

# The Warrior Beacon Newsletter

April, 2024 Edition 1, Volume 5



Newsletter; May 1, 2024

Dear Parents,

As we approach the final stretch of the school year, I wanted to take a moment to emphasize the importance of your students finishing strong. May is a critical time for students to showcase their academic progress, demonstrate proficiency in coursework, and achieve their academic best scores on assessments such as I-Ready, NHSAS, and upcoming final exams.

Throughout the year, your support and encouragement have played a significant role in your student's success. Now, as we enter the final months, your continued involvement is more important than ever. By reinforcing the value of hard work, perseverance, and dedication, you can help your student stay motivated and focused on achieving their academic goals.

The assessments scheduled for May provide an opportunity for students to demonstrate the knowledge and skills acquired during this school year. Encourage your student to approach these assessments with confidence and a growth mindset, understanding that mistakes are a natural part of the learning process and can lead to greater understanding and improvement. There is a calendar of the testing schedules on page 2.

In addition to academic success, it's essential to prioritize safety and respect within our school community. I would like to kindly remind all parents that parking at the upper field is designated for individuals who may require handicap accessibility. Only those with genuine needs should drive their vehicle to this area. Your cooperation in adhering to this guideline ensures the safety and well-being of all members of our school community.

As partners in your child's education, I thank you for your continued support and collaboration. Together, we can empower our students to finish the year strong and prepare them for a successful future.

If you have any questions or concerns, please do not hesitate to reach out to us. Your feedback is valuable, and we are here to support you and your students every step of the way.

Warm regards,  
Tom Ronning

# MAY 2024

<u>SUN</u>	<u>MON</u>	<u>TUE</u>	<u>WED</u>	<u>THU</u>	<u>FRI</u>	<u>SAT</u>
Normal schedule	(April 29)	(April 30)	1 8th grade SAS science	2 Science SAS Make- Ups	3	4
5  Normal schedule →	6	7  5th Grade iReady Read 9:40-11:40  Collect Grade 8 chromebook period 7 for those attending the trip	8  8th grade Boston	9  8th grade Boston	10  Grades 6, 7 8 Collect all chromebooks and chargers period 7	11
12  REVIEW WEEK & <a href="#">iReady Schedule</a> →	13  6-10 iReady- Read  8:00-9:00	14  6-10 iReady- Read 8:00-9:00  5th Grade iReady Math 9:40-11:40	15  6-10 iReady Math 8:00-9:00	16  6-10 iReady Math 8:00- 9:00	17  6-10 iReady Make-Ups  Normal Skinny Day	18
19	20 Normal Skinny Day Grades 6, 7 8 Collect all chromebooks and chargers period 7	21  6-8 SAS- Reading  5th Grade Math SAS 9:40-11:40	22  6-8 SAS- Math 11th grade SAS escience	23 Normal Skinny Day 6-8 SAS Make- Ups	24  Teacher Workshop NO SCHOOL	25
26	27  NO SCHOOL	28	29	30	31	

**Sixth Grade Language Arts:**

The 6th grade has completed their poetry unit and will be moving into their unit on their final novel of the year, "Percy Jackson: The Lightning Thief". This novel is the first in a beloved series, and the kids are very excited! There are themes of friendship, courage, teamwork, and family. This unit will encompass both the novel study and the requirements for Greek and Roman literature, and will overlap significantly with the social studies curriculum, giving the students some cross-discipline material.

**Sixth Grade Math:**

4th Period Math: Students are working on finishing up finding the surface area of triangular prisms and rectangular prisms. After vacation, students will be working on data sets, mean, median, and mode. We will also be completing practice questions to prepare for the Math SAS testing that will be happening at the end of May.

**Sixth Grade Math:**

Sixth graders just finished a unit on writing and graphing inequalities. Our next unit will explore finding the surface area for various geometric solids. Students will learn to identify the number of faces, edges, and vertices for different geometric solids. They will then identify the different shapes that make up the solid, calculate the area for each shape, and then add the area of each shape together to find the total surface area for the solid.

**Sixth Grade Science:**

Mrs. McGrath's 6th grade Science classes are finishing up an Ecology unit. Students are using and sharing ideas learned in class and Ecology Camp to comprehend many diverse vocabulary terms. They are designing clever restaurant menus for different ecosystems.

**Sixth Grade STEM:**

Mrs. McGrath's 6th grade STEM class designed and manufactured safety containers for eggs that were then dropped from the second floor. It was a bit messy! The class is currently working on probability and graphing information from the "Ultimate Bottle Flip Challenge".

**STEM:**

Students in STEM are finishing up a unit on programming an Arduino controller board to perform various tasks within a small circuit. In our next unit we will be exploring the use of surveying equipment to determine elevation levels, set grades, and map an area.

**Seventh Grade Language Arts:**

We celebrated the solar eclipse with a National Geographic video on how different animals react to the solar eclipse. The students enjoyed seeing how certain spiders start to take their webs down, how birds sing night songs during it and other fascinating facts. Then, creative stories were written about animals of their choice that revolved around a plot involving what they had learned from the video. The students have also finished a short poetry unit where they learned to annotate a poem, rhyme scheme and write some of their own poetry. They will be starting a new novel when we get back from vacation.

### **No Nonsense Fiction:**

The students have been researching the different zones of the ocean. Some of the requirements were: the depth of the ocean zone, the flora, the fauna, the temperature and the differences between the different oceans specific to this zone. The presentations involved a detailed slide presentation, a quiz created by the student and a poster. They did an amazing job!

### **Research Methods:**

Students continue to learn about proper MLA citation and how to use research sources in various presentation formats - they most recently completed a slide presentation about a chosen nature poet in celebration of National Poetry Month and Earth Day, are about to begin a new unit on unsolved mysteries.

### **Seventh Grade Social Studies:**

In 7th grade social studies, students have just completed their unit on Europe and are now learning about Africa's physical geography, history, and culture. Throughout this unit, students will complete project-based summative assessments, simulations on the Scramble for Africa, and inquiry-based research assignments focusing on the impact of history on culture throughout the region.

### **Seventh Grade Math:**

Students have been working on algebraic expressions and equations in class. We spent a few days identifying like terms and combining them to simplify expressions. Students recently completed an online activity where they start out solving one step equations, before moving on to two step equations. During this activity they practice using inverse operations to solve variables.

### **Seventh Grade Honors Math**

Students completed a unit covering angles, triangles, and quadrilaterals. We have moved on to working with circles, looking at radius, diameter, circumference, and area. Students did an activity on Desmos working with the different dimensions of a circle and finding different properties.

### **Seventh Grade Science**

The 7th grade science classes recently finished up their Human Body Unit. As a summative assessment at the end of the unit, students completed a research poster on an organ system of their choosing. Students have now begun their matter and energy cycling unit and are currently learning about photosynthesis and cellular respiration.

### **Eighth Grade Language Arts:**

The students have finished the novel *Freak the Mighty*, and will be moving on to the novel *The Outsiders*. This is a novel about 2 rival gangs with the protagonist being a Greaser named Pony Boy. The students will be keeping track of Pony Boy's development as the hero in the story using Joseph Campbell's "Hero's Journey" steps to do the analysis. The students have also started the final eighth grade project, Genius Hour. The students have chosen a topic, of their choice, that they want to learn more about or are passionate about. The next step is a research proposal in MLA format. That will include: their essential question, sub claims, objectives,

research and design and final product. In May the students will present their projects with an applied piece to the class.

### **Eighth Grade Math:**

Eighth graders just finished a unit on systems of equations and have moved on to a unit on functions. Students will learn to distinguish between relations and functions, how to represent a function in a mapping diagram, how to generate ordered pairs from a function, and how to graph and compare functions.

### **Eighth Grade Math:**

We recently completed a unit on systems of equations where students learned a variety of ways to manipulate equations to find their solutions points. Students completed a scavenger hunt that asked them to use the 3 different methods for solving systems of equations. Students took their test to end this unit last week. We have begun working with functions!

### **Eighth Grade Social Studies:**

Students in Ms. Norton's 8th grade social studies class completed an inductive reasoning activity on the Era of Good Feelings. In this activity, students were given the essential question, "*Why was the time period between 1816-1824 in United States history known as 'The Era of Good Feelings'?*" Based on a series of clues consisting of primary source documents, informative texts, maps, and speeches from the time period - students were tasked to answer the question, using evidence to defend their reasoning.

### **Eighth Grade Science:**

Mrs. McGrath's 8th grade Science class is currently learning about heredity, genetics and populations. They are solving genetic problems using Punnett Squares to predict genotypes and phenotypes.

### **Eighth Grade Science:**

The 8th grade class recently finished up their Space Unit. During this unit, students completed a research project on a chosen planet outside of our solar system. Students have now started their Genetics Unit and are learning about topics such as inheritance, genes, alleles, evolution, and natural selection

### **A Collaboration between WLC Fine Arts, Family & Consumer Science, and Industrial Arts**

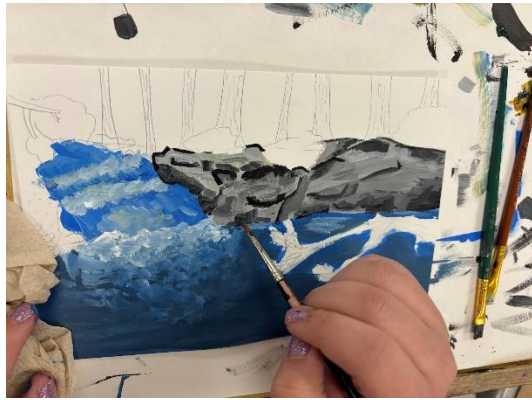
Emily Hall, Olympia Clark, and Danyele Manning teamed up for most of April, combining their classes, in efforts to execute a mural project experience for 26 high school students and 62 middle school students. After a week of pre-assessment on color theory, painting techniques, composition, and observing some exemplary artists in history, they continued to investigate the possibilities of *how a memory could be recalled, and then captured in paint*. Their art-making prompt tasked them to access a happy memory from living in Wilton or Lyndeborough by focusing on recalling the details of that memory, specifically from their five senses. By having students reconnect back to their sensory experiences of a memory, they are asked to rediscover more descriptive content in their reflections that may provide additional informative and emotive qualities for the richness of their art making processes.





After this creative preparation, the students and teachers worked for one week alongside artist-in-residence Joanne Stowell, from central Massachusetts, to create a collaborative painting of their shared memories on a 6-foot tall canvas that would be a section of a 30-foot wide canvas when completed with the remaining sections from LCS and FRES. Joanne describes her artwork as “inspired by everyday life” and that “every piece tells a story”. The presentation that she shared with us helped the students find further inspiration for their own creative works after viewing some of her artwork and asking follow up questions about her painting process.





Some of the reflections from WLC student's in their post-assessments from the third week of April are short writings about what they painted their images about.

"I made my memory of Goss Park which is a pond and I added hills and trails because I like to hike in the summer."

"It was last period in school and me and my class were about to go on a field trip to the Library. It was sunny outside and there were piles of leaves outside the doors. When we got inside the

room was decorated in tiles and high shelves, filled with books. We got to look around and it was really cool.”

“All of my friends came to my house and we had a fire. We had a lot of fun and all remember that day for a while.”

“My memory is a time that I was standing on the steps to my porch, waiting for my dad to pick me up on a warm summer day. It was very bright out and there was a gentle breeze. The painting encapsulates the moment where I am outside waiting while enjoyment fills my body, as if I knew that it would be a great weekend. While he is not there yet in the painting, I am still filled with joy knowing that he will pull around the corner any minute and I get to spend the weekend with one of my favorite people, without a care in the world.”

“My artwork was a memory with my friend who moved and we used to walk up to what we called the circle by her house where there was always sunsets and sunrises, and I remember one specific rock we used to sit on.”

“My memory was playing softball with friends at FRES.”

“The last day of seventh grade it was warm and sunny out with a slight breeze. I was walking with my friends to Nelson's candy shop. Inside the candy shop I could smell different kinds of candy and ice cream. I could see people walking around, people talking, and cars passing. I could hear the music in my headphones playing, people talking, footsteps, and cars passing. I could feel the humidity on my skin and the heat beating down on me. Around me were buildings and houses, cars, and people. In the center of the small park near the bridge, is a stone fountain, and the water from the fountain was cold.”

“My memory was when I played on the disc golf course at WLC.”

**Look out for some of their work in the form of postcard prints that will be available for purchase at the May the 4th Spring Festival in downtown Wilton** from 9 am to 2 pm in the Main Street Park (rain location in the Wilton Town Hall).

### **Library News:**

The 6th grade students took a field trip to the Wilton Public and Gregg Free Library! The class walked to the library and took a tour to see all of the different books and resources the library has to offer. The students then participated in a scavenger hunt facilitated by the wonderful Youth Services Librarian, Bettielue Hill. The class enthusiastically explored the library and looked at different books! The students did very well and had a great time. Thank you to the librarians at the public library; their support and this community connection means so much! This field trip was the conclusion to a mini unit where students learned all about libraries. Students learned how to use our school library catalog as well as the public library catalog, and they learned about different features of libraries. This trip was a great way to end the unit!



# HIGH SCHOOL

## 9th Grade World Literature:

Students just completed their research papers on the Holocaust, and conducted research on the perpetrators, victims and bystanders, which they translated into a five paragraph essay using MLA citation guidelines. Students showed perseverance and grit, and should be proud of their accomplishments with this lengthy project! They have begun reading *Night*, the Holocaust memoir by Elie Wiesel, incorporating and discussing what they learned from their research and applying this to their understanding of the text.

## 9th Grade Honors World Literature:

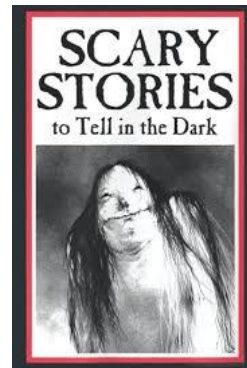
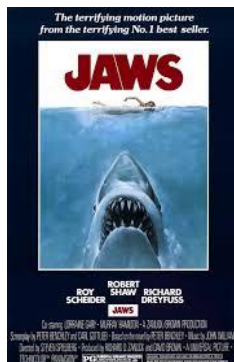
Students just completed their research papers on genocide, and they did a fantastic job conducting their research and writing their essays about countries such as Cambodia, Bosnia, and Rwanda. They have begun reading Elie Wiesel's memoir *Night*, about his experience during the Holocaust, and are applying the ten stages of genocide model to their reading and understanding of the book.

## American Literature: Grade 10

American Literature is moving on to our final unit, which is focused on the Cold War and Civil Rights Movement. We will be looking at Civil Rights leaders, and *To Kill a Mockingbird* by Harper Lee. Students will be exploring what it means to have power, and how those in power affect others.

## Horror A-Z

The last unit the students will take part in is titled “Comedy and Campy Horror”. From spoof films, common film tropes and clichés, studying why authors and directors use comedy in their scary stories, as well as watching classic comedic horror films, students will laugh as well take part in the classic jump scares all horror fans love. These seniors will also watch how special effects have come a long way since the 1975 *Jaws* movie to the 2019 movie *Scary Stories to Tell in the Dark*. From *The Addams Family* to *The Walking Dead* zombie students will experience the entire realm of the horror genre from A-Z.



### **Sci Fi and Fantasy:**

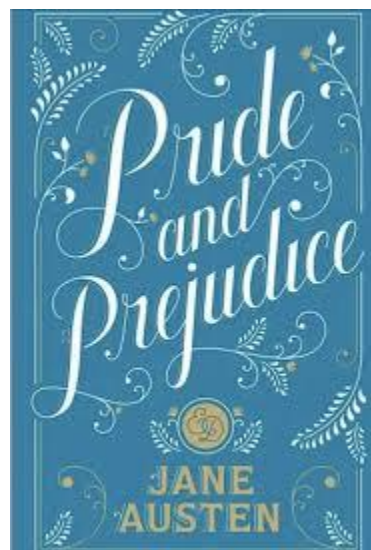
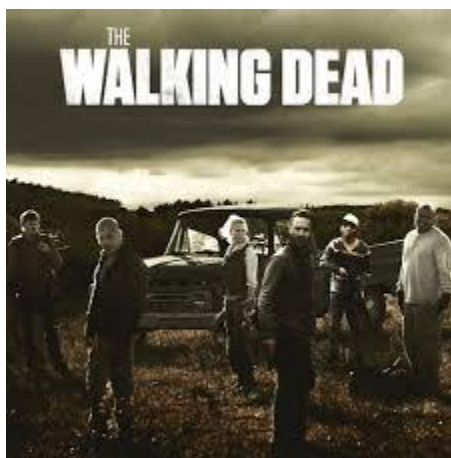
We will be moving into fantasy for the rest of the year. Students will be exploring how the fantasy genre shows up in pop culture and different types of media. Students will also be looking at how Science Fiction differs from Fantasy.

### **Yearbook/Journalism:**

Students just finished their viewing of the Academy Award winning film *Spotlight* as part of our studies on the ten elements of good journalism, applying this framework to their viewing and understanding of how the *Boston Globe's* *Spotlight* team applied these elements to break the story of the abuse scandal in the Boston Archdiocese and serve as a watchdog to those in power. Students just completed a five paragraph essay on this topic.

### **British Literature and Honors British Literature - Grade 11:**

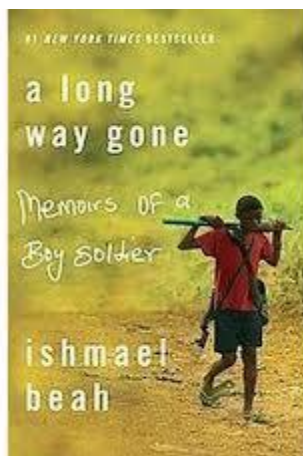
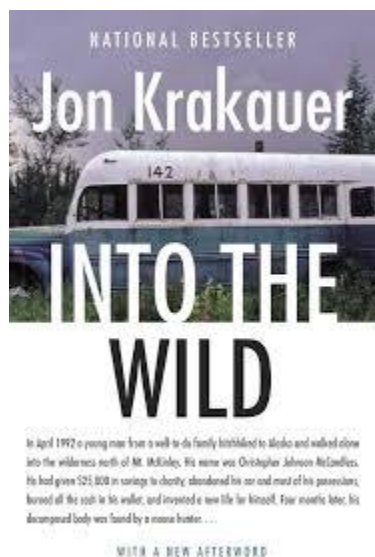
Wow! We are at the end of the year! The last unit the students are taking part in is reading *Pride and Prejudice* and *Zombies*. This is a new take on Jane Austen's classic novel *Pride and Prejudice*. The Bennet sisters are highly trained zombie hunters and are protecting their towns from the Unmentionables. Students will be introduced to annotating literature as well as reacting to characters' decisions and actions throughout the novel. Students will also take part in a fake zombie apocalypse world. They will choose what supplies they have, what their decisions will be when they come face to face with a zombie, as well as what they will do when they meet up with other survivors. Students will watch clips from the AMC popular series *The Walking Dead* to see a visual of what a zombie apocalypse may look like; this could inspire them on their own zombie apocalypse journey. Students will end this unit by completing their own zombie apocalypse journey and choosing what their future will look like.



### **College Composition 102**

It is almost graduation time for the class of 2024! Students have begun working on their final paper for this NCC Running Start class. Students will choose a memoir to read from the following options: *A Long Way Gone* by Ishmael Beah, *Into the Wild* by Jon Krakauer, or *Into*

*Thin Air* by Jon Krakauer. Students will follow the journey of the author as they tell the story of their own adventures and heartaches. Students will end their school year by writing a memoir analysis research paper that includes deep analysis on the author and the themes in the memoir as well as background information on their chosen event. Then it is graduation time!



### **Into to Psychology:**

Psychology students wrapped up their unit on the human brain and submitted their creative projects on that topic before April Vacation. Since returning, this class is focusing on early childhood psychological development. Topics include Jean Piaget's theories of development, Erik Erikson's 8 stages of development, attachment theory, and nature v. nurture in psychology. In the upcoming weeks to finish out the month of May, students will be completing a creative project where they will be asked to apply Abraham Maslow's Hierarchy of Needs to a variety of scenarios.

### **World History (Grade 9):**

Freshmen social studies students have just wrapped up their in-depth study of WWI and the Interwar Period before April Vacation. Since returning and for the month of May, these classes will be focusing on WWII. To do so, students will be completing a WWII Portfolio, where they will complete a variety of smaller activities and assignments to learn about and demonstrate their understanding of WWII. Activities in this portfolio include SAT-style informational text analysis, listening to and reflecting upon first-hand accounts of Holocaust survivors, and interpreting primary source documents from the war. In addition to the WWII Portfolio, students are dedicating all of their long-block classes to a WWII research project, where each student has selected a WWII-related topic to develop research questions around, investigate, form a thesis, and ultimately defend their thesis / present their findings to the class. Between the portfolio and the presentation, 9th graders will be addressing every Social Studies competency and an array of state standards.

**10th Grade US History:**

Students in 10th grade US History have just completed a team debate project on the use of the atomic bombs at the end of World War II. This topic transitioned students into their final thematic unit of the year. This unit looks at the foreign and domestic changes that occurred during the Cold War Era. Right now students have been learning about the causes and effects of the Cold War. Specifically, how it impacted foreign policy and also the economic factors of this time period. After April break, students will begin a research project on the Vietnam War.

**11th Grade US Government and Economics:**

Students in Economics have just completed their 3rd unit, which focused on macroeconomic topics such as business cycles, economic indicators and consumer choices. Students have been working on a consumer behavior research project in which they needed to research the purchasing trends of a particular product. During this assignment, students had to complete their own action research by conducting surveys and interviews with consumers of the product they chose. The goal of this assignment was to have students investigate the factors that influence consumer choices and how those choices affect the economy as a whole.

**Algebra 1:**

In algebra we have finished talking about properties of polynomials, where we discussed the notation, vocabulary, how to factor a polynomial, and how to distribute to get a polynomial. We will now begin using these properties in the same way that we used the properties of lines. Focusing on quadratics, we will be graphing, finding intercepts, and solving equations using all of these properties.

**Geometry:**

Geometry is ending our unit on quadrilaterals, including parallelograms, rectangles, rhombi, squares, and kites. We will now talk about different types of transformations: translations, reflections, rotations, and dilations. After this, we'll begin our last unit on the most exciting shape of them all: circles!

**Geometry:**

Students in geometry recently finished a unit on polygons and will be moving on to a unit on transformation when we return from the break. In this unit students will perform translations with vectors, algebra, and matrices. They will reflect figures about a point, identify line and rotational symmetry, and perform dilations using drawing tools and matrices.

**Consumer Math:**

The students are wrapping up the unit on Income and Taxes. Students learned how to fill out W-4 forms, and use their W-2 forms to calculate the amount of federal tax they owe -- and if they're owed a refund or not. In the next unit on housing and real estate, the students will learn how to budget for housing, as well as how to decide between renting and buying property.

**Pre-calculus:**

The students are wrapping up the final unit on trigonometry. We have only a few more topics to cover before we switch over to preparing those students who plan to take the AP exam on May



13th. Of course, the prep time will help everyone, as it will help us all prepare for the final exam, which is less than 2 months away!

### **Stock Market Game:**

The stock market game class has submitted their essays to *investwrite*, where they have the chance of winning up to \$750 for writing an essay on building a stock portfolio. We will have a brief unit on the different types of bonds before moving on to a more in-depth view of the stock market, including more complicated metrics, looking at trends of different graphs, and researching the tactics of popular investors to create our own strategy.

### **Quantitative Reasoning:**

The students did a great job learning about probability and Expected Value. The class divided up into groups on Thursday and designed carnival games. They had to explain the game, including how much it was to play and what the prize was for winning. Then I played their games a number of times to see how close they came to earning their expected value.

### **Honors Algebra II**

We have wrapped up our unit on radicals and kicked off our unit on exponential functions. We will conclude this when we come back from break, and we will begin to prepare for our final exam. It may seem like a long way away -- but it's a lot to prepare for, so we don't want to leave it to the last minute.

### **Biology and Honors Biology(9/10):**

All biology classes have completed the Melanin unit. Students investigated the mutations of genes that result in albinism and then proceeded to investigate the importance of melanin in the human body. Students developed an understanding of the pigmentation of skin, folate, and Vitamin D and how they associate with melanin. When we return from April break we will begin our Penguin unit. We will be investigating the question: "How can captive populations be managed?"

### **Honors Anatomy and Physiology:**

Anatomy and Physiology students recently completed the Muscular system. We have started our next unit: The Nervous system. Students will be investigating the outputs and inputs of the nervous system, the divisions of the nervous system and the anatomy of the neuron. The unit will end with investigating the anatomy and physiology of the brain.

### **AP Environmental Science**

Environmental Science students completed their final unit on land and water pollution for the AP exam with activities on biomagnification, bioaccumulation, eutrophication, and plastics pollution. Seven students will be taking the APES exam on Thursday, May 9th at 8AM.



### **Environmental Entrepreneurship:**

WLC Entrepreneurs are spending each long block Wednesday working on their individual green companies. Through research and development students are developing green car cleaners, composting strategies, bioplastics, and upcycled products. Students have researched their competition, created a competitor analysis, and print and digital marketing products. Team "Green Glean" can be seen here testing the strength of two of their developed car cleaning products against a commercially available product by evaluating how much bacteria grows on petri dishes before and after the use of the cleaners.



### **Forensic Science**

Young Forensic Scientists are finishing up their unit on Fingerprints by collecting and analyzing their own fingerprints on a "10-card", dusting and revealing latent prints using superglue and

iodine fuming techniques and learning about the history of fingerprints as evidence. Their final project in the unit is to conduct an investigation to analyze the fingerprints of family members and friends to determine if any fingerprint pattern is genetically predisposed or if they are completely random.

### **Chemistry in the Earth System:**

Students finished up their unit on fuels with the scientific question "Why does hydrogen fuel produce more energy per gram than octane?" Students created physical and computational models of the combustion of hydrogen and octane. Students determined that hydrogen has less bonds formed and made than octane but if measured in moles and bonds, octane produces more energy per molecule. Check out this [short](#) on the combustion of octane and oxygen to form carbon dioxide and water created by a student group.

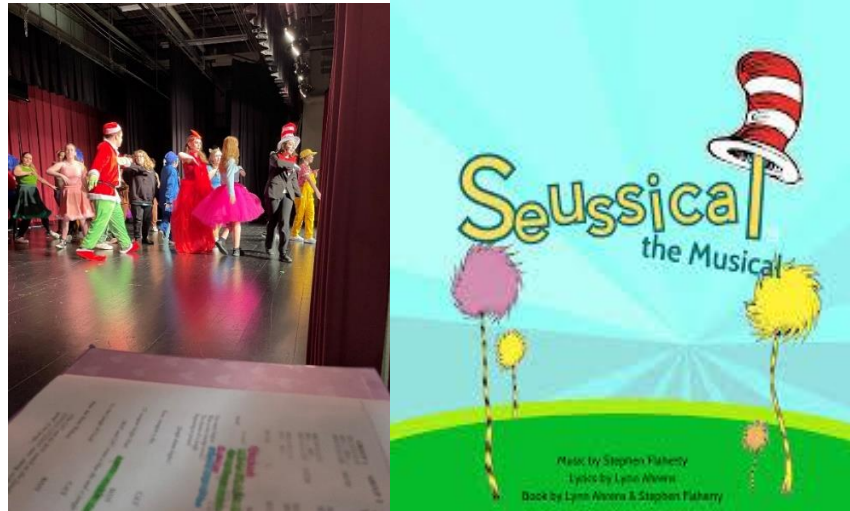


### **Astronomy**

Our budding astronomers have been uncovering the secrets behind the mesmerizing auroras. From understanding the science behind the colorful displays of auroras to exploring how the relationship between stars and planets shapes the conditions for life, our students are gaining a deeper appreciation for the wonders of the universe. Their summative task was to develop a scientific model for an exoplanet-star system to explain how auroras occurred on their planet. Students are using posters and Canva to create their models and explain how auroras are formed and how scientists can use the information on how they are formed to identify habitable exoplanets.



**Drama Club:**



The WLC drama club put together two fantastic performances of “Seussical the Musical” at the beginning of April. Miss Anderson would like to congratulate everyone on a serious job well done and said that she thought that these were the best performances put on by the drama club since she has been here. Well done to both the cast and crew!

**Music Department:**

The WLC band and chorus are working hard on their concert music! Come see our musicians shine on May 30th at 7pm while they perform music featured in animated films and series. Some of our selections will include “Linus and Lucy”, “What’s New Scooby Doo?”, a Disney Medley, and a version of All Star by Smash Mouth in a very different style. This is a free event and we hope to see you there!



### **Strings and Keys:**

Both Strings and Keys classes are wrapping up their piano units! Special shout out to Hannah Degan who has learned over 40 songs in just a few weeks! Hannah will be performing the National Anthem at graduation this year.

### **Physical Education:**

For this month in HS PE we moved on from our Indoor Soccer Unit and have been in a Fitness and Net Sports Unit. For Weight Training we have been cross training and tracking workouts on Workout Logs. Racquet and Net Sports has moved from Badminton to Pickleball where we are working on developing skills and getting more comfortable playing. Lifetime Sports is focusing on Team Sports currently. Middle School PE is now in a Net Sports Unit after students got back from Ecology Camp. Classes are going well as we go into the Home Stretch of the year post vacation.

### **Senior Project:**

We are all excited about the **Senior Project Extravaganza on Thursday, May 23rd**. All seniors will be presenting on a single day this year, and all community members are welcome! We will publish a full calendar of the topics and times, and we hope to see everyone there!

### **School Counseling:**

#### **Congratulations to our February Students of the Month---**

Congratulations goes out to **Mia Gorman and Marcos Mannarino** from the 11th grade and from the 12th grade congratulations to **Chloe Levesque and Vinney White**. We are so proud of all of you!



### **Updates from Special Education:**

Special Education celebrated Autism Awareness during the month of April. The Unified Volleyball team had their first two games. They traveled to Franklin High School and hosted Pembroke High School for their games. The Unified Volleyball team will be playing home on May 8th and May 10th. Both games will start at 3:30 pm in the WLC gym. Please join us at our games and cheer on our team!



### **Warrior Postcards**

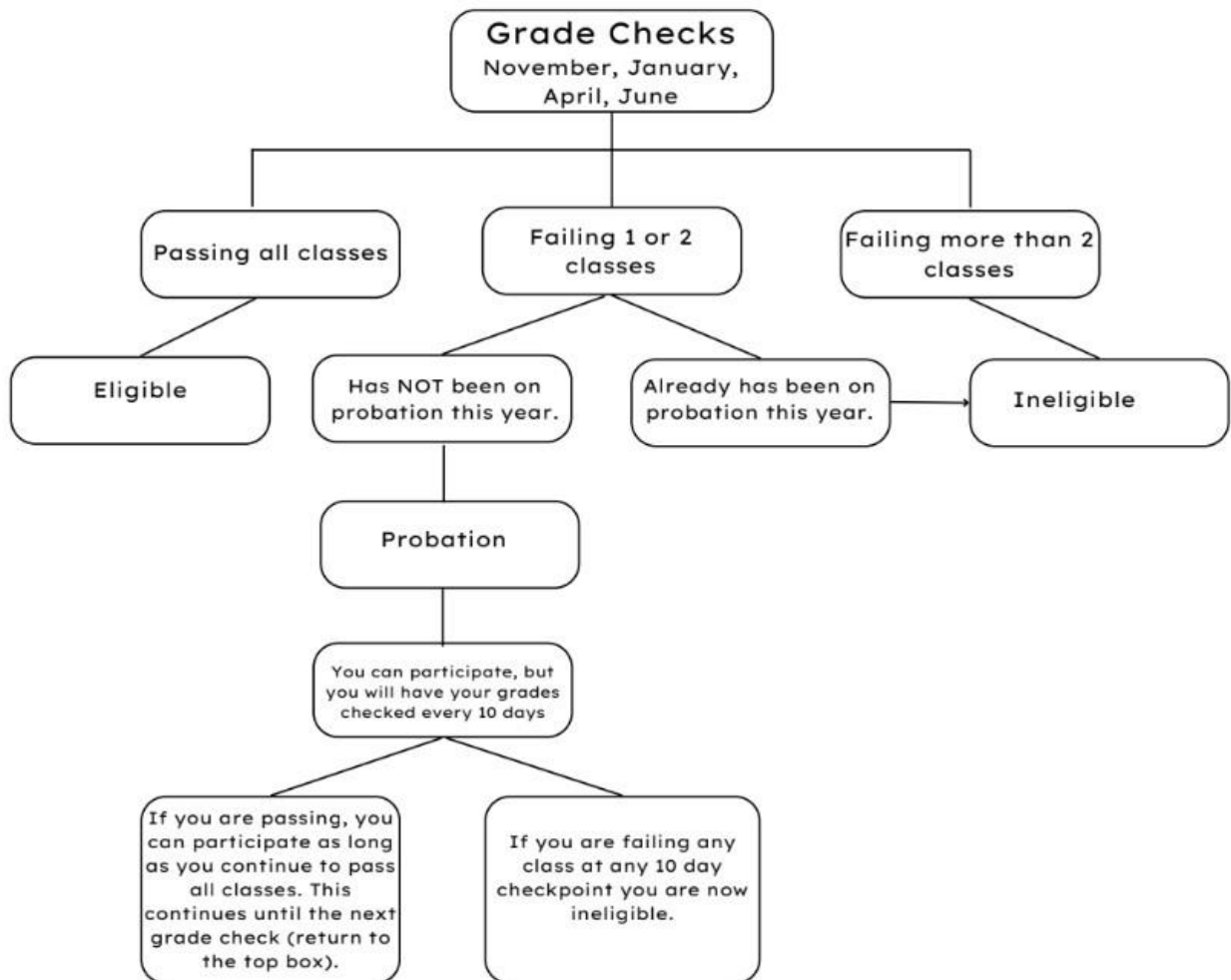
The families of the following students have received a postcard in the month of April.

Holly Church  
Kayla Sours  
Jaryd Clark  
Ebben Drew-Mochrie  
Callista Miller  
Rowan Hannan  
Ben Hamilton  
Jameson Benn  
Pheonix Jackson  
Chloe Levesque  
Aubrie Lavallee  
Teddy Alley  
Owen Pearsall  
Matthew Caragher  
Cailin Swett  
Vito Anzalone  
Ezra Meltzer

Ryan Green  
Maddie Parker  
Alivia Douglas  
Devin Sylvester  
Dylan Ospina  
Caroline Siekman  
Spencer Jacques  
Sydney Beam  
Aiden Sours  
Vinny White  
Jason Guertin  
Ayva Morgan  
Addison Jones  
Vinnie Anzalone  
Kenan Medic  
Tyler Rivard

Lily Gibson  
Mia Gorman\*  
Damian Demanche  
Wil O'Toole  
Saige Peckens\*  
Stephen Goodie  
Evan Kimball  
Blakeslee Popores\*  
Logan Litchfield  
Marcas Mannarino  
Sebastian Lindgren  
Tyler Ouellette  
Kiana Bigue  
Colby Kenney  
Aidan Rivet  
Junie Wentworth

\*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