

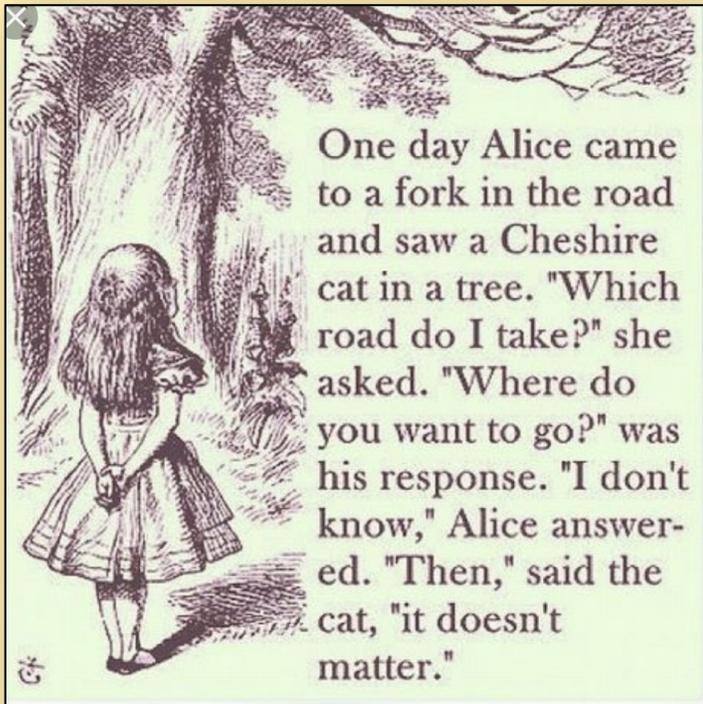
School Administrative Unit #9

Realizing the full potential of each and every student

November 2019

Photo by: Ethan Lane, KHS Student '19

You're Invited.. Strategic Planning 2020-2025



One day Alice came to a fork in the road and saw a Cheshire cat in a tree. "Which road do I take?" she asked. "Where do you want to go?" was his response. "I don't know," Alice answered. "Then," said the cat, "it doesn't matter."

This scene from Alice in Wonderland illustrates the importance of having a clear picture of where you want to go in order to actually get there. The Strategic Plan has provided that focus for our schools in SAU9 over the past five years. Through its development, we were able to articulate our core beliefs, mission and vision. We committed ourselves to realizing the full potential of each and every student, recognizing that students have unique strengths, needs, and interests. Realizing our vision meant looking at our system of education in terms of personnel, student growth, technology, facilities and our relationship with the wider community.

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Save the Date
December 11th, 2019
at 6pm

Fall Features

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IMPORTANT DATES

Nov. 11:	No School - Veterans' Day
Nov. 27-29:	Thanksgiving Recess
Dec. 23-Jan. 1:	Holiday Recess
Jan. 17:	Early Release
Jan. 20:	No School—MLK Day
Feb. 11:	Teacher Workshop Day
Feb. 17-21:	February Vacation
Mar. 19:	Early Release 3hr PM Teacher Workshop
Apr. 27– May 1:	Spring Vacation
May 15:	Early Release
May 25:	No School—Memorial Day
June 15:	Last day of school* Early Release
	*subject to change

WELCOME NEW FACULTY & STAFF

SAU #9 Office

Lilli Gilligan—Director of Budget & Finance

Conway District-Wide

Monika Cullen—Free & Reduced Lunch Coordinator
Cassandra Mullin—Bus Driver
Bruce Webster—Maintenance

Jackson Grammar School

Ryan Murphy—Bus Driver
Louise Sandburg—Bus Driver

Josiah Bartlett Elementary School

Tara Brown—Paraprofessional
Erica Gendron—Paraprofessional
Salvatore Guzzardi—Music Teacher
Megan Jacques—Early Childhood Education Teacher
Shannon Jeffrey—Cook's Helper
Kalia Nuzzelillo—Paraprofessional
Jeff Ratigan—Bus Driver
Holly Reed—Music Teacher

John Fuller Elementary School

Gabriele Clarke—Library Media Specialist
Saigelyn Green—Music Teacher
Delaney Kennedy—Paraprofessional
Lauren Poutasse—Grade 2/3 Teacher
David Ruppel—Custodian

Pine Tree Elementary School

Krista Ames—I:1 Health & Education Care Provider
Gabiella Anderson—Grade 2 Teacher
Ryan Doonan—Grade 4 Teacher

Conway Elementary School

Jason Robert—Principal
Thomas Horanzy—Custodian
Maika Phillips—Title I Teacher
Kristen Spinney—Physical Education Teacher

A. Crosby Kennett Middle School

Tara Bowen—Language Arts Teacher
William Carleton Jr.—Instrumental Music Teacher
Sandra Crowley—Reading Teacher
Corey Dowe—Health/FACS Teacher
Jackie Dziedzic—Administrative Assistant
Luciana Ferraris—World Language Teacher
Casey Foye—Learning Through Connections Teacher
Adam Goodwin—Mathematics Teacher
Kristen Pilarcik—Reading Teacher
Ryan Richard—Physical Education Teacher
Jessica Warning—Special Education Teacher
Bethanne Williams—Custodian

Kennett High School

Kevin Carpenter—Principal
Thomas Dacey—Art Teacher
Carol Dandeneau—Library Media Aide
Jonathan McGlew—Custodian
Jessica Reed—English Teacher
Trisha Silvia—Paraprofessional
Liz Wehmeyer—Career Dev. Support Personnel
Jean Woodward—Social Studies Teacher

MWV Career & Technical Center

Abigale Donaldson—Graphic Arts Teacher



The Next Great Adventure



Conway Elementary Cougar Pride: One Opportunity at a Time

At Conway Elementary we believe that opportunities knock each and every day. The opportunities are truly limitless for our students at CES. Our staff is always exploring new opportunities to engage our students in a variety of ways that include embedding our learning experiences with a rich mix of academic and social-emotional skills that prepare them for their next great adventure.



Summer of Learning

Over the summer incoming CES Kindergarten students were provided with opportunities to begin their transition into the classroom and school environments. Staff worked to engage and expose students to a variety of literacy and mathematical based activities as well as a focus on positive social behavior. This camp gave the children a chance to make connections with students that will be part of their classroom when they return from the summer break.



Cougar Camp

Cougar Camp was back this summer with 53 students participating. Throughout the month of July, participants enjoyed camp games, project based learning activities, and experiential opportunities that embedded math, literacy, and SEL skills throughout. This summer students traveled to Echo Lake, the Madison Boulder, NH Forest Ranger Station, and hopped on the Conway Scenic Railroad to discuss tourism and the impact it plays in our community.

Social-Emotional Learning for Success

Enrichment opportunities at CES do not focus solely on academics. Each and every day students and staff are experiencing enrichment opportunities in the area of Social-Emotional Learning (SEL). Conway Elementary recognizes the importance of intentionally embedding SEL skills into our instructional practices and school community. In order to be successful in academics, students need an environment that is safe and supportive, and one that will help them develop a wide-range of skills like empathy, motivation, stress management, communication skills, how to resolve conflicts and many more. The skills being developed will extend far beyond the walls of CES and are beneficial for life.



Wandering in Whitaker: Anytime, Any Place, Any Pace Learning at John Fuller Elementary

At John Fuller we are lucky to be neighbors with the 180-acre Whitaker Woods. We fully maximize these beautiful recreational trails for a variety of purposes. Already in the first six weeks of school we have utilized the expansive forest for weekly K/I Nature's Workshop, Tin Mountain science lessons, the annual walk to school event, to catch a ride on the Conway Scenic Railroad and to reenact the Oregon Trail.



For 5 years students in kindergarten and first grade have the opportunity to spend several hours a week in their own forest classroom. Each week they use the outdoors as their classroom to learn how to care for themselves, others, and the environment. Through their exploratory work they will be also be working on literacy, math, and science competencies. If you are looking for the K/I students on Monday afternoons, follow shrieks of

joy and fun straight out from the JFS playground.

Every grade level at JFS has the opportunity to partner with Tin Mountain Conservation Center each year. This fall, the sixth graders have been studying geology through print, media, walking field trips and hikes. Their studies have been led by sixth grade teacher, Ms. Kelly Horrigan and Tin Mountain's Matt Maloney, Teacher/Naturalist. They've utilized our on-site outdoor classroom and they trekked to a dormant volcano in the Ossipee Mountains.

The JFS Health and Wellness committee organized the 3rd annual walk to school event on Thursday, October 3, 2019. Over 200 students, staff and families participated in this 1-mile adventure. Students, staff and families started at Cranmore Mountain Resort, walked through Whitaker Woods to end back at John Fuller. It took most students 30-45 minutes to complete the walk.



Over 225 JFS staff and students participated in a whole-school field trip on Friday, September 6th. Blue and yellow, the school colors, were worn by most staff and students. The Conway Scenic

Railroad picked the students and staff up in Whitaker Woods on the "Maine line." The train first headed to Redstone, past MacDonald Motors, before turning around, switching tracks and returning to the Conway Scenic Railroad train station. Students and staff enjoyed a picnic lunch in Schouler Park before walking back to school. The adventure was made possible by the generosity and idea of Conway Scenic Railroad. There were also generous donations provided by the JFS Student Council and Walmart. This community-building field trip was a super kick-off to the 2019-2020 school year.

Fifth graders completed a Westward Expansion unit of study in Social Studies and Literacy. With this unit, they embarked on the "Oregon Trail," an authentic learning simulation, on October 17th. On their journey to "Oregon" (through Whitaker Woods) they faced many challenges that the pioneers encountered.

At JFS, students and staff believe that learning can happen anytime, any place and at any pace. We will continue to utilize and learn from all of the opportunities that are near and far, but especially those that are right in our backyard.

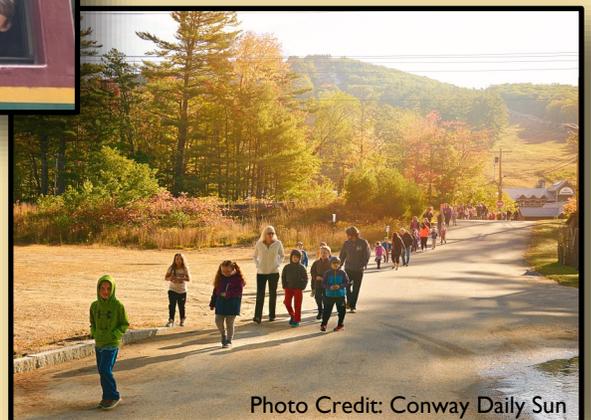


Photo Credit: Conway Daily Sun

Personalized Learning at Pine Tree Elementary

Pine Tree School is truly a tight-knit community where each member is supported and celebrated as individuals who are responsible for their own learning and personal growth. We believe that children and adults are all progressing through unique learning journeys and we pride ourselves on recognizing the strengths and needs of each and every member of our school. Our mission is to personalize the learning experience for our students in order to realize the potential of each and every one of them. In 2015, Pine Tree School began the shift toward a competency-based model of instruction that allows each child to master skills and content at their own pace, apply their learning to real-life situations, and show what they know through performance-based assessment methods. These methods ask students to generalize many skills into inquiry-based, hands-on, collaborative tasks. This shift requires educators to focus on how to make learning relevant and how to incorporate student voice, choice, interest, and passion into our day-to-day instruction.

A critical component of personalization of learning in a competency-based model is that of student engagement. One method for enhancing student engagement is to make learning relevant and to provide students with opportunities to connect what they have learned to the world around them. An example of this is the partnership that our sixth graders have with Green Mountain Conservation Group. Together, they tested water quality on the Swift River to determine if this is a safe site to release trout that will grow in the classroom over the course of the school year. During this trip, students measured the width and depth of three sections of river, collected macroinvertebrates, tested electrical conductivity, turbidity, dissolved oxygen, ph, and temperature, and made habitat observations. This partnership makes learning real and increases student engagement while off-site and when back in the classroom.



In addition to enhancing student engagement in classroom-based instruction, we also recognize that fostering a supportive school community where students feel ownership over their experience is crucial. This year we have started a student leadership team responsible for promoting community service and volunteerism as well as supporting a positive school climate, which is the foundation to engagement in the learning experience. We believe that students are our best resources for learning about areas of strength and areas of improvement as we continue to focus on keeping students engaged across all

aspects of the school day.

Throughout the last few years, we have come to realize that we do not provide students with ample opportunity to truly uncover what they are interested in and what things they may be curious about as they grow in an ever-changing world. If we are to incorporate student interest and passion into instruction, we need to first give students a chance to be self-reflective and discover their

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PINE TREE CONTINUED...

unique interests. One way to foster the process of self-discovery is through our student-driven Passion Projects. Through this work, Pine Tree students complete a project of interest to them and present their work to the greater community at a school-wide exhibition in the spring. Last year, the breadth of topics investigated by our students was remarkable and spanned anywhere from historical events, to cyber-robotics and artificial intelligence, to fashion design, and brain science. We are eager to begin this work again this year by asking students to reflect on curiosities and wonderings in hopes that these topics will grow into ideas that students are motivated to learn more about, thus enhancing their engagement in school.

Another way to create relevance and uncover student interest is through our annual Career Day experience. Last year, approximately 50 community businesses and professionals shared their expertise with PTS students who participated in hands-on learning experiences aimed at potential areas of interest for students to pursue in college or in their careers. We are fortunate to live in an incredibly supportive community that embraces all aspects of teaching our young people and whose members are willing to volunteer their time. Following such events, we are able to connect new learning to real-life skills, which enhances student engagement in the classroom and beyond.



We believe that we are all learners who can grow in some way and we embrace the productive struggle that comes with learning something new. Supporting and celebrating the growth of our school and the individuals within it is the hallmark of our work. We are excited to see all that this new school year brings and feel very fortunate to be a part of innovative work that is in the best interest of each and every student in our school!

Strategic Planning 2020-2025

...continued from cover page

We used those areas of focus to develop goals and action steps. We have monitored our progress; celebrating successes and finding ways to overcome obstacles along the way.

Our current strategic plan will expire in 2020. Therefore, it is time to come back to the process and create our new plan for the next five years. Practices and actions are anchored in beliefs. Changes to our system of education will not become part of

our culture unless they are reflective of our collective voice. Our next plan must once again be reflective of our community's beliefs, needs, and characteristics. It will provide our community with a common purpose for our educational system that will ensure student success and celebrate the unique qualities of individuals. Revisiting what we say we believe and defining the outcomes we want for each and every one of our students is a critical piece of this work.

We want to encourage all of our community stakeholders to be a part of the process. Our first community-wide meeting will take place at 6pm on December 11th, 2019 in the Loynd Auditorium at Kennett High School. We hope you will be able to join us in this journey to define what we want, and develop a roadmap of how we get there, for each and every one of our students in the Mount Washington Valley.

Climate & Culture



A Social-Emotional Approach to Learning at Jackson Grammar School

Jackson Grammar School is headed into the 2019-2020 school year ready to learn with the tools of Social and Emotional Learning (SEL) at hand. Student and staff SEL is helping JGS deepen our understanding of the words in the school pledge where we “take responsibility for our own actions [and] also reach out helping hands --” one line encompassing the expectation and importance of self-regulation and of community at JGS!

Early this school year JGS staff spent time discussing the school’s strengths and challenges to our learning community’s climate and culture. This work continues with a staff SEL committee furthering the discussion and educating their peers.



Taking this work into the classroom, fourth, fifth, and sixth grade teachers led their students in a discussion of JGS climate and culture, determining that an important aspect of our school culture is “community.” The students identified and illustrated many of the activities at JGS that encourage engagement with their fellow students and they are looking at how those activities can be used to strengthen the school community.

Students are learning about regulating their bodies and emotions so they can fully participate in the learning at hand and activities that are already part of JGS community traditions. Students have access to a Sensory Path and two Take a Break Stations. At the Calming Station, the frog foot massager, heavy blanket, squeeze ball, and heavy teddy are in “heavy rotation.” The pogo hopper and basketball hoop are favorites in the Movement Station.

Creation of the Sensory Path was a collaboration between JGS Occupational Therapist, Kate Lamneck and JGS Art Teacher, Carrie Scribner. It’s on the way to the library, the kitchen, and the playground!



Strategies practiced at the SEL stations help students build a “tool box” to help regulate their behaviors and emotions so that they are ready to learn and play during school, in the school community, and as members of the community beyond.

Beyond the Nest

Programming and community building that supports and prepares students for life beyond the walls of Kennett High School

It has been a very busy fall at Kennett High School. The culmination of thousands of staff hours came together with a very successful visit from the New England Association of Schools and Colleges (NEAS&C) team. The visiting team met with teachers, administrators, support staff, community members, school board members, and others connected to Kennett High School to evaluate where we are against the established standards, and ultimately determine our continued accreditation status. The visit was very positive and we are eagerly waiting for the report which will be issued and released to the public in the Spring.

Instructionally we are happy to announce that we will be offering the full services of a Student Assistance Program (SAP) counselor as well as returning the Jobs For America's Graduates (JAG) program. The SAP counselor,

Marissa Maitland, will work to provide assistance to students that may be impacted by substance use/misuse, bullying, peer pressure, dating violence, and other critical issues that face teenagers today. Services include individual student meetings, group meetings, and even whole school activities. We are also very happy to have Chrissy Garbacz as our JAG teacher. In this program students get hands on training to hone their skills for life after school. Students will work on developing employment skills, such as resume writing, interviewing, writing cover letters, and other skills related to being successful in the workforce. This hands-on course is open to KHS students who feel they would benefit from this curriculum. Students also work in the community to look at different employment options and opportunities that are available here in the Mount Washington Valley, as well as beyond the Valley.



Fall Student Achievements

- Our athletics teams collected over 200 school supplies in support of the North Conway Cares Backpack giveaway.
- On September 20, Kennett High School students organized and planned a walk-out in collaboration with school officials during our FLEX block. This walkout was to bring awareness to climate change and the impact humans have on our climate. Students walked out the front doors around to the back where several students read speeches on climate change.
- The Kennett High School field hockey players and coaches held their annual youth field hockey clinic August 22nd - August 24th with almost 30 future Eagles participating.
- On September 14th, the Kennett volleyball team volunteered at this year's Reach the Beach race.
- The week of September 22nd - 28th, Kennett High School athletics and Life of an Athlete collected 1,316 food items (1,070 lbs) and \$190 was donated as part of the New Hampshire Tackles Hunger statewide food drive. All donations remained local at the Vaughan Community Center.

MWV Career and Technical Center Highlights

School to Career Summer Camps: It was another wildly successful year for our summer camps! There were seven camps offered this summer: Health, Culinary I, Culinary II, STEM Aviation week 1, STEM Aviation week 2, Video Game Creator, and Photography serving 120 campers. Seventeen scholarships totaling \$1,625 were awarded to campers. Sponsors and donations totaled \$15,500.

Building Trades: Sixteen beautiful cedar planter boxes were constructed by our students which took up until the very last day of school to complete. These boxes are filled with colorful flowers and greenery and adorn Main Street in North Conway Village. This project was sponsored by the Mount Washington Valley Chamber of Commerce and provided a fantastic opportunity for students to work with fine cedar wood.



Extended Learning Opportunities (ELO): The 2019-2020 school year is off to a great start. A student pursued a Spanish ELO over the summer while doing volunteer work in Costa Rica. We have two students interviewing for internship positions at OutsideTV. There are also interesting internships taking place at the Mount Washington Valley Chamber of Commerce, Mountain Center Physical Therapy, Center Conway Fire Department and A Perfect Landscape and Construction to name a few. Additionally, as the result of an ELO started last year by Maeve Weeder, Kennett High School now has an Outing Club. They went on their first hike Sunday, October 6th and have some other fun trips planned for the year. The Appalachian Mountain Club has proven to be a great partner as well. They did some awesome leadership training for four of our students in August (see photo). We are looking



forward to engaging with more community partners as the year continues.

Work Based Learning Award: Joe Riddensdale was the recipient of the *Work Based Learning Teacher Champion Award* and Jeff Nicoll from Ambix, LLC was the recipient of the *Work Based Learning Industry Partner Champion Award* at the 2nd annual New Hampshire Work Based Learning Champions Recognition of Excellence Event on October 1st at Manchester Community College. Awards were presented by the NH Commissioner of Education, Frank Edelblut and a representative from the office of Governor Sununu.



Computer Science: MWVCTC/KHS Computer Science Honor Society (CSHS) was formed then approved by the Computer Science Teachers Association (CSTA). The mission of the honor society is to cultivate and support thriving environments for success in computing courses. It encourages secondary students' enthusiasm for computer science, honors academic excellence, and promotes service. Google and Microsoft are the largest supporters of CSTA.

Health Science Technology: HST students pictured right are dissecting pig and cow hearts as part of their cardiology unit.



Advanced Manufacturing: In a recent visit to our school, a representative and trainer from Southwest Industries, worked with our advanced students and certified all 16 students on ProtoTRAK controls. This worldwide industry recognized credential exponentially increases opportunities for our students as they enter into post-secondary training or the workforce. Further, all classes received a visit from the founder of NASA's HUNCH program, Stacy Hale. Mr. Hale emphasized the critical role our school plays in manufacturing life critical hardware for the International Space Station and noted that we are only 1 of 3 schools in the nation to work on this type of hardware.

We are Better Together

Josiah Bartlett Elementary School

Staff and students at JBES are spending time this year focusing on ways to be “Better Together.” After an opening assembly featuring the talented Unified Arts teachers performing a skit written by the kids, students participated in two days of bonding activities entailing team building, storytelling and an all-school sing-along.

Students and cafeteria staff have been working together to make a greener lunch room. Students from the fourth and fifth grade became concerned with the use of plastic straws after learning that they can wind up in the ocean and pose problems for marine life. After talking to the cafeteria staff, the school purchased paper straws for the lunchroom. This change then inspired a switch to reusable cups rather than single-use plastic. The kitchen staff also uses reusable trays and real silverware. This partnership between staff and students has resulted in a more environmentally friendly cafeteria, and has shown how adults and kids can work together on problem-solving.

Students and teachers also worked in their Bear Buddies groups to create a collaborative art piece, which is on display outside of the school kitchen. Working off of the Better Together theme, these small groups of mixed-age students met with their group leaders to discuss the idea of collaboration, and then made Peter Reynolds-style dots decorated by each group member. These dots were a great way to kick off the theme and show the beauty of group work. Bear Buddy groups meet regularly throughout the year to create a sense of community and belonging across age groups. This year each meeting will entail activities that connect to the ‘Better Together’ theme.



Teacher workshop time this school year has also been focused on the idea of using instruction, assessment, environment and social-emotional awareness together to improve the school experience of each and every student. Looking at the whole child gives us a better idea of how to drive learning and thus embodies the Better Together notion. Staff from each school in SAU9 have met already this year to explore ways to create the ideal intersection of the academic, social and physical needs of the student.

With all of these initiatives in the works, it's safe to say that great things are happening at JBES.

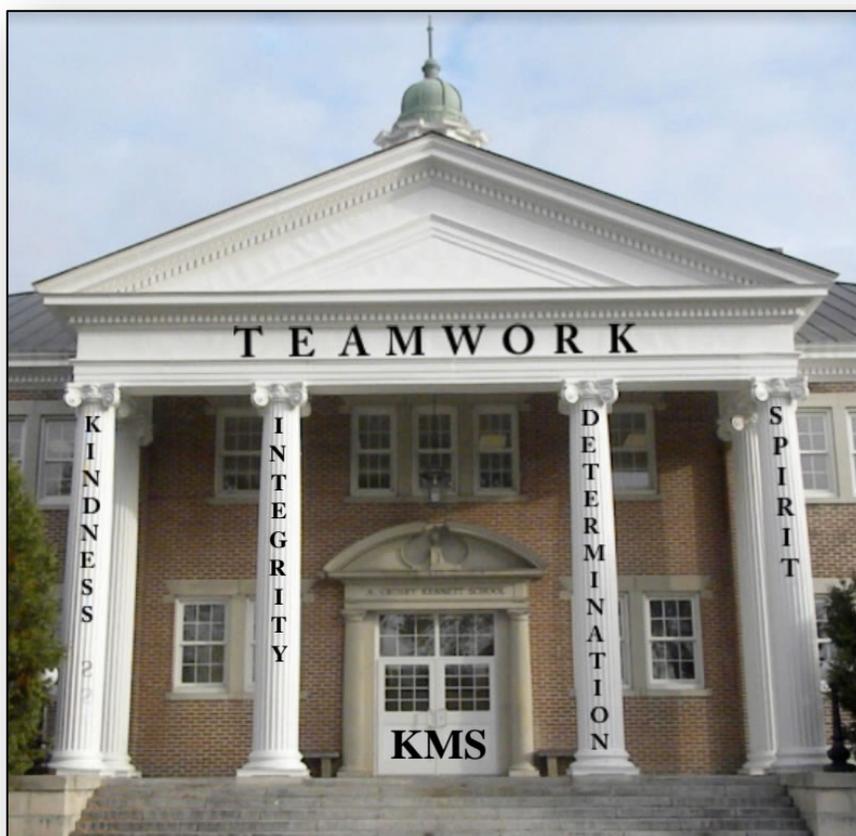


Creating a Positive Learning Culture

Kennett Middle School

At Kennett Middle School you can hear people talk of the Four Pillars and the KIDS values. The metaphor comes from the front of the oldest part of the A. Crosby Kennett Middle School facility with each pillar representing one of the values of Kindness, Integrity, Determination and Spirit (KIDS). We ask our students and staff to embrace these values in the work they do each day as a part of creating a strong positive learning culture within the building.

Personalizing learning, creating authentic opportunities for student voice and offering students choices in their learning sets the backdrop of our instructional approach to helping our middle school students reach their full potential. Within the building there are growing opportunities for students to make choices about their learning. This is evident in the assignment options in classes, opportunities for flexible seating and workspaces including furniture, library and academic center access and Spanish as a world language option in the 8th grade. Advisors and teachers work with students to set and monitor goals while selecting options to help reach those goals.



Middle school students both thrive on and require support in working together in social groups. Collaboration skills will be critical for all of our students in their lives in the future and a great example of a deeper learning opportunity. Ample opportunities exist across the curriculum for project collaboration. Examples include small teams creating and preparing recipes for the class and staff in Family and Consumer Science, teamwork in PE classes, development of candy business plans in math, solving robotics challenges or investigative teams in science unearthing evidence of past meteor strikes. Instruction includes not only the content the students will explore but also discussion of roles and norms in groups as well as how to resolve conflict when it arises.

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One element of a competency-based education program is that students can transfer skills and knowledge between one content area and another. Traditional structures such as grade reporting have often stood in the way with different grades for different classes. This year, by opening up our grading practices around writing, students are able to integrate their writing skills with work they are doing in their core content area classes. When students are asked in science or social studies to write an informative essay that makes claims and supports those claims with valid evidence, the work can be submitted as evidence of learning in science or social studies as well as writing. These cross-curricular skill building opportunities supports kids learning by providing additional relevance to their practice. Writing teachers support students as well as additional writing instruction in other content areas raising our building's capacity in literacy instruction.

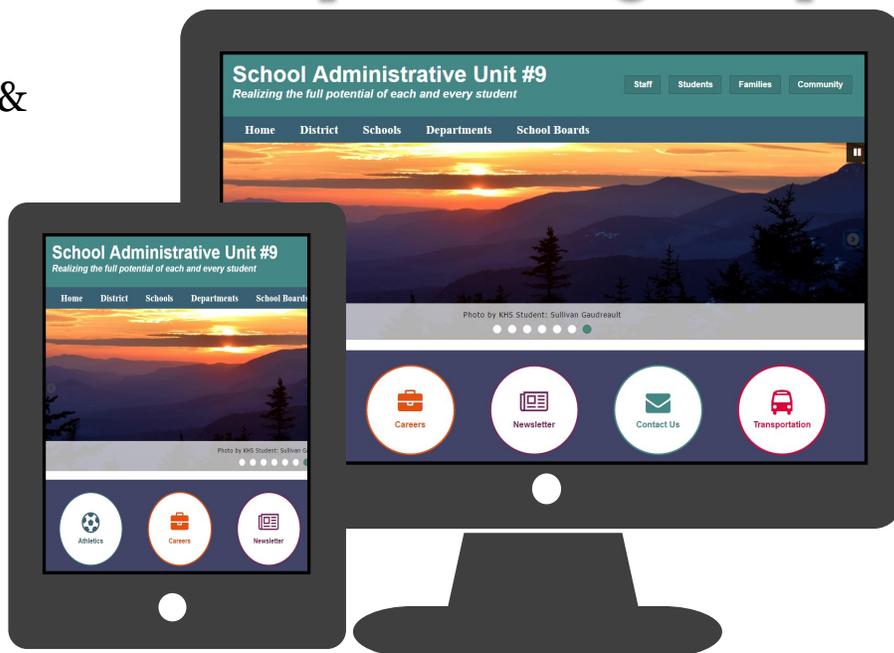


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SCHOOL CONTACTS

SCHOOL ADMINISTRATIVE UNIT #9
176A Main Street | Conway, NH 03818

SAU #9 Website: www.sau9.org

Superintendent of Schools: Kevin Richard
Assist. Superintendent: Kadie Wilson
Director of Special of Services: Pam Stimpson

Main Office: 603-447-8368
Special Services: 603-447-8951
Transportation: 603-447-3626
Fax Number: 603-447-8497

BARTLETT SCHOOL DISTRICT

Josiah Bartlett Elementary School
Principal: Joe Yahna
Main Office: 374-2331

JACKSON SCHOOL DISTRICT

Jackson Grammar School
Principal: Gayle Dembowski
Main Office: 383-6861

CONWAY SCHOOL DISTRICT

Kennett High School
Principal: Kevin Carpenter 356-4343
Vice Principal: Katy Meserve 356-4340
Main Office: 356-4343
Career & Tech Center: 356-4370
Director: Virginia Schrader
School Counseling: 356-4325
Athletic Department: 356-4335
Special Education: 356-4315

A. Crosby Kennett Middle School

Principal: Rick Biché
Main Office: 447-6364

Conway Elementary School

Principal: Jason Robert
Main Office: 447-3369

John Fuller Elementary School

Principal: Danielle Nutting
Main Office: 356-5381

Pine Tree Elementary School

Principal: Dr. Aimee Frechette
Main Office: 447-2882