

School Administrative Unit #9

Realizing the full potential of each and every student

May 2019

Photo by KHS Student:
Ishaan Wenger

Cultivating a Generation of Problem-solvers

“What do you want to be when you grow up?” This is a question often posed to children. It is a question older students consider when they are thinking about their pathways to college or career. However, it may no longer be the right question.

The pace of change in our society is startling. Over the past decade we have started using apps instead of maps to get from place to place. Our phones are now miniature handheld computers that can do just about anything. Cable television is quickly being replaced by streaming options and the idea of waiting for film to be developed seems like an ancient memory. We take Uber and Lyft rides, and we share homes with strangers on AirBnB. Many of us do more shopping online than in brick and mortar stores. There is also the prevalent use of social media to stay connected (sometimes too connected) with friends, family and even strangers. We access information by “Googling” topics and watching YouTube videos. Some experts predict that up to 47% of today’s jobs could be automated within the next two decades. (Education Week, April 22, 2019). In this rapidly

transforming world, how can we expect children to know what they want to “be” in the future when many of the jobs we know may no longer exist?

Therefore, it makes sense to change the question. Rather than asking children what they want to be, let’s start asking them, “What problems do you want to solve?” One thing we can be pretty sure of is that there will continue to be complex challenges facing our society. As an educational organization, we have a responsibility to provide our students with the skills they will need to solve them. They will need to use creativity, communication, collaboration and critical thinking skills. They will need to be able to apply the skills and knowledge they have in new ways and to different contexts. One exciting part of this is that rather than focusing solely on the future, students can identify problems of interest today and begin solving them immediately.

Our model of education is evolving to ensure students

CONTINUED ON PAGE 5

SAU #9
MISSION:

To cultivate the natural inclination to learn by providing an exceptional environment in which students embrace excellence in learning for a lifetime of success.

Spring Stories

INSIDE THIS ISSUE

COVER STORY

Performance Tasks

Preparing students to be a generation of problem solvers

3 Class of 2019

4 Competency-Based Learning

Creating student agency and engagement in the learning process
— Pine Tree Elementary School

6 Agents of Learning

Part 2 - A continuation of a year-long theme—Jackson Grammar School

7 MindUp

Promoting self-regulation in the classroom—Josiah Bartlett Elementary School

8 Let's Play

Reinforcing learning behaviors through play—John Fuller Elementary School

9 SEL/Mindfulness

Successful implementation strategies
—Conway Elementary School

10 Discovery & Learning

Students at the center—Kennett Middle School

11 Transitions

A year of changes at Kennett High School

12 CTSO's

Enhancing student learning through contextual instruction—MWW Career & Technical Center

2019-2020 SCHOOL CALENDAR

Aug. 26-28:	Teacher Workshop Days
Aug. 29:	1st day of School for Students
Sept. 2:	Labor Day—No School
Oct. 3:	Early Release *3 hr. Evening TW
Oct. 4:	Teacher Workshop Day—No School
Oct. 14:	Columbus Day—No School
Nov. 11:	Veterans' Day—No School
Nov. 27-29:	Thanksgiving Recess
Dec. 23-Jan. 1:	Holiday Recess
Jan. 17:	Early Release
Jan. 20:	Martin Luther King Jr. Day—No School
Feb. 17-21:	February Vacation
Mar. 19:	Early Release *3 hr. Evening TW
Mar. 20:	Teacher Workshop Day—No School
Apr. 27-May 1:	Spring Vacation
May 15:	Early Release
May 25:	Memorial day—No School
Jun. 15:	**Last Day of School for Students (ER)
Jun. 16:	**Teacher Workshop Day
	**Subject to change

CONGRATULATIONS

CLASS OF 2019

VALEDICTORIAN

Carson Smith



SALUTATORIAN

Amy Cotter



STUDENT BODY

President

Sullivan Gaudreault

Treasurer

Carson Smith

Vice President

Grace Jarell

CLASS OFFICERS

Seniors

President: Hunter Krebs

Vice President: VACANT

Student Reps: Callum Hawkes, Andrew Donohoe, Jordan West, Cody Bryan & Jordanna Belle-Isle

Sophomores

President: Grace Ward

Vice President: Ava Jarell

Student Reps: Ella Chandler & Nicole Lockhart-Rios

Juniors

President: Raven McAuliffe

Vice President: Phoebe Lyons

Student Reps: Calder Mazel & Cole Bradley

Freshmen

President: Zach Zuckerman

Vice President: Elizabeth Bouchard

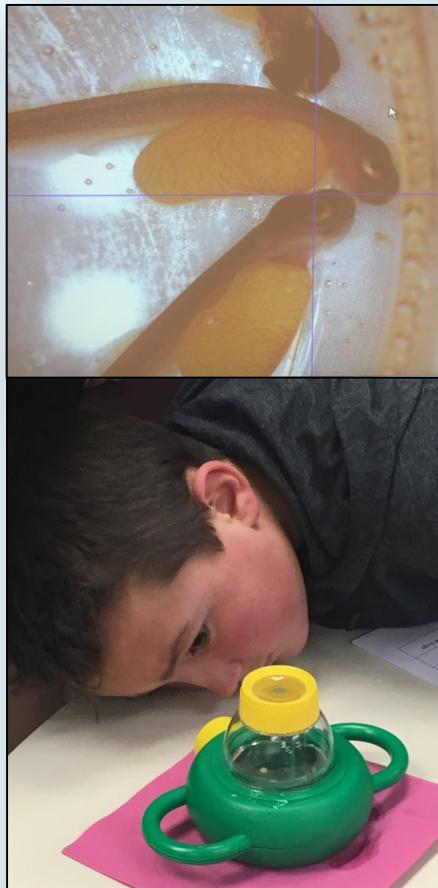
Student Rep: Jack Martin

Competency-Based Learning at Pine Tree Elementary School

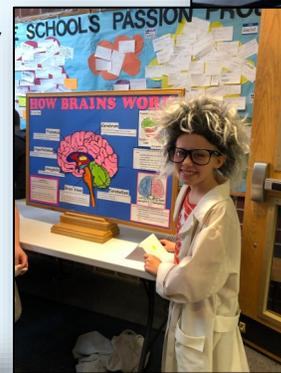
Over the past several years, the Pine Tree School community has made significant shifts in instruction and assessment practices that support a competency-based approach in our classrooms. In a competency-based model, students are taught skills at their own individual levels, advance to new skills when ready, and apply learned skills to new experiences. We have focused our work on facilitating authentic learning experiences for students which, in turn, fosters a deeper understanding of core content and skills. It is our mission to personalize the learning experience for our students in order to realize the potential of each and every one of them. We pride ourselves on incorporating student voice, choice, interest, and passion into day-to-day instruction.

When students are agents of their own learning, engagement in the learning process is enhanced. In every classroom at Pine Tree School, teachers are working hard to make learning relevant to the real world and to student interests. For example, our sixth graders have planned the annual overnight trip to Boston, using what they know about ratios and proportions to calculate the actual cost of each site they have researched and scheduled into the trip. This is a tremendous undertaking in terms of the math required to accurately calculate the total cost of the trip, but since the students are driving the work and choosing how and when to show what they know, they are much more engaged in the process of learning than if they had been given traditional worksheets aimed at the same skills. Additionally, the sixth graders are working with Trout in the

Classroom, an environmental education program in which students raise trout from eggs to fry, monitor tank water quality, engage in stream habitat study, learn to appreciate water resources, begin to foster a conservation ethic, and grow to understand ecosystems. The sixth graders received the trout eggs from the Twin Mountain Fish Hatchery, set-up a tank in the classroom and have raised the trout eggs so that they are ready for release in May after the students complete a water quality check. Again, a tremendous amount of math and problem-solving has occurred throughout this experience, and the students were engaged from start to finish, as the learning was authentic and relevant.



A new initiative focusing on student engagement, voice and choice is this year's Passion Projects.



This initiative has allowed students to showcase the scope of knowledge that develops from a sincere

interest and encouragement to pursue their passions. Each child has selected a topic of their choice that they are passionate about researching and has showcased their learning for family, friends, peers and the greater community. We have found that when you allow students to work on projects of their choice, they are empowered to learn new things, practice essential habits of work, and engage in the process of self-discovery. This learning process extends beyond the walls of school and encourages the pursuit of lifelong learning. Additionally, it offers students a chance to take authentic ownership of their learning and work within a timeline to meet deadlines while researching something they have an interest in and are passionate about. We find that as a result, students are motivated and engaged to celebrate their individual strengths and talents.

CONTINUED ON NEXT PAGE

Competency-Based Learning at Pine Tree School Continued...

Our first Passion Project exhibition was a huge success and we look forward to the second exhibition scheduled for the end of May.

Within a competency-based system authentic assessment is critical to driving instruction that meets the unique and individual needs of all children. This year, Pine Tree School is participating in the NH PACE (Performance Assessment of Competency Education) Project, part of the New Hampshire Department of Education's alternative accountability system. Rather than taking traditional standardized assessments in English Language Arts and Math in grades 3 through 6, Pine Tree students take the traditional assessment in English

Language Arts in grade 3, Math in grade 4 and Science in grade 5. All other content areas are assessed using NH PACE tasks. PACE tasks are common across the state and have been developed by NH teachers and vetted for validity and reliability through the Center for Assessment. The tasks are authentic learning experiences where children apply what they have learned to a hands-on assessment that is embedded into the general curriculum. Proficiency determinations are made just as they are in a traditional model, but the experience is very different and much more engaging for our students.

A competency-based model of instruction requires real-life application

of skills in new and novel situations in order to best prepare students for the real world. At Pine Tree School, we have been placing emphasis on project-based learning based on student voice, choice, and interest. Whether it be creating interactive computer games using Makey-Makey kits, planning all educational and financial components of the sixth grade trip to Boston, or the annual fifth grade Invention Convention, students are applying what they have learned through hands-on, collaborative learning experiences that require them to think outside of the box and develop necessary habits of learning that will carry them through their educational experience.

Cultivating a Generation of Problem-Solvers



...continued from cover page

develop those skills. We are building into our local system of assessment the use of performance tasks. These are multi-step, complex activities that require students to show what they know in meaningful ways by applying their skills to create an original product or solution. For example, educators are designing tasks where students are evaluating the pros and cons of different cell phone plans using algebra, examining how antibiotic use is impacting their effectiveness, and creating proposals for actual field trip itineraries. By providing clear criteria for success and connections to the real world applications for the work, students are understanding the relevance of the learning. Building these types of experiences into our educational model will better prepare students to be able to solve problems rather than just give answers.

Another important component in our educational transformation is our attention to the development of social emotional skills. We have a responsibility to provide direct instruction to students to help them become resilient, self-directed, self-aware citizens who can collaborate and communicate effectively. Our students need to be aware of their strengths, goals and impact on others. They need to be able to build positive relationships and make responsible, informed decisions. Regardless of the problems they will have to solve, those skills will be critical to their success.

Our vision is to realize the potential of each and every student. Achieving that means each and every student will have the skills and knowledge to achieve his or her goals. As we work with students to think about their

futures we need to ignite their passions and help them to see the potential pathways they can follow.

Rather than asking children what they want to be, let's start asking them, "What problems do you want to solve?"

While we cannot predict what the future might present, we do know there will be problems to solve. Asking students about the problems they want to solve can help make learning real and spark their excitement to make positive impacts. The problems of interest to our students today might just be the pathways to their futures.

Agents of Learning

Jackson Grammar School students continue their mission...



Jackson Grammar School Agents of Learning continue their student and staff mission set in the fall to learn and try new things indoors and out, to collaborate with all school mates and staff, and learn from members of the larger community. JGS Agents of Learning have had opportunities to work independently on Passion Projects and to choose their focus during Integrated Units. They have worked with community members to complete the Legacy Pavilion and are contributing data to the JGS sap collection project. Kindness to others and ourselves as we learn and grow, and learning the skills to do so, remain essential to the mission.



“By listening to other teammates’ ideas and also by sharing my own.” Fourth, fifth and sixth graders reflected on how they communicated and collaborated with their partners during a multi-age integrated science unit.

“The Medieval Project. I have been waiting to do it since last year,” answered a fifth grader when asked the highlight of a recent integrated unit. When

asked to reflect on his greatest achievement in the unit:

“I think I did well making my book and I felt achieved about it.”

“When things like research got hard I would persevere.” Sixth-grader

noted ways she showed self-direction and growth mindset in the classroom, reflected in student efforts in the annual JGS Ski-a-thon. Students skied and snowshoed 295 miles all together, collecting pledges to send to Children’s Hospital at Dartmouth’s Molly’s Place.

“I feel better when we start school with yoga!” Kindergartner confided after an All School Meeting featuring yoga techniques to complement classroom mindfulness practice.

“When my partner and I had different ideas we worked together on them.” Third grader recounted communication strategies applied during a student choice project focusing on South America.



MindUp

Josiah Bartlett Elementary School creates a school environment of rigorous learning fueled by intrinsic motivation.

With a theme of “Getting to Know You” for the 2018-2019 school year, JBES has emphasized the importance of social connections in the school setting and has set out to create a school atmosphere in which every student feels welcomed. Each day staff members greet students as they arrive to get the day started off right. Morning meetings, advisory lunches and community breakfasts emphasize the importance of classroom community and allow students to connect with each other and their teachers on a personal level. This year the staff instituted the Bear Buddies program, which consists of mixed-grade groups of ECE through 8th grade students participating in fun group activities designed to build connections across grade levels and offer another way for students to feel like a part of the school. Through one of these Bear Buddies activities we learned that 161 people in our school have been to Story Land, 58 love math and 42 know how to knit!

As the SAU has begun to focus on social-emotional learning, Bartlett has also looked for ways to incorporate this focus into its programming. The MindUp curriculum is being used in Kindergarten through 8th grade, teaching students the science

behind self-regulation and emotions, and how to use this knowledge of the brain to calm the body and make good choices. MindUp teaches strategies for focusing, choosing optimism, solving problems and developing self-control. Ask your students to share with you their favorite mindful breathing technique or mindfulness game. In addition to this curriculum, staff members have attended trainings on social-emotional learning and trauma-informed practices in an effort to create a school setting in which emotional security is valued as a necessary component to learning. Students struggling with the development of pro-social skills receive extra assistance in this area so they can grow as learners.

With a new principal at the helm, the JBES staff has begun working collaboratively on establishing core values that form the heart of the school’s approach to learning. Through this process, social and emotional strength has been identified as a primary factor in creating a school environment of

rigorous learning fueled by intrinsic motivation. Staff has determined that we need to reach students on an emotional level before we can reach them academically. To that end, SEL consultant Alex Venet has been working with the school to offer feedback on how we can continue to grow as a school in the area of social-emotional learning. She has worked with staff and administration to make sure that the daily routines in the classroom align with the social-developmental needs of elementary and middle-school aged children.

These changes are a work in progress, with ongoing evaluation of progress. Parent and student feedback is always welcome as we strive to improve.



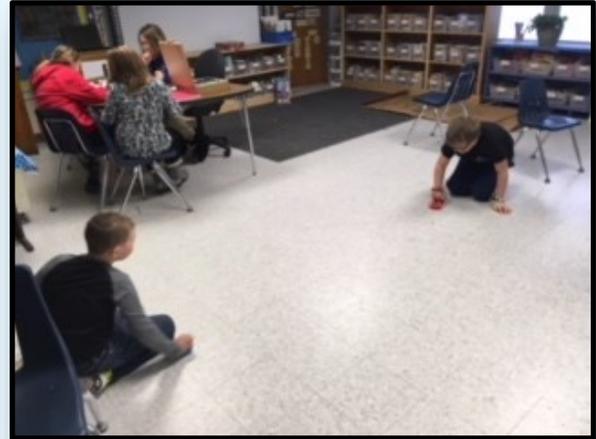
Let's Play!

John Fuller Elementary School
uses playtime to reinforce
learning behaviors in students

At John Fuller Elementary School this year our theme was Care. We care about ourselves, we care about each other, we care about our learning and our belongings. The care for our learning could be observed in a variety of ways, for this purpose we will highlight just a couple of examples.

Through research and a pilot last year, we have included a morning recess for all students daily. Students, staff and families recognize the benefits that additional sunshine, fresh air and exercise has on our overall wellbeing and learning. We Care!

John Fuller Elementary School students participated in our first Global School Play Day in February. The premise for this initiative is for students to have the gift of unstructured play. Coinciding with the increase in technology, there has been a significant decline in free play for young children worldwide. The benefits of play are endless; play can help increase decision-making skills, play can help build gross motor skills, play helps children learn conflict resolution, and play can help foster creativity. Since our first JFS play day in February, grade levels have incorporated additional playtime throughout their schedules because students and staff experienced positive outcomes from the increased playtime. At JFS we care about our students' learning, growth and development.



Making SEL/Mindfulness Implementation Successful

Conway Elementary School

People have asked how have we been able to be so successful implementing SEL/Mindfulness across our school. Here are some key points:



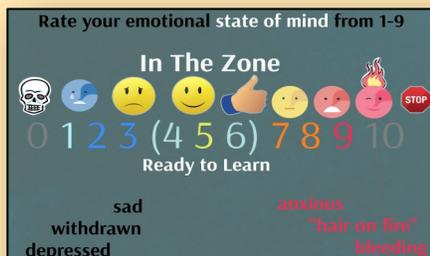
1. Forming a SEL/Mindfulness Team

Forming a SEL/Mindful Team was integral to planting the seed of Mindfulness and Social Emotional Learning and helping it grow. Some of the actions of the team include:

- Weekly meetings- to develop our knowledge and capacity
- Embedded and ongoing - professional development
- PLCs- reading articles and books
- Discuss/talk about school-wide implementation and setting goals
- Drafting "I can..." - SEL competency statements with resources and activities
- Conduct district-wide workshops- spreading the word
- Modeling and support for all staff

2. Choosing a "Call To Action"

Our Mindful Team, in collaboration with staff, created consistent language around Social Emotional Learning: A 'Call to Action', **Get in The Zone** and **Get Ready to Learn**. They also established some practice tools for students to quiet their mind and body or move their body safely in the classroom. Here are a few examples:



- Breathing- cleansing deep breath- 3 breaths
- Morning greeting
- Morning mindful minute
- Yoga for safe movement, balance and focus
- Visualization- guided imagery
- Independent reading-writing (journal reflection)

- Mooka drawing/doodling- show me what it feels like
- Stand up desk, weighted balls
- Mindful listening
- Zone leaders- Zone masters

3. Professional Development



Ongoing and embedded Professional Development is a key to success. It takes focus and a multi-year commitment to train both staff and students. Many of our staff have participated in presenting workshops to other schools.

4. Student and Staff Wellness Initiatives

When it comes to health and well-being, usually the first thing that people think about is physical health. They think about jogging, playing baseball or soccer, but not mental health. Mental health includes our psychological, social, and emotional well-being. It affects how we think, feel, and how we act in our daily lives. Student wellness affects student academic performance!

Our students face many challenges today that contribute to stress amongst themselves and families. We at Conway Elementary, realize that these issues must be addressed if we want our students to thrive and be successful in the future. It is simply not enough to teach the academic areas without addressing school climate and culture, by creating a safe environment. We seek this balanced approach to education for the students at CES. This is done in part by mindfully addressing the wellness and social and emotional needs of all of our students and staff concurrently with teaching academics.



Discovery and Learning Put Students at the Center at Kennett Middle School

This year marked the second year of The Discovery Project at Kennett Middle School. The Discovery Project is an opportunity for students to dive deep into learning something they are passionate about. We believe that by giving students choices in their learning as well as the responsibility to present their learning, that kids will engage in deeper thinking around their chosen topics. Recognizing the benefits of strong connections with and between students, the Discovery Project utilized their Advisory groups as a support for the project. After 6 weeks of hard work by students and staff alike the results of the Discovery Project were celebrated with a student Expo on April 18th. By pursuing their passions through the Discovery Project students were able to generate evidence of their learning across multiple disciplines while applying strong 21st century habits that can transfer to learning both in and out of school.

student allowing students to choose based on their social emotional awareness of themselves and their needs.



Kennett Middle School Giving Back

Three of the clubs here at KMS have been involved in our community:

1. The Student Council has been very busy:
 - They organized a food drive for End 68 Hours of Hunger
 - Sponsored five kids for Angels and Elves.
 - Ran a drive to bring in toiletry items for the Revolving Closet
2. Builder's Club baked dog treats and made dog toys that they delivered to the Conway Humane Society. They also made playdough for kids at Children Unlimited!
3. The Bioneers ran activities one day a week after school for Conway Elementary Project Succeed as part of their community service time.



Advisory and Flex Block

As a school we have committed to cultivating a culture of learning where students are empowered to make decisions in the best interest of their own personal growth. In order to create this culture we are implementing both an Advisory and a Flex time block in our schedule. This idea grew out of our work last year on the Discovery Project and extends to incorporate important aspects of RTI. Through Advisory each student will work with an advisor to develop a learning profile and then use that profile to set goals and make choices regarding Flex Time. Our Flex time model will provide a structure of both intervention and enrichment options for each and every

Commitment to Professional Growth

Staff at Kennett Middle School have been committed to enhancing their practice through significant professional development this past year. These activities have included:

- Instructional seminars
- Competency Design Studio
- Enrollment in Master Degree and CAGS Degree programs
- Participation in the Granite State Leadership Academy
- SAU 9 Task development committee
- Quality Performance Assessment Training
- Future Learning Pathways

Transitions

A Time of Change at Kennett High School

The 2018-2019 school year has been a year of transitions for students, staff and even our campus. We continue as a staff to transition our delivery of education toward competency-based education as we prepare our students to meet the challenges of the twenty first century. This year's focus was on the creation and alignment of quality performance assessments to our competencies and the implementation of our flex block to provide remedial support for all students to enhance their skills and understanding of subject and course competencies. Supporting this, we embarked on the completion of our NEASC self-study. To obtain the best gauge of where we are as an educational institution, our staff completed an intensive self-study of every facet of our school including our educational practice, the physical facility, resources and community relations. The ensuing results and supporting data were recorded and measured against the seven NEASC 21st century standards which will become the basis of our NEASC evaluation in September.

Our campus continued to transition and evolve when we increased student parking with the new student parking lot to provide all students, who previously parked off campus, a spot to safely park on our campus. Thirty Key Clubbers picked up trash and other items as they walked up and down Eagles Way and the loop around campus and Millen Stadium in the first-ever Campus Pride Day. They will do this again once the snow clears and make this an annual Kennett tradition.



Transitions abound for our students as they prepare to enter the next chapter of their life after graduation. This year a new club called "Task Force Eagle" has been formed at Kennett High School. The club has a mission to assist high school students interested in exploring military service or law enforcement options and expectations after graduation. The club seeks to instill in the members' the

value of service, citizenship and personal responsibility. The club began with a modest number of 8 members and has grown to 25 members.

On November 29th our School Counseling Department hosted the "I am College Bound" campaign which provided Kennett seniors, who applied to NH colleges that day, to have their application fees waived, saving hundreds of dollars. We had 53 students who applied to 122 schools saving over \$6,000 in application fees and it helped reinforce a vision of their future.



Kennett alumni from the class of 2018 returned in January to provide current students information on the transition from high school to college, topics discussed were; the need to get involved, time management, dorm/ barrack life, academic preparedness, and they also answered specific questions. The eighth grade transition night was held for students and their parents in March to help incoming 8th grade students with their transition from middle school to high school, providing important information about the next four years, the structure of the freshman house, and answer any of their questions.

While some things transition each year, some things at Kennett High School remain constant. Our Key Club was still one of the best in New England. Our winter athletic programs once again excelled as the Kennett ski program dominated the state Division II scene. The girls Nordic ski

Transitions at Kennett High School Continued...

teams successfully defended their Division II state championship and the boys finished 2nd. The boys alpine ski team repeated as Division II state champs and the girl's team finished in 2nd place. The girls' basketball team made it to the state championship game, finishing as runner up in the state, while the boys basketball team hosted and won a first round Division II playoff game. Twenty-eight Kennett seniors earned the prestigious title of NHIAA Scholar Athlete with a B+ GPA throughout their high school career, lettered and were active in at least 2 NHIAA sports, had been a positive role model, and participated in community service.



Finally, Kennett will transition next year to a new principal, as Mr. Kevin Carpenter assumes the mantle of leadership of our glorious school. We are rooting hard for him and all our students and alumni, as we transition into another school year right around the corner.



Career Technical Student Organizations (CTSOs) Spring Leadership Competitions:

Spring is competition time for all Career and Technical Student Organizations (CTSOs). Many of our students traveled to various parts of the state to compete against other NH high schools in their respective fields. CTOSs enhance student learning through contextual instruction, leadership and personal development, applied learning and real world application. CTOSs work as an integral component of the classroom curriculum and instruction, by building upon employability and career skills and concepts through the application and engagement of students in hands-on demonstrations and real life and/or work experiences through a Career and Technical Education (CTE) program. CTOS's help guide students in developing a career path, a program of study and provide opportunities in gaining the skills and abilities needed to be successful in those careers through CTOS activities, programs and competitive events. In addition, students have opportunities to hold leadership positions at the local, state, and national level and attend leadership development conferences to network with other students as well as business and industry partners.

DECA Marketing Club

The DECA program had a strong showing at the New Hampshire DECA Conference this year, earning 10 medals overall with 3 of the students qualifying for Nationals (ICDC). Schools from New Hampshire were there to compete in various marketing and business categories. There were roughly 500 students competing this year.

- 1st Place Apparel and Accessories Marketing (written): Alexandra Iannuzzi
- 2nd Place Apparel and Accessories Marketing (overall): Alexandra Iannuzzi
- 1st Place Retail Marketing (written): Bryce Hill
- 2nd Place Retail Marketing (role play 1): Bryce Hill
- 2nd Place Retail Marketing (role play 2): Bryce Hill
- 1st Place Retail Marketing (overall): Bryce Hill
- 2nd Place Sports Marketing Team: Trevor LaRusso and Sam Barrows
- 2nd Place Automotive Sales: Sam Pollard
- 3rd Place Quick Serve Restaurant Management: Anna Cummings

VEX Robotics

On February 16th at the state championships in Manchester NH, our Robotics team, 5106C (Chani Mores and Kate Keefe), won the Design Award, due to an excellent Engineering Notebook and overall robot design, to earn a place to compete at the World Championships in Louisville, KY. This event hosts over 500 of the top teams



CONTINUED ON NEXT PAGE

MWV Career & Technical Center news continued...

from over 40 countries.

Health Occupation Students of America (HOSA):

HOSA's two-fold mission is to promote career opportunities in the health care industry and to enhance the delivery of quality health care to all people. The MWVCTC HOSA



Team of 23 students spent two days at Dartmouth College competing against other NH high schools in a field that consisted of over 450 students.

- Medical Reading: Jessica Hill, 1st place
- Medical Trans-Cultural Awareness: Olivia Chin, 2nd place
- Nutrition: Ella Chandler, 3rd place

SkillsUSA

SkillsUSA is a partnership of students, teachers and industry working together to ensure America



has a skilled workforce. SkillsUSA improves the quality of our nation's future skilled workforce through the development of Framework skills that include personal, workplace and technical skills grounded in academics.

The following students won in their respective categories.

- Architectural Drawing: Grace Ruddy, 3rd place
- CNC Technician: Jeff Palmer, 1st place
- CNC Technician: Nick Heysler, 2nd place
- Computer Programing: Emmet Mayer, 1st place
- Computer Programming: Eric Smith, 2nd place
- Computer Programming: Chani Mores, 3rd place
- Photography: Cayleigh Mohla, 2nd place



Future Business Leaders of America

Future Business Leaders of America-Phi Beta Lambda, Inc. (FBLA-PBL) is the largest career student business organization in the world.

Each year, FBLA-PBL helps over 230,000 members prepare to become community-minded business leaders in a global society through relevant career preparation and leadership experiences. Ten of our students traveled to Manchester to compete against other NH high schools.

Congratulations to the following students:

- Business Law: Helen Hill, 1st Place
- Introduction to Business: Dylan Derby, 2nd Place
- Public Service Announcement: Skylar Terry, Marra MacMillan & Alexis Gunn—2nd Place

ProStart Invitational Culinary Competition

A team of student chefs from the MWVCTC participated in the New Hampshire ProStart State Invitational competition in Manchester. During this intense culinary competition, participating teams from high schools in New Hampshire demonstrate their creative abilities through the preparation of a three-course meal in 60 minutes, using only two butane burners, and all without access to running water or electricity. Congratulations to our students who placed 3rd overall. Team members include: Riley Gavett, Kaylee Brown-Hiscox, Olivia Ruel, Hannah Thelemarck, Sierra McManus, Katherine Dewhurst and Jaime Fulton.



Educators Rising

Educators Rising cultivates highly skilled educators by guiding young people on a path to becoming accomplished teachers, beginning in high school and extending through college and into the profession. Ten of our ER students traveled to SNHU to compete against other NH high schools. Congratulations to the following winners:

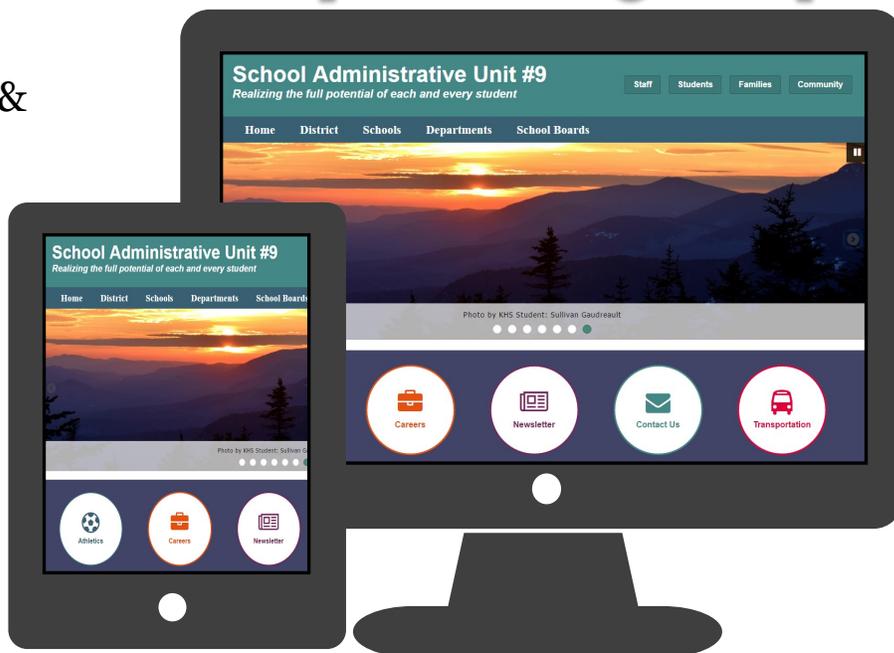
- Job Interview: Megan Martin, 1st Place
- Educators Rising Moment: Danielle Solomon, 3rd Place
- Children's Literature K-3: Emily Bean & Olivia Stewart, 4th Place
- Job Interview: Kelly Cryan, 5th Place
- Children's Literature Pre-K: Grace Murphy, 5th Place

District information at your fingertips!

- ◆ School & Event Calendars
- ◆ School Board Information & Policies
- ◆ Family & Community Info
- ◆ Staff Information & Professional Development
- ◆ Student Registration
- ◆ District Contacts
- ◆ School Cancellation Information

... and more!

www.sau9.org



SCHOOL BOARDS

SAU9 BOARD

Nancy Kelemen, Chair
Michelle Capozzoli, Vice Chair

ALBANY SCHOOL BOARD

Joseph Ferris, Chair
Timothy Sorgi, Vice Chair
Jeanette West

BARTLETT SCHOOL BOARD

Nancy Kelemen, Chair
Robert (Rob) Clark, Vice Chair
Ivette Emery
Scott Grant
Andrew Light

CHATHAM SCHOOL BOARD

Susan Perry, Chair
Susan Crowley, Vice Chair
Beverly Aiman

CONWAY SCHOOL BOARD

Joe Lentini, Chair
Michelle Capozzoli, Vice Chair
Courtney Burke
Randy Davison
Joe Mosca
Cheri Sullivan
Jessica Whitelaw

EATON SCHOOL BOARD

Christopher Kennedy, Chair
Monique Hebert, Vice Chair
September Quint

HART'S LOCATION SCHOOL BOARD

Helen Brandon, Chair
Nancy Ritger, Vice Chair
Darren Brandon

JACKSON SCHOOL BOARD

Genn Anzaldi, Chair
Jerome Dougherty, Vice Chair
Keith Bradley
Jessica DellaValla
Kate Fornier

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 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: Neal Moylan 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: Brian Hastings
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