principal identifies a student who is habitually truant or who is in danger of becoming habitually truant, he/she shall commence an intervention with the student, the student's parents, and other staff members as may be deemed necessary. The intervention shall include processes including, but not limited to:

1. Investigating the cause(s) of the student's truant behavior;
2. Considering, when appropriate, modification of his/her educational program to meet particular needs that may be causing the truancy;
3. Involving the parents in the development of a plan designed to reduce the truancy;
4. Seeking alternative disciplinary measures, but still retains the right to impose discipline in accordance with the District's policies and administrative guidelines on student discipline;
5. Determination as to whether school record keeping practices and parental notification of the student's absences have an effect on the child's attendance.

Parental Involvement in Truancy Intervention

When a student reaches habitual truancy status or is in danger of reaching habitual truancy status, the Principal will send the student's parent a letter, which includes:

1. A statement that the student has become or is in danger of becoming habitually truant;
2. A statement of the parent's responsibility to ensure that the student attends school; and
3. A request for a meeting between the parents and the Principal or Principal's designee to discuss the student's truancy and to develop a plan for reducing the student's truancy.

Developing and Coordinating Strategies for Truancy Reduction

The Board encourages the administration to seek truancy-prevention and truancy-reduction strategies along the recommendations listed below. However, these guidelines shall be advisory only. The Superintendent is authorized to develop and utilize other means, guidelines and programs aimed at preventing and reducing truancy.

1. Coordinate truancy-prevention strategies based on the early identification of truancy, such as prompt notification of absences to parents.
2. Assist school staff to develop site attendance plans by providing development strategies, resources, and referral procedures.
3. Encourage and coordinate the adoption of attendance-incentive programs at school sites and in individual classrooms that reward and celebrate good attendance and significant improvements in attendance.

Additionally, the Superintendent shall ensure that this policy is included or referenced in the student handbook and is mailed to parents annually at the beginning of each school year.

Legal References:

RSA 193:1, Duty of Parent; Compulsory Attendance by Pupil

RSA 193:7 Penalty RSA 193:8, Notice Requirements
RSA 193:16 Bylaws as to Nonattendance
NH Code of Administrative Rules, Section Ed 306.04 (a)(1), Attendance and Absenteeism
NH Code of Administrative Rules, Section Ed 306.04 (c), Policy Relative to Attendance and Absenteeism
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