

The Warrior Beacon Newsletter

September, 2024 Edition 2, Volume 1



Newsletter; October 1, 2024

Dear Parents and Community Members,

I hope this newsletter finds you well and enjoying the autumn weather.

At WLC we strive to foster an environment of academic excellence where students acquire skills to be successful in the classroom and after high school. As we strive to foster this type of environment, I want to share some of the important work our staff are undertaking to elevate both the rigor and engagement levels of our students. Our team is committed to ensuring that all students are challenged intellectually, not only through robust and thoughtful curriculum but also by the strategic use of formative assessments embedded within our daily instruction. These assessments allow us to monitor progress closely and make necessary adjustments in real-time, ensuring every student has the support they need to succeed.

In addition to classroom-based assessments, we are utilizing key tools such as iReady, NHSAS and the PSAT to help us gain a comprehensive understanding of each student's individual skills. These external measures provide invaluable data, allowing our staff to identify and address any learning gaps and tailor teaching strategies accordingly. Our goal is not to just meet academic standards but to surpass them by creating a learning environment where every student can thrive. We believe these efforts, along with ongoing support from parents and the community, will continue to drive the success and growth of our students.

Warm regards,
Tom Ronning

Sixth Grade Language Arts:

6th grade is off to a great start for the year! We're finishing up our unit on plot and story structure, and will soon be moving on to our first novel unit: *The Boy Who Harnessed the Wind*. This acclaimed book tells the true story of William Kamkwamba, who used repurposed items and information from old textbooks to construct a wind turbine to save his village in a famine. This unit will focus on literary elements, connections to science, and the use of informational texts.

Sixth Grade Science:

The 6th graders have been studying the properties of light and matter. They will soon be moving onto a new unit with thermal energy.

Sixth Grade Social Studies:

6th Grade Social Studies has had a great start to the year. The 6th graders have shown curiosity, enthusiasm and success in their first ever history class. In our first unit, students learned about early human society and the transition from hunter-gatherers to farmers. Along the way students solved a 7,000-year-old murder mystery and built their own river valley civilizations in the classroom. As we begin our next unit, students are learning about Ancient Mesopotamia and the first systems of law and government.

Seventh Grade Math:

In Mr. Sullivan's math class, 7th graders completed their integer timeline project. Students were asked to create a timeline in relation to the year they were born. Students used the year they were born as the starting point represented with the integer "zero" signaling the start of the timeline. Students were asked to come up with 15 events to label on the timeline. Some of the events should be from before they were born, which were represented with negative integers. The events following their year of birth are represented with positive integers. Students worked very hard on the project and they came out great.

Seventh Grade Language Arts:

Welcome back seventh graders!

The seventh graders have been reading assorted short stories and reviewing the literary elements involved in short stories. They have been learning about different genres, conflicts, parts of a plot and character traits. They are now learning to write outlines and essays.

Seventh Grade Science

In 7th Grade Science with Mr. Caisse, students have been learning about different properties of substances and building understanding about chemical reactions. We have been using bath bombs as the driving phenomena to understand what happens when different substances have been mixed together. Students recently completed Frayer Models for important vocabulary and will get a preview of the midterm assessment next week.

Eighth Grade Language Arts:

Welcome back eighth graders!

The eighth graders started the year reviewing literary elements that they had learned last year and analyzing short stories. Now they are involved in writing a research paper. The topics are different provinces and territories in Canada. This ties into the setting of the book that they are starting. After they write their own individual paper, they will present the information they learned to the class.

Eighth Grade Language Arts:

8th grade is moving on from our short story unit to dive into our research project on Canada. This topic connects to one of our classroom texts and contains all four of our ELA competencies. Afterwards, we will dive into the Patriot's Pen essay assignment, which focuses on a patriotic topic provided yearly by the VFW. Students whose essays qualify will also be eligible to enter the contest, and selected students will be invited to present their entry to the community.

Eighth Grade Math:

In 8th grade, students are currently working on a project for the current equations unit being covered. Students pick a month of the year and must create an equation to represent each day of the month. Students are successful when the variable in the equation is equal to the day that the equation represents. Students are using 5 different types of equations for the project, one step equations, two step equations, equations involving combining like terms, equations using the distributive property, and equations with variables on both sides of the equal sign.

Eighth Grade Honors Algebra I:

The honors algebra 1 class is continuing their learning about the fundamentals of algebra: expressions, equations, and evaluation. With this, we can create equations, convert units of measurement, and understand graphs. We will be finishing this unit up very soon, and from here we will move on to solving equations, both regular equations that they have seen before, along with literal equations and proportion equations.

Eighth Grade Science:

Mrs. McGrath's 8th grade Science class has been studying about the three Laws of Newton. Recently they completed a lab that explains Newton's Third Law using balloons, a string and a straw.



Eighth Grade Science:

In 8th Grade Science with Mr. Caisse, students have been learning about contact forces and collisions. We have been observing real-life collisions and slow-motion videos to understand what types of substances or objects change shape and speed during a collision. Students recently used a simulation to better understand how different mass and speed impacts moving objects.

Spanish:

7th grade Spanish has learned how to say the alphabet, Jack Hartmann's Spanish Letter Sounds is their favorite version and most can sing along to it. We are learning the numbers up to 100 and how to tell time. Next up students will learn about animals and colors.

Library News:

The WLC Library has been busy! In Library Skills Class, middle school students have been exploring books. Students learned how to effectively use the library catalog, and they have been investigating different genres of books, from folklore to persuasive nonfiction.

Students have also been reading more this year! Thanks to the WIN block for all students, book circulation has increased. 90 more books have been checked out so far this school year than during the first month of the 2023 school year. The students are reading a lot! See Mrs. Wiley for book recommendations and suggestions.

Title I:

The middle school is off to a great start; we are all getting to know each other. The small groups that are formulating are working smoothly and the teachers are helping out in the classroom as well.

Family & Consumer Science:

FACS Grade 7 is a wonderful class with amazing students. We have some great chefs and some very enthusiastic students. The students are also making cursive writing samplers.





HIGH SCHOOL

9th Grade World Literature:

World Literature students spent time recently writing and developing monster stories for our mythology unit and sharing them around our (YouTube) campfire. It was exciting to hear all of the great stories they wrote and make connections to the functions of mythology.

American Literature: Grade 10:

We are finishing up our first unit on Frederick Douglass and the Civil War. We have read the novel and made connections to our History lessons. We have also just completed a Literary Devices summative, and the students did very well!

Say it and Debate it!:

Students have done very well in building their public speaking skills through skits, powerpoint presentations, and poetry readings. We are now transitioning to our second unit, focusing on speeches. Students seem very excited to put their new skills to the test!

Into the Unknown:

Students have learned about Mental Health disorders through first-hand accounts, documentaries, and even children's movies. Students have also done extensive research on a specific mental illness, as well as the history of mental health stigmas and mental health asylums.

Horror A-Z:

Why do we love to be scared? This is just one of the questions the Horror A-Z class looks to delve into. Gothic Literature, ghosts in film and literature, monsters in film and literature, Stephen King and local ghost stories are just a few of the topics this class ventures into. Students right now are finishing up their Most Haunted Location projects. Students chose places that are known to be haunted and have to give the background information about it as well as the stories of the hauntings. Students will present their findings to class. We are also reading excerpts from Shirley Jackson's *The Haunting of Hill House* and watching episodes from Netflix's *The Haunting of Hill House* show.



British Literature and Honors British Literature - Grade 11:

Students have just finished reading the play version of the epic poem *Beowulf*. Students learned about the Anglo-Saxon period in England and how oral storytelling was the first way *Beowulf*, and many other old stories, were told. They created heroes and villains following the archetype characteristics as their creative project. And to finish up the unit the students wrote their first literary argumentative essay answering the question "Is Beowulf a brave and courageous warrior or is he stubborn and selfish?". Next up is medieval literature where we study King Arthur's



tales and read pieces of *The Canterbury Tales*.

Creative Writing:

Students taking creative writing class have been learning about literary elements in short stories from prolific authors, as well as writing their own short stories! It's amazing to read what they have come up with and how they have learned from quality short story authors.

Yearbook/Journalism:

Yearbook students have been hard at work designing the 2025 yearbook! Students have been working on designing a cover, putting together pages, and doing outreach within the school. The design process is in full swing!

If you'd like to share some student life pictures with our yearbook class, and have the possibility of having them printed in the yearbook, please follow the link below. **NOTE: You can also use this link to submit senior portraits!** <https://photos.jostens.com/9CZL7G>

College Composition 101:

Students are finishing up their second required essay from Nashua Community College. They have chosen research based topics to write a cause and effect essay. Topics range from how studies show that noise pollution negatively impacts wildlife and their natural behaviors to how the government should end the overproduction of dairy products which is a waste of money, materials, and food. We also have officially started student-led grammar lessons! Students are having fun acting like a teacher and quizzing their peers on their topic. We are currently taking some time to work on the Common Application so students are ready to apply to college on



Apply NH Day being held on Tuesday, November 12th!

Into to Psychology:

Kids have just wrapped up their study of the history of psychology as a discipline-- they all selected a significant psychologist (including but not limited to Sigmund Freud, Abraham Maslow, and Carl Rogers). Our next topic of study will be research methods and statistics within the discipline of psychology.

History of Disease and Medicine:

We have concluded our foundational unit on key medical terminology and have moved into our focus on ancient and medieval medical practices. Additionally, we have been using our long block class each week to focus on a different historical disease and its impact on the society in which it occurred. So far, we have learned about smallpox, leprosy, tuberculosis, and measles.

World History (Grade 9):

Students have wrapped up their in-depth study of ancient Greece and Rome and have moved onto early societies in Africa and Asia. Next up, they will be focusing on Medieval Europe and will be conducting in-depth research on a topic of their choice to present to the class.

10th Grade US History:

Students are in the midst of our unit on the Civil War. During this unit, students study the primary causes, the political and military turning points, and effects of the war. In class, students have been hard at work analyzing primary source documents and practicing the “claim-evidence-reasoning” writing strategy. This will lead us into an in depth analysis of the Constitutional Amendments that followed the Civil War.

11th Grade US Government and Economics:

Students are wrapping up our first unit on the foundations and purpose of government with a comparative government project, which focuses on the comparing and contrasting autocracies, oligarchies and democracies. The primary focus of this project is to understand the relationship between the government and the people as we narrow our focus down to the social contract theory of government. This discussion will lead us into our deep dive of the US Constitution in our next unit.

Algebra 1:

The algebra 1 class has finished up their review of the basics of math, from order of operations to square roots, and we have begun exploring the fundamentals of algebra: expressions, equations, and evaluation. We have been creating equations using clues from word problems, applying properties of expressions, and interpreted different uses of variables and expressions. We will soon follow into solving equations, from one and two step equations to multi-step equations.

Algebra 1:

We have moved on to our second unit where we are discussing the algebraic properties of numbers. All students know $2 + 3 = 5$, but they are beginning to learn why this works. Confidence is everywhere in the classroom as they are connecting the ideas they have worked on since elementary school with the new information. - Yay, Math!

Geometry:

The geometry class has just finished their unit on the foundations of geometry: from points, lines, and planes to using algebra to solve for segment and angle measurements. We are now starting a critical unit in geometry: learning reasoning, logic, and proofs. The goal is to use both inductive and deductive reasoning to prove broad statements within algebra, and eventually, within geometry.

Geometry/Honors Geometry:

We are already on our second unit where we are beginning to show all of the steps we inherently ignore. The beginning of proofs is an important step in a student's mathematical journey because they are being intentional with their work and they need to understand the topics to be able to prove them. - Yay, Math!

Math for the Trades:

The students in Math for the Trades have just started their Forestry unit. We are surveying 1/4 acre lots in the woods. This includes counting the number of white pines, hard maples and oaks in each plot, measuring their diameters and using trigonometry to estimate their heights -- in order to approximate the value of the lumber in each plot. The students will then use their knowledge of scale factors to estimate the total number of 1/4 acre plots on the school grounds using a satellite image.

Calculus:

The calculus students just took their first test of the year. All passed! The class average was an 85! They don't know it yet, but they're going to get an ice-cream reward for doing such a great job.

Statistics:

We have covered the importance of statistics and their use for describing information about an entire population. Now that we have learned about how to collect data, we have begun single-variable analysis, where we cover how to read and interpret histograms, box-and-whisker plots, stem-and-leaf plots, bar charts, and pie charts. This will be the foundation for further analysis with statistics, and eventually tie these concepts with probability to do more complex analysis.

Stock Market:

We have finally begun trading on the Stock Market Game! Students have bought stocks and are analyzing their own portfolios and their rank in the country (no one is last, yay!) - Yay, Math!

Quantitative Reasoning:

The quantitative reasoning class has reviewed some basic formulas that can be applied to many real world equations: such as areas of polygons and volumes of solids. We have now moved on to a common application: unit conversions. We are converting measurements between imperial units, between the metric system, and we will soon begin converting between systems.

Afterwards, we will start dimensional analysis with converting rates of change between various units.

Consumer Math:

Debt is everywhere! Students are learning how to avoid it or if they can't, they are learning how to manage it and avoid aggressive sales/lending tactics. - Yay, Math!

Biology:

Students are half way through the African Storyline Unit. We have been investigating the following: What are the benefits for organisms to live in groups? How do we determine if organisms within the same species are related? What is a phylogenetic tree? Currently we are working on the energy needs of an organism and how the energy is used? A midterm assessment requiring students to apply what they have learned will be administered soon.

AP Biology:

Students have completed Unit 1: Chemistry of Life. We have studied the properties of water, macromolecules, and the structural component of carbohydrates, proteins, nucleic acids and lipids. Next, we move on to Unit 2: Cell Structures and Functions. We will complete labs on the impact of surface area to volume ratio on the function of a cell and the role of amyloplasts in plant cells.

Anatomy & Physiology:

Students have completed Unit 1: Introduction to Anatomy. During this unit students have investigated the 11 body systems, anatomical directional terms and anatomical divisions of the

human body. Students have such as Mr. Gingerbread Surgery and the Homer-o-stasis lab. Next we will begin investigating the heart and its role in the circulatory system.



Drama Club:

Drama Club started months earlier than usual for our high school students and a select group of eight grade students. We are so excited to announce that this year, we will be performing both a play and a musical. Our musical rehearsals will begin in January as usual, but the high school drama club has already started rehearsing for “Puffs”. This is a very funny take on Harry Potter only this time, it is told from the point of view of the Hufflepuffs. Our shows will be November 21st and 22nd, both starting at 6pm. Get ready for some magic!

Music Department:

Fall Showcase: our first showcase of the year will be October 16th at 6pm in the WLC Cafeteria. This is a free event featuring our many talented students performing the things they love. During this showcase, we will be announcing which musical we will be performing in the spring. All are welcome to join us!

Band and Chorus: our musicians are already working hard as we get back into another school year. While our first concert isn’t until December, they are already working on concert music and can’t wait to show off all they learned when that day is finally here.

Photography and Maker Space:

This semester, students in Photography and Makerspace classes are diving deep into both the creative and scientific worlds by designing and colorizing images of galaxies. Using advanced tools in Photoshop, they’re learning how to edit and bring life to black-and-white and infrared images, transforming them into stunning, full-color representations of distant galaxies. This project not only teaches students valuable digital design skills but also introduces them to an understanding of the greater universe that has emerged from the James Webb Space



Telescope. Photo was created by Alivia Douglas

Spanish:

Spanish 1 and 2 have read their first short stories and are wrapping up their first summatives. Next up are stories about a Furious Teacher for level 1 and a First trip to NYC in level 2.

Mt Monadnock Hike:

The seniors hiked Mount Monadnock a few weeks ago. We brought 23 seniors with us and 24 came home -- go figure! 19 even summited! The seniors had a great time in spite of the foggy weather!

**Family & Consumer Science:**

Lots of things are happening in Family and Consumer Science. We have a hands-on program and express our creativity in many ways. My students are strong collaborators, effective communicators, responsible citizens, creative problem solvers, and self-directed learners when they need to be. Here are some things we have been doing.

In “For the Love of Leftovers Class” we have been making mashed potato balls and spud brownies. We welcome ingredients that come from others’ gardens and have had the opportunity to make zucchini bread. My students are also making rugs, recycled from t-shirts and clothing. If you have t-shirts you are no longer using, please donate them to us. We have also been making homemade pasta. It is the best I have ever tasted. This was a project initiated

by Mia Gorman. She taught us in class and gave me personal lessons after school. We made alfredo sauce to go along with it. Many thanks Mia!



Stay tuned for what will be coming from Creative Arts! We have a special surprise for the teachers and staff. We appreciate you!
More pictures from “For the Love of Leftovers... Getting ready to make sun dried tomatoes.....



Physical Education & Health:

Currently within HS Physical Education classes we have been in a Disc Golf / Ultimate Unit working on throwing and catching skills along with relevant team sports skills such as spacing, tracking, lead passing, etc. alongside our general fitness. In MS PE we have been in a Wiffle Ball Unit and are starting a Volleyball Unit. We have been working on our throwing, catching, and tracking skills alongside knowledge of the game and relevant rules and strategy such as base running, positioning, etc. In Health we just finished our Benefits of Exercise on Anatomical Systems Unit and have now started the Mental Health Unit.

Art News:



High school drawing class have been working hard to hone their observational skills in preparation for a local commercial art job opportunity creating sheep art for local farmer Ben Scalise and Scalise Family Sheep Farm! Ben visited our class to present about his sheep products, past marketing images, and vision for future art. Stay tuned!



High school students in 3D art have been exploring how to discover meaning through materials! This includes recontextualizing objects of material culture such as cheap plastic toys, and going on material treasure hunts in and around WLC. When not on the move, they're filling their sketchbooks with ideas and reflections about themselves and contemporary artists whom we are learning about.



6th grade art students are digging into creation and destruction in both the human-made and natural world while also discovering how the act of creation and destruction is within every part of the art-making process. They are creating puppets and collages inspired by the sustainable paper product from the Lokta plant, and some are typing their written Lokta plant facts on a vintage Underwood typewriter! We have just begun to embrace the autumn season by going outside to build ephemeral art sculptures using only raw materials— inspired by artist Andy Goldsworthy!

School Counseling:

SNHU COLLEGE FAIR FIELD TRIP

On Tuesday, September 24th Mrs. Kovaliv and Mrs. Gosselin took high school students to attend the college fair held at Southern NH University. Students were able to visit over 125 college booths, speak with college admissions reps and sign up for further information via StriveScan. This will be the preferred way for students to share their information with college representatives.



NH CONSTRUCTION CAREER DAY FIELD TRIP

Friday, September 27th Mrs. Gosselin and Mrs. Kovaliv chaperoned 15 students to the NH Construction Career Day Field Trip. Students learned about possible career options within the construction and construction-related fields; heavy equipment operators, electricians, plumbers, HVAC and many more!



UPCOMING COLLEGE VISITS: Each college visit is in the School Counseling Office at 10:00AM all students are encouraged to attend.

University of New England - October 4th

Empire Beauty School - October 15th

Keene State College - October 18th

St. Anselm College - October 25th

Franklin Pierce University - November 18th

IMPORTANT UPCOMING EVENING PROGRAM FOR JUNIORS, SENIORS AND THEIR PARENTS

JUNIOR/SENIOR COLLEGE NIGHT WLC School Counseling Office

Applying to College 5:30PM-6:30PM

Financial Aid 101 6:30PM-7:30PM

PSAT

On **Wednesday, October 16, 2024** all juniors will be taking the PSAT/NMSQT at Wilton-Lyndeborough Cooperative Middle/High School. The PSAT prepares juniors for the SAT which will be administered on **Wednesday, April 16, 2025** at WLC.

We highly encourage students to get a good night's rest prior to the testing date, and to eat a good breakfast either at home or at WLC!

PSAT/NMSQT Exam will begin at 7:55AM. After the exam all students will be heading to their normal classes and should not be dismissed from school.

Career Day at Wilton-Lyndeborough Cooperative Middle/High School

Friday October 18th 8:00AM - 11:00AM

The purpose of Career Day is to expose students to a variety of careers and begin preparing them to think about their future. We need volunteers to speak for 10-20 minute-long sessions about their career.

If you are interested in volunteering to speak about your career, please complete the form below by October 10th . Volunteer selection will be on a first-come basis. If you have any questions, please feel free to contact Mandy Kovaliv at 603-732-9311 or a.kovaliv@sau63.org

[Career Day at WLC](#)

Warrior Postcards

The families of the following students have received a postcard in the months of August and September

Annabel Hazen

Ebben Drew-Mochrie

Nia Javier

Shawn O'Grady

Avery Niquette

Kendall Dahl

Noah King

Wil Magoffin*

Ezequias Zaparoli*

Emma Heinstrom

Julie O'Brien

Nate Gill

Vinnie Anzalone

Brenna Montmarquet

Ansen Wentworth

Ezra Meltzer
Ben Hurst*
McKenna Gangel*
Leila Bossie
Aiden Rivet
Jonathan Crotty
Korey Begley*
Emily Hazelton*
Molly Meehan
Dax Richard*
Lydia O'Connor*
Harper Perrine
Ryker Indeglia*
Connor Allen
Henry Alley*
Isabel McKown
Declan DuBreuil
Cadence Hazelton
Carly Robichaud
Leah Crawley
Harry Krug
Evan Kimball
Dylan Ospina
Sydney Beam
Esme Howe*
Sean Bickerton
Hailey Martens*
Kensie Skiff
Maddy Labreque
Vinny Anzalone
Owen Pearsall
Ava White
Kayden Brouillard
Logan Pixley
Camden Jones
Matthew Hannigan
Edward Hussey
JJ Benson
Sebastian Lindgren

Isabel McKown
Cadie Hazelton
Evan Gagnon
Ella Wibben
Lilly Gibson*
Madison Clough*
Christian Balusek
Dane LaFleur
Aurie Nelson
Cameron Butt
Raelyn Morrissey
Travis Robichaud*
Saige Peckens
Stephen Goodie*
Avian Benson*
Kayden Graham
Evan Gagnon
Jordyn Jentz
Alice Smith
Victoria Gilbeau
McKenna Crouse*
Blakeslee Popores*
Alyvia Benson
Pheonix Jackson
Josh Rocca
Eila O'Toole*
Lily Norton
Aubrie Lavallee
Savannah Lindgren
Logan Litchfield
Morgan Lassor
Jason Carter
Patrick Popores
Teagan Fleury
Deryk Ouellette
Bentley Sherman
Caroline Siekman
Miriam Meltzer

Owen Lavoie
Maddy Hanks*
Kimber Crosby*
Jack Straw
Kelsey Crouse
Jason Benn*
Savannah Brown
Izzy Mason*
Maria Ramirez Arranz*
Devin Sylvester
Vanessa Siniscalchi*
Isabella Green
Matt Caragher
Teddy Alley*
Jaelyn Brown*
Vivian Boss
Charlie Hadley
Aubriella Remick*
Parker Smith
Jackson Galzarano
Evan Crotty
Amos Whiteley
Weston Radloff
Maddy Clough
Eden Rizzuto*
Joey Hare
Mia Gorman
Zach Levesque
Kevin Lachance
Jonathan Herrera
Zarina Medic
Sean Bickerton
Travis Cole
William Magoffin
Andie White
Jodwynn Gibson
Kasey Rondeau
Austin Prue

*Received more than one Warrior Postcard

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
First Reading: June 2, 2010, February 6, 2024
Second Reading: July 13, 2010, March 5, 2024
Final Adoption: August 10, 2010
Revised: March 5, 2024

From the Athletic Director:

What an eventful week! Congratulations to our Girls High School team for taking the win on 10/2 against Derryfield. Let's wish our XC team good luck as they compete on the Cheshire Fairgrounds tonight at 7pm! There have been changes to almost all fall schedules, so please make sure you are viewing our athletic website for the most up to date information on our upcoming athletic events.

A friendly reminder of our game day expectations so that as a community, we can be on the same page while working together:

- As we cheer on our Warriors, please make sure they are positive and encouraging comments only. We do not tolerate negative comments of any kind.
- Parents and students not on the team should not be next to or behind the bench of the competing teams.
- Regarding any comments, concerns, or questions, we ask that the coach is approached first so that everyone can be on the same page communication wise. If there is a concern that you would like to discuss with me, please call the school to schedule a time to discuss the concern. During a game, when I am supervising the field of play and spectators, this is not the best time because I would like to provide you with my undivided attention.
- Please remember the 24-hour rule for difficult communications. We kindly encourage that coaches are not spoken to before games on the day of competition. This section also states that parents should wait to converse with a coach until 24 hours after a game regarding game or team matters.

WLC's STUDENT ATHLETES OF THE WEEK **The students below are achieving honor roll or straight A status**

Our male student athlete of the week is Korey Begley. *"His attitude has been great no matter what's happening. His efforts are great. He has a lot of ideas for the team. He has made a great impact on other players. His passion for the sport is what any coach wants. Great job Korey and to the rest of the team, thanks guys."* - Coach Dan Nelson

Our female student athlete of the week is Delaney Dowling. *"Delaney is an excellent leader on and off the field. As a co-captain she is a great communicator to the team and myself. In the face of a really good defense and skilled team this past week, she kept playing hard and went toe to toe with the other team the entire game, despite often playing against double coverage, earning herself a goal. She plays with a lot of grit and she is an excellent ball distributor and dribbler. She holds our team together in practice and games and always displays a positive, can-do attitude."* - Coach [Bjorn Flora](#)

MS male student athlete of the week is Colby Kenney *"He has worked his way up into a starting role. He is solid and holds his own on the right side of the defense. Colby is always willing to work. At practice he is doing the drills as instructed and during downtime in practice he always has a ball at his feet*

looking for someone to pass with to better himself! There is no doubt that he is going to give 110% in a game or in practice.” - Coach Nick Lord

MS female student athlete of the week is Avery Niquette. “Avery is a perfect example of a WLC Warrior. This week she continued to fight on the field in our games and never backed down. Avery is up to play any position on the field and plays with her whole heart. She will take the time to help out our new players and is constantly encouraging her teammates to do their best.” - Coach Amanda Finigan

Great job Warriors!

Practice Schedule link:

[Weekly Practice Schedule](#)

Upcoming competitions:

- GMS soccer

Great Brook	10/7	5:30	home
South Meadow	10/9	4:15	away

- BMS soccer

Great Brook	10/7	3:30	home
South Meadow	10/9	4:00	home

- GHS soccer

Holy Family	10/9	4:15	away
Keene	10/10	4:00	home

- BV soccer

Pittsfield	10/7	4:00	away
Hinsdale	10/9	4:00	away
Farmington	10/11	4:00	away

Friendly reminder: We are cooking up hamburgers, hot dogs, chili and cider during our night games to fundraise for our athletics programs! If you would like to donate anything to contribute, please email me!

- Spanky’s Snack Shack will be selling snacks AND gear during our home games!

Go Warriors!