Donated Jaguar mascot sits at the entrance of the high school grounds.
Superintendent Langlois addresses the vision for the district for the year and major milestones that are underway.

The Arts are here to stay. A curriculum that is rich in the arts has shown to help develop leaders within the student body.

Windham School District believes that standard test taking married with innovative techniques, such as project based learning, help educate the whole student.

Dedicated staff are willing to go the extra mile for their students but also make sure they are staying ahead of new and innovative techniques.

Windham’s global opportunities and the push for awareness and education in mental health are topics that the district supports and will continue to evolve.

A community that stays together, grows together.
The work of the school board and school administration is laser focused on delivering two 21st century schools fully completed for opening September 2019, responding to the needs of our students, maintaining the integrity of our school system, and expanding the learning environment with enhanced opportunities for our students.

There has been a strong, insurmountable level of community support for education, and commitment toward providing the best benefits and opportunities for student learning. Due to continuous support, the accomplishments in the classroom and on state-mandated testing has placed us among the top performing schools in New Hampshire. So much so that U.S. News & World Report (2017) recognized Windham with the distinction of “top ranked public high school in New Hampshire” with over 300 students. The award is for exceeding performance expectations on state proficiency tests, offering challenging course work, and graduating a high percentage of students with college and career readiness. Furthermore, U.S. News & World Report acknowledges Windham for servicing all its students with an education that is equitable and appropriate.

Just this past year, the Windham School District has responded to the changes in education and meeting the needs of all children. The district has expanded world language and added digital learning as vertical programs ranging from early elementary through high school. Articulation agreements with local community colleges has led to an early college/dual credit program that allows high school students to attain undergraduate college credits on line, on campus, or in our regular classrooms, as well as participating in summer studies internationally. Our first cohort of students from China has joined our student body and provided a broader awareness of cultural diversity. A new global studies certificate program was implemented, and the exploration of our STEM courses becoming a formalized STEM certificate program is underway. We have audited our student services program to determine if we are meeting our responsibilities and doing our due diligence for all students of all abilities. We are “a school system and no longer a system of schools.” We are responding to the needs of our children and preparing them to compete and succeed in the world that lies ahead of them.
Staff Spotlight

Name: Matthew Malila
Assistant Principal, Windham High School
2019 Award Recipient

Career in Numbers:

4 This is Mr. Malila's fourth year at Windham High School.
20 He has been in the education field for over 20 years!
17 Mr. Malila was a Science teacher for 17 years, grades 7-10.

Mr. Malila holds a M.Ed in Curriculum and Instruction as well as a Education Leadership Concentration Endorsement.

Staff feedback

"Matt is the cornerstone of our high school! He is such a hardworking individual."

Did you know?

SCIENCE
ATHLETICS
STUDENTS

Matt also has experience as the Chair of the Science Department, Director of Athletics, and student advisory.

Mr. Malila has extensive experience in curriculum reform efforts and implementation of new initiatives throughout WHS. Matt has the ability to work with staff, parents, and students and is always fair and professional. As his AP role has expanded, along with the increased enrollment, Matt has been able to successfully handle all his responsibilities. Windham High School is lucky to have him on our team.
“Education for every student.” “Educating the whole student.” We hear these phrases continually in the field of education. These methods of teaching are the foundation and pillars to the Fine Arts Department of the Windham School District. Susan Veilleux, newest Director to Windham, is responsible for the Fine Arts program for Kindergarten through grade twelve. This includes, both visual and performing arts, as well as Family Consumer Science. With over 30 years of experience in education, and a musician herself, Veilleux is a firm believer that all three disciplines in arts support and nurture the growth and development of the whole learner.

Throughout the years, studies have continued to show that a strong foundation in the arts support the development of children, not only for their effect on children’s creativity, but also for the development of merging the two sides of the brain together. Art courses allow for a multi-sensory experience that helps develop important, basic skills including social, language, motor, and auditory skills.

Windham has continued to be a pioneer in project based learning techniques for students. The study of Arts has always encompassed this method of learning naturally. Before the finished bowl is complete and displayed or the final concert is performed, the students are exposed to the foundation of their lesson. For example, a teacher will include such objectives as color, texture, shape, design, and balance so that a student has the opportunity to explore these different techniques which opens the door to ultimate individual creativity. Activities such as color, movement, storytelling, and tonality all included in the arts program continue to foster learning through a whole brain approach.

The Future

The arts program in Windham is growing rapidly. The course offerings have increased for students from grades Kindergarten through twelve. Students now have the opportunity to take courses in band, chorus, general music classes, as well as, photography, ceramics, painting, digital design, tv
production, and pastry arts. In addition to the core classes offered, the Windham School District provides extra curricular arts such as the thriving theater arts program. Students are given top level direction performing works from Shakespeare to current musical theater productions. Windham High School also has a dance team that participates in school based activities and provides performances throughout the community. Windham is fortunate to have these extra curricular performance opportunities for the students at all grade levels which helps build social skills and show the importance in strong community values.

The future for the musical aspect of the Fine Arts Department is also looking very bright with the gradual growth of the string program. The goal of this transition is to have the orchestra span all the way from young elementary through the high school over the next couple of years.

As of next year, Family and Consumer Science will be added to the Middle School curriculum. This will provide students in the younger grades to experience the art of cooking and baking.

The arts have always been consistent in providing support to the core curriculum, teaching to a well rounded education, and differentiating instruction for the development of the whole student. As the Fine Arts Department continues to grow in the Windham School District, so does the opportunity for Windham’s students to build a foundation in creativity, critical thinking, and social and communications skills that they will need throughout their careers.

"New World Journey" by Isabella Pfeifer, Gold Key, American Visions Scholastic Award Recipient
Traditional learning techniques such as test taking, report writing, practice of skills, and memorization of facts are the foundation of how students are taught in most public schools. Although there is fundamental value to these learning techniques, the Windham School District believes that these methods married with innovative techniques, such as project based learning, help educate the whole student.

Studies have shown that students who learn content by experience in addition to lecture, retain the key information for a longer period of time. Also, students who apply their knowledge in a novel way show a deeper understanding of the concept. Based on these theories, Windham has incorporated an initiative for teachers to practice activities and assessments that challenge students to demonstrate understanding in multiple formats.

This method of teaching and learning started within the high school but has now funnelled into the teaching techniques throughout the district.

As the pioneer school for instituting innovative, non-traditional activities and events, the high school continues to break the boundaries of what can be done and continues to expand this style of teaching around all coursework. A way of example, in Precalculus, during the study of Trigonometry, students participated in a lab to explore sound waves as sine graphs. Social Studies and Humanities brought students the opportunity to attend an authentic Naturalization Ceremony that was held at WHS. Physics students participated in the Trebuchet Day where students had to create life-size catapults that shot balloons into a castle. AP U.S. History students researched and created campaigns around an antebellum social movement (i.e abolition, women's rights, public education), which they then used to set up a "recruitment fair" for a Sophomore American Studies class. Students in Spanish II took part in an outdoor football (American soccer) game, which required them to use commands and expressions on the field. The games were filmed with voice over narration, as well as student interviews about staying healthy. French students have been exposed to a review
assignment this year that asks students to teach material from class to a family member. The students and their "pupils" are asked to submit reflections on the experience. In Marketing 3, students learn to run a business by running the school store. They determine, by research, what to sell. They also learn the process of a store from buying, marking up products, selling, to completing the books. Along with these opportunities, there is a daily use of the Mac laptop by students. Many students use the google suite to collaborate with others as well to submit documents.

WMS has followed the initiative from the high school and teachers continue to add more innovative and problem-based learning activities into their classes. In 7th grade social studies, students are being given the opportunity to be historians. They are given an inquiry-based task and, using primary and secondary sources, they are discovering the facts about historical events. In 6th grade social studies, students ended the unit on South America by creating a new flag for a chosen country based on their knowledge of that country. In all social studies classes, students will experience the Virtual Reality Headsets to explore places as a virtual field trip. For the last few years, each student at WMS has participated in the Hour of Code, and beginning next year, each student will participate in technology education, a state requirement for every middle school. This will expose students to the STEM field outside of a traditional math or science curriculum.

Windham Center School and Golden Brook School also have a strong passion and dedication to utilizing technology to enhance instruction. Paired with the new Digital Literacy course offered at Windham Center School, students are learning new ways to utilize their knowledge, show perseverance and display thoughts and ideas through technology. Digital Literacy courses also help guide students to being socially responsible in utilizing these learning tools. The addition of a green screen and video equipment has allowed students to record weather videos and book reviews in students’ own creative ways. Through Digital Literacy, students have been able to visit various places in the world using 3D technology and videos and “virtual reality” goggles. Students have visited the top of Mount Everest and the International Space Station in conjunction with science and social studies lessons. Cleartouch technology in the classroom has allowed teachers and students...
to conduct virtual science inquiry tasks, manipulate variables to test a hypothesis generated by students. This innovative and cutting edge technology has truly allowed the teachers and students at the Windham elementary schools to have the “whole world” at their virtual fingertips, providing students with the context and visuals needed to bring their learning to a whole new level.

Being able to incorporate both traditional learning and problem based learning allows the Windham School District to provide an education to our students that not only meets the standards of a basic education, but also builds in the skills identified as necessary for success in society and workplaces which is also known as “21st Century Skills”. These skills include perseverance, critical thinking, creativity, collaboration, and communications.

Regardless of the school level the number one contributing factor and asset to be able to continue this method of teaching is Windham’s “one-to-one” technology initiative that originally began at the high school level. Over the past two years, this initiative has filtered down to the elementary buildings with enough Chromebooks and iPad available for all students to utilize this technology to enhance teaching and learning. Since students have access to laptops and other technology students are arriving to their next year of education with more exposure to STEM and use and knowledge of technology. During the spring of 2019 and continuing into the fall, the addition of a formal STEM track at WHS will be developed for implementation in September 2020.
The Windham School District proudly provides and supports an optimum educational opportunity for all students of every ability level. The majority of our students begin and complete their preschool through high school experience in our district. Few families leave our community, further evidencing both the quality of life in Windham as well as the educational experience that we provide.

Our dedicated professional staff are committed to our students and work to support the students in their care on a daily basis. All professional staff are licensed by the State of New Hampshire, and most have graduate degrees. Our district encourages professional growth and thinking. Our curriculum is technology based, and all students are provided with the technology needed to succeed.

During the past few years, our professional staff have read the works of author, Dave Burgess and have adopted the themes presented in his works, "Teach Like a Pirate" and "Lead Like a Pirate". On any given day, one can visit classes and watch our teachers instructing students based on Burgess’ themed work. Beyond TLAP instruction, teachers participate in Professional Development on a regular basis to, not only maintain content currency as professionals, but also to share learned materials among their colleagues, within their department and across the disciplines.

Additionally, professional staff, under the supervision and in partnership with respective Curriculum Directors, are building and strengthening vertical teams within their departments. Most recently, the Humanities Departments: English and Social Studies, have expanded their work to include grade 5 teachers. This initiative will ensure a focused and coordinated experience for students as they transition from upper elementary, through middle school and on to high school. The Unified Arts Department continues to focus on building programs, beginning at the elementary level and progressing through high school. The math and science departments are currently developing a formal STEM pathway to help students that are interested in the sciences and math.

Windham High School is fully accredited by the New England Association of Schools and Colleges.
High School administrators and teachers work regularly with the Commission to ensure that we maintain our accreditation. Professional staff regularly participate in professional development with the Commission in order to maintain the highest standards with regard to our accreditation.

Our high school is regularly ranked among the best in the state New Hampshire. This ranking is based upon a number of factors including graduation rate, the significant number of Advanced Placement courses, the number of specialized programs offered, standardized assessments and percentage of students that enter post-secondary education immediately following graduation. Our graduation rate is regularly reported at nearly 100% by the New Hampshire Department of Education. Our graduates attend and graduate from some of the most prestigious colleges and universities in the country.

Students with disabilities are fully engaged in the curriculum from preschool through high school. While almost all students are taught in the general classroom with typical peers for the majority of the day, students who require more specialized instruction may have their special education services provided outside of the general education classroom for a portion of the day.

Special Education teachers regularly participate in regular education departmental initiatives and content-specific professional development in order to provide instruction using the Windham School Board approved curriculum in all academic disciplines. Additionally, Special Education teachers are invited to summer workshops and other types of professional and curriculum development initiatives further evidencing the cooperative effort between the regular education and special education departments within the District.

Windham's special education services have consistently received high marks from the NHDOE, as evidenced by the most recent Special Education Compliance and Improvement Monitoring Review, conducted in 2016 - 2017, and the yearly District Data Profile reports. The District works to meet the needs of all students through a Multi-Tiered System of Support process, that encourages and expects classroom interventions to address differences in learning styles and skill development within any classroom.
Staff Spotlight

Name:
Suzanne Cronin
Digital Literacy Teacher
Windham Center School

2018
New Hampshire Society of Professional Engineers (NHSP) Elementary STEM Teacher of the Year

Career in Numbers:
1. First year as a Digital Literacy Teacher at Center School
2. 20 Years as a Classroom Teacher, Tech Integrator and MakerSpace Facilitator at Hampstead Academy
3. 2 Levels of Google Certified Educator Certifications

Ms. Cronin is a member of the first cohort of the Code.org partnership with UNH

Grade 5 Digital Literacy Lesson:

Students in Grade 5 learning how to use Quick, Draw! by Google Creative Lab

Ms. Cronin brings high energy and enthusiasm to all of her lessons. She loves using technology to enhance student voice and understanding!

Digital Literacy students learn:

- **DIGITAL TOOLS**
- **TYING**
- **DIGITAL CITIZENSHIP**

Students can apply the skills they learn in digital literacy to their other subject areas.

Ms. Cronin pioneered the use of the district's virtual reality headsets with her classes.

Students at Center School learn how to make the most use of their Chromebooks.
Windham believes in the expansion of education and providing cutting edge opportunities for our students. These district initiatives are putting Windham on the map. Global leadership is just one of those opportunities. We are the first district in the state to offer varied pathways for our students. Global leadership provides students with opportunities to learn, experience, and research diverse cultures. Each year students are provided multiple opportunities to travel abroad to experience other cultures. Our global leadership certificate program requires students to travel, participate in AP classes, volunteer in multicultural environments and take a Global perspectives class. We partner with a travel company and several colleges to provide additional opportunities for global travel, college classes or dual enrollment courses.

We are currently partnering with Northern Essex Community College to provide early college credit for our students. One opportunity is having students attend a summer class in Dublin, Ireland (Drew University). Students will earn 3 college credits for attending class in Ireland for three weeks. Students will explore the culture, countryside and experience life in Ireland while they study.

We have students that have attended EF Tours Global Leadership Summit (an opportunity that we provide every other year) where students are able to travel abroad and then attend the summit where they hear world renowned keynote speakers, work with other like-minded students and compete in a challenge that might win the right to display their prototype in the Nobel Peace Prize Museum in Stockholm. Students learn to respect others ideas, work collaboratively, and problem solve. This experience is life changing for our students and they truly return from their trip as more confident young adults.

Another way Windham is offering students to learn about other cultures is hosting exchange students from China. We have several exchange students attending Windham High School for the entire school year. Students have the opportunity to
learn from each other and really experience the day in a life of typical teenagers and how similar they all are. We are exploring a true exchange program where students and teachers will visit China as well.

The district believes in educating every student and exposing all students to other cultures as evidenced by our first Multicultural Night held this year. This event allowed the students, staff and community to broaden their horizon and experience foods from different countries as well as students researching what a vast world we live in.

Windham will continue to provide opportunities for travel and experience multi-cultures as it is our belief that we are educating the whole student and we want to continue to prepare our students to make an impact.

Another way in which Windham has taken the initiative in educating the “Whole Student” is by addressing the social and emotional needs of our students. Mental health is in the forefront of everyone’s mind and Windham is no exception. Windham has always believed that a student must feel healthy inside and out so we have provided licensed Social Workers and Mental Health Counselors on staff for many years and that trend continues. Our Leadership team and School Board recognize the need and have ensured that we have the proper help and support in each school. This year in particular, we have committed ourselves to raise awareness for mental health. We held a mental health awareness event that consisted of a former New Hampshire Justice (John Broderick) speaking about his personal experiences and the impact of mental health had on his family, as well as, Holly Finn who started her journey in 2009, when her 14-year-old son died by suicide. Reach 1, Teach 1, Love 1 was founded by Holly and Sabrina Terrell, another mother of suicide loss, to advocate for suicide and mental health awareness and prevention. Amorette O’Brien is a Licensed Marriage and Family Therapist who specializes in working with adolescents (ages 10 and up) who struggle with anxiety and/or anger.

The district has also incorporated this topic into the professional development opportunities of our staff. This year, the district brought in well-known author of the Behavior Code, Jessica Minahan, to provide professional development to the district. Jessica offered great practical strategies to help educators work with students more effectively.

Windham’s global opportunities and the push for awareness and education in mental health are topics that the district supports and will continue to evolve these initiatives that prove to create an educational environment that supports educating the whole student.
Windham, is a town that has a deep connection and support of community involvement. For a rather young school district, there is a great sense of morale, leadership, and support that radiates naturally throughout this district. The school system feels to be the heart of this very lively ecosystem.

2019 marks the tenth anniversary of Windham High School's opening and also marks the eighth graduating class. Although it's been a decade since the high school has opened, to think about how much has evolved and growth since then is truly inspiring. The Windham School District is "no longer a system of schools but a school system" that is united and partnered with a community that cares so deeply about the success of the programming. The success of this district has absolutely been a team effort. Between our exceptional teachers and leaders, to our students and parent volunteers, all that has been accomplished is because of people who care. As this district continues to grow newer families or growing families will begin to move into our school district as older families begin to transition out. The students that are transitioning out have had the opportunity to create a “Jaguar bond” with other students and faculty that doesn't just end with graduation.

Although the strength of the district is intact for our current students, WSD believes that an enriched alumni association will help continue to strengthen the foundation of our students and provide a forum for previous students to stay connected and involved with the district even after their time is over here. The plan is to open an alumni association for all former students to be able to support the enrichment and growth of our fellow Jaguars. Being a member of this group could include planning functions, fundraisers, and events but more importantly it would give alumni the opportunity to give back to the future students.

The alumni association will be able to become mentors and guidance resources for the next generation of Jaguars to both excel in their studies at the high school but also give them guidance and useful information for their future endeavors as well. These opportunities will make a difference in the life of a developing Jaguar. Stay tuned to more information about this opportunity.