WE ARE... CONVAL!

Contoocook Valley School District
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The Contoocook Valley School District (ConVal) is a cooperative district located in the Monadnock Region of Southwest New Hampshire. The Monadnock Region has long been connected to Mount Monadnock which, at 3,165 feet, is the dominant geographic feature of the area. Known as New Hampshire’s “quiet corner”, the area boasts lakes, rivers, town commons, art galleries, music festivals, and the MacDowell Arts Colony, the oldest artists’ colony in the United States.

ConVal is a large, complex, public school organization. The nine towns that make up the District (Antrim, Bennington, Dublin, Francestown, Greenfield, Hancock, Peterborough, Sharon, and Temple) joined together in 1967 and established a set of “Articles of Agreement.” Currently, the cooperative District covers over 250 square miles and incorporates 11 schools – eight elementary schools (three are Preschool-4, four are K-4, one is K-5), two middle schools (both Grades 5-8), and one regional high school (Grades 9-12).

All of our member towns host an elementary school, with the exception of Sharon. Sharon’s elementary students attend Peterborough Elementary School. The District’s central School Administrative Unit (SAU) is housed as part of South Meadow Middle School in Peterborough.

We Are ConVal serves as a collective document that describes the primary program components of our District on behalf of our constituents. While this information is available as separate resources on our website (convalsd.net), this report provides an inclusive source of District information in one comprehensive document. This report also contains vision and mission statements and quantifiable data sets that illustrate student academic performance.

The ConVal faculty and staff are committed to offering a guaranteed K-12 curriculum that promises the same rigorous learning opportunities for all students, regardless of town residence or school of attendance. We Are...ConVal!
Letter from the Superintendent

Welcome to the 2020-2021 edition of We Are . . . ConVal! This publication is created to give the community a comprehensive report on the Contoocook Valley School District. Without a doubt, this year has been challenging. From instituting remote learning in the spring to the formation of a District reopening task force who planned for the in-person reopening in the fall to finally implementing the ConVal Reopening Plan, our focus has been on keeping our students, staff, and community healthy. As we begin to move beyond COVID-19, we are excited about the opportunities that these challenges have presented for our District.

In this year’s edition, you can review everything from historical to present enrollment trends, achievement data, graduation rates, strategic plan progress, and even facility use. As we move forward into the 2021-2022 school year, we will continue to be guided by the Reopening Plan as well as begin to develop a new strategic plan that will take us through three phases: Reopening, Recovery, and Resilience. You can also get regular updates on what is happening in our schools, including delays and cancellations, by following the District on Twitter (@WeAreConVal), Facebook (www.facebook.com/weareconval), or at our District website (www.covalsd.net).

As a community-based institution, we want to be sure that you have the information you need about our programs and practices to enable you to make informed decisions about your school system. If you have suggestions on what you would like to see in future publications of We Are . . . ConVal!, please do not hesitate to let us know.

Thank you for your continued support of ConVal.

Kimberly Rizzo Saunders, Ed.D.
Superintendent
Mission, Vision and Core Beliefs

**Mission:** To provide opportunities and inspire our learners to explore interests, pursue new knowledge and skills, learn about self and others, and give of oneself to the greater community.

**Vision:** In the ConVal community, all learners will achieve academically, act thoughtfully, and contribute to the larger society.

**Core Beliefs:** These beliefs are those ideals, thoughts, and attributes that we feel must exist for our students, our community, and our society to thrive.

- We believe that All must mean All. We must provide the opportunity for each and every student to reach their maximum potential.
- We believe that there is not only one path to student success and achievement. We must offer students a variety of learning opportunities to achieve their version of success.
- Although we value the unique characteristics of each of our schools, we believe that all ConVal schools should provide a guaranteed, viable curriculum and be equitable in terms of learning opportunities and services.
- We believe that ConVal should continue to participate and “give back” to our local communities.
- ConVal is committed to full inclusion for students with disabilities. ConVal will ensure teachers and staff are supported to ensure all students have access to rigorous curriculum within the general education setting and by presuming competence of all students.
- We believe that understanding the learning process is paramount to our work, we are committed to knowing when students are and are not learning, and we believe that it is our responsibility to ensure that learning and student growth occur.
- We believe that positive relationships are the fundamental building block for learning.
Strategic Plan

The Conval School District is in its fifth and final year of the current Strategic Plan. Strategic Plan 2021: Working Toward Providing an Excellent Education for Every Child Every Day has focused the District’s attention on four overarching goals as well as priority areas and actions associated with each. The Contoocook Valley School District has been working on the goals contained in our Strategic Plan covering 2015–2021.

The four overarching goals, as well as the priority focus areas for each goal, are listed below.

**Goal #1 - Student Achievement/Performance:** Recognizing that the primary mission of the District is student learning, the ConVal School District will provide high quality educational opportunities for all students that foster academic growth, the acquisition of identified critical skills, and the development of dispositions that lead to success in higher education and the workplace. Priority focus areas for Goal #1 include:

- Implement research-based learning frameworks as they relate to content area, teaching strategies, critical thinking, and problem-solving skills to increase student learning and student achievement.
- Implement a fully inclusionary and equitable model across all school buildings. All students will be included fully in the general education experience to the greatest extent possible.
- Utilize a balanced student assessment program to assess student progress toward curriculum goals, inform instruction, and determine appropriate interventions.
- Prepare students to participate fully in their careers and workplace experiences.
- Support students to become partners in their own education and in the process of their own learning.

**Goal #2 - Culture & Community:** Recognizing the importance of maintaining a strong, supportive culture among students, staff, families, and fellow ConVal citizens, the District will work with these groups to foster a responsive, caring, and high-achieving culture where all feel highly engaged, valued, and included. Priority focus areas for Goal #2 include:

- Integrate students with special education and behavioral needs into the general education classroom to the maximum extent appropriate to meet their needs.
- Promote collaboration among students, staff, and community by demonstrating respect for self, peers, adults, and the facility.
- Provide enhanced curricular opportunities through community partnerships.
- Prepare students to participate fully in their careers and workplace experiences.
- Showcase student activity and achievement to increase school visibility in the community.
- Provide clear communication tools for use by students, staff, and the community.
- Engage the community in determining and assessing District goals.

**Goal #3 - Organizational Structure:** Recognizing the importance of aligning our schools and staffing with the current best practices, demographic realities, and geographic challenges, the ConVal School District will develop an organizational structure to ensure that all students receive the most equitable, high-quality resources and opportunities available. Priority focus areas for Goal #3 include:

- Consider multi-grade/multi-age as a philosophy for providing instruction in the community schools rather than a monetary decision.
Strategic Plan

Goal #3 - Organizational Structure (Cont’d.):

- Pursue the notion of a ConVal Culture.
- Provide students, families, and community members with different, educationally-sound, organizational structure options to determine which one(s) may be most acceptable to our students and the broader ConVal community.
- Develop a framework for considering new school configuration options.
- Consider additional uses for excess space.
- Finalize plans for renovating the high school in order to improve, and cluster, arts and sciences as well as to improve logistics and meet new curricula standards.
- Explore financial impacts and conduct an analysis of cross subsidies.

Goal #4 - Operations (including Personnel, Leadership, Facilities, and Technology): Recognizing that maintaining high-quality learning environments and highly competent staffing is necessary to ensure student success, the ConVal School District will effectively research, plan, and implement best practices around facilities, personnel, leadership, and technology. Priority focus areas for Goal #4 include:

- Maintain safe physical schools and grounds.
- Emergency Management Plan is current.
- Centralize building data sites for access by all appropriate personnel.
- Hire, train, and retain highly competent, efficient staff.
- Negotiate fair and competitive collective-bargaining agreements and compensation packages.
- Create an evaluation system that identifies best practices in all disciplines for each group of employees.
- Develop a targeted professional development master plan for all staff members that supports each staff member’s attainment of articulated District standards for exemplary performance.
- Provide support for physical, social, and academic needs of students, staff, and community.
- Create a process to develop and provide internal leadership opportunities as appropriate.
- Promote the use of its facilities as a community resource.
- Provide equitable access to technology across all schools and at each level.
- Provide standardized software access for each school.
- Develop a consistent K-12 technology experience and set of competencies for students and staff.
- Transform school libraries into Learning Commons.
- Create digital learning environments for students.
- Promote digital citizenship and media literacy at all grade levels.
- Create and maintain an updated, interactive, user-friendly website linked to community, state, and regional sites, where applicable.

Join us at a monthly Strategic Plan Committee meeting for more details.
The coronavirus pandemic of 2020 precipitated a year of unprecedented and accelerated technology innovation in the ConVal School District. After the completed rollout of 1:1 Chromebook devices at Great Brook, South Meadow, and ConVal Regional High School, the systems that had been put into place were put to a serious test as soon as COVID-19 started to take hold in the country.

In anticipation of an imminent need to switch to remote learning, the ConVal School District began working on a contingency plan during the last week of February. On March 12, Superintendent Dr. Kimberly Rizzo Saunders issued a statement to parents which read, in part: “As we continue to proactively plan for a possible school closure due to the COVID-19 virus, classroom teachers, school counselors, nurses, special education case managers, service providers, and paraprofessionals have been collaborating to prepare materials and learning menus … for students to use while home in the event of an extended closure.”

On Monday, March 16, teachers and staff met in small groups in each of their respective schools to participate in a district-wide video conference to launch remote instruction in response to the evolving coronavirus situation.

Monday and Tuesday (March 16-17) were devoted to working out immediate issues anticipated with the transition to remote instruction. On Wednesday, March 18, remote instruction began with the expectation that it would likely last only through April 3, at which time the situation would be reassessed before next steps were taken.

In late March, when technology-enabled remote instruction was already in place in all nine ConVal towns, Governor Sununu issued an official “stay at home order.” The state’s order required that, as of March 28, 2020, all physical workplaces and facilities be closed to the public, and that all in-person operations cease until at least May 4, 2020. As it turned out, schools would not reopen for the rest of the school year.
A Silver Lining: COVID-19 Sparks Innovative Uses of Technology

While no one could have anticipated the pandemic, the ConVal School District was well-positioned to facilitate remote learning. Students in the middle and high schools had already worked with their 1:1 Chromebook devices for a couple of years and were familiar with the workflow of receiving and turning in assignments on Google Classroom. Teachers engaged in “flipped classroom” activities where lessons were recorded on Zoom and Screencastify. These lessons were shared with students before class time, so online video connections with teachers could be spent discussing the subject matter and practicing the application of related skills and concepts.

Based on the increased demand for bandwidth, the ConVal tech team reacted as quickly as possible to newly emerging hardware needs, including hotspots for families with non-existing or low-powered Internet connections. The ConVal School District covers approximately 250 square miles. Within the District’s boundaries, the strength of Internet access and cell service varies greatly. As a result, the tech team worked closely with families to do whatever they could to support students to successfully engage in remote learning. These efforts included the distribution of over 120 hotspots. The providers of these hotspots included Verizon and US Cellular as the District discovered that a hotspot from one provider may work better for a family than a hotspot from another, depending on geographic location.

At the elementary school level in particular, the pace of technological innovation was astounding. With almost no prior notice, creative solutions were devised on the spot to enable remote learning for all by bridging the gap between those with digital access and those without. Without the benefit of existing 1:1 Chromebooks in the elementary schools, the district responded to parent requests and deployed over 120 devices to students.
A Silver Lining: COVID-19 Sparks Innovative Uses of Technology

The eight elementary schools formed an ad hoc collaborative to facilitate an ensured curriculum across all grade levels. For the remainder of the school year, classroom teachers met online to discuss and set up student learning lessons and activities for the following week. Hard copies of weekly instructional packets were sent home on school buses or by mail.

Collaborative Google Classrooms were established at each level, from kindergarten through fourth grade, and all elementary students were issued cvsd.me accounts. This allowed students the choice to access digital versions of their weekly lessons and assignments. Google Classroom also provided a learning platform for students to submit their completed work. Zoom calls helped maintain personal connections between teachers and students and allowed for face-to-face meeting time, albeit on the basis of streamed video conferences.

An entire website was created to help parents and guardians navigate the new and unexpected learning circumstances. The website introduced elementary school parents to Google Classroom, including the option to receive guardian summaries which are designed to keep them informed of work that still needs to be completed. The website also explained the basic operations of the live video-conferencing platforms Google Meet and Zoom that were used by teachers. A Frequently Asked Questions page addressed recurring issues with connectivity or procedural questions, and a remote tech help system was instituted to help address issues for students and for parents.

If students wanted to learn more, beyond the goals of classroom instruction, there was an enrichment and extension section for each of the levels—elementary, middle, and high—that invited students to explore hyperlinked activities including virtual museum tours, science sites such as NASA, as well as online skill improvement sites for subjects like math.
A Silver Lining: COVID-19 Sparks Innovative Uses of Technology

There were several unexpected effects of the enforced distancing during the remote learning period in the second half of the 2019-2020 school year. Starting in April, the ConVal School Board switched to virtual communication which resulted in increased numbers of community members attending online meetings.

Multiple technologies were used to communicate testimonies among students, families, and staff. These communications expressed their shared hope for a return to normal, in-person instruction at the earliest possible time. Students posted messages to teachers, and staff created picture collages to express their sentiments. Social media were used to organize drive-by parades for students celebrating birthdays or other milestone events.

Wherever possible, traditions were maintained but held virtually. Elementary students participated in Remote Field Day, sharing pictures of their family engaged in such activities as Table Toss and Pillowcase Jump. Seventh grade science projects were showcased online. Remote art shows highlighted student work. School spirit activities were organized online, and “crazy hair day” photographs were shared.

In recognition of the crucial role parents played during remote learning, expressions of thanks (typically reserved for teachers during Teacher Appreciation Week) included thank-you videos made by staff for parents to recognize and celebrate the parents’ role as “co-teachers.” In June, the ConVal School Board also issued a video of thanks to the entire ConVal school community for all that students, teachers, and staff had accomplished under such adverse circumstances.
Another major innovation resulting from the work-from-home paradigm shift was the District’s adoption of VirBELA as a work-oriented metaverse. This platform allows employee avatars to connect in a virtual space, either in virtual offices or virtual conference rooms, without the need to “book time” to connect on Zoom or Google Meet. The biggest benefit of the VirBELA metaverse was that it maintained opportunities for spontaneous encounters between teachers, staff, and administrators in a way that mimicked real-world interactions and thus gave rise to productive conversations across different levels of the organization. At the end of the year, superintendent Dr. Kimberly Rizzo Saunders held an all-staff meeting in the virtual Mt. Monadnock Auditorium on VirBELA.

Throughout the period of remote instruction, the District kept surveying teachers, staff, and parents about the successes and challenges of remote learning, the amount of student work, as well as the use of technology and electronic communication. The results of these surveys were shared weekly in “Remote Learning Updates” by the Superintendent, recorded live and posted online for later viewing.

The collected data also provided the foundation for the District Reopening Task Force who worked throughout the summer months to prepare the District for an in-person reopening in the fall. The District’s detailed reopening plan, which was published in August, foresaw an intentional, flexible hybrid model that would accommodate both in-person and remote instruction. Instructional modes would be adjusted in response to changing health data in the nine ConVal communities. The plan distinguished between four levels of risk exposure, ranging from blue (no detectable or minimal community transmission) through green (minimal to moderate community transmission) and orange (substantial, controlled community transmission) to red (substantial, uncontrolled community transmission).

An online risk level dashboard was created to track and communicate incidents of COVID-19 at the town, county, and state levels, as well as indicate the current instructional mode for each of the schools within the ConVal School District. A revised, segmented calendar incorporated planned remote times for periods of expected higher COVID incidents, for example after the Thanksgiving and winter holidays.
Families were given the opportunity to choose between in-person and remote instruction. For families who chose remote at the elementary level, students have joined fully remote classes, collectively known as the “Unified Remote Learners” (URL). At the middle and high school levels, students who selected the remote option have been connecting by live-stream to the in-person classrooms. Additionally, at the high school level, where students were divided into two cohorts, all students have been engaging in remote learning on an ongoing basis as the cohorts alternate between in-person and remote learning each week.

In order to facilitate these structural and organizational innovations, the reopening plan devoted an entire section to technology and connectivity (student devices, Internet access, digital resources, and expectations for live-streaming). To support the hybrid model, it was also clear that a substantial number of hardware purchases was required, including additional student Chromebooks, student Bluetooth headsets, updated teacher laptops, teacher Bluetooth headsets, unified docking stations for teachers, separate screens to connect with students on remote while also teaching live in the classroom, as well as hotspots from cell phone providers US Cellular, Verizon, and T-Mobile.

To maximize the benefit of the additional technology acquisitions, the District’s reopening plan set aside additional days for professional development and technology preparation for teachers. This was especially important because the plan was to facilitate instruction in outdoor learning spaces and under tents, where available, for as long as possible into the fall. Then, in late fall and winter, instruction was scheduled to resume inside classrooms as upgrades to the air handling systems would be complete and enhanced air exchange rates in observance of CDC guidelines could be achieved. The latter upgrades had a target date of early November, a deadline that was met early and with air quality standards significantly higher than required.

As a result of these technological preparations and the ingenuity and flexibility of the ConVal teachers, most learning activities could be conducted as closely as possible to a “normal” instructional experience. Even crayfish dissection labs were facilitated remotely using a live connection with a teacher instructing from home.

Throughout the fall semester, students, parents, guardians, and community members kept being informed about upcoming changes through school and district websites, email communications on SchoolMessenger, as well as social media like the District’s Facebook page and Twitter account. There were also numerous opportunities for parents and staff to leave feedback on SurveyMonkey and Google Forms. In the district’s most recent survey, 93.8% of respondents rated communication as either “effective” or “very effective.”

If the year 2020 did have one positive lesson to teach, it was that the combination of prudent administrative planning, timely technological readiness on a broad scale, professional teacher preparedness for the exigencies of instruction in a mediated environment, and a multi-layered approach to communication can go a long way to ensure positive student learning outcomes, even in the most unpredictable of times.

Respectfully submitted,
Helfried Zrzavy, District Technology Specialist
CONVAL STUDENT ENROLLMENT VS. NESDEC PROJECTED ENROLLMENT

ConVal enrollment numbers are based on October 1 annual data reported to DoE
Drop-Out Rate

DROPOUT RATE
CVHS COMPARED TO STATE OF NH

<table>
<thead>
<tr>
<th>Year</th>
<th>CV</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-16</td>
<td>1.26%</td>
<td>1.12%</td>
</tr>
<tr>
<td>2016-17</td>
<td>2.28%</td>
<td>1.12%</td>
</tr>
<tr>
<td>2017-18</td>
<td>1.05%</td>
<td>0.69%</td>
</tr>
<tr>
<td>2018-19</td>
<td>1.02%</td>
<td>0.42%</td>
</tr>
<tr>
<td>2019-20</td>
<td>1.25%</td>
<td>0.92%</td>
</tr>
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</table>
**Graduation Requirements**

**Competencies:** ConVal Regional High School (CVHS) identified core competencies as part of a detailed curriculum review process in 2005. These core competencies identified critical skills to best prepare student success in the 21st century. CVHS is now involved in a detailed curriculum mapping process to review, reflect and revise these competencies as needed, as well as building connected assessments to assure proficiency of skills. These competencies are directly connected to the grade in each course graduation requirement as identified by the New Hampshire State Board of Education and the ConVal School District.

**Credit Requirements:** The ConVal School Board requires that students acquire 26 course credits in order to graduate with a CVHS diploma. This must include 14 credit courses in certain areas required by the State, as well as 2 to 3 credits in specific areas deemed necessary by the School Board. The following outlines all requirements:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Minimum Credit(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
</tr>
<tr>
<td>Social Studies</td>
<td>3</td>
</tr>
<tr>
<td>Science</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics*</td>
<td>3/4*</td>
</tr>
<tr>
<td>Health</td>
<td>1</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1</td>
</tr>
<tr>
<td>Arts Education</td>
<td>0.5</td>
</tr>
<tr>
<td>Digital Literacy/ITC</td>
<td>0.5</td>
</tr>
<tr>
<td>Elective Offerings</td>
<td>9</td>
</tr>
<tr>
<td><strong>MINIMUM CREDITS</strong></td>
<td><strong>26</strong></td>
</tr>
</tbody>
</table>

*Starting with the Class of 2023, students must have 4 credits of math. This requires the completion of at least Algebra 1; students must be enrolled in a math class every semester until the Algebra 1 requirement is met.
New Hampshire State Scholars: New Hampshire Scholars is a collaborative venture between local businesses and school districts that is designed to encourage students to challenge themselves by taking more rigorous courses than State requirements demand as they proceed through the high school years. The program specifies the courses that students need to take in order to receive the New Hampshire State Scholars seal on their transcript. Successful completion of this course of study could result in scholarship opportunities that are becoming increasingly available to these students, not only in the State of New Hampshire, but also throughout the country as the National Scholars Program becomes more widespread. Currently, there are 41 school districts, including ConVal, who subscribe to this effort.
Post-Graduate Education

![Bar Chart: Post Graduate Education]

- **4-Year College**:
  - 2015-16: 51%
  - 2016-17: 50%
  - 2017-18: 59%
  - 2018-19: 56%
  - 2019-20: 53%

- **2-Year College**:
  - 2015-16: 17%
  - 2016-17: 5%
  - 2017-18: 13%
  - 2018-19: 7%
  - 2019-20: 3%

- **Military**:
  - 2015-16: 3%
  - 2016-17: 3%
  - 2017-18: 3%
  - 2018-19: 5%
  - 2019-20: 1%
In support of the ConVal School District’s mission, Student Services provides a full spectrum of services for more than 2,100 students. These services include enrollment, instructional, and school counseling services, as well as on-demand crisis prevention and crisis intervention services. Student Services serves as the District’s resource center for students who experience abuse or neglect and assists families who are in transition or homeless.

Our mission is to achieve the strategic vision of SAU #1 by providing direction and support to each member school to ensure legal compliance and successful implementation of best practices to meet the needs of all students.

Student Services is currently responsible for the Student Services staff which includes; school social workers, school counselors, English language learner teacher(s), and nurses. The director of Student Services serves as the McKinney Vento homeless liaison and the District’s court liaison. Our department monitors portions of the District budget and coordinates staff trainings/professional development which focus on student mental health (Youth Mental Health First Aid-YMHFA) as well as behavioral intervention training and support for District staff (Life Space Crisis Intervention-LSCI and Crisis Prevention Intervention-CPI). We work with District administration regarding enrollment and attendance policies as well as procedures. Student Services also supports 504 Plan accountability across the District.

Student Services implements the School-Wide Integrated Framework for Transformation (ConVal 2025). Additionally, we oversee Community and Regional Grant Management, Youth Education Employment Service (YEES), program development and management, compliance with established policies and procedures and/or regulations, the understanding of the educational needs of ConVal’s students, and the monitoring of data to make informed decisions.

At ConVal Student Services, we believe in an integrated team approach to problem solving. We take pride in the fact that the Department is where parents, students, teachers, and staff go when they need help, resources, or support.

If you have questions, please feel free to contact Cari Christian-Coates, Director of Student Services, (603) 924-7503, x2048 or ccoates@conval.edu.
The Special Education Department is responsible for Individualized Education Programs (IEPs) for the District’s educationally identified students to meet all Federal/State requirements. The Department’s responsibilities include: special education staffing, compliance & fiscal management, and support and monitoring of special education programs. The Special Education Department provides instructional leadership and support to principals and special education coordinators and supports schools and staff with necessary resources to meet student needs. The special education department facilitates on site evaluations, state visitations, state performance plan indicators, provides professional development for personnel within the department, and arranges for specialized transportation. The Special Education Department provides instructional leadership support to principals and support to the Assistant Superintendent for instructional services and professional development. The Special Education Department collaborates with the Student Services Department with responsibilities related to the First Friends Preschool Program and Court Liaison. In closing, with a focus on instructional leadership, equity, and inclusive programming, the mission of the Special Education Department is to achieve the strategic vision of SAU 1 by providing direction and support to each member school to ensure legal compliance and successful implementation of best practices to meet the needs of all students. If you have questions, please feel free to contact Ben Moenter, Director of Special Education, bmoenter@conval.edu or 603-924-7503.
The ConVal School District is committed to implementing a balanced student assessment system that is designed to (a) evaluate student progress toward curriculum goals, (b) inform instruction, and (c) determine appropriate interventions for students (Strategic Plan 2021, p. 9). As a result, the District's current assessment model incorporates the use of four different types of assessments which are illustrated in the following graphic.

Classroom assessments represent the largest part of the District’s assessment system. Administered on a regular basis (e.g., daily, weekly, bi-weekly), teachers analyze students’ performance on classroom assessments to inform their instructional decisions and provide timely feedback to students. When this analysis of performance is used by teachers and students to make needed changes, classroom assessments can have a significant impact on students’ level of growth and achievement.
Assessment in the ConVal School District (Cont'd.)

Common assessments represent the next largest part of the District’s assessment system. Administered at the end of a unit, a quarter, or a semester, teachers analyze student performance on common assessments to (a) assess student progress towards meeting grade-level standards and competencies and (b) evaluate the effectiveness of the curriculum and instruction provided to students. The analysis of common assessments, often an item-by-item analysis which highlights patterns of correct and/or incorrect student responses, can be used immediately by teachers to strengthen instruction. The analyses of multiple common assessments within a subject area can also provide invaluable information that informs future programmatic changes.

Benchmark assessments are administered two to three times a year. These assessments most commonly assess students’ level of content knowledge and application of skills in the core areas of reading, writing, and math, tracking student growth within and across years. Following the administration of benchmark assessments, grade-level and subject-area teams typically meet to review the results. During these meetings, teachers analyze student performance in order to identify key areas of strength and need. Information gathered from this analysis directly informs teachers’ decisions regarding what skills and knowledge to prioritize when working with students and the school’s decision regarding students who may need additional, supplementary instruction and/or intervention.

State assessments are administered annually and are designed specifically to measure student progress and performance in meeting established grade-level state standards for reading, writing, math, and science.

The following sections share information on student performances as measured by state and district assessments.
Scholastic Aptitude Test (SAT)

The ConVal School District administers the Scholastic Aptitude Test (SAT) to all high school juniors. Each year, more than two million students take the SAT. Nearly every college in America uses the test as a common and objective scale for evaluating a student's college readiness.

The College Board offers guidelines on the appropriate use of SAT scores and notes that most College Board tests are taken only by particular groups of self-selected students. The results are important indicators in predicting college success for individual students. It is not a curriculum-based achievement test, and is limited in that it does not measure work habits, enthusiasm, desires, study skills, responsibility, creativity, artistic ability, musical talent, leadership skills, interest, motivation, perseverance, initiative, or character.

The SAT assesses reading, writing, and mathematical reasoning skills. These skills are developed over time both in and outside of the classroom. Therefore, SAT scores are useful in making decisions about an individual student's linguistic and mathematical abilities and in assessing academic preparedness.

Furthermore, the College Board stresses that in looking at average SAT scores, the user must understand the context in which the particular test scores were earned. Other factors related to performance on the SAT include academic courses studied in high school, family background, and education of parents. These factors, and others which are less apparent, may have a significant influence on average test scores.

Average SAT scores, along with many other indicators of quality, may be analyzed over time to reveal trends regarding the academic preparation of students who take the test. A careful examination of all these factors, as well as conditions impinging on the educational process, such as teacher pupil ratios, adequate classroom space, and expenditures are also important.
Advanced Placement Courses

Advanced Placement (AP) is a program created by the College Board offering college-level curriculum and examinations to high school students. American colleges, as well as some international institutions, waive prerequisite courses for students who obtain high scores on the examinations. The AP curriculum for the various subjects is created for the College Board by a panel of experts and college-level educators in each subject. For a high school course to have the AP designation, the course must be audited by the College Board to ascertain it satisfies the AP curriculum requirements.

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<tbody>
<tr>
<td>Total AP Students</td>
<td>92</td>
<td>101</td>
<td>86</td>
<td>106</td>
<td>153</td>
</tr>
<tr>
<td>Number of Exams</td>
<td>148</td>
<td>150</td>
<td>135</td>
<td>174</td>
<td>177</td>
</tr>
<tr>
<td>AP Exams with Scores 3+</td>
<td>120</td>
<td>125</td>
<td>111</td>
<td>139</td>
<td>137</td>
</tr>
<tr>
<td>% of Total AP Exams with Scores 3+</td>
<td>81%</td>
<td>83%</td>
<td>82%</td>
<td>80%</td>
<td>77%</td>
</tr>
</tbody>
</table>

- ConVal High School currently offers Advanced Placement (AP) courses in Biology, Calculus, Calculus and Physics, Chemistry, English Language and Composition, English Literature, German Language, Spanish Language, Studio Art, United States History, and World History.
- Achieving a score of 3 or above is considered exemplary performance on an Advanced Placement exam. Many post-secondary institutions will waive pre-requisite course requirements for scores of 3 and above.
- Most ConVal AP students take multiple AP exams in one season.
The New Hampshire Statewide Assessment System (SAS) was administered for the first time during the 2017-2018 school year. The New Hampshire Statewide Assessment for English Language Arts (ELA) and Math replaced the Smarter Balanced Assessment Consortium (SBAC), and the New Hampshire Statewide Assessment for science replaced the New England Common Assessment Program (NECAP). Students in Grades 3-8 take the New Hampshire Statewide Assessment for ELA and math, and students in grades 5, 8, and 11 take the New Hampshire Statewide Assessment for science.

New Hampshire Statewide Assessments are designed to measure student progress towards meeting New Hampshire’s College and Career Readiness Standards, which focus on the critical thinking, problem solving, and reasoning skills students need in today’s world. Due to the current pandemic, state assessments, which are typically administered in the spring, were cancelled last school year. Therefore, the following graphs only share results through 2019.
Aimsweb & NWEA

**Aimsweb®** is a benchmarking and progress monitoring system based on direct, frequent, and continuous student assessment. A “benchmark” is a standard measure of what a student should know and be able to do at a given time. These benchmarks span from letter naming at the primary level to reading fluency and comprehension through high school. The results are reported to teachers and administrators online and shared with students and parents. AIMSweb’s assessments are aligned with grade-level expectations and used for monitoring students’ learning progress.

### How is AIMSweb testing done?
- AIMSweb testing is administered orally and/or “paper/pencil” style.
- Testing is done individually or in groups, depending on the measure.
- AIMSweb measures take 1-10 minutes to complete (most take 1-4 minutes).
- Scores are uploaded into the AIMSweb system.

Benchmarking helps to inform instruction and to improve achievement. Benchmark assessments are given three times per year (September, January, and May) for all students in grades kindergarten through fourth, using grade-level assessment tools. Reports help focus areas of individualized instruction and evaluate student progress.

**NWEA’s** Measures of Academic Progress™ (MAP) assessment provides teachers and parents with a clear picture of students’ achievement and growth year-over-year in the areas of reading and math. Additionally, beginning in the Fall of 2013, the MAP assessment aligned with the skills and content outlined in New Hampshire’s College and Career Readiness Standards.

One of the unique advantages of MAP is that it is a computer test that adapts to a student’s level of learning. What this means is that as a child answers questions accurately the test questions get harder, if they get questions incorrect the following questions will be easier. This creates a context for each student to have the same opportunity to succeed and maintain a positive attitude toward testing. With MAP tests, we can administer shorter tests and use less class time while still receiving detailed, accurate information about a student’s growth. Teachers use the results to guide their instruction and planning as they work to meet each child’s learning needs. The following graphs share student performance in the areas of reading and math by class.
AimswebPlus & NWEA
Educational Level of Professional Staff

The ConVal School District is a professional learning community whose members continue their own education through professional development workshops and course work for advanced degrees.

More than half of ConVal teachers have attained a Master’s Degree in their field.

2019-20 state data not available at time of publication
Experience Level of Professional Staff

CONVAL TEACHING STAFF EXPERIENCE FOR 20-21

<table>
<thead>
<tr>
<th>Years of Experience</th>
<th>Percent of Teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-5</td>
<td>42.0%</td>
</tr>
<tr>
<td>6-10</td>
<td>22.0%</td>
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<td>11-20</td>
<td>23.0%</td>
</tr>
<tr>
<td>20+</td>
<td>13.0%</td>
</tr>
</tbody>
</table>
Hello and welcome to the District’s Facilities Department. Our district consists of over 600,000 square feet of educational space with acres of athletic fields and open land. In order to maintain this space and meet increasing state and federal guidelines, we employ highly skilled facilities technicians who are masters in their fields of expertise. Through continued training and task analysis, the facilities and custodial teams take care of our buildings and grounds in the most cost-effective way possible.

This year, because of COVID-19 and remote instruction, the facilities and custodial teams had additional time to work on projects throughout the district. Larger projects included: the installation of three new HVAC units in the three-story wing of PES, complete building controls installation at Peirce and DCS, new boilers and a complete mechanical systems upgrade at DCS, new oil tanks at FES and GES, recommissioning and installation of new exhaust fans at CVHS, PES and SMS, new roof perimeter trim at GBS, extensive painting projects at CVHS, GBS, SMS, AES, TES and DCS, new heating coils and duct work in three art rooms at CVHS, new fire alarm panel and devices at Peirce, six classroom renovations at CVHS, extensive pruning of overgrown gardens at all our schools by Duana and Kelly, new VCT flooring in three classrooms at SMS, upgrading and reprogramming of the building controls supervisory unit at GBS and AES, renovation (including VCT flooring) of the CTE engineering space at CVHS, began the installation of hitting tunnels for the baseball and softball teams at CVHS, extensive renovation to the athletic storage barn at SMS, TES sandbox build, tree and shrub plantings at CVHS entry, repurposing granite curbing around the softball and lower field bleachers, gym wall painting at CVHS, bathroom renovations at CVHS and security enhancements to all schools’ server rooms.

Participation in Eversource’s Energy Efficiency Upgrade Rebate Program continued in 2020. This year we received $14,769 from Eversource for implementing energy efficient upgrades. To date, we have received over $134,769 from Eversource for participation in the program. The district benefits greatly from this reduction in electrical usage as it results in lower, monthly electric bills. This year, given our longer “summer-like” break from students and staff, Facilities retrofitted and/or replaced all fluorescent light fixtures with LED lighting at Dublin, Francestown, Greenfield, Temple, Hancock and Peirce elementary schools. This project has resulted in a combined savings of over $1,400 per month or $16,800 annually. We also continued retrofitting and replacing fluorescent fixtures at CVHS, SMS and GBS.

Over the years, Facilities has utilized several different Principles of Lean Manufacturing. These principles are geared toward the elimination of waste to ensure we get “the biggest bang for our buck”. We use this methodology to determine everything from what size mower to purchase, to work instructions for staff, to whether to contract out services or keep them in house. This year the grounds crew adopted the Lean Manufacturing methodology of the 5S System. 5S stands for Sort, Set in order, Shine, Standardize, and Sustain. By adopting the 5S methodology, we will be able to eliminate waste, streamline our workload, and maximize efficiencies. This methodology will be part of our custodial crews’ daily activities and act as the backbone of how they inventory supplies and maintain their respective work areas.

The Facilities Department takes pride in their accomplishments and support of our District’s buildings and grounds. I hope that you have noticed some of the improvements noted.

Respectfully submitted,
Tim Grossi, Facilities Director
Per Pupil Costs

Cost per pupil is based on current expenditures as reported on each school District’s Annual Financial Report (DOE-25). Cost per pupil represents current expenditures less tuition and transportation costs. Any food service revenue is deducted from current expenditures before dividing by ADM in attendance. Capital and debt service are not current expenditures and are not included.
Antrim Elementary School

Sending Schools: First Friends in Antrim and the town of Antrim

Grades: Preschool – Grade 4

Location: 10 School St., Antrim, NH 03440

Phone: 602-588-6371

Web Address: https://aes.convalsd.net

Student Instructional Hours: 8:40 AM – 3:25 PM

Enrollment: 122

Motto: "Antrim Eagles Soar"

Mascot: Eagle

Color(s): Blue

Average Class Size/Range: 14/10-18

Administrators:
Principal: Stephanie Syre-Hager
Special Education Coordinator: Diane Johnson

Mission Statement: Our vision of Antrim Elementary School is a community inspiring all members to grow academically, socially, and emotionally within a safe, caring, and nurturing environment. In challenging students and staff toward excellence, we support a collaborative and cooperative school striving for enthusiasm and joy in learning. We are respectful of diversity for individuals and groups and teach the values of our democratic society. Kindness, respect, honesty, cooperation, and grit are central to our success as a community of learners.

Learning Environment: Antrim Elementary School provides a safe environment where children are challenged to take academic risks. Teachers deliver instruction designed to provide each student with the help and support he or she needs to meet grade level expectations outlined in New Hampshire’s state standards. Students’ learning experiences include a rich mix of whole group instruction, small group instruction, differentiated learning centers, and independent work. During whole group instruction, teachers model key concepts and skills. During small group instruction, teachers target instruction to better meet the specific learning needs of each student, guiding students as they practice applying concepts and skills. During differentiated learning centers, students have opportunities to practice concepts and skills with support from their peers. During independent work time, students have opportunities to demonstrate their ability to independently apply learned concepts and skills in new contexts. Due to extenuating circumstances this year, modifications to the learning environment were made in order to be responsive to health and safety guidelines.
Antrim Elementary School,
(Conf’d.)

The Arts: All students participate in art and music classes. Students also participate in ConVal’s Arts Integration Program which is committed to integrating the arts into the core curriculum by designing and implementing units and projects aligned to New Hampshire’s state standards. The Arts Integration Program also acts as a “booking agent” for theater and museum trips, organizes Art Day, and assists with artist-in-residency programs.

Physical Education/Health: Students experience integrated physical and health education. Classes are taught both indoors and outdoors, with a strong emphasis on developing skilled and knowledgeable students who live healthy, active lifestyles, as well as develop a strong sense of character.

Special Education: Special Education services are provided for all students who are identified as eligible. The focus of Special Education services is on ensuring that students experience core programming via common curricula, as well as meet the goals that are set forth in individual education plans using research-based strategies and intensive interventions.

School Counseling: Antrim Elementary School promotes a philosophy that all children have a right to services provided by the school counselor. Therefore, the programs and activities offered are both preventative and developmental in nature. The continuum of services includes classroom lessons, small group counseling, individual counseling, and consultation.

Library Media & Technology: Students use technology with literature integration, as well as information assessment, as a tool for learning. The school’s library, also known as The Learning Commons, has been updated with a web-based system of circulation with catalog access as well as online research. The Learning Commons is equipped with up-to-date computers which are used for whole class projects, computer assessments (e.g., NWEA testing), and small group work. Each classroom also has Chromebooks and laptops for small group or individual work. Smart, interactive whiteboards are used in classrooms. Teachers have laptops to support lessons in whole group, small groups, or individually.

Special Programs: Some of the special programs currently offered at Antrim Elementary School include ConVal’s Arts Integration Program, the Harris Center, and the Cornucopia Project. Antrim Elementary School partners with the Harris Center regularly to “provide students with a continuum of experiences and opportunities to study nature; develop skills as scientists, historians, and problem solvers; experience nature as a source of inspiration, creativity, and health; and to appreciate the local landscape outside their schools” (http://www.harriscenter.org/). The Cornucopia
Antrim Elementary School, (Cont’d.)

Project “aims to increase children’s access to healthy food while providing the education necessary for them to make solid choices about healthy eating. We develop strong community connections and help to lay the experiential and educational foundation for a lifetime of healthy eating and sustainable living” (http://www.cornucopiaproject.org). Antrim Elementary School also houses the First Friends preschool program. The First Friends program “provide[s] extremely high-quality programming and low staff to student ratios for both children with special needs and those who are developing typically. Emphasis is placed on developmentally appropriate teaching practices and learning activities, pre-academic and social development, citizenship, tolerance, and appreciation to differences” (http://conval.edu/district/special-education/special-education). Antrim Elementary is in its third year of working with the New Hampshire UDL Innovation Network seeking to empower all learners. (http://www.cast.org/our-work/professional-learning/projects/new-hampshire-innovation-network-nhudl.html#.XhY1yehKhPY)

Parent Involvement: Antrim Elementary School’s Parent Teacher Organization (PTO) is active and meets regularly. The PTO supports the school with multiple fundraising events and their time. In previous years, all classrooms welcomed parent and community volunteers on a regular basis.

Community Connection: The location of Antrim Elementary School provides the students and staff with a variety of opportunities to connect with the larger community of Antrim. Due to current restrictions, many of our community activities have been put on hold, but we look forward to resuming them in the near future. We believe that strengthening and sustaining the connection between school and community is critically important.

Respectfully submitted,
Stephanie Syre-Hager, Principal
Dublin Consolidated School

Grades: K - Grade 5

Location: 1177 Main St., Dublin, NH 03444

Phone: 602-563-8332

Web Address: https://dcs.convalsd.net

Student Instructional Hours: 8:40 AM - 3:25 PM

Enrollment: 45

Motto: "DCS cares about ourselves, each other, our school and community."

Mascot: Raven

Color(s): Forest Green

Administrators:
Principal: Nicole Pease
Special Education Coordinator: Diane Johnson

Motto: DCS Cares about ourselves, each other, our school, and community.

Mission Statement: Our mission is to foster a safe and joyful learning community.

Learning Environment: Dublin Consolidated School (DCS) provides a vibrant learning environment, where we value and recognize students’ individual strengths while working to help them grow in areas of need. We offer core programming in reading, language arts, math, and social-emotional learning using a variety of research-based strategies and interventions to address different learners’ needs. We also provide science and social studies instruction, as well as allied arts. Teachers collaborate in District Professional Learning Communities (PLC’s) by grade level in order to effectively use assessment results to specifically target instruction matched to individual student needs. The staff collaborates with other educators, administrators, families, and area agencies to meet the individualized educational needs of those students identified as eligible. Our emphasis is on all students experiencing core programming via common curricula, as well as meeting the goals that are set forth in individual education plans. Most services are provided within the classroom, with some pull-out services if appropriate. There are many special programs in which DCS students participate. Every year, DCS students extend their learning by having experiences with the Harris Center for Environmental Education. Through The Cornucopia project, we study the outdoors including planting, caring for, and harvesting our garden. We also have visits to or from the Dublin Historical Society and PAWS to Read. The ConVal Arts Integration program provides in-class opportunities for curriculum enrichment, museum and theater trips, as well as artist-in-residency programs, such as the Circus. Our students perform in a concert (this year in the spring) and put on a talent show in the spring as well. Occasionally we host (or attend another ConVal school for) a special music or drama program. Unfortunately, due to COVID-19 restrictions, we are not able to participate in these extracurricular activities that make this little school so special.

Parent Involvement: Our parents are very involved in their children’s education and their school. DCS parents help greatly by volunteering as needed for special events. We have an active PTO, which meets every month to help support different activities for students, as well as fundraising.
to pay for those activities. Additionally, DCS benefits from community volunteers who do not have children in the school, nevertheless, volunteer their time to work with our students. We welcome our parents to volunteer in classrooms and are fortunate that many parents and grandparents take advantage of this opportunity to support all of our students. We look forward to having them return.

**Community Connections:** Dublin is fortunate to have a community that is very connected to the elementary school. The Dublin Community Foundation offers support for our students in a variety of ways; from winter clothing, to residency programs, to field trips and we are very appreciative! Townspeople have worked for many years to improve the sidewalks in the center of Dublin, mostly so that students can walk up and down the hill safely. DCS students have traditionally paraded up the hill on Halloween; this year we paraded through the woods to Yankee Field-in the snow! We share space and resources for activities such as Winterfest and Dublin Summer Playground. The school and the town cooperate over the use of the playground, which is owned by the town. Town Meeting is held at the school each year. Recently we have established a new connection with the Monadnock Rotary. Rotarians have been coming to DCS to present the Famous Artists Come to School (FACTS) program, coordinated by the Arts Integration Program. Our students participate in after school programs (Book Buddies) coordinated by the Dublin Public Library, as well as through the Dublin Community Center (Coding Club). Additionally, we offer Big Brothers/Big Sisters through which our students are matched. We are thankful for the multifaceted community connections and look forward to being able to foster those connections soon! The staff, students, and their families came together to do what is best for everyone, and our students were amazing with all the changes this year!

Respectfully submitted,
Nicole Pease, Principal
Administrators:
Principal: Beth Gibney
Special Education Coordinator: Diane Johnson

Mission Statement: At Francestown Elementary School (FES), our mission is to guide children to become critical thinkers, engaged learners, and respectful, contributing citizens: fostered by a cooperative effort between school and community.

Learning Environment: FES is committed to a child-centered approach to education. To this end, we have shifted our instructional pedagogy to provide core programming in reading, language arts, mathematics, science, social studies and social-emotional learning in a multi-age, competency-based instructional setting. Students are grouped in two teams, with each team being co-taught by two classroom teachers and supported by our special educator and paraprofessional. Team Squirrel consists of our youngest students (traditionally in grades K-2), while Team Owl is made up of our oldest students (traditionally in grades 3-4). Students are instructed along a continuum known as competencies or progressions, and they are grouped for instruction based on what they can currently do and what they need to learn next. FES is in the second year of the pilot of multi-age instruction and is hoping to establish a viable instructional model for other schools.

FES provides intervention/support through differentiated instruction and intervention periods. Teachers work collaboratively in Professional Learning Communities (PLC’s) to focus on student learning. This process involves teams of teachers looking critically at assessment data to inform their instructional practices on a regular basis. FES teachers collaborate with peers to provide Multi-Tiered Systems of Support (MTSS) in addition to core academic instruction. The special education staff collaborates with other educators, administrators, families and area agencies to meet the individualized educational needs of those children who are identified as eligible for special education. The school helps to identify individual student strengths and needs using formal and informal assessment techniques, observations and interviews.

The ConVal elementary schools maintain a rich arts program. All children in grades K-4 are offered weeklong art, library/media and music classes on a rotating schedule, with each class lasting about 45 minutes. Our art, music, and library/media teachers move from school to school providing students with a consistent, guaranteed experience. Students also work with our art integrationist on a variety of projects that integrate art with all academic disciplines. We also offer a physical education program to all students in grades K-4. Students participate in a weeklong integrated PE/Health Wellness program every other week throughout the school year.
Family Involvement: FES believes that students are most successful when there is a strong home/school connection. FES has focused on strengthening these relationships through well-attended parent information evenings, increased communication, and a stronger social media presence. Our active PTO meets monthly to plan activities for students and pursue fundraising activities. Each year the PTO funds a week-long enrichment program for our students. In recent years, the students have participated in Circus, NHDl, and other artist-in-residency programs. On any given day there are volunteers in our school providing during and after school enrichment programs such as running clubs, card making, math clubs, hiking, gardening, and yoga. Parents work as an integral part of a team with the FES teachers to give all children many opportunities and supports that make their total experience at FES rich and full of lifelong learning.

Community Connection: Last year, in collaboration with many community organizations, FES launched the Francestown Community Connections Program. FES staff have partnered with community experts to develop eight project-based learning opportunities for FES students. Each week from January to June, small multi-age groups will work with a teacher to answer driving questions that face our community organizations. Presentations of student work will be made to the wider community in early June. Additionally, the third Friday of every month, FES hosts a Community Lunch during which families and local community members are invited to dine with students and teachers. Prior to this lunch, community members are also invited to join the school community for the All School Meeting, during which children share their learning, celebrate successes, and sing songs together. Each year, the FES school community sponsors a local community supper at which students, teachers, and families prepare, provide and serve over 100 meals to community members. FES students participate every year in a Memorial Day and Veterans Day program to honor and remember local community veterans and armed service workers. FES maintains a strong relationship with the America Reads Program and students across grades K-3 regularly read with volunteers. Every year, FES students extend their learning by having experiences with teachers from Harris Center, New Hampshire Dance Institute, The Cornucopia Project and other residency and enrichment programs. The school is utilized for many community events such as outreach presentations, holiday fairs and blood drives. It is our aim for FES to be at the center of the local community.

2020-2021 COVID-19 Adjustments: This year has given the opportunity to have many of our classroom activities outdoors in order to be social.
distanced. The reopening plan as well as the CDC guidelines have been implemented in order to mitigate any spread of virus. Safety measures for learning inside and outside of the building has been implemented according to the guidelines as well. The remote segmented calendar throughout the district has been implemented and followed at FES. Some of the in-person activities that we typically do at FES have been limited this year due to the pandemic.

Respectfully submitted,
Beth Gibney, Principal
School Profiles

Greenfield Elementary School

**Grades:** Preschool - Grade 4

**Location:** 80 Forest Rd., Greenfield, NH 03047

**Phone:** 603-547-3334

**Web Address:** https://ges.convalsd.net

**Student Instructional Hours:**
8:40 AM - 3:25 PM

**Enrollment:** 86

**Motto:** “Be safe, be kind, be responsible”

**Mascot:** Grey Wolf

**Color(s):** Green and Grey

**Administrators:**
Principal: Colleen Roy
Special Education Coordinator: Diane Johnson

**Mission Statement:** Greenfield Elementary School (GES) provides a safe, collaborative community, which nurtures learning, teaching and a sense of belonging. Recognizing the different needs of students, we strive to develop and encourage lifelong learners. GES promotes strong family and community relations to instill responsibility, respect and citizenship.

**Learning Environment:** GES provides core programming for reading, language arts, mathematics, and social-emotional learning while using a variety of research-based practices/strategies for academic instruction. GES provides intervention/support through differentiated instruction, intervention periods, and reading services. Teachers work collaboratively in Professional Learning Communities (PLCs) to focus on student learning. This process involves teams of teachers looking critically at assessment data to inform their instructional practices on a regular basis. GES teachers collaborate with peers to provide Multi-Tiered Systems of Support (MTSS) in addition to core academic instruction. The ConVal elementary schools maintain a rich arts program. All children in grades K-4 are offered art, library/media and music classes on a rotating schedule, with each class lasting about 45 minutes. Our art, music, and library/media teachers move from school to school providing students with a consistent, guaranteed experience. Students also work with our art integrationist on a variety of projects that integrate art with all academic disciplines. We also offer a physical education program to all students in grades K-4. Students participate in a weeklong integrated PE/health wellness program regularly throughout the school year. The special education staff collaborates with other educators, administrators, families and area agencies to meet the individualized educational needs of those children who are identified as eligible for special education. The school helps to identify individual student strengths and needs using formal and informal assessment techniques, observations and interviews. In addition to core academic instruction, our students participate in extra-curricular activities such as NHDI, a Circus Residency, Girls on the Run, Page to Stage Dance Residency and various all-school themed days. Students especially enjoy science and art days. Unfortunately, due to COVID-19 restrictions we have not been able to enjoy these extra-curricular activities this year.

**Parent Involvement:** GES has a very active PTO that meets every month to plan enrichment activities for students and pursue fundraising activities to support teachers and students. GES parents help greatly by volunteering...
Greenfield Elementary School  
(Cont’d.)

daily, weekly, monthly, or for special events. Parents work as a team with the GES teachers to give GES children many opportunities and supports that make their total experience at GES rich and full of lifelong learning.

**Community Connection:** GES students connect with the Greenfield community in a variety of ways. Students take occasional trips to the Stephenson Memorial Library, sing carols with the residents of Greenfield Commons, have an annual Halloween parade through town, and hike and explore Greenfield State Park with park rangers. Students enjoy visits to the Greenfield Fire Department each year as part of our Fire Safety Program. Kindergarten students get to know our community helpers through classroom visits from the local fire and police departments as well as local business owners and employees. The GES PTO hosts several community activities each year including the Harvest Fair in the fall, Christmas in Greenfield in December and a family dance in the spring. We are looking forward to reconnecting with our community partners again soon!

Respectfully submitted,
Colleen Roy, Principal
Hancock Elementary School

Administrators:
Principal: Amy Janoch
Special Education Coordinator: Diane Johnson

Mission Statement: All student at Hancock Elementary School will demonstrate academic, social, and emotional growth so that they may succeed as individuals and positively contribute to their classroom, school, and local community.

Learning Environment: At HES we create a learning environment that is academically, intellectually and personally challenging. We work to understand each student’s strengths and areas of need, set goals in collaboration with the students and parents, and provide the differentiated instruction and intervention support each student needs to meet those goals.

In order to prepare for a day of rigorous learning, teachers facilitate a morning meeting. These meetings focus on creating a safe, respectful, and supportive environment that grounds students in their community and encourages all children to take academic and social risks. Additional behavior instruction and support is provided through Responsive School Discipline Principles. Staff use interactive modeling to ensure all students are practiced with daily classroom and school routines.

Throughout the day, children build their critical thinking and problem-solving skills in reading, writing, math, science, and social studies. Teachers work with their district PLC’s and coaches to create rich lessons that provide authentic learning experiences for all children and incorporate research based instructional practices that ensure academic success. Additionally, our special education staff collaborate with classroom teachers, administrators, families and area agencies to meet the individualized educational needs of those children who are identified as eligible for special education. The school helps to identify individual student strengths and needs using formal and informal assessment techniques, observations and interviews. In addition to traditional academic instruction, HES offers a variety of specials.

The ConVal elementary schools maintain a rich arts program. All children in grades K-4 are offered weeklong art, library/media and music classes on a rotating schedule, with each class lasting 45 minutes. Our art, music, and library/media teachers move from school to school providing students with a consistent, guaranteed experience. Students also work with our art integrationist on a variety of projects that integrate art with all
Hancock Elementary School
(Cont’d.)

academic disciplines. We also offer a physical education program to all students in grades K-4. Students participate in integrated PE/health wellness program throughout the school year.

Parent Involvement: HES has a dedicated, enthusiastic PTO that meets regularly to plan activities for students and pursue fundraising opportunities. The HES PTO works as a team with HES staff members to give the children opportunities that make their experience rich and full of lifelong learning. While COVID restrictions prevent the PTO from meeting in person, we are meeting in ZOOMS. To date, the PTO hosted a reader challenge and has facilitated a giving tree for staff.

Community Connection: Hancock Elementary School enjoys many connections with the local community that enrich its students’ education. These connections are on hold for the current year, but we are excited to share our typical annual activities.

Children enjoy regular visits to the Hancock Town library. The Hancock Historical Society, Town Hall, and Hancock Inn offer a wealth of social
studies activities. The Harris Center for Conservation Education brings opportunities for science and nature studies. Children love working with The Cornucopia Project in spring and fall. During the spring, students spend time learning about planting vegetables while in the fall they are able to see the end product of planting. As a culminating event at the end of the fall gardening season, children work with Cornucopia teachers to harvest vegetables so that PTO volunteers can prepare a meal for the HES community. The event is timed to celebrate National Food Day, a day to celebrate locally grown, sustainable foods.

Throughout the school year, the HES children have an opportunity to learn from expert local birders and environmentalists. Volunteer parents take children on a recess adventure. Students and staff explore the woods looking for signs of animals and insects, and volunteers alert children to the various birds that can be found during each season. We are fortunate to have these volunteers in our community.

Our connection to the community can also be seen at the Hancock Community Supper. Every year, Hancock Elementary hosts the supper. All children participate in preparing and serving the meal. Third and fourth graders make chili, first and second graders cook up a dessert or corn bread, and kindergarten students rip up lettuce for salad. It is one of the ways that we are able to give back to a community that regularly supports the children in their learning.

Respectfully submitted,
Amy Janoch, Principal
Administrators:
Principal: Larry Pimental
Assistant Principal: Kristen Levesque Lee

Mission Statement: At Peterborough Elementary School, our mission is to engage, support and inspire learning so that all students can achieve their full potential. We challenge all students to achieve academic success while also developing physically, socially, and emotionally. Our goal is to work in partnership with home, school, and community to model and promote a respectful, safe and kind environment.

Learning Environment: Peterborough Elementary School provides a safe learning environment where every child feels known, needed, and cared for, and where student growth is recognized and celebrated. This year, Covid-19 mitigation strategies have required us to re-configure our learning spaces, however, our mission has not changed. Our core programming for reading, language arts, and mathematics uses research-based practices, strategies, and curriculum that align with NH state standards, while integrating science/social into our daily schedules. All students at PES are enriched with classes in physical education, health, art, music, and library/media to go along with their core academic programming.

PES provides academic intervention and support through differentiated instruction, scheduled intervention periods for all, and math and reading support services. Special education services are provided for students who are identified as eligible, and ensure that all students experience core programming via a common curriculum while meeting goals and objectives in their individualized educational plans.

PES uses the Responsive Classroom approach in developing and teaching social skills. This approach helps teachers establish a calm and safe classroom while helping children develop self-discipline and a sense of community and responsibility. Along with the Responsive Classroom, the school also employs the Zones of Regulation, a curriculum designed to foster self-regulation and emotional control.

Students at Peterborough Elementary School have an opportunity to extend their learning experience through partnerships with Harris Center, The Arts Integration program, The Cornucopia Project, and other community-based organizations. Our close proximity to downtown Peterborough allows our students access to community resources and walking field trips that better connect them to “our town”.

Peterborough Elementary School
Grades: Preschool - Grade 4
Location: 17 High St., Peterborough, NH 03449
Phone: 602-924-3828
Web Address: https://pes.convalsd.net
Student Instructional Hours: 8:40 AM - 3:25 PM
Enrollment: 247
Motto: “Keep it on your mind; be respectful, safe, and kind”
Mascot: Bobcat
Color(s): Blue, White & Gold

Motto: "Keep it on your mind; be respectful, safe, and kind"
Parent Involvement: The Peterborough Elementary School Parent Teacher Organization is a service organization that provides additional support to students, teachers, and parents through a variety of different programs and initiatives. The PTO has raised funds to assist the school in buying a school sign, playground equipment, a sound system, and basketball hoops to name a few. The PTO also provides support for assemblies, the Children and the Arts Festival, fourth grade graduation, after-school clubs, artists-in-residence programs, field trips, a spring dance, movie nights, book fairs, Staff Appreciation Week and Luncheon, and other special events throughout the school year. All parents, guardians and teachers are members of the PTO, which is governed by elected officers and those attending PTO meetings.

Community Connection: Through collaboration with families and the greater Peterborough community, we develop learning opportunities that inspire our students to be curious, creative, confident, and kind. This year COVID-19 has limited our ability to participate in a variety of activities we would in a typical school year. We look forward to the future, when we can return to partner with the people and programs in our community to enrich our students. In years past, students have gone on walking field trips to the Peterborough Town Library, the Mariposa Museum, the Peterborough Historical Society, the MacDowell Art Colony, the Peterborough Fire Department, and local nursing homes. PES has organized food drives for End 68 Hours of Hunger, clothing drives for the community and has raised funds for the Monadnock Humane Society. PES has hosted Big Brothers/Big Sisters students from ConVal High School, has partnered with America Reads volunteers, and has become pen pals with seniors in our community.

Respectfully submitted,
Larry Pimental, Principal
School Profiles

Pierce Elementary School

Administrators:
Principal: Beth Gibney
Special Education Coordinator: Diane Johnson

Mission Statement: At Pierce School, our mission is to provide a personalized education, cultivate independent thinking, promote building character, and foster the desire to learn.

Learning Environment: Pierce School seeks to provide a safe, supportive, and individualized learning environment where students of different ages and abilities thrive, reaching their full potential as learners. Teachers deliver research-based instruction through an instructional framework called a Multi-Tiered System of Support (MTSS). This instructional framework provides each student with the help and support he or she needs to meet grade level expectations outlined in New Hampshire’s College and Career Ready Standards. Students’ learning experiences include a rich mix of whole group instruction, small group instruction, differentiated learning centers, and independent work. During whole group instruction, teachers model key concepts and skills for all students. During small group instruction, teachers target instruction to meet the specific learning needs of each student, guiding students as they practice applying concepts and skills—working with students until they meet the expectations for their grade level. During differentiated learning centers, students have opportunities to practice concepts and skills with support from their peers. During independent work time, students have opportunities to demonstrate their ability to independently apply learned concepts and skills in new contexts. In every classroom, Pierce School students practice social skills through a social-emotional learning curriculum that supports and encourages positive relationships and builds self-confidence. Pierce School is part of an elementary school rotation of specialists which include instruction in PE/wellness, library/media, art and music. Our arts integration projects are designed through a coordinated effort between the classroom teacher and arts specialist and provide opportunities to enrich and extend learning.

Some of the special programs offered at Pierce School through our community partnerships include ConVal’s Arts Integration Program, New Hampshire Dance Institute (NHDI)/Drummazing!, Lend an Ear, Harris Center and The Cornucopia Project. NHDI nurtures the “physical, social, and cultural development of children through dance, music, and performance” (www.nhdi.org). Lend an Ear performers “demonstrate the families of instruments and teach key musical concepts such as rhythm and harmony. Giving children a sense of the life of working musicians, they show that music-making is a craft and an art, as well as something of beauty.... [Performers teach] that practicing and performing music help to develop important life skills, such as concentration, team work, interpretive and...
critical thinking, and problem solving” (http://www.monadnockmusic.org). Pierce School partners with the Harris Center regularly to “provide students with a continuum of experiences and opportunities to study nature; develop skills as scientists, historians, and problem solvers; experience nature as a source of inspiration, creativity, and health; and to appreciate the local landscape outside their schools” (http://www.harriscenter.org/). The Cornucopia Project “aims to increase children’s access to healthy food while providing the education necessary for them to make solid choices about healthy eating. We develop strong community connections and help to lay the experiential and educational foundation for a lifetime of healthy eating and sustainable living” (http://www.cornucopiaproject.org).

Parent Involvement: Pierce School’s Parent Teacher Organization (PTO) is active and meets at Pierce School at 6:00 PM on the first Monday of each month. Committed to enriching the experiences offered to students attending Pierce School, the PTO supports Pierce School students with an annual craft fair, winter wonderland experience at the Barbara C. Harris Center, literacy nights, family fun nights, Field Day, ski scholarships, multiple fundraisers, and their valuable time.

Community Connection: Pierce School’s location supports walking fieldtrips to the GEP Dodge Library, the Bennington Fire Department, the Historical Society and the Bruce Edes Forest. The school is fortunate to have a community that is very connected to the elementary school. For example, Pierce School’s Emergency Management Committee, which meets monthly, includes representatives from the Bennington Fire Department, the Bennington Police Department, the Bennington Emergency Management department, and the larger community of Bennington. The Pierce School building also serves as an important meeting place for town members. Pierce School’s multi-purpose room regularly hosts town members as they gather to share a community supper, to take a class sponsored by the Recreation Department, or to cast their vote on election days.
Awards & Recognition: Pierce School has been recognized for successful participation in the Positive Behavioral Interventions and Supports (PBIS) Program and the Healthier US School Challenge, which recognizes schools that have created healthier school environments through promotion of nutrition and physical activity.

Respectfully submitted,
Beth Gibney, Principal
Administrators:
Principal: Fabiola Woods

Mission Statement: The TES Community fosters all aspects of student learning by promoting our core values of caring, respect, responsibility and perseverance.

Learning Environment: TES provides a safe environment which is conducive to developing the unique intellectual, social, physical, and emotional potential of each child. We provide challenging curriculum and engaging activities which foster creativity, curiosity and problem-solving skills. TES provides core programming for reading, language arts and mathematics while using a variety of research-based practices/strategies for academic instruction. TES provides intervention/support through differentiated instruction, intervention periods, and reading services. Teachers work collaboratively in Professional Learning Communities (PLC’s) to focus on student learning within the school as well as district grade level PLC’s. With the present situation due to the pandemic, we have had to make adjustments to our learning environment. Many precautions and protocols have been put in place to ensure the safety of our students and staff members. In light of the challenges of this year, our TES students, families, and staff have exhibited resilience in dealing with them in an admirable manner.

Parent Involvement: TES parents work hard at TES volunteering daily, weekly, monthly, or for special events. We have not been able to have any volunteers or special events this year, but look forward to picking up where we left off as soon as we can. Parents in our re-invigorated Parent Teacher Team (PTT) plan for special academic enrichment opportunities for our students as well as some family fun events such as family movie nights and after school opportunities. We also look forward to continuing with Lego Club, Circus and taekwondo as after school opportunities for our students. Parents work as a team with the TES teachers to give the TES children supports that make their total experience at TES rich, connected to the community, and full of lifelong learning.

Community Connection: At TES, we continue to work and support our community in a variety of ways. Whether being part of the annual Harvest Festival, our senior Thanksgiving feast, participating in the Temple Band Holiday Concert, and more, TES families join in these community projects. TES families also join several other initiatives such as participating in local food pantry collections, hosting two blood drives each year, and raising support for children and families in need. TES has also started a
Community Connection (Cont’d.): relationship with Rivermead Senior Community. Once a month several seniors visit to read or be read to by our students. We love our time with them as much as they love coming here for a visit. As a whole school we visit them twice a year in Peterborough to sing Christmas Carols and to celebrate the many volunteers who have enriched our learning. It is a relationship that we cherish and hope to grow in the years ahead. We look forward to being able to resume these activities as soon as we can safely do so in the future.

Respectfully submitted,
Fabiola Woods, Principal
Great Brook School

Administrators:
Principal: Katherine Foecking
Assistant Principal: Lexy Heatley

Mission Statement: It is Great Brook School’s collective responsibility to ensure that all students reach their highest level of learning in a community which embraces safety, responsibility, and respect.

Learning Environment: This year, Great Brook School has four multi-age pods. Each pod is made up of a team of teachers in each subject area. Students have four core teachers for mathematics, English, social studies and science. Students also have two unified arts teachers each quarter which include art, health, physical education, family and consumer sciences, World Language, industrial arts & Technology, and music. GBS follows an advisory model to develop appropriate student behavior. Every morning the GBS community watches The Morning Show together, a student-produced news and announcement webinar. In a typical year, all students are encouraged to participate in GBS’ Extended Learning Program, which runs classes such as Greek mythology, The Morning Show, robotics, and digital photography.

Parent Involvement: GBS has active and involved PTO members who raise money and engage in initiatives to improve the school and improve the experience for students. This year the PTO supported our students and our mitigation model by purchasing four sets of recess equipment – one for each pod. They also organized a Little Caesars pizza fundraiser to support future events. Prior to Thanksgiving, the PTO also gave appreciation gifts to all GBS staff.

Community Connection: GBS students contribute to the wider community by completing a substantial number of hours of community service in a typical year. Traditionally, each student is required to complete a minimum number of hours based on the grade they are in: fifth grade-5 hours; sixth grade-10 hours; seventh grade-15 hours; and eighth grade-20 hours. GBS students also participate in many community activities such as writing cards for Veterans, sprucing up areas throughout our school, mentoring AES students, participating in canned food drives, and donating coats for kids in need.
Awards & Recognition: In 2016 Great Brook School was honored to receive the Spotlight Award from the New England League of Middle Schools committee. We were the only middle school recognized that year in New Hampshire. During the summer of 2020, Maryanne Cullinan, a GBS teacher, was one of 10 semi-finalists for NH Teacher of the year.

Respectfully submitted,
Katherine Foecking, Principal
South Meadow School

Administrators:
Principal: Anne O’Bryant
Assistant Principal: Tim Conway

Mission Statement: To create a learning environment for students to develop 21st Century skills to be successful citizens. This environment emphasizes perseverance, respect, integrity, dedication and empathy (PRIDE).

Learning Environment: South Meadow School (SMS) has adapted their teaching model to meet the protocols and practices for the Covid-19 virus for the 2020-2021 school year. This year we have created five pods of approximately 75 students in Grades 5-8 in each pod. Each pod consists of teachers from the four core subject areas of English, mathematics, science, and social studies. Students will also have two specials teachers each quarter which include art, health, physical education, family and consumer sciences, world language, industrial arts & technology, music and band. SMS practices the Positive Behavior Program in addressing student behavior.

SMS has also created an online remote learning option for our students to access the classroom from home. These students will follow the same academic schedule and expectations as the in-person students. This year we have approximately 100 students learning remotely. Prior to COVID-19, SMS had a number of programs available to students and the community such as our Peer Mentor Program, Expanded Horizons Program and Puma PRIDE activities. We intend to continue all programs as planned once restrictions are lifted.

Parent Involvement: Veterans Breakfast, parent meetings, sports programs, extra-curricular activities, book fairs, Teacher Appreciation Week, etc. all encourage parent involvement.

Community Connection: SMS embraces community connections with Rotary, StemFest UNH, Camp Quest, Keene State College, Peterborough Arts, local senior centers, Harris Center, Sea Cadets, Peterborough Recreation Department, Peterborough Library, River Center, local churches, and the SMS food pantry.

South Meadow School
Grades: Grades 5 - 8
Location: 104 Hancock Rd., Peterborough, NH 03458
Phone: 603-924-7105
Web Address: https://sms.convalsd.net
Student Instructional Hours: 7:20 AM - 2:20 PM
Enrollment: 351
Motto: "PRIDE"
Personal Responsibility
Respect
Integrity
Dedication
Empathy
Mascot: Puma
Color(s): Royal Blue & White

School Profiles
South Meadow School

Awards & Recognition: South Meadow School has received numerous awards and recognition over the past years:

- SMS Cross Country - Tri-County Championship (2019)
- SMS Cross Country - Boys 3rd Place – Milford International Meet (2019)
- SMS Boys Baseball – Tri-County Champions (2017)
- SMS Boys A Soccer – Tri County League Quarter Finals with 4-4 loss in Sudden Death (2019)
- SMS Hosts StemFest with UNH students as Stem-Ambassadors (2019, 2018, 2017, 2016)
- SMS 3D Students Working w/Print Labs from the UK – Beta Testing Curriculum (2019)
- SMS 3D Students – Showcased 3D Printing at Christa McAuliffe Museum (2019)
- SMS Peer Mentors – Participated in White Mountains Leadership Conference (2019)
- SMS Robotics – 1st Place in Teamwork at State LEGO League Championship (2017)
- SMS Robotics – 2nd Place in Performance, 1st Place in Core Values & 3rd Place Overall in Local Competition (2019)
- SMS Chorus - Southwest District Music Festival All-state (2019)
- SMS Band – Silver Medal at the Great East Music Festival (2019)
- SMS Special Olympics – Students were awarded several medals in the Winter and Summer Olympics
- SMS – NH Middle School of the Year (2006 & 2012)

Respectfully submitted,
Anne O‘Bryant, Principal
ConVal Regional High School

**Administrators:**
Principal: Heather McKillop  
Dean of Students: Steve Bartsch

**Mission Statement:** The ConVal High School Community is dedicated to learning, thinking and growing. ConVal students will demonstrate:
- Effective Communication  
- Effective Problem Solving  
- Effective Use of Knowledge  
- Respect for Self and Others  
- Contributions to School and Community

**Learning Environment:**

**Applied Technology Center (ATC):** The Region 14 Applied Technology Center (ATC) was proud to celebrate National CTE Month in February with tours of our programs. All of the District’s elementary schools were invited to attend, and both the high school and elementary students had fun interacting with each other. U.S. Representative Annie Kuster also toured the facility and shared how impressed she was with the students and instructors. The ATC open house was well attended with parents, students, and community members taking part in hands-on demonstrations to better understand how career and technical education courses contribute to the success of students and the community.

In December, Deb Coyne, Sarah Grossi, and Karen Fabianski attended the virtual Career Tech Vision 2020 conference. Mrs. Grossi gave two presentations: “Student Teaching: Embedding Practicum Work into your Education Program” and “CTE for Everyone: Creating a Classroom Culture that Encourages Differentiation” which were both well received. This conference reinforced the connections career and technical education have with all academic subject areas.

**English:** The English Department moved towards making all level classes more accessible for a wider variety of students. Summer assignments for honors were pared down, and AP language and composition was opened to more grade levels as it is being piloted as a year-long opportunity. The Department has also worked on credit recovery and alternative credit options to help students complete the guaranteed, viable curriculum in ways that best benefit each student’s needs. Additionally, the Department worked collaboratively with the CVHS community to develop and refine practices to support our hybrid model and remote instruction segments during this unusual school year.
Mathematics: The Mathematics Department is dedicated to meeting the needs of all learners through a wide variety of courses and supports designed to prepare students for their post-secondary pursuits. The Department continues to build upon last year’s comprehensive equity audit work as well as the new class of 2023 graduation requirements. Included in this work is the continuation and refinement of a grant-funded algebra intervention program designed to provide targeted, timely, small-group instruction to algebra I students. Additionally, Department members continue to explore course offerings, resources, and technology used in order to adapt and meet the needs of our 21st Century learners.

Social Studies: The Social Studies Department concentrated on reevaluating its curriculum and committed to the following objectives: updating the curriculum for inclusion; creating lessons to promote a version of justice that reflects the diversity of our world; and developing tools for students to critically question issues of class, race, gender, and identity. COVID-19 curtailed much of the enrichment opportunities for social studies students. Due to the pandemic, the Youth and Government competition was canceled, as was the YES program with the Mariposa Museum. Neither the History Club nor the National History Bowl were held this year, either. The Department looks forward to reinvigorating these activities as soon as more normal conditions return.

Science: Over the past three years, two ConVal students have worked on a study with UNH to build and install a magnetometer, a device that records magnetic anomalies like those from solar storms. The students garnered national attention when they presented findings with UNH at the annual American Geophysical Union meeting in December 2019. The project has even gotten global attention with a publication in the September 2020 edition of Scientia, a science communication publication. The 2020 ConVal Ocean Science Bowl teams consisted of two teams with mostly freshman and sophomore students. Although the teams did not place at the regional competition, students were given compliments from peers and coaches for how competitive they were for being such a young team. The physical science teachers collaborated with educators from Harris Center for Conservation Education in order to address local energy concerns and to design an energy usage unit for students. The students wrote a letter to either a local, state, or federal elected official expressing their particular concern over energy usage in their community. Also in collaboration with Harris Center, tenth grade biology students conducted a backyard ecosystem survey where they used line transect techniques and identification technology to identify the living organisms in their backyards or on school grounds. For the benefit of ConVal science students in the online-only cohort, the chemistry teachers video-recorded live chemistry
Science (Cont’d.) labs and posted them on SchoolTube. The videos included aspirin synthesis, the copper cycle, and a unit on bacterial transformation.

Visual and Performing Arts: The Visual and Performing Arts Department developed a website that will be made available to the public in 2021. The goal of this website is to celebrate the arts virtually, in lieu of gatherings and exhibitions due to the COVID-19 epidemic. Members of the Department continued to learn new ways to effectively engage students in their education, especially during a time of remote learning. By working collaboratively and supporting each individual’s strengths, the focus is on providing equal and equitable goals, processes, and procedures for all students. Another area of focus was to further individualize instruction and engagement for each student’s unique situations and needs.

The ConVal Music Department produced two collaborative recordings between the Blue and Gold cohorts - the “ConVal Fight Song” and “A Christmas Festival”. Both videos were showcased in the principal’s newsletter. Music students participated in NH state level honors auditions and festivals where they received numerous director, state, and national music awards. During the 2020 holiday season, choir students sent virtual holiday greetings, song recordings, and cards to community centers, Veterans’ homes, Monadnock Community Hospital, first responders, and others.

Wellness: Department members continued their commitment to enhance their students’ knowledge of the value of lifelong health and wellness and to apply the skills needed to achieve this goal. The remote instruction and hybrid model conditions provided some valuable life lessons as students were challenged to stay active without their usual places to do that. In November 2020, Department members participated in the virtual New Hampshire PE and Health Conference which helped us to continue to develop and grow in our field.

World Languages: In the fall, German and Spanish teachers completed a pilot of the Sanako Connect online program, and Spanish teachers separately rolled out the “Entre Culturas” online program with their students. German teachers offered a number of immersive experiences with guest speakers, including “Meet a German” with individuals from Germany, the “Career Booster” nationwide workshop on German opportunities after high school, the “PASCHtopia” weekend North American virtual event, and
several “German for Hire” virtual events with German university students on different topics in modern German life and culture. All ConVal German students also participated in a national German promotional event involving “WanderbUS” which emphasized the long-standing, transatlantic friendship and close cultural connections between Germany and the United States.

School Counseling: The mission of the ConVal High School’s School Counseling Department is to provide all students with a comprehensive school counseling program that encourages the highest level of student achievement through growth in academic, career, and personal/social domains. The Department implements a comprehensive counseling program based on the American School Counseling Association (ASCA) National Model. The department is actively engaged in the application process to become a Recognized ASCA Model Program (RAMP). Amidst an emerging global pandemic, ConVal school counseling supported Class of 2020 seniors toward a variety of postsecondary goals, including 91 seniors choosing to attend a four-year college, 22 who chose to attend a two year, technical or trade school, 33 who chose to begin their careers right away, and 7 students who chose a gap year. In the fall, school counseling hosted 59 colleges for virtual information sessions. By December, counselors supported 84 seniors in the class of 2021 applying to 293 colleges. On the other end of the age range, school counseling and student peer mentors safely offered mini-tours to all of our incoming ninth graders to orient them to the school after missing the opportunity last spring. Additionally, ninth grade students completed a freshman profile and met with their school counselors to support their transition to high school. Counselors continue to adapt how they work with students and families, emphasizing a goal of communicating across a variety of means. The department met, in May and October, with our advisory board to review our goals and to seek input on services that we offer. The department is in the process of developing a stakeholder survey to administer to students, families, and faculty in the winter/spring of 2021 to further inform the Department’s work.

Special Education: The Special Education Department continues close collaboration with all teachers and staff in order to serve our students’ needs. Skills academies continue to be monitored as we collect data to determine their effectiveness. As always, the Department continues to research new and improved avenues to deliver specially designed instruction for our students. Lastly, the Department continues to structure equitable programming that meets the needs of all our students.
Community Connections: The ConVal School Counseling Department continued to actively partner with community resources like the New Hampshire Higher Education Assistance Foundation, Upward Bound, The River Center, The Grapevine, Monadnock Family Services, and MAPS Counseling to provide supports and resources to students and families. In October, Athletic Director John Reitnauer received a communication from WMUR, thanking ConVal for its contributions to the annual “New Hampshire Tackles Hunger” campaign. ConVal's contribution to the campaign received a matching gift of $500 by the Lois Roy Dickerman Fund.

Respectfully submitted,
Heather McKillop, Principal