School Administrative Unit #9

Realizing the full potential of each and every student

May 2020

Photo by: Eva Drummond

Reimagine...

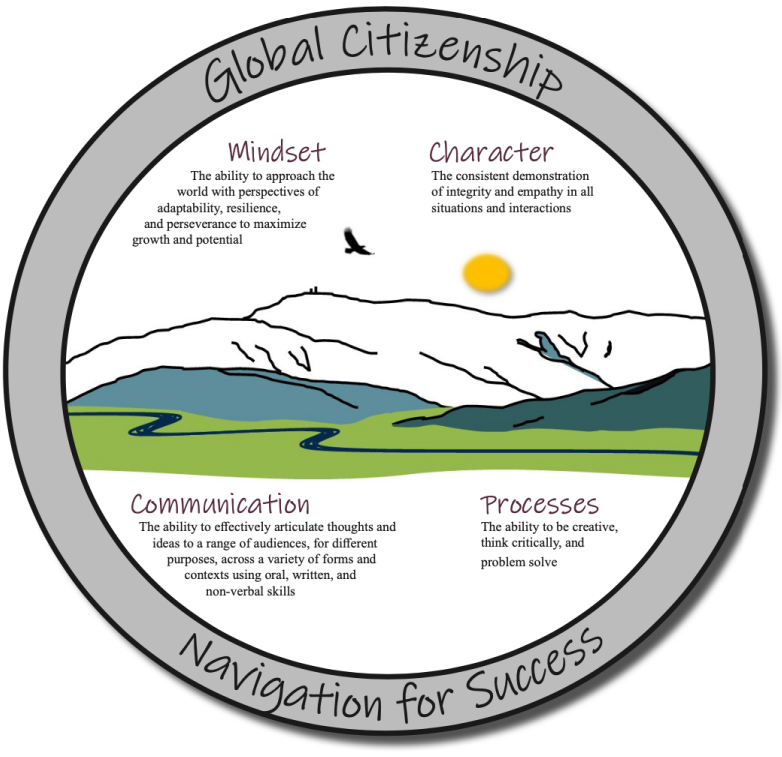
When we started this school year we would never have predicted the way it would come to a close. We would not have expected to have been providing instruction remotely since the middle of March, to be delivering between 600 and 700 meals per day, or to be holding graduation at the top of Cranmore Mountain Resort. While the past three months have been filled with challenges, we have been able to meet them head on. This is due to the educators across SAU9, our vision and mission, and the work we have done over the past five years. While nothing can prepare an organization for a situation such as this, our focus on our strategic plan has helped us to succeed. Rather than trying to replicate education in a remote setting, we have been working to reimagine the system.

We continue to engage in the development of our next strategic plan. Our goal is to build on the successes of our current plan to ensure our system of education is continually evolving to meet the needs of our students. To help focus this work, a wide range of community members came together to develop our local Portrait of a Learner. This portrait identifies skills and competencies critical for our students' success. Over 40 individuals representing diverse perspectives came together to build this portrait. As we develop our 2020-2025 strategic plan, this Portrait will serve as the foundation of our work.

So, what does a system of education look like that will support the development of such skills in our students? What do we need in terms of personnel, student growth and achievement, technology, community partnerships, and our facilities? That is the work that lies ahead of us as we move into the summer and fall. We are excited to continue to collaborate with the community to clearly identify goals and actions steps that will help us achieve our vision of realizing the full potential of each and every student.

SAU9 Portrait of a Learner

Realizing the full potential of each and every student requires the development of mindsets, character, communication skills and processes needed to effectively apply knowledge and skills. Doing so will enable our learners to become productive, global citizens who can successfully choose their own paths and navigate the challenges of life.



SAU #9 MISSION: *To cultivate the natural inclination to learn by providing an exceptional environment in which students embrace excellence in learning for a lifetime of success.*

Spring Spotlights

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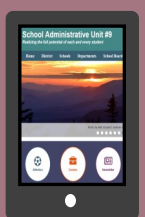
COVID-19 COMMUNITY RESOURCES

Visit www.sau9.org for helpful resources related to COVID-19:

- Technology Tips & Support
- Health Resources
- Food Service Info
- Free & Reduced Priced Meals



CONGRATULATIONS
CLASS OF 2020

VALEDICTORIAN

Amelia (Grace) Jarell

SALUTATORIAN

Keith Badger

STUDENT BODY

President
Amelia (Grace) Jarell

Vice President
Ella Chandler

Treasurer
Ava Jarell

CLASS OFFICERS

Seniors

President: Phoebe Lyons
Vice President: Reilly Murphy
Student Reps: Cole Bradley, Calder Mazel & Raven McAuliffe

Juniors

President: Jacob Reid
Vice President: Nicole Lockhart-Rios
Student Reps: Kathryn Hawkes, Celia Lynn & Grace Ward

Sophomores

President: Liz Bouchard
Vice President: Jack Martin
Student Rep: Zach Zuckerman

Freshmen

President: Mckayla Dockham
Vice President: Teagan Brown
Student Rep: Kyle Stearns

Enrichments

A chance for students to reconnect at Kennett High School

Spring is an exciting time in any high school. The weather is getting warmer, the days are getting longer, and the school calendar is winding down. There is excitement around spring sports, prom, the end of the year, and graduation. So when looking to put this year's information together for the Spring newsletter, remote learning was not the topic that I thought I would be writing about.

Remote instruction began with a week of planning on March 16 and classes resumed remotely on March 23. Since that time we have been working on our model to make it the best that we can to meet the needs of our students. Our initial model kept our regular schedule, but modified the times. Classes were shortened and the delivery of the content was altered for this new form of instruction. After the initial two weeks of instruction remote learning was extended and ultimately it was determined that the remainder of the school year would be remote. Since that time we have tweaked our schedule, so that on Wednesdays there is time built into the afternoons for students to participate in enrichments related to their own interests, while teachers have a dedicated period of time to continue to transition their classes, instruction, and assessments to this new remote model.

We are very excited about the enrichments that we have been able to offer students, as well as the connections that we have made with partners in our local community. Some of the topics for our enrichments include meeting with spring athletic teams (virtually of course), exercise/fitness classes, yoga, cooking/baking, STEM computer science, Storycorps, Ted Ed Talks in science, and photography. We are also continuing to look for new partners to provide additional Enrichments as well. These are great opportunities for students to engage with their peers other than the time they have in their classes. One of the most reported data points collected in the student survey on remote instruction was that they miss connecting with their peers outside of the classroom.

As for our Seniors, we are very excited to say that we will be hosting an in-person graduation event. Graduation festivities will kick-off on Thursday, June 11th with a video broadcast of our scholarship awards night. This will be followed on Friday, June 12th with the graduation speeches, along with several prestigious Kennett Awards. On Saturday, June 13th we will be passing out our diploma to our graduates and their families. Each student will have the opportunity to receive their diploma at Cranmore Mountain Resort in a unique ceremony that we hope all our families will love. We want to thank Cranmore for their partnerships in helping us to make this happen and allowing us to provide this unique and memorable graduation ceremony. We would also like to thank all the other organizations in the Mount Washington Valley that supported our class of 2020, we are so fortunate to have such a giving community, even in these challenging times.

Remaining Student Centered

In a remote learning environment at Pine Tree

This spring, we were presented with the challenge of shifting to a remote model of instruction in response to the COVID-19 outbreak. With very little time for preparation, we were able to pull together an approach that utilized existing structures and resources that aligned heavily with our school values. This past fall, our school newsletter stated, "Pine Tree School is truly a tight-knit community where each member is supported and celebrated as individuals who are responsible for their own learning and personal growth. We believe that children and adults are all progressing through unique learning journeys and we pride ourselves on recognizing the strengths and needs of each and every member of our school. Our mission is to personalize the learning experience for our students in order to realize the potential of each and every one of them." We can proudly say that over a month into remote instruction, we still strongly stand by these values and this philosophy guides all of our efforts to continue to improve our model as we journey through the remainder of the school year.

Since the switch to remote learning, teachers and students have grown tremendously. Students have learned how to access learning materials via school-issued computers, they have begun to independently manage their daily schedules, and have learned how to communicate in digital formats including email and video conferencing. Teachers have acquired new technology skills, challenged themselves to post lessons and classwork on a variety of platforms, and have collaborated with colleagues more than ever before, even from a distance.

A critical component of personalization of instruction in any setting, especially in remote learning, is that of student engagement. We continue to push ourselves to provide relevant and meaningful learning experiences during this time away from the brick and mortar classroom in order to keep students engaged in the learning process. Whether it be joining a webinar aboard the NOAA Research Ship targeting ocean pollution for science class; creating Earth Day sculptures with recycled materials for science, art and math; or practicing how to read fluently through recording videos for younger students for literacy, personalizing instruction that meets the unique needs of each and every student is essential. Creating experiences that students will find motivating and intriguing is the number one goal of the lesson-planning process in a remote setting.

We continue to recognize that the social emotional well-being of our students and staff is paramount, not only when we are in the classroom together, but also when we are forced to be apart from one another. We have made it our mission to provide remote learning experiences that capitalize on the social and collaborative nature of school to continue to engage our students and to ensure that they are feeling comfortable, safe, and secure. Every grade signs on to a morning meeting video chat, where students greet one another, connect with friends and mentors, and support each other in preparing for the day. Following the

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PINE TREE CONTINUED...

morning meeting, students engage in whole or small group lessons and individual check-ins with teachers all aimed at academic and 21st century skill development, while fostering the already strong relationships with peers and adults. During this challenging time in our society, everyone is able to find comfort in connection, even if that connection is remote. Whether it be small group lunch bunches, themed meeting times like crazy hat day, or virtual spirit week activities, maintaining strong social and emotional bonds is a necessary component of our program.

We have created the opportunity for students to engage in Friday afternoon enrichments that mimic the clubs and other activities we would be engaging in on a regular basis if we were at school. The offerings include an introduction to cooking and baking, dance team, sports trivia, Lego Builders Club, Rock Talk, Nature Turns Into Art, and Chorus to name a few. Since the creation of this enrichment block, we have had over 100 students participate each Friday afternoon. The number of students participating is just another indication of the importance of providing engaging learning experiences that allow students to learn alongside their peers within a context that is of interest to them. This personalized approach is deeply rooted in our values and is what we strive for all year long, even when we are far away from school. Even in a short period of time, our offerings have been wildly popular and fun for both the students and the staff alike! In addition, to keep things as fun and normal as possible, we continue to plan for whole-school events that have become tradition in our community. We are challenging ourselves to think about ways to replicate our in-person, whole school events remotely such as our annual health and wellness day, career day, and egg drop to name a few, as we recognize that our staff and students look forward to these events each year and they are part of what makes our community so strong.

Whether it be our enrichments, our attempts to foster social and emotional connections remotely, or personalizing the learning experience for each and every student, we keep our whole school community at the forefront of all that we do. We absolutely could not have transitioned to remote learning without the unwavering support of our parents and community members who have provided open, honest, and meaningful feedback that has guided our adjustments along the way. One of the biggest take-aways from remote learning thus far is that of shared perspective. As a school community, we try to look at all challenges from the lens of opportunity for growth.

The circumstance we find ourselves in is beyond our control. What is within our control is how we grow from unfortunate experiences and embrace the positives that surface. This experience has allowed us to share perspective. Our incredible parents have taken on the role of teaching and, as a result, have gained an important perspective. As parents, we have had the opportunity to view our children through the lens of them as students, which we don't often have the chance to see first-hand. And all educators realize just how much we miss the energy and joy our students bring to our schools each and every day. To say we have grieved in their absence is an understatement. The perspective we will take away from this experience will benefit us in the long run. We will be better educators, parents, and supporters of one another in the future. We will be a little more understanding of the unique roles we each play in the success of our youth and will be even stronger members of the "village" it takes to raise a child.

As we mentioned in the fall newsletter, "We believe that we are all learners who can grow in some way and we embrace the productive struggle that comes with learning something new. Supporting and celebrating the growth of our school and the individuals within it is the hallmark of our work." This sentiment rings even more true at this point in the school year. We stand by our strong values and let them lead the way through this unprecedented time. We feel very fortunate to be a part of such innovative work that centers on what is in the best interest of each and every student in our school!

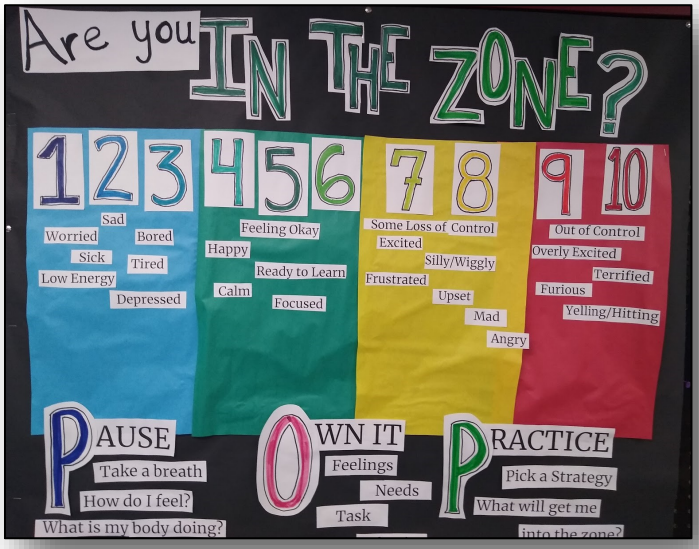
A New Season: Just Another Adventure at Conway Elementary

This spring at Conway Elementary has been adventurous for staff and students as we transitioned to remote learning and the development of the 'new normal' for the time being. Though a change in learning environment the CES community has embraced this new learning style and has risen to the challenge to support one another throughout this new experience. Throughout the experience of remote learning, CES staff have made sure to balance new instruction with familiar supports as we continue to focus on our students and their social-emotional and academic well being.

Social-Emotional Learning and Mindfulness

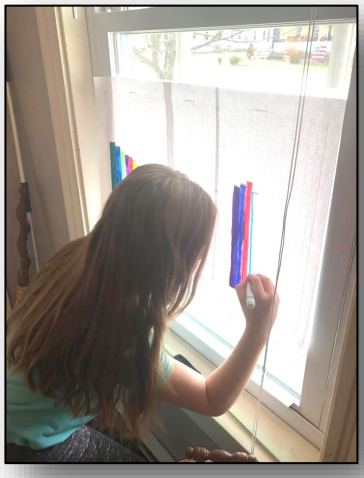
Conway Elementary School has been a mindful school for the past seven years. What exactly does that mean? Members of our school community are self-aware, can self-regulate, possess social awareness, and can balance between self-efficacy and social harmony.

During these uncertain and difficult times, our students are encouraged to utilize strategies that they have learned to cope with what is going on. Their teachers remind them to practice these skills. on a daily basis and sometimes the best strategy is putting down the school work and taking a break.



Remote Learning

The Conway Cougar Community has risen to the challenge. Staff had a week to turn the switch to remote learning. Teachers and paraprofessionals created meaningful online lessons for students, packaged and distributed 230 bags of learning materials for students, and have been delivering breakfasts and lunches on a regular basis.



Remote learning has been a "learning curve" for both staff and students throughout the spring, but the connections between staff and students have never been stronger. Despite the new normal, students are interacting with their peers and teachers on a regular basis bringing a sense of normalcy in a very new experience. Creativity and innovation are the words that continue to jump from the computer screens as staff and students continue to produce amazing online lessons and high-quality work in addition to offering fun educational enrichments for students to participate in.

A Literacy Rich Culture

Conway Elementary School was awarded a grant from the Children's Literacy Foundation to be used during the 2020-2021 school year. The Year of the Book grant provides $25,000 worth of literacy programs such as writing workshops, author visits, literacy opportunities for our families, and new children's books that will fill the bookshelves at school, the Conway Public Library and the personal libraries in the homes of our students.

The planning process for the 2020-21 school year is already underway and as a staff we are excited for the adventures the Year of the Book will provide our school community.

Connection & Community

Needed Now More Than Ever

John Fuller Elementary School

John Fuller Elementary School prides itself on our tight-knit community. Although we have not been physically together in our school building in nearly two months, our community is closer than ever. Our focus has been on how to bring consistency, routine and "normalcy" to a time that feels unpredictable and unsettling.

We have created routine and consistency by incorporating foundational elements of our schedule and pillars of our beliefs into our virtual classrooms. For example, since the fall of 2016 every classroom at JFS has had a daily Responsive Classroom designed Morning Meeting to build community, connection and social/emotional skills. By the third week of remote learning all classes had integrated the all-important Morning Meeting into their schedules. Although it looks far different through a computer screen, as opposed to within the classroom walls, the key components and the purpose remain the same: greeting, morning message, activity and share to create and maintain connection and school community.

Staff, student and family connection is more critical now than ever. As mentioned above, morning meetings are one way that we help build that connection. Facilitated social interactions with our staff and the JFS School Counselor, Alison Memoli have been very popular. Mrs. Memoli has been busier than ever providing 1:1 school counseling sessions, small group social Lunch Bunches and Snack Packs. Children, like adults, are mourning the loss of our direct social interaction since social distancing began. Enrichments and Lunch Bunch groups were offered to students during April vacation and approximately 25 students participated throughout the week.

Although none of us would have wished for a pandemic, or teaching and learning remotely for 3+ months, the good that has come from it is that staff, students and families are learning at an exponential rate. There are key facets of remote learning that we plan to include in our classrooms and schooling in the future, one of which is exploring how to provide students with enrichment and social engagement opportunities during school breaks and vacations.

Learning, Community & Fun

Jackson Grammar School

"The smell of nothing made it seem like a dream." Teachers and parents may wonder how students will remember their days as remote learners. JGS staff have approached this question with creativity and concern, humor and flexibility. They have committed to the school pledge of "Learning, Community, and Fun" and keep it central to the new normal of learning and teaching remotely and strive for consistent communication between school staff and families. Teachers have been nimble: switching from live to pre-recorded lessons as required to meet student needs, learning new apps on the go, and modifying favorite projects to fit the tools and time available to students working at home. JGS building aides host friendship lunches and hangouts, and over the April break they called each family. Remote school involves a whole lot of screen time and new jargon but the day's submissions show that in between online obligations students are working hard and turning their creative minds to learning.

"Today is a cloudy day
Very dreary and gray
Just a great day to write a poem today
About the rain and snow today"

No matter the weather, JGS families can pick up lunch and class work or supplies on the school porch. The lunch bus remains a 3-day-a-week point of contact with many, delivering meals, school work, a routine break from the screen, and a blast of ice cream truck music or the theme song from Star Wars that even neighbors without kids in school look forward to.

Unified arts teachers in particular have risen to the challenge of remote teaching and guiding life skill lessons in this stay-home environment. In PE, for example, Mrs. Porter presented lessons on nutrition and exercises that students can practice on their own, like Jedi saber moves and recipes for healthy outer space snack treats.

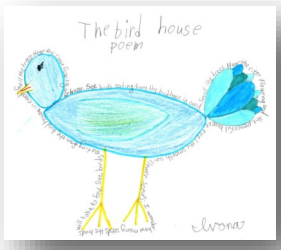
Of course, students are filming and photographing their projects to turn in for assessment. And in the spirit of staying connected and showing our gratitude there have been whole-school slideshows created in honor of Administrative Professionals Day and Teacher Appreciation Week. JGS staff created a slideshow for the students as well. It may be a remote environment, but it is also an all hands on deck (keyboard) situation as well: Tech Coordinator, Alison Verran and K-1 teacher, Kristin Groves have been instrumental in preparing the community slideshows. Cooperation continues in the village: for the parade on Wednesday, May 6, 2020, the teachers followed the Lunch Bus around Jackson's 5-Mile Circuit. Led by the Jackson Police Department, the parade was well-attended (at 6-foot intervals) by students, families, and Jackson residents and friends.

"Being a biologist is always exciting. Today I may fulfill my dream of discovering an unknown species." Spirit Wednesdays through the month of May, starting with Wacky Day on the 6th through Career Day on the 27th, are another way that JGS students and staff will celebrate their community and control a little of the wackiness in the current environment.

We look forward to the JGS Virtual Recital, showcasing student performances from instrumental and voice lessons with Mrs. Weeder, and the online Art Show with student work with Mrs. Scribner. **"...all of a sudden there is a silence everybody spinning their bodies around...just looking at the scenery. Blue skies, gray rocky mountain tops, and a warm sun shining down... A thought of hope for the future flashed through everyone's eyes."**

The JGS Pledge hasn't changed with remote learning: the dream is that JGS students will reflect on their days of remote school as a time of learning, a new way of creating community, and a whole bunch of fun.

Excepts from Shape Poems, Window Poetry, and the Island Project: Ivona Protasowicki, Macie Marcotte, Connor Hill, Clara Yagar, Stash Doucette, Robbie Burton.



MWVCTC Spring Highlights

Kate Keefe

Most Outstanding Career Technical Education Student of the Year:

It is with great pleasure that the teachers at MWVCTC selected Kate Keefe as the most outstanding student for the 2019-20 school year. Kate's four years at the high school have been filled with numerous competitions and victories as well as outstanding computer programming and 3D printing projects that have made the world a better place. Some highlights of Kate's high school career include:

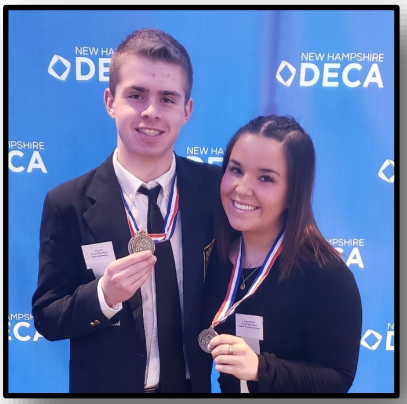
- **Academics:** High Honors (All A's) every year; School Board Awards: Outstanding Achievement in Robotics; School Board Awards: Outstanding Achievement in Engineering Design; School Board Awards: Software Engineer Student of the Year; School Board Awards: Precalculus Academic Recognition
- **Honor Societies:** Member of Tri-M Music Honors Society; Member & Historian of NHS; Member of National Technical Honor Society
- **SkillsUSA:** Vice President of the KHS Drafting Club (for two years); President of the KHS Drafting Club; SkillsUSA Bronze Medalist for Technical Drafting; SkillsUSA Gold Medalist for Mobile Robotics 2019; SkillsUSA Gold Medalist for Mobile Robotics 2020
- **Robotics:** Qualified for the NH/VT Robotics State Championships (each year); Qualified for the VEX Robotics World Championships (past three years); 5 VEX Robotics Judges Awards; 1 VEX Robotics Build Award, from States; 4 VEX Robotics Design Awards, 1 from States; 2 VEX Robotics Excellence Awards, 2 from States; 6 VEX Robotics Tournament Champion Awards; 1 VEX Robotics Robot Skills Award; 1 VEX Robotics Think Award, from the World Championships; 1 VEX Robotics Innovate Award; 2 VEX Robotics Inspire Awards; VEX Make It Real CAD Online Engineering Challenge - High School 1st Place Winner; MWV Science Fair FIRST Robotics Award for a Pathfinding VEX Robot & Simulation
- **Career & Technical Education Awards:** Rochester Institute of Technology Computing Medal Award; Nominated & invited to apply to the 2020 Presidential Scholars Program for Career & Technical Achievement; NCWIT Aspirations in Computing New Hampshire Affiliate Award; Selected as an Amazon Future Engineer Scholarship Recipient

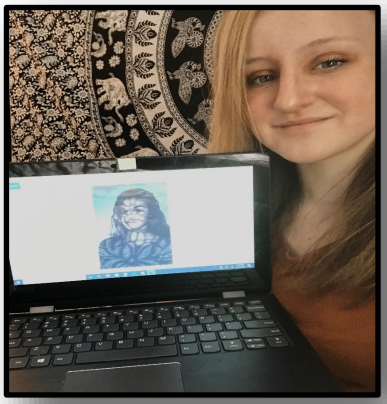
Spring Competitions for Career Technical Student Organizations:

Typically, spring is the time our students really get to shine as they compete in intense competitions through their Career Technical Student Organizations (CTSOs) with other students from around the state of New Hampshire. CTSOs enhance student learning through contextual instruction, leadership and personal development, applied learning and real world application. CTSOs work as an integral component of the classroom curriculum and instruction, building upon employability and career skills and concepts through the application and engagement of students in hands-on demonstrations and real life and/or work experiences through a Career and Technical Education (CTE) program. CTSO's help guide students in developing a career path, a program of study and provide opportunities in gaining the skills and abilities needed to be successful in those careers through CTSO activities, programs and competitive events. In addition, students have opportunities to hold leadership positions at the local, state, and national level and attend leadership development conferences to network with other students as well as business and industry partners.

This year, however, we were only able to participate in five of twelve competitions due to the COVID-19 virus quarantine. The students who did compete did an incredible job representing MWVCTC and KHS.

DECA Marketing Club: Many students from all over New Hampshire participated in the DECA State Development Conference in February, competing in various marketing and business categories. There were roughly 500 students competing this year. This year, Sophie Killeen (2nd place, role play) and Bryce Hill (1st place written test, 2nd place role play) earned medals. Bryce Hill earned 1st place overall in his category (Retail Marketing), qualifying him for nationals. All students earned passing scores in their role plays, which is a testament to their hard work preparing for competition. Unfortunately, Bryce was unable to compete at Nationals in California as the event was cancelled.





SkillsUSA: SkillsUSA is a partnership of students, teachers and industry working together to ensure America has a skilled workforce. SkillsUSA improves the quality of our nation's future skilled workforce through the development of Framework skills that include personal, workplace and technical skills grounded in academics. This year we were able to participate in two competitions before the cancellations of other events. Students from MWVCTC competed in Computer Programming and Photography and did quite well. Kate Keefe won 1st place in the state for Computer Programming and Cayleigh Mohla won 2nd place in the state for Photography.

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MWVCTC Spring Highlights Continued

VEX Robotics: In a very exciting and nail biting state championship competition on February 15 at Manchester Community College, two of our robots qualified for the VEX Robotics Worlds Championship that were to be held April 24-26 in Louisville, KY. This would have been our ninth trip to the world competition. Team 5106C (Checkmate), led by seniors Chani Mores and Kate Keefe, were awarded the Excellence Award. The Excellence Award is highest award at the Vex Robotics High School New Hampshire/Vermont state championships. Team 5106A (Alpha), led by freshman Adam Schmidt, was awarded the Amaze Award. To earn this award the robot has to amaze the judges by being high-scoring, competitive, reliable/robust, with great consistent autonomous code and use of sensors in both autonomous and driver-control periods. Team 5106C Chani Mores and Kate Keefe aligned with Team 5106A to compete in the championship rounds where they ended up as tournament finalists, finishing in second place. Team 5106M led by sophomore Gavin Colbath with sophomore Emeree Dawe-Moody and sophomore Samantha Glasshart, qualified for the championship rounds at the state championships. Congratulations to all!!

ProStart Invitational Culinary Competition: A team of student chefs from the MWVCTC at the New Hampshire ProStart State Invitational competition in Manchester in early March. During this intense culinary competition, participating teams from high schools in New Hampshire demonstrate their creative abilities through the preparation of a three-course meal in 60 minutes, using only two butane burners, and all without access to running water or electricity. There is no room for error as the teams are evaluated on taste, skill, teamwork, safety and sanitation. Congratulations to our students who swept the competition winning 1st place and an all-expense paid trip to Washington, D.C. to compete in the ProStart National Competition. Unfortunately, the team was unable to make the trip, but still feel very honored and proud to be the first team of student chefs from MWVCTC to win 1st place in this competition. Student chefs included: Kaylee Hiscox-Brown, Tristan Hansen, Sierra McManus, Jaime Fulton & Riley Gavett. Further, we entered into another ProStart Competition this year for the first time, ProStart Management. A dynamic team of two students, Katherine Dewhurst and Jaden Judge were tasked with creating a restaurant or food truck business concept, and work on all aspects of restaurant design and management such as doing research for demographics and marketing, floor layout/plan, the menu and food cost. The team came in 2nd place and Jayden Judge won the *Most Creative* award.

A message from the staff at Josiah Bartlett Elementary School

Core Beliefs
at Kennett Middle School

The staff at Kennett Middle School worked to establish our core beliefs. This work had been a recommendation of our Leadership team last spring. As a school we have grown and changed significantly over the past several years. Our understanding of the growing body of research around high quality instruction has grown. We have also grown in our understanding of how the needs of our students are different from students in the past. As a community we adopted these elements that are so important to how we do business that we hold them up as our core beliefs.

A. Crosby Kennett Middle School - Core Beliefs

- We believe that all decisions at KMS should be made in the best interests of our students.
- We believe that students need to have their basic needs met in order to learn and be successful.
- We believe that staff and student wellness is essential for everyone to learn, achieve, and succeed.
- We believe that building and maintaining positive relationships with both staff and students leads to maximizing the potential of each and every one of us.
- We believe that building competencies using high quality core academic instruction, and social emotional learning, while factoring in the individual needs of students, leads to lifelong success.
- We believe that a well rounded learner should have open access to the arts, sports, and enrichment activities.
- We believe that a healthy culture and climate with clear behavioral expectations implemented consistently are the keys to creating a safe and positive learning environment.
- We believe that each and every member of the KMS community (staff, students, and parents) should communicate and collaborate clearly and regularly with each other to ensure the success of our students.

Learning Through Connections was a program put in place this past year to support at risk students in achieving academically and socially. With approximately 18 students serviced both directly and indirectly this year we have been able to work with these students to see improved attendance, reduced office referrals and higher work completion rates prior to remote learning. In addition to the academic and social focus within the school, LTC teacher, Casey Foye, brought students to transition tours at Kennett High School in February allowing our students to see many of the opportunities on the horizon as they enter high school and to meet and begin to build connections to staff. During remote instruction, Mrs. Foye has continued to work extensively with these students and their families to promote continued engagement with the school during these challenging times.

Since beginning remote instruction

Features of our remote instruction platform

- Information for parents is available at our website, Welcomekms.com and follow the remote instruction link. This includes updates, schedules, and assignment sheets.
- All student work happens through google classroom platforms. Teachers provide a mix of live online meetings, chat messaging, feedback on student work as well as occasional hard copy packets to engage kids in learning.
- Personalization has been a strong theme as we all work to meet the needs of individual students in our community.
- There is a daily and weekly schedule that allows students and families to plan around fixed times for students to virtually connect with teaching staff for instruction and assistance.

In addition to our core academics, we have been offering both enrichments and our spring co-curricular sports teams, all virtually. Here is a sampling of what we have going on for kids during our time of remote learning.

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Kennett Middle School CONTINUTED...

Babysitting course
With a strong enrollment of 12 students, our Nurse, Paula Jeffrey, has been facilitating students during an online babysitter training course. These kids are taking the course as a way of helping them develop skills around safety and responsibility so that they may be best able to take on babysitting opportunities both in their own homes and for others. Each student can earn a certificate of completion along with some great gear from the Red Cross.

Read-Alouds
A number of students have been creating read-aloud videos of their favorite children's books. These videos have been shared with SAU 9 and SAU 13 elementary schools and have had many views! Kids, teachers and families have appreciated the format! Shout out to these kids and to Katherine Doyle for facilitating!

Giving Back
Our Art Club led by Tim Neugebauer joined forces with a service club, led by Patricia Hannes to create unique digital works of art that are being shared with nursing homes. These works of art typically incorporate positive messages and let folks know that others are thinking of them. We are proud of our kids putting their talents to use for the benefit of others in these challenging times!

Social Groups
Aly McAllister and Casey Foye are running a few different social groups through our enrichments that allow students to connect, play games (not the typical video games), and socialize in a supervised online environment. Staff have been leading students in different games and conversation topics.

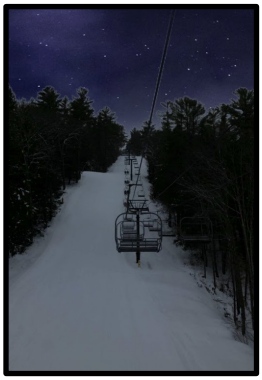
Photography Club
The Photography Club has spent their time on different "Scavenger Hunt" photo challenges to press kids artistic and creative talents while at the same time keeping them physically active and safely exploring our world. Their work has been featured on our school website. A big thanks to Linda Burns, our receptionist, for leading this work!

Co-curricular Programs

Our co-curricular sports teams have been meeting with coaches. This provides a needed social opportunity for the athletes but also allows for time to go over individual workouts and drills. Coaches have made instructional videos for kids and weekly Bingo activities so that kids and families can have choices around a variety of workouts designed to focus on both general fitness and sport specific skills.

KMS Alumni giving back!
During these challenging times many people are stepping up to do good things for others. Among these folks are some KMS alumni who are giving their time to meet virtually with our athletes and interested kids in our popular fitness enrichment. Arranged by Gredel Shaw, these folks join our students to talk about athletic careers, staying in shape, preparing for high school sports and to just share some of the great stories and lessons they have learned over the years.

4/22 Mike King - NHL Video Coach for Ottawa Senators and Stanley Cup Champion (KMS & KHS alum)
5/6 Amanda Nusbaum – Springfield College all-star and record breaker Field Hockey player, she also played Lax at Springfield as well. She graduated with a degree in Nutrition. (KMS & KHS alum)
5/13 Colby Locke – Kennett High School Trainer
5/20 Ian White – KHS Football Hall of Famer, played 4 years of college football at Boston College and was signed briefly with the NFL as a free agent with the San Diego Chargers. (KMS & KHS alum)
5/27 Caite Zeliff - Caite ski raced for UNH, NorAm and FIS, then moved on to Jackson Hole Wyoming to become a world renown cliff jumping, backcountry skier and earned back to back Queen of Corbet titles. (KMS alum)
6/3 – Sean Doherty – Sean is a two time Olympian and world record Biathlete. He is a long time record holder for the annual men's Kennett Challenge, cross country race. (KMS & KHS alum)



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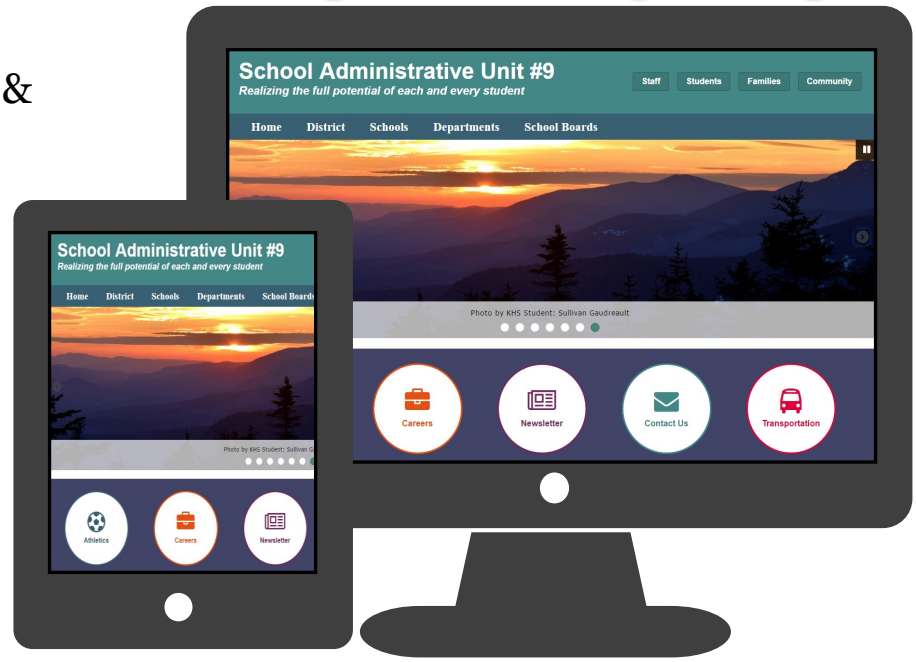

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SCHOOL CONTACTS

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

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Special Services: 603-447-8951
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Fax Number: 603-447-8497

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

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

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

A. Crosby Kennett Middle School
Principal: Rick Biché
Main Office: 447-6364

Conway Elementary School
Principal: Jason Robert
Main Office: 447-3369

John Fuller Elementary School
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Main Office: 356-5381

Pine Tree Elementary School
Principal: Dr. Aimee Frechette
Main Office: 447-2882