



Family Flier

Welcome to The Warwick Community School!

2023-2024

Dear Families,

Welcome to the Warwick Community School. We are thrilled to open our doors and our arms to greet you with love and excitement for a year of engaging learning and connection! Please look inside for some introductory information. We will send home a full family handbook in September.

Warmly,

Dr. Carole Learned-Miller
Superintendent

Jen Smith
Principal

Jess Marshall
Director of Operations

Our Mission & Vision

Through nature-centered, place and project-based learning students will study in and about the environment on our 25-acre woodland campus. Students will learn to think critically and develop solutions for challenges being faced both in Warwick and around the globe, especially those related to the environment and social justice.

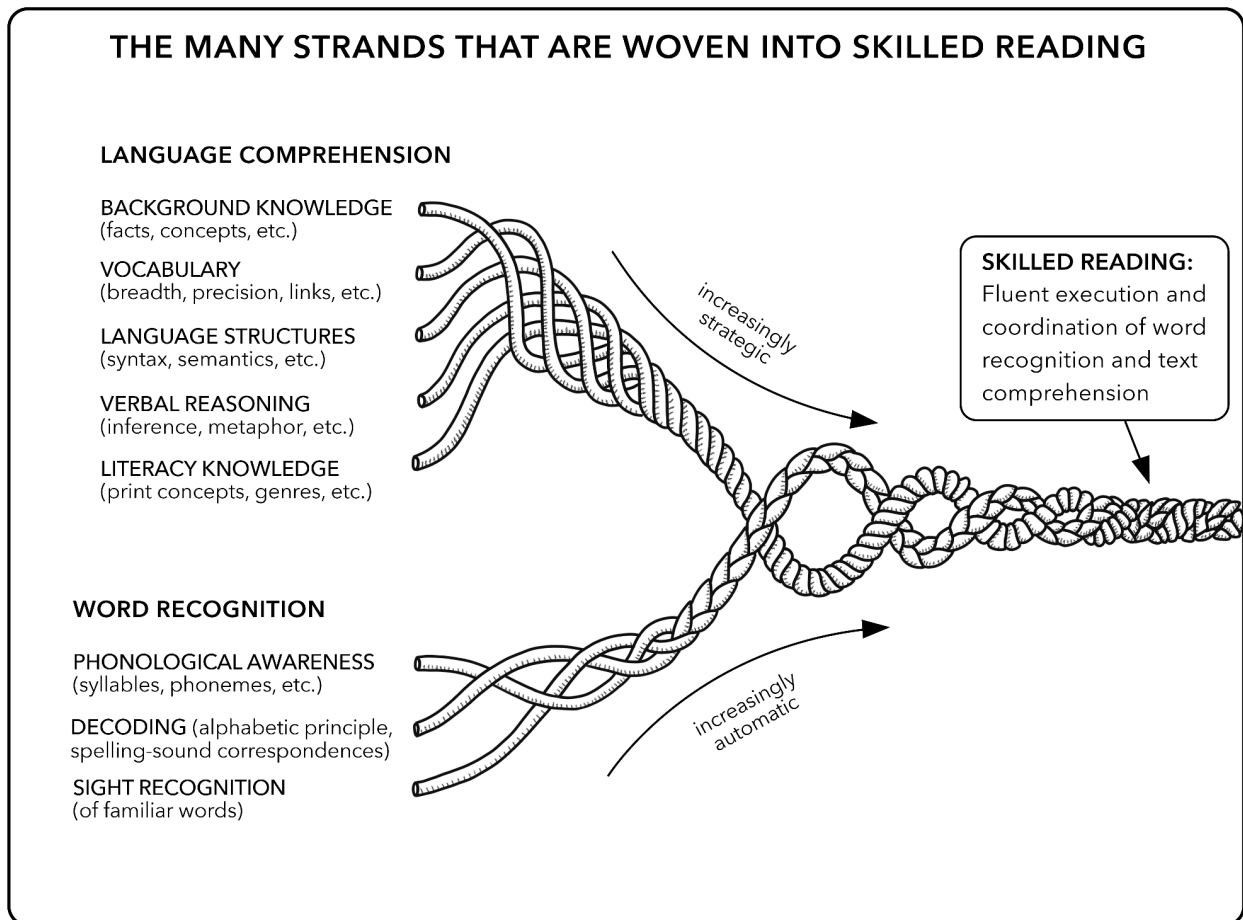
Curriculum

Our curriculum has been designed to be standards-aligned, research-based, rigorous and highly engaging. Every program and unit we have designed was chosen because it fosters critical thinking, social emotional well-being and deep content knowledge with a special focus on science and the arts. This is a quick overview of our curriculum and we will share an expanded overview in the forthcoming family handbook as well as at our Fall Curriculum Night.

English Language Arts - Structured Literacy

At WCS, we believe in a comprehensive, joyful approach to literacy instruction aligned with the Science of Reading. Our literacy block is guided by the Simple View of Reading, which shows us that, while reading is a complex activity, it can be represented as two interdependent processes: Word

Recognition and Language Comprehension (Gough & Tunmer, 1986). The Reading Rope, developed by Dr. Hollis Scarborough in 2001, further deconstructs decoding and language comprehension, the two parts of the Simple View of Reading, into explicit skills and instruction. Our literacy instruction is designed around these two parts.



Language Comprehension (60 min)

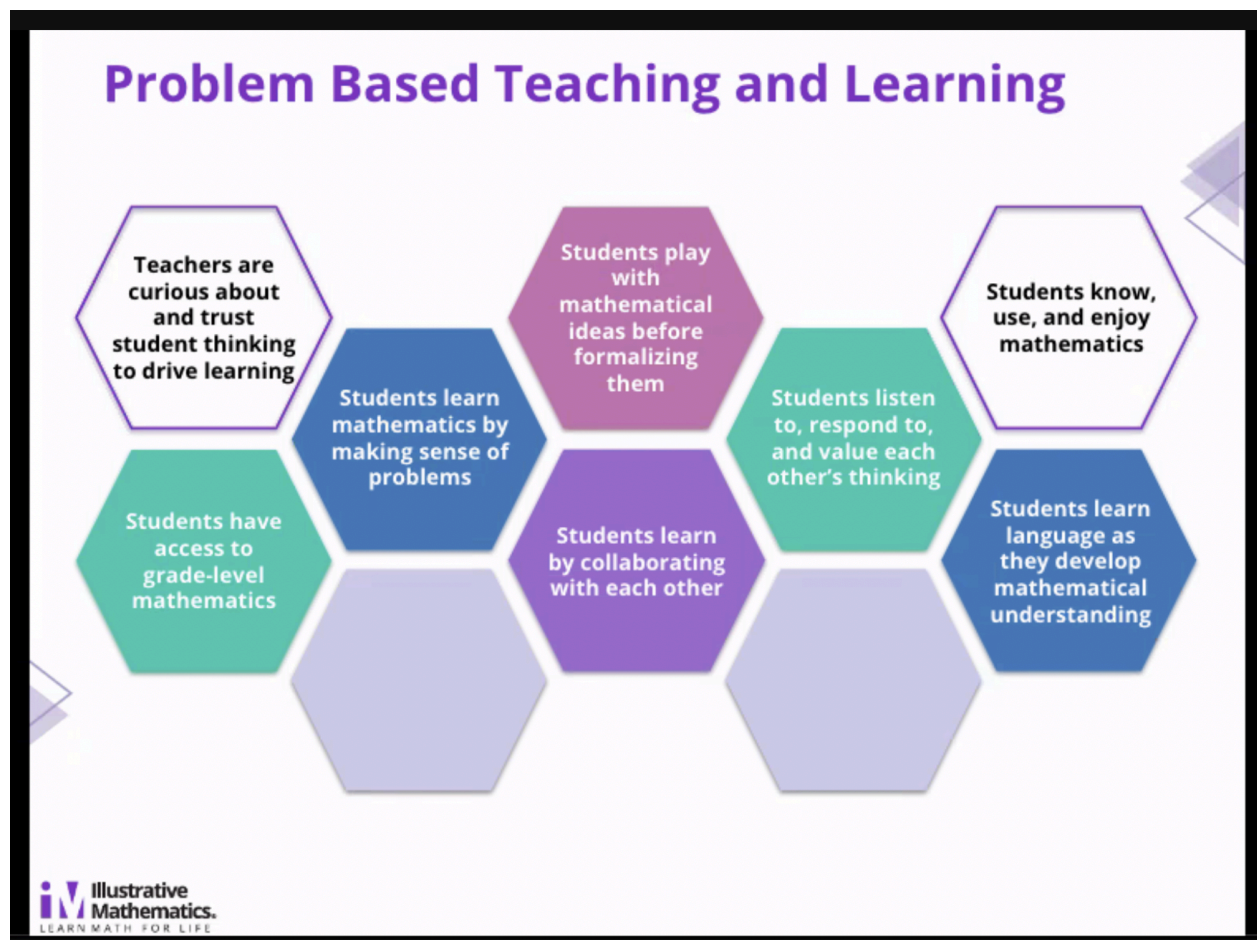
Using EL Education Content-Based Literacy Modules, students will engage in compelling, real-world content that connects to the social studies and science standards. This knowledge-building curriculum uses trade books, authentic literature, and high-interest texts to support students in becoming critical thinkers and skilled readers and writers. Using our environment, students will contextualize what they learn in the modules during nature-centered, project-based learning time.

Word Recognition (60 mins)

Using the Orton-Gillingham Approach, students will become efficient and automatic word readers. In K-2 classrooms, this will happen during the Foundational Skills Block and personalized during Small Group time. Teachers will teach word recognition skills explicitly, systematically, and multi-sensory. In the 4-6 classroom, this will happen during the ALL Block. Students will engage in advanced word study, vocabulary, writing, independent reading, and differentiated learning activities.

Math

We have selected Illustrative Math (IM) as our math program. IM is research-based and offers teachers and students a “problem based” approach to mathematics. Students will engage in mathematical discourse and collaboration daily as they solve real-world mathematical problems. An overview of the building blocks of IM can be found below.



Specials Classes

Students will take part each week in library, physical education, music, ceramics and visual arts with experts in these areas. We have added close to 800 new books to our modernized library and students will be encouraged to bring several books home to share and read with their families.

Nature-Centered Place & Project-Based Learning

“Project Based Learning is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge.” - The Buck Institute for Education, PBL Works

At the Warwick Community School students will have 2-4 long term projects during the year where they learn from community experts about regional issues, pose their own questions and engage in their own research to answer those questions. These projects will be interdisciplinary and offer students the opportunity to practice their grade level state standards in a meaningful way. Our project based learning will be “place based” and will focus on our beautiful woodland campus. Students’ learning is connected to their own hometown and natural environment as it applies to civics, learning the culture, social issues, geography, people, structures, economics, and biodiversity of the local community.

Warwick has partnered with nearby [Antioch University](#), which specializes in place-based and nature-based learning. Teachers will be coached and attend trainings with professor, Paul Bocko, throughout the year. Place based learning will allow our students to learn in and about nature as a way to make their learning engaging and meaningful with a strong emphasis on Warwick’s community, town government, and town history.

Social Emotional Well-Being & Cultural Responsiveness

Warwick fosters inclusivity, cultural responsiveness and appreciation, and enhances students’ abilities to navigate challenges, cooperate, and engage in respectful debate. Our responsive and restorative approach ensures students feel a sense of deep engagement and belonging. We encourage students to become active members of the Warwick community and advocates for a more just world. Towards these goals we are using the Responsive Classroom curriculum. Using responsive classroom, teachers and staff will take a proactive approach approach to building a positive class and school culture focusing on teaching positive behaviors with logical consequences as needed, rather than punitive measures.



Responsive Classroom creates the conditions for social, emotional, and academic success by using practical strategies in the following four domains.



Positive community:

A safe, predictable, joyful, and inclusive environment where all students have a sense of belonging and significance. Discipline is taught through a set of strategies aimed at proactively setting students up for success, preserving the dignity of the student and group, and helping students to develop self-discipline.

Morning Meeting and Responsive Advisory Meeting: Daily meetings that build community, honor identity, and promote belonging, significance, and fun.

Teacher language: Speaking in ways that lead each student to envision success, think deeply, set goals, and work hard to achieve them.

Positive discipline: Involving students in creating rules, proactively teaching these rules, and responding nonpunitively to restore positive behavior, preserve student dignity, and continue learning.



Effective management:

A calm and orderly learning environment that promotes autonomy, responsibility, and high engagement in learning.

Routines and expectations: Managing classroom time and space in ways that allow students to focus on learning and building autonomy.

Classroom organization: Organizing the classroom space to represent and support the learners it serves.



Engaging academics:

Learner-centered lessons that are participatory, appropriately challenging, fun, and relevant, and that promote curiosity, wonder, and interest.

Academic Choice: Giving students meaningful choices in their learning.

Teaching the language of learning: Intentionally teaching speaking and listening competencies necessary for college and career readiness.

Active teaching and student practice: Teaching new skills in a way that includes demonstration and guided practice.



Developmentally responsive teaching:

Basing all decisions for teaching and discipline upon research and knowledge of students' social, emotional, physical, and cognitive development.

Knowing all students: A collection of practices for learning about each student individually, culturally, and developmentally.

Building upon strengths: Structuring appropriately challenging lessons to connect learning to and build upon students' strengths.

Parents as partners: Strategies for involving families of diverse cultures and backgrounds.

Community Exhibitions of Learning

Since humans inherently learn through reflection, we want to provide students ample opportunities to reflect on their learning including community presentations of learning and student-led parent/teacher conferences, and portfolio presentations. Such presentations of learning are the perfect closure to term and semester long projects.

Additionally, research and anecdotal evidence shows that we all work our hardest when we are accountable to others. Sharing our learning with an audience is motivational and encourages everyone to do their best work. Public presentation is also a life skill that will serve our students well.

For all of these reasons and more, we will have regular community exhibitions at our school where students will share the learning from their place and project based learning with the community. Community members will be encouraged to offer students authentic feedback on their progress. This feedback loop will inspire students to have new lines of inquiry for future projects. Additionally, these exhibitions will allow us to truly be a community school – one that learns from and with its community members.

School Schedule

	Mon-Thurs K-1	Mon-Thurs 2-3	Mon- Thurs 4-6		Fridays K-1	Fridays 2-3	Fridays: 4-6
9:15-9:35	Arrival & Morning Meeting	Arrival & Morning Meeting	Arrival	9:15-9:35	Arrival & Morning Meeting	Arrival & Morning Meeting	Arrival & Morning Meeting
9:35-9:45	WIN*	Foundational Skills	Specials 9:20-10:00	9:35-9:45	WIN	Foundational Skills	Math
9:45-10:00				9:45-10:00			
10:00-10:15	Specials 10:05- 10:45	Small Group	Class Meeting	10:00-10:15	Foundational Skills	Small Group	WIN
10:15-10:30			WIN	10:15-10:30			
10:30-10:45	Foundational Skills	WIN	All Block*	10:30-10:45	Math	WIN	All Block
10:45-11:00				10:45-11:00			
11:00-11:15	Recess	Specials 11:00-11:40	All Block*	11:00-11:15	Math	Math	All Block
11:15-11:30				11:15-11:30			
11:30-11:45	Small Group	LUNCH 11:40-12:10	Recess	11:30-11:45	Read Aloud	LUNCH 11:40-12:10	Math (cont.)
11:45-12:00				11:45-12:00	Small Group		
12:00-12:15	LUNCH	Recess 12:10-12:40	LUNCH	12:00-12:15	LUNCH	Math (cont.)	LUNCH
12:15-12:30				12:15-12:30			
12:30-12:45	Math	Math	EL Module/ Project Time	12:30-12:45	Recess		Recess
12:45-1:00				12:45-1:00			
1:00-1:15	Break	Break	EL Module/ Project Time	1:00-1:15	K-2 Music 1:15-2:20		3-6 Art Residence 1:15-2:20
1:15-1:30				1:15-1:30			
1:30-1:45	EL Module/ Project Time	EL Module/ Project Time	Math	1:30-1:45	K-2 Art Residence 2:20-3:30		3-6 Music 2:20-3:30
1:45-2:00				1:45-2:00			
2:00-2:15				2:00-2:15			
2:15-2:30				2:15-2:30			
2:30-2:45				2:30-2:45			
2:45-3:00				2:45-3:00			
3:00-3:15				3:00-3:15			
3:15-3:30				3:15-3:30			
3:35 1st Bus 4:05 2nd Bus	Dismissal		Dismissal	3:35 1st Bus 4:05 2nd Bus	Dismissal		Dismissal
Notes:	*WIN is an individualized learning time.		*Advanced Word Study, Vocabulary Instruction, Independent Reading, Book Clubs				

WCS ARRIVAL AND DISMISSAL PROCEDURES

At the Warwick Community School, we always seek to prioritize student safety and well-being. We ask that you follow these procedures to help us create a safe and orderly arrival and dismissal for students, families and staff.

Drop Off and Pick Up Procedures

Parent Drop Off

We offer early drop-off between 8:00-8:55

- Please park in the side parking lot by the cafeteria (or the lot closer to the road, if the closer lot is full).
- Please walk your child to the side entrance.
- You will be greeted by a staff member.

Official School Drop off time is between 9:05-9:15

Thank you for respecting this time frame as we transition and teachers prepare for the arrival of students.

- Drive through the drop off line (enter the circle at the front of the building) and park between the designated cones.
- Please wait in your car until a staff member greets you and your child.
- All students will exit the vehicle on the passenger side walking onto the sidewalk rather than into the parking lot.
- Please wait for the cars in front of you to leave before you pull out unless directed by a staff member. Thank you!
- Students are tardy after 9:15.

Parent Pick Up

School pick up time is at 3:30/ Early dismissal 12:30

- Drive through the pick up line (enter the circle at the front of the building) and park between the designated cones.
- Please wait in your car until a staff member directs your child to your car.
- Teachers will load students into cars on the passenger side.
- Please wait for the cars in front of you to leave before you pull out unless directed by a staff member. Thank you!

Some general guidelines for drop-off and pick-up:

- Please wait for the cars in front of you to leave before you pull out unless directed by a staff member. If you pull out from behind someone in the circle, and they don't check to their left, it's possible there could be an accident. We are working to make the process as efficient as possible and will adjust procedures as needed.

- Please remember, it is illegal to pass the bus when the red lights are flashing and the STOP sign is extended from the driver's side. We will work to minimize the amount of time it takes to load the bus. Thank you for your patience and cooperation!

Bus Routes

RESIDENTIAL STREET ADDRESS1	PICKUP LOCATION	Morning PICKUP TIME	PM DROPOFF	Early Dismissal
129 Bass RD	Bass & Northfield Rd	7:55	4:13	1:13
44 Leland Hill Rd	Northfield Rd & Leland Hill	7:57	4:11	1:11
50 White Rd		8:00	4:16	1:16
50 White Rd		8:00	4:16	1:16
75 Shepardson Pl	Shep. Place @ Shep. Rd	8:04	4:20	1:20
WCS		8:10	3:35	12:35
620 Old Winchester Rd		8:18	3:43	12:43
620 Old Winchester Rd		8:18	3:43	12:43
595 Old Winchester Rd		8:24	3:42	12:42
595 Old Winchester Rd		8:24	3:42	12:42
525 Old Winchester Rd		8:25	3:42	12:42
100 Old Winchester Rd		8:31	3:38	12:38
100 Old Winchester Rd		8:31	3:38	12:38
8 Gale Rd		8:33	3:50	12:50
111 Hastings Heights Rd		8:36	3:55	12:55
111 Hastings Heights Rd		8:36	3:55	12:55
88 Hastings Heights Rd		8:38	3:55	12:55
12 Athol Rd	Corner Athol & Hotel Rd	8:41	3:37	12:37
12 Athol Rd	Corner Athol & Hotel Rd	8:41	3:37	12:37
WCS		8:42	4:05	1:05
486 Orange Rd		8:49	4:47	1:47
611 Orange Rd		8:50	4:38	1:38
877 Orange Rd		8:53	4:32	1:32
877 Orange Rd		8:53	4:32	1:32
1045 Orange Rd	Corner Wheeler & Orange	8:54	4:35	1:35
1045 Orange Rd	Corner Wheeler & Orange	8:54	4:35	1:35
1045 Orange Rd	Corner Wheeler & Orange	8:54	4:35	1:35
366 Wendell Rd		9:00	4:26	1:26
52 Pine St	346 Wendell Rd	9:01	4:25	1:25
95 Shepardson Rd	AM: Wendell & Shepardson	9:03	4:22	1:22
95 Shepardson Rd	AM: Wendell & Shepardson	9:03	4:22	1:22

Warwick Community School & District Faculty & Staff

Name	Role	Email
Dr. Carole Learned-Miller	Superintendent	superintendent@warwick-k12.us
Jen Smith	Principal/ Reading Specialist	jsmith@warwick-k12.us
Jessica Marshall	Administrative Assistant & Director of Operations	jmarshall@warwick-k12.us
Nettie Harrington Pangallo	Teacher, Grades 2/3	nharrington@warwick-k12.us
Carlene Murray	Teacher, Grades K/1	cmurray@warwick-k12.us
Kelly Bernier Loud	Teacher, Grades 4,5,6	kloud@warwick-k12.us
Stephanie Cross	Teacher, Special Education	scross@warwick-k12.us
Gail Beauregard	Chef	gbeauregard@warwick-k12.us
Tony Streeter	Custodian	tstreeter@warwick-k12.us
Janet Dickinson	Special Education Administrator	jdickinson@warwick-k12.us
Toby Bobbitt	School Counselor	tbobbitt@warwick-k12.us
Emily Miah Stewart	Art Teacher	emiah@warwick-k12.us
Allison Pollitt	Music Teacher	apollitt@warwick-k12.us
Johanna Wells	PE Teacher	jwells@warwick-k12.us
Amanda Bernhard	Speech and Language Pathologist	abernhard@warwick-k12.us
Rhonda Wainshilbaum	Ceramics Teacher	rwainshilbaum@warwick-k12.us
Amy Ross	School Nurse	aross@warwick-k12.us
Carol Holzberg	Technology Consultant	cholzberg@warwick-k12.us
Ryan Mailloux	Treasurer	rmailloux@warwick-k12.us
David Graham	Kindergarten Assistant	dgraham@warwick-k12.us

Important WCS Dates

8/25	Open House 1:30-3:00 p.m.
8/15	First Day for Staff
8/31	First Day of School
9/1	Early Dismissal for students
9/4	NO SCHOOL, Labor Day
10/6	Teacher In Service Day
10/9	NO SCHOOL, Indigenous People's Day
10/8	Early Dismissal; Conferences