



Family Handbook

Children Our Future,
Diversity Our Strength...

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Staying In Touch With School

Mailing Address Windermere Boulevard Elementary
291 Windermere Boulevard
Amherst, New York 14226

Phone Number 716-362-4100

Important Phone Numbers	Health Office	362-4136
	To Report A Student Absence	362-4249
	District Office	362-3000
	Community Education	362-3031
	Transportation Office	362-3035
	First Student Bus Company	684-9440
	Fax Number	838-3764

District Website www.amherstschools.org



Click “Windermere” for news, information, and calendar found in the very top right section

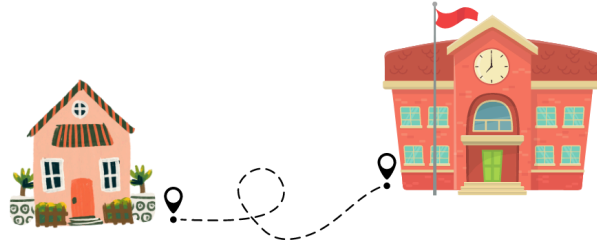
Right to Know Click [Right to Know](#) for information about parents’ rights to access details on teacher qualifications, curriculum, assessments, and student progress, and how to request additional information.

Email All teachers have e-mail. The address is the initial of the teacher’s first name followed by the teacher’s last name @ amherstschools.org
Example: To address e-mail to Joan Doe, type:
jdoe@amherstschools.org

Parent Portal Parents can view their child’s report card, attendance, and transportation information through the PowerSchool parent portal.

Important Information

School Hours



Arrival

- ★ **Doors open at 8:20 a.m.** Supervision starts at 8:20 a.m. Students should not be dropped before 8:20 a.m.
- ★ Drop-off time **8:20 a.m.-8:40 a.m.**
- ★ The Cambridge doors for parent drop-off will close promptly at **8:40 a.m.**
- ★ Students arriving past **8:40 a.m. are considered tardy and must enter through the main entrance of the building.**

Dismissal

- ★ Dismissal begins at **2:50 p.m.** with walkers and children who are being picked up by an adult.
- ★ Bus students are escorted to the buses beginning at **2:50 p.m.**
- ★ Buses leave the school grounds by **3:05 p.m.**

School Closings due to Weather

There may be an occasion when school can not be opened due to bad weather or other unpredicted emergencies.

When the Amherst Central School District is closed, all evening activities such as sports after-school programs and Community Education classes are also closed.

Our school uses the School Messenger system to deliver text messages straight to your mobile phone with important information about school closings, safety alerts and more.

Your cell phone number must be on file in our PowerSchool Student Management System. More information regarding this will be communicated at the start of the new school year.



Attendance, Illnesses and Tardiness



Regular prompt attendance is essential to a student's success in school. Each child must come to school promptly every day and be in the classroom ready to learn by 8:45 a.m. In addition, the child should remain in school for the entire day until dismissal at 2:45 p.m.

Irregular attendance and tardiness create confusion for the child and a feeling of being out of step with other classmates. In order for the school to provide an excellent academic program for all students, please ensure that your child attends school promptly and regularly. We encourage students to ride the bus to minimize tardiness.

Acceptable legal absences from school are:

- Sickness/health treatment
- Illness or death in the family
- Impassable roads
- Religious observance
- Presence required in court

All absences require an excuse written by the parent/guardian or physician on the day the student returns to school. The child's absence from school is considered illegal until the written note, signed by the parent/guardian or physician, is given to your child's teacher. If a child will be absent or tardy (arriving after 8:40 a.m.) the parent should call 362-4249 to inform us. If we have not received a call and the child is not in attendance at school, we will then try to contact the parent/guardian and any other emergency contact person provided. If any emergency contact numbers change during the school year, please be sure to update us.

Dropping Children Off In The Morning



Parents dropping off their children are asked to use the Cambridge Loop. This is staffed by adults who will assist your child into school and their classroom. This drop-off is a “hug and go”. Cars should proceed into the right outer lane to allow for children to exit their vehicle on the passenger side and step immediately onto the sidewalk. The left inside lane is for passing cars. Students should not exit vehicles from this inner left lane for safety

reasons. Additionally, there is no need for adults to exit their vehicle and walk them in. This will impact congestion and efficiency. Children then can enter the building on their own and proceed to class. **No cars should be parked in the circle.**

Parents/Guardians are not allowed to walk their child to their classroom. Be assured that there is adequate supervision in the halls by school staff.

Drop-off window: 8:20 am-8:40 am. The Cambridge doors will close at 8:40 am sharp. Anyone who arrives past 8:40 am must enter through the main entrance.

Picking Up Children In The Afternoon

Parents who are picking up their children are asked to come to the Cambridge Loop. Students will start being dismissed at 2:50 pm. Students whose last name starts with “A-L” will be picked up out of Door #5 and students whose last name starts with “M-Z” will be picked up out of Door #3 (see aerial visual). For pick-up of siblings

with different last names, they will be picked up at the door following the oldest child's last name. Parents must park their vehicle and wait outside in line near the side exit door. Parents will be asked to show

identification. Any non-parental adult picking up a child must be granted written permission by the parent or guardian. Any change in the usual dismissal instructions for a child requires a note to the teacher, not an email. **Dismissal changes cannot be made after 2:00PM.**



Picking Up Your Child Early

If a child needs to leave school prior to 2:30 p.m., the parent/guardian must send a note with the child the morning of the early dismissal. When picking up the child, the adult will sign them out at the Main Office with the Attendance Clerk and will be asked to show identification. The child's classroom will be called, and the child will come down for early dismissal. Written notes must accompany every late arrival/early dismissal.

Parents and Visitors coming to our School

To maintain a safe and secure learning environment for all students, parents and **visitors must have an appointment** or prior approval to enter the school building. For the safety of our students and staff, we are not able to accommodate unscheduled visits or walk-in meetings with teachers or administrators.

We greatly value communication and collaboration with families, and

we are happy to meet with you. Please contact the office in advance to schedule an appointment. Thank you for helping us keep our school a safe and focused place for learning.

All visitors, including parents, must sign in and out at the Main Office. Visitors will be given a visible tag that should be worn at all times while in the school building. All school employees are required to wear identification badges as well.

Additionally, there are many classroom specific events, field trips and learning activities where “extra hands” are needed. Please contact your child’s teacher to set up volunteering in the classroom.

School Bus Information

Bus numbers, times, and stop locations are available to view in your PowerSchool account. If you need an alternate drop-off or pick-up you **MUST** complete the google form that is emailed to all parents leading up to the start of each new school year. It can also be found on the transportation page of the district website. Please email the transportation department with any questions or concerns regarding bussing throughout the year rcortright@amherstschoools.org.



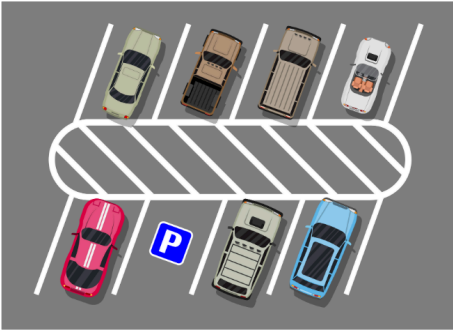
Delays in both the morning and afternoon are a common occurrence the first few days of school. We ask for your patience and understanding as we work to ensure every student is transported safely. To help you stay informed, we encourage you to use our bus tracking app, *FIRSTVIEW 1.0*, which provides real-time information on your child’s bus location. You can find detailed instructions on how to download and use the app on our school website at

<https://www.amherstschoools.org/departments/transportation>.

If a child creates an unsafe situation on the bus through improper behavior or interferes with the pleasant, safe ride of others, disciplinary action may be taken. This could include the disciplinary action described under Code of Conduct. In

addition, the child's bus privileges may be suspended for a period of time.

If you have specific bus transportation concerns, you may call First Student at 684-9440 or District Office Transportation Department at 362-3035.



Parking

Cars parked in the front loop pose a safety hazard and create difficulty for the arrival and departures of buses. Likewise, no cars should be left unattended in the Cambridge or Oxford Loops.

All visitors to the school should park in the Oxford parking lot in front of the school, NOT in the front loop. There are several spaces designated in the front of the parking lot for dropping off and picking up relatively quickly. There should not be parking in the area reserved for the small bus drop-offs. **Cars are not to park in the front bus loop.**

Lost and Found

Any item found on school property is put in the Lost-and-Found table/clothing rack in the main hall.

Each year many articles of clothing are never claimed. At various points in the school year, these unclaimed items are donated to charitable organizations.

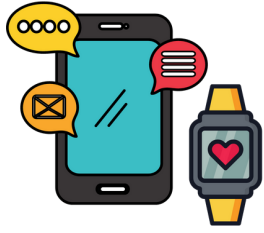
If your child misplaced an item on the school bus, you can call First Student at 684-9440 to ask about lost items.



Theft or Loss of Personal Property

Toys and personal items such as cell phones, jewelry, all watches, electronic games, cameras and card collections should NOT be brought to school. These items should remain at home. Children are provided with ample materials to explore in the school environment. If a student chooses to bring an expensive item to school, they do so at their own risk. The Amherst Central School District shall not be liable for theft or loss of personal property on school grounds. Toys or any distracting items (watches, accessories, etc) will be kept in student backpacks during the school day.

Cell Phone Policy



Use of internet-enabled devices by students are **prohibited** during the school day (bell to bell). This policy aims to ensure that students remain focused on their academic responsibilities throughout the school day, which includes all instructional and non-instructional periods such as breakfast, lunch, and recess. [Click here](#) for more information regarding our district's Distraction Free Schools.

Cell phones, smartwatches, and other internet-enabled personal devices may not be used at school and should be kept at home.

Device Storage

- At the elementary level, devices must be turned off and stored in student's backpacks placed in cubbies and/or lockers during the school day. It is strongly recommended that internet-enabled devices be left home.

Methods of Communication for Parents to Contact their Child During the School Day

1. Parents/Guardians may call the school's main office, and the office staff can relay messages to the student or call the student to the office to speak with their parent/guardian.
 - o Windermere Boulevard Elementary School Main Office: 716-362-4100
2. Parents/Guardians may drop off written notes at the school's main office.
3. The school district will annually provide written notification of these methods for parents or those in parental relation to a student prior to the beginning of the school year and upon the enrollment of new students.
4. The school district will explore options for secure school messaging applications

Enforcement and Consequences

- a. First offense: Verbal warning to return device to backpack.
- b. Second offense: The device will be confiscated and will be returned to the student at the end of the day upon parent/guardian request.
- c. Third offense: The device will be confiscated and will be returned only to the parent/guardian. Student will engage in reflective activity (ie: write/present about the importance of following directions)
- d. Refusal to comply with a staff member's directive regarding cell phone use constitutes insubordination and or gross insubordination and will be addressed in accordance with the ACSD Code of Conduct. A cell phone policy violation becomes insubordination when a student willfully fails to follow a direct instruction from staff.

Training and Communication

- *Student Communication:* Students will receive information on the policy through classroom lessons and/or assemblies.
- *Family Communication:* The policy will be communicated to families via the WBS Family Handbook, school newsletters, and the school website.
- *Educator Training:* Educators will receive training during in-service days at the beginning of the school year regarding the policy, how to enforce it, and how to communicate with parents.

Birthdays

You may send in store-bought treats for your child's birthday. Favors, gifts or decorations are not permitted by school policy. Summer birthdays will be celebrated near the end of the school year.



Dress Code

Dress that creates a disruption to the learning environment is prohibited. This includes, but is not limited to:

- Clothing, hats and attire bearing an expression, insignia of alcohol, drug and tobacco product advertising
- Hats or hoods
- Extremely short garments and see-through garments are not appropriate. Blouses or shirts that reveal underwear or expose a student's midriff or back are not allowed.
- Halter-tops, spaghetti strap tops or muscle shirts may not be worn at any time.
- Flip-flops (Sneakers are preferred)



Students wearing clothing that is not in compliance with the student dress code will be offered an opportunity to change their clothes into something more appropriate. Any student who refuses this opportunity, or who violates the school dress code on more than one occasion may be considered insubordinate, and be assigned an appropriate consequence.

Windermere's Code of Conduct

Part of a student's education at Windermere Boulevard School includes learning to be a caring, respectful, self-disciplined citizen. In order to provide a safe and caring environment, students are expected to learn and follow our school rules.

School-Wide Rules: “Show Your Stripes”



In our school community, we expect everyone to treat each other with kindness and respect.

If a student has difficulty following our school rules and expectations, we will respond in the following ways:

- A reminder about the expectation will be given.
- If a student still is having difficulty, a logical consequence will be put into place (i.e. make up work, stay behind to clean up or finish expectations).
- If the child continues to have difficulty or if they hurt another child, they will meet with the administration. Parents will be contacted by the teacher or administrator.

Parents/guardians are encouraged to review the full District Code of Conduct, including Dress code, by going to www.amherstschoools.org.

Health Services

A school nurse is available during school hours.



The Health Office is not equipped to “hold” students for any length of time. Consequently, the timely pick-up of sick children is imperative for the well being of all students.

If your child shows symptoms of illness before coming to school, your child should not be sent to school.

The nurse may administer medication during school hours if the parent/guardian submits a written request from the physician to administer the medication in school. Such medication must be in the container prepared by the pharmacist or the original container in which it was purchased. The medication must be delivered directly to the school by the parent/guardian. Students must not have any medication with them during the school day whether it is in their pockets, backpacks or lunch boxes.

Windermere Health Office:

716-362-4136

Cafeteria Services

Breakfast is served every day from 8:20 a.m. through 8:40 a.m. Lunch is served during a 30-minute period. Breakfast and lunch prices will be listed on the monthly menu that is sent home. For your convenience, pre-payment can be made through the cafeteria. Cash or check. Credit card payments may be taken at myschoolbucks.com.



The free or reduced lunch program is offered at Windermere as stipulated in federal guidelines. Applications are sent home at the beginning of each school year.

Title I Support Programs

Our school receives Title 1 federal funding which helps to provide additional academic support for students.

These school wide programs could encompass:

- Academic Intervention in both reading and math
- Speech and language support
- Social skills support.

All teachers at Windermere are highly qualified and have the necessary qualifications and NYS certifications to serve students appropriately.

Below on page 17 is our Parent Compact. Please review and a copy will be sent home at the start of each school year to be signed by a parent/guardian to show your agreement with what is stated.

On pages 18-20 you will find information regarding “Title I Parent and Family Engagement.”

The Windermere staff, students and parents agree that this compact outlines:

- How the parents, entire school staff, and the students will share the responsibility for improved student achievement.
- The means by which the school and parents will develop a partnership that will help children achieve the state's high standards.

School Responsibilities

The Windermere staff will:

1. Provide high-quality curriculum and instruction in a supportive and joyful learning environment that supports the growth and development of the whole child. All students will have the opportunity to successfully meet NYS State standards.
2. Provide opportunities for parents to actively participate on school planning committees or school decision making teams.
3. Provide parents with reports on their children's academic and behavioral progress. Each classroom teacher will provide reports cards, Parent/Teacher conferences, samples of student work, updates on reading, writing and math assessments.
4. Provide parents opportunities to volunteer and/or participate in their child's class or in other areas of the school.
5. Provide parents reasonable access to staff in order to share and communicate information. We will be available to partner around situations that might impact school. We will initiate parent contact at the first sign of a pattern of behavior that interferes with student learning.

Parent Responsibilities

We, as parents, will support our children's learning as best as we possibly can by:

1. Establishing routines to support my child's success in school. Some routines that support children are: appropriate bedtimes, regular attendance, daily reading, completing homework, monitoring exposure to media, exercise and eating healthy. Helpful resource: Kidshealth.org
2. Talking to my child about the importance of doing well in school. Help them to understand that doing well in school will help them be successful in life. Support the school and the faculty and staff working with my child.
3. Staying informed about my child's education and communicating with my child's teacher (communicate by email, Seesaw, Remind, notes or phone, etc).

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve high standards. Specifically we will:

1. Attend school regularly and arrive at school on time.
2. Complete all daily homework and return it to school on time.
3. Model our Care Code rules and ask for your teachers' help when needed (Care Code Book will be sent home).
4. Be responsible for giving my family members all information sent home from school.

Title I Parent and Family Engagement

The District will collaborate with parents and other family members to help students participating in Title I programs reach their full academic potential and to improve the District's overall academic quality. As part of its collaboration, the District will conduct outreach; plan and implement programs, activities, and procedures for parent and family member engagement; and consult meaningfully with parents and family members.

District-Wide Parent and Family Engagement

To facilitate parent and family participation, the District will:

- a. Involve parents and family members in jointly developing this policy, its Title I Plan, and its support and improvement plans. If the parents or family members indicate that the Title I plan is not satisfactory, the District will submit their comments to the State Education Department along with the plan.
- b. Improve student academic achievement and school performance through coordination, providing technical assistance, and giving support necessary to assist and build the capacity of all participating schools in planning and implementing effective parent and family engagement activities, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members.
- c. Coordinate and integrate parent and family engagement strategies with other relevant federal, state, and local programs; Strategies will include but are not limited to: Building wide Open House, Parent Information Night re: AIS/Title Support Services, Parent Advisory Committee, PTA family events, Parent/ Teacher Conferences, Family Ambassador Program, Family Representation at all IST meetings, and Building Leadership Teams.
- d. Conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of its Title I schools. The evaluation will include identifying:
 1. Barriers to greater participation by parents and family members in Title I activities, with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background;
 2. The needs of parents and family members to assist with their child's learning, including engaging with school personnel and teachers; and
 3. Strategies to support successful school and family interactions. Strategies will include but are not limited to the following: Culturally Responsive Trainings, Responsive Language Training, and Active Listening Training for faculty and staff. Qualitative and quantitative data will be collected to help assess effectiveness and drive trainings.
- e. Use the evaluation's findings to design evidence-based strategies for more effective parent and family member engagement, and to revise the policy, if needed.
- f. Involve parents in Title I activities, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the District to adequately represent the students' needs, to develop, revise, and review the parent and family engagement policy; Activities to support will include but are not limited to: Parent Advisory Committee and Building Leadership Teams.
- g. Involve parents and family members in decisions regarding how it spends funds reserved for parent and family engagement activities. Ways in which parents will support fiscal decision making will include but are not limited to PTA and Building Leadership Teams.

School-Level Parent and Family Member Engagement

The Board directs each school receiving Title I funds to develop a building-level parent and family member engagement plan with that school's parents and family members. In addition to the content included above, each school building-level plan will:

- a. Describe how to convene an annual meeting, at a convenient time, to inform parents and family members of their school's participation in Title I programs, to explain Title I requirements, and to identify the right of the parents and family members to be involved. All parents and family members of these children will be invited and encouraged to attend the meeting;
- b. Offer flexibility in scheduling meetings, and may provide transportation, child care, or home visits related to parent and family member engagement, using Title I funds;
- c. Involve parents and family members in an organized, ongoing, and timely way in planning, reviewing, and improving Title I programs, including this policy;

- d. Provide parents and family members with timely information about programs, a description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress, the achievement levels of the challenging state academic standards, and, if requested by parents or family members, opportunities for regular meetings to formulate suggestions and to participate in decisions relating to their child's education. The District will respond to any suggestions as soon as practicably possible.
- e. Develop a compact jointly with parents and family members that outlines how they, school staff, and students will share responsibility for improved student academic achievement. The compact will also detail the means by which the school and parents and family members will build and develop a partnership to help all children achieve the state's standards.
- f. Have a compact that:
 - 1. Describes the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment to enable these students to meet the challenging state academic standards;
 - 2. Describes the ways in which each parent or family member will be responsible for supporting the child's learning, volunteering in the child's classroom, and participating, as appropriate, in decisions relating to the child's education and positive use of extracurricular time; and
 - 3. Addresses the importance of communication between teachers and parents or family members on an ongoing basis through, at a minimum:
 - i. Parent or family member-teacher conferences in elementary schools, at least annually, during which the compact will be discussed as it relates to the individual child's achievement;
 - ii. Frequent reports to parents or family members on the child's progress;
 - iii. Reasonable access to staff, opportunities to volunteer and participate in the child's class, and observing their classroom activities. Strategies will include but are not limited to conferences, opportunities to volunteering throughout the school, workshops, and classes;
 - iv. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

If the parents or family members believe that the building-level parent and family engagement plan is not satisfactory, the school will submit their comments when it makes the plan available to the District.

To ensure effective involvement of parents or family members and to support a partnership among the school involved, parents or family members, and the community, to improve student academic achievement, the District and each school will:

- a. Provide assistance to parents or family members of children served by the District or school to understand topics such as the challenging state academic standards, state and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of the children. Strategies will include but are not limited to a parent information night, weekly/monthly parent newsletters, online curricular/homework support provided to families, email school presentations home, teacher liaisons actively engaging the Boys and Girls Club.
- b. Provide materials and training to help parents or family members to work with the children to improve their achievement, such as literacy training and using technology (including education about the harms of copyright piracy) to foster parent and family member engagement; Strategies will include but are not limited to weekly/ monthly parent newsletters, online curricular/homework support provided to families, email school presentations home, teacher liaisons actively engaging the Boys and Girls Club.
- c. Educate teachers, specialized instructional support personnel, principals, and other school leaders, with the assistance of parents or family members, in the value and utility of parent or family member contribution, and in how to reach out to, communicate with, and work with parents or family members as equal partners; implement and coordinate parent or family member programs; and build ties between parents or family members and the school; Strategies will include but are not limited to: Parent Advisory Committee, Building Leadership Teams, and PTA.
- d. Coordinate and integrate, to the extent feasible and appropriate, parent and family member engagement programs and activities with federal, state, and local programs, including public preschool programs that encourage and support parents and family members in more fully participating in the education of the children; Strategies will include but are not limited to Parent Orientation, PTA Welcome, Open House, Story Hours, PTA events.
- e. Ensure that information related to school and parent and family member programs, meetings, and other activities is sent to the parents or family members of participating children in a format and, to the extent practicable, in a language the parents or family members can understand;
- f. Provide other reasonable support for parent and family member engagement activities as parents or family members may request.

In addition, the District and each school may:

- a. Involve parents or family members in developing training for teachers, principals, and other educators to improve the effectiveness of this training;
- b. Provide necessary literacy training from funds received under this part if the District has exhausted all other reasonably available sources of funding for the training.
- c. Pay reasonable and necessary expenses associated with local parent and family member engagement activities, including transportation and child care costs, to enable parents and family members to participate in school-related meetings and training sessions;
- d. Train parents or family members to enhance the involvement of other parents or family members;
- e. Arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents or family members who are unable to attend these conferences at school, to maximize parent and family engagement and participation;
- f. Adopt and implement model approaches to improving parent and family engagement;
- g. Establish a District-wide parent and family member advisory council to provide advice on all matters related to parent and family member engagement in supported programs; and
- h. Develop appropriate roles for community-based organizations and businesses in parent and family member engagement activities.

In carrying out the parent and family member engagement requirements, the District and its schools, to the extent practicable, will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language they understand.

Procedures for Filing Complaints/Appeals

The District will disseminate free of charge to parents and family members of children in Title I programs, and to appropriate private school officials or representatives, adequate information regarding the District's written complaint procedures for resolving Title I issues.

Comparability of Services

The District will conduct a Comparability of Services report to ensure appropriations are within compliance among its schools of the same grade span and levels of instruction with regard to teachers, administrators, and auxiliary personnel, as well as equivalence in providing curriculum materials and instructional supplies in Title I programs.

Parent Involvement

Home And School Working Together

Whether a parent, guardian, staff member or student, we have all likely arrived at Windermere seeking the same thing. We share a vision that our children will be well, lead a good and happy life and develop and apply their unique abilities and gifts towards a successful life and citizenship.

Teachers rely on you to provide the unique perspectives, insights and understanding of your child that only a parent can. The bridge between your home and your child's school creates a team that affords your child comfort and confidence, enthusiasm for school, a custom educational fit made possible by joint parent and teacher efforts, and an opportunity to learn together.



Information Sharing Between Parent And Teachers

Communication between home and school is essential. It is both the parent and the teacher's responsibility to keep each other informed. Written communications (notes, homework notebooks, etc.), email, and phone communications are all important and useful ways to maintain regular discussions about your child's needs, successes, and academic progress. Conferences can be arranged and are encouraged when either home or school has concerns.

Communication/Concerns

We welcome and encourage your input on school matters of importance to you and your child's education. Topics pertinent to the classroom,



school day activities, and instruction should be addressed with the teacher first.

Parent-Teacher Conferences

Conferences are scheduled in December. This is an opportunity for parents/guardians to visit the classroom and review their child's academic, behavioral, and social progress. We encourage in person conferences, but will make reasonable accommodations to meet the needs of our families.

Classroom Visits and Volunteers

If you wish to help in the classroom or contribute a particular resource or talent, simply contact the teacher to discuss the options.

Before & After School Program

Before and after school care is offered by:



Before and After School Programs

(716) 639-8500

www.justforkidsonline.org

About Windermere

Opened in 1951, Windermere Boulevard Elementary School (WBS) is located in the Eggertsville section of the town of Amherst in Western New York. As a neighbor to the State University of New York at Buffalo, it is one of the most diverse schools in the Buffalo area. Its Pre-kindergarten through fifth grade student body numbers are close to 780 and includes children from 10 to 20 different countries in any given year.

Windermere is one of two elementary schools, along with a middle school and high school that make up the Amherst Central School District; a District noted for its high academic standards, child-centered program, and commitment to student success.

Situated in a residential area, Windermere sits on 15 acres, complete with playing fields, a playground, and courtyard. The building contains a 500+ seat auditorium, a gymnasium with climbing wall, and an indoor swimming pool. We also have a state of the art library media center and a brand new UPK wing.

In addition to classroom instruction, all children at Windermere have the opportunity to participate in programming such as vocal and instrumental music, technology, art, library/media services, and physical education. Individual needs may also be met through our Academic Intervention services, Enrichment program, ENL, and/or pupil personnel staff (social workers, psychologist, speech therapists, and nurse). Regular opportunities also arise for students to participate in after-school clubs and activities.

Revised: August 2026



Welcome to Windermere Boulevard Elementary School. You will find that we are committed to providing the best education possible to each and every student who walks through our doors.

We are aware of the faith you place in us when you send your child to school and we take that charge seriously.

While your child is with us, we will encourage, support, and motivate them to grow academically and socially.

We know that great gains are made when home and school work together. We look forward to working closely with you during the upcoming year as we strive to ensure that your child has a successful school year.