

CONTOOCCOOK VALLEY SCHOOL DISTRICT

***“We Are...ConVal!”***



## Table of Contents

Introduction.....	3
Letter from the Superintendent.....	5
Vision, Mission, and Core Beliefs .....	6
Strategic Plan.....	7
Technology in the ConVal School District .....	9
District Highlights.....	11
Enrollment History.....	15
Future Enrollment Projection .....	16
School Attendance .....	17
Drop-Out Rate .....	18
Graduation Requirements .....	19
Post-Graduate Education .....	20
Student Services.....	21
Special Education .....	23
District and State Assessments .....	24
Scholastic Aptitude Test (SAT) .....	25
Advanced Placement Courses .....	27
New Hampshire Statewide Assessment .....	28
AIMSweb .....	30
NWEA .....	33
Educational Level of Professional Staff .....	36
Experience Level of Professional Staff .....	37
SAU #1 2018-2019 Organizational Chart .....	38
Facilities .....	39
Per Pupil Costs .....	42
School Profiles .....	43

## Introduction

### *We Are...ConVal!*

The Contoocook Valley School District (ConVal) is a cooperative school district located in the Monadnock Region of Southwest New Hampshire.

The Monadnock Region has long been connected to Mount Monadnock, and at 3,165 feet, Mount Monadnock is the dominant geographic feature of the area. Known as New Hampshire's "quiet corner", the area boasts lakes and rivers, town commons, art galleries, music festivals, and the MacDowell Arts Colony, the oldest artists' colony in the United States.

The nine towns that make up the District are: Antrim, Bennington, Dublin, Frankestown, Greenfield, Hancock, Peterborough, Sharon, and Temple.

The ConVal School District is a large, complex public school organization. Nine towns, Antrim, Bennington, Dublin, Frankestown, Greenfield, Hancock, Peterborough, Temple, and Sharon, joined together in 1967 and established a set of "Articles of Agreement." Currently, the cooperative District covers over 250 sq. miles and incorporates 11 schools; 8 elementary schools (3 Pre-K to 4, 4 K-4, 1 K-5), 2 middle schools grades 5-8, and 1 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](http://convalsd.net), this report provides an inclusive source of District information in one comprehensive document.

This report also contains vision and mission statements and a comprehensive set of quantifiable data that illustrate student academic performance. 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.



## Introduction continued

Map of the ConVal District





## Letter from the Superintendent

Welcome to the 2019-2020 edition of “We Are . . .ConVal.” This publication is created to give the community a comprehensive report on the 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 2020-2021 school year, we will continue to use the Strategic Plan as the guiding document for our work. You can find the strategic plan on the ConVal website at, <http://schoolboard.convalsd.net/committees/strategic-plan/>. You can also get regular updates on what is happening in our schools, including delays and cancellations, by following the District on Twitter, @WeAreConVal.

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 “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



Congratulations to ConVal Junior Sarah Hull who has been accepted as a Senate Page for Senator Jeanne Shaheen in Washington, D.C. Hull will head to Washington in late January and will stay in D.C. until June, attending school and working as a Page in the United States Senate.

## Vision, Mission, 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.

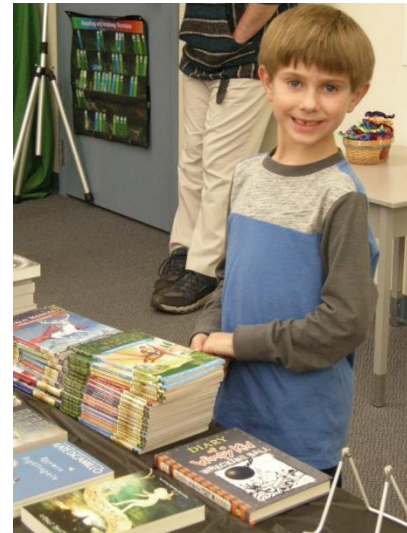
### Vision

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 his/her 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 his/her 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 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 ConVal School 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 one 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 intervention for students.
- 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 ConVal School 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 two 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 between 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 community.
- Provide clear communication tools for use by students, staff, and 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 three include:

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



## Technology in the ConVal School District

In February of 2016, the members of the ConVal Technology Committee presented a proposal titled [\*Anywhere/Anytime Learning Powered by One-to-One Computing\*](#) to the Board of the ConVal School District. As a result of this proposal and the accompanying presentation, the Board approved the purchase of Chromebook laptop computers for 7th and 8th grade students at the middle schools of Great Brook and South Meadow, as well as for 9th and 10th grade students at ConVal Regional High School.

Starting in the fall of 2017, 1:1 learning environments were introduced and established in grades seven through ten. In an on-going effort to create robust 1:1 learning environments, students in grades five and six at the middle schools and students in grades eleven and twelve at the high school received Chromebooks this school year.

The prime motivator for approving the purchase of Chromebooks and supporting the shift to 1:1 learning environments were Board members' concerns over digital equity. In addition, there were aspirational goals to provide more widespread access to digital resources and to create 21st century learning opportunities, opportunities that emphasize the 4Cs (critical thinking, communication, collaboration, and creativity) and better prepare students to succeed in a "digitally and globally interconnected world" (Partnership for 21st Century Learning, 2016, January).

In the ConVal School District, as elsewhere, the digital divide is characterized by the substantive gap between demographics that have ready access to modern information and communication technologies and those who have only restricted access or no access at all. This differential in technology access tends to contribute to inequities in educational opportunities that, in the end, can result in uneven chances for employment and disparate options to participate in social and civic affairs.

ConVal's 1:1 initiative seeks to address these existing inequities by leveling the playing field for all students, regardless of their geographic location or financial circumstances. Both the District's five-year [\*strategic plan\*](#) and its three-year [\*technology plan\*](#) affirm the principle that, when it comes to providing an education in the ConVal School District, "all means all. We must provide the opportunity for each and every student to reach his/her maximum potential" (Contoocook Valley Regional School District, 2017).

In addition to achieving greater educational equity, ensuring "all means all," goals of the 1:1 Initiative include:

- Empower teachers and students to become collaborative partners in the learning process.
- Enrich student-learning experiences through personalization and increased access to information and knowledge.
- Enable students to be creative problem solvers and creators of content.
- Encourage greater student ownership of their educational pathway.
- Equip students to be self-directed and persistent in their endeavors.

## Blended Learning

1:1 learning environments support the development of *blended learning* opportunities, which focus on "blending together" in robust, technology-enabled learning environments:

- excellent face-to-face instruction,
- collaborative experiences that support students learning *with* and *from* each other, and
- an emphasis on critical thinking, complex problem solving, and communicating effectively.

Ultimately, the ConVal School District seeks to leverage excellent instruction with the purposeful use of technology to transform and personalize learning experiences, promoting greater student engagement, involvement, and achievement.



During a CVHS Faculty meeting, students from the ConVal 2025 Committee present on their upcoming school climate survey.

## District Highlights

### 2019 – 2020

On Thursday December 5th, Antrim Elementary School staff and PTO presented a FAMILY FUN NIGHT with the theme, "Jump Into a Book". Each classroom had a different theme from Harry Potter to Elephant and Piggy. A book fair was offered in the library, and pizza, salad, and desserts were served. It was fun literary night for all.

Dublin Consolidated School had a wonderful field trip to Magic Wings butterfly place in Deerfield, MA. Students and staff practiced patience while waiting for a butterfly to land on them.

Great Brook students accepted a "21 Day Good Citizen Challenge," and more than met it. As a result, they enjoyed a "Paw Color Field Day" on Friday Sept. 27th.

ConVal High School's NH Tackles Hunger Campaign resulted in 2,830 lbs. of food collected and delivered to the Peterborough Food Pantry. In addition, \$239.32 in Shaw's Gift Cards and \$741.93 in Cash Donations were collected. ConVal Middle School and HS students joined the Food Drive held on a Saturday by the Peterborough Food Pantry at Shaw's and assisted them in raising another \$785 and 19 grocery carts of food!

Dublin Consolidated students are focusing upon citizenship and making connections to our community. On Halloween, instead of walking up Dublin Hill, we invited community members into our building to trick or treat with our students! Friday we started writing letters to local Veterans in honor of Veterans Day. These activities will contribute to good citizens in our community.

Greenfield Elementary students and families enjoyed their first ever Pizza Pumpkin Palooza Literacy Night on October 23<sup>rd</sup>. Families came together for a pizza dinner then we did a read aloud and craft activity. Teachers also shared tools for families to bring home to help support student literacy. The evening ended with a raffle of 12 pumpkins that were decorated by students and staff.

Peterborough Elementary school nurse Pam Murphy led a Community Clothing Closet event on November 9<sup>th</sup> at PES. She had collected used clothing that was offered to anyone in the community at no cost.

South Meadow School had the 4<sup>th</sup> annual Stemfest with approximately 60 students grades 4-8 from both middle schools and elementary schools. The 16 UNH student ambassadors offered classes in different types of energy, coding, and architecture. It was a great day of collaboration with UNH, local business partners and all the schools.

The Pierce Student Leadership Team is conducting a school-wide act of giving event connected to our core values. Students may earn bear paws for one another by being kind, safe, doing the right thing, showing courage or giving to one another - either through a smile, helping each other keep trying at some new skill or other ways. To date they have earned 75 bear paws for our chart in the lobby!

#### Bear Paws Update:

The Pierce Student Leadership Team raised 118 pounds of food for the local food pantry and earned an unbelievable 190 bear paws (!) during their Act of Giving Challenge. Bear paws were earned for student to student observations of giving, such as helping with reading, practicing math facts, sharing materials or just with tying a shoe for a friend. Congratulations Pierce students!

Francetown Elementary School recently held their second Outdoor Lions Learning Time where the students and the teachers take the learning outside for the whole morning. Community members and students have all helped to

shape the outdoor learning spaces and the teachers have done an amazing job connecting the learning to our natural surroundings.

Greenfield Elementary students have participated in a weeklong Page to Stage Dance Residency with ConVal graduate and GES parent Tanya Bosse. Students brought the book “The Snow Party” to life and performed for families at the recent event.

Great Brook School "Friends of Music" held their eight annual "Holiday Craft Fair," earning \$1600 for the music program.

FES staff recently met with their Community Expert Partners to begin planning their projects that students will be participating in from January through June. Students will be working in small groups to learn about local community organizations and help to solve real-world issues that are facing the organizations.

Hancock Elementary School 3<sup>rd</sup> graders shared their learning of reptiles through a museum walk. The students researched and wrote an informational paragraph about a chosen reptile. They then created a clay replica of the reptile. Their work was displayed in the library allowing all children to see the displays and learn a bit about the different animals.

Peterborough Elementary 4<sup>th</sup> graders presented an Abenaki Museum walk on Monday, November 25th. Students from all grades, staff, and families viewed a plethora of replica Abenaki artifacts, info, games, houses, and even got to sample a variety of stone and sister soups.

Great Brook School: the WGBS students presented at the Christa McAuliffe Technology Conference in Manchester on Dec. 4<sup>th</sup>.

South Meadow School hosted their Annual Veteran's Breakfast on Dec. 6. This event was and always is a wonderful experience for our students and veterans.

#### **ConVal High School:**

- Congratulations to the ConVal music students went to Hartford High School in Vermont on Saturday, December 7, to participate in the New England Music Festival Association's Solo and Ensemble Festival. From these performances, students will be selected to participate in the New England Band, Choir, or Orchestra. This year's concert will be held at Dartmouth in Hanover.
- ConVal freshmen Abbey Shumway and Callie Boisvert have organized a 5k fun run to highlight the need for Mental Health Awareness. The fundraiser brought in over \$1,500 that will be donated to the New Hampshire chapter of the American Foundation for Suicide Prevention.
- Catrina Kipka was the driving force behind the planning to bring motivational speaker James Orrigo to ConVal in the spring of 2020; Orrigo performs under the stage name [Lad in a Battle](#) and seeks to inspire students to live purposefully through service to others.
- CVHS's Junior, Sarah Hull has been accepted as a Senate page for Jean Shaheen in Washington DC. She will be heading there in late January and will be in DC until June attending school and working as a page in the US Senate. The page program is very competitive, and she is the first student from CVHS to be accepted to this program.
- Six members of the CVHS faculty, including two academic teachers and the head of school counseling, attended the ACTE Vision 2019 conference to learn more about career and technical education and the many ways it can support and engage students.
- Students met with Olivia Belanger of the *Keene Sentinel* to talk about student-led initiatives to bring mental health and suicide awareness to students at ConVal as well as inspire students to be kind to one another during the year. The students supporting the [Yellow Tulip Project](#) were Rosie Crooker (11), Cruz Dellasanta (12), and Hannah Doherty (12). The Yellow Tulip Project seeks to address the stigma surrounding mental

illness and to build a community of people who realize that hope happens when youth and community leaders work together.

- Senior Justin Kiblin placed in the top ten automotive students in the state on a skills competition and has been invited to participate in the NH Auto Dealers Association applied competition at Lakes Region Community College on January 11.
- ConVal Regional High School junior Brigham Boice of Peterborough was presented with the Daughters of the American Revolution Mary Desha Medal for Youth at the New Hampshire DAR Fall Meeting this past Friday. The Mary Desha Medal for Youth honors a Youth for outstanding service to the community, state, or nation, through participation and/or leadership in such activities as conservation, organized sports, scouting, church or community, and state or national service organizations. This individual will have exceeded expectations for the nominee's age.
- CVHS Vex Robotics team was awarded a robotics education grant from the NHDOE to help with costs during competition season!
- ConVal hosted a regional TechWomen Ambassadors event on 11/12. Jane Mauer of SNHU addressed students, as did Cyrena Arnold of Athenium Analytics regarding different career opportunities in various technology fields for students of all genders. Over 65 students attended, including 12 from Conant.
- Everett "Rett" Landers, senior, was chosen to represent ConVal as the designer of this year's Children in the Arts Lantern Parade poster designer.
- The Varsity Boys Soccer team won the Division 2 State Championship for the second season in a row.
- Lily James and Molly Cole played in the Division 2 Senior All-Star Volleyball game on 11/16.
- The production of "Our Town" by Thornton Wilder, directed by junior Abby Theberge in her directorial debut had a successful opening on Thursday, November 14 thru Saturday, November 16.

## 2018 -2019

- The Sanford Programs at National University System officially let us know that Maryanne Cullinan is a 2018 **Sanford Teacher Award** recipient, which comes with a \$10,000 recognition. She will be part of an esteemed group of 51 inspiring teachers representing each state and the District of Columbia.
- On December 5, 2018, ConVal celebrated its admission to the global network of "Partners for the Future" schools. The program was launched in 2008 by Germany's Federal Foreign Office for the development and advancement of German language education. ConVal is one of just 13 schools nationwide to receive this award.
- CVHS students Garrett Shows and Andres Tourgee received the Walter A. Smith Special Recognition Award at the NHIAA Annual Meeting.
- ConVal art teacher Mary Goldthwaite-Gagne was the featured artist of a cut paper exhibit entitled "Guided By (Female) Voices" at the Aviary Gallery in Jamaica Plain, MA, during the month of February. In October, Goldthwaite-Gagne was the spotlight artist of the month on the Arts Alive website.
- The ConVal Varsity Boys Soccer team won the school's first-ever state championship.
- ConVal Unified Soccer won back-to-back state championships.
- The ConVal Cross Country team earned runner-up for the Division II State Title.
- Evan Coyne won an athletic scholarship to attend Bryant University, a private, Division I university in Smithfield, Rhode Island.
- Rachel Hurley won an athletic scholarship to attend Lafayette College, a Division I school in Easton, Pennsylvania.
- The WGBS students, along with Maryanne Cullinan and Ellen Kidd, presented at the "Integrating STEM in K-12 Education" Technology Conference in Laconia New Hampshire on October 26<sup>th</sup>. This event was

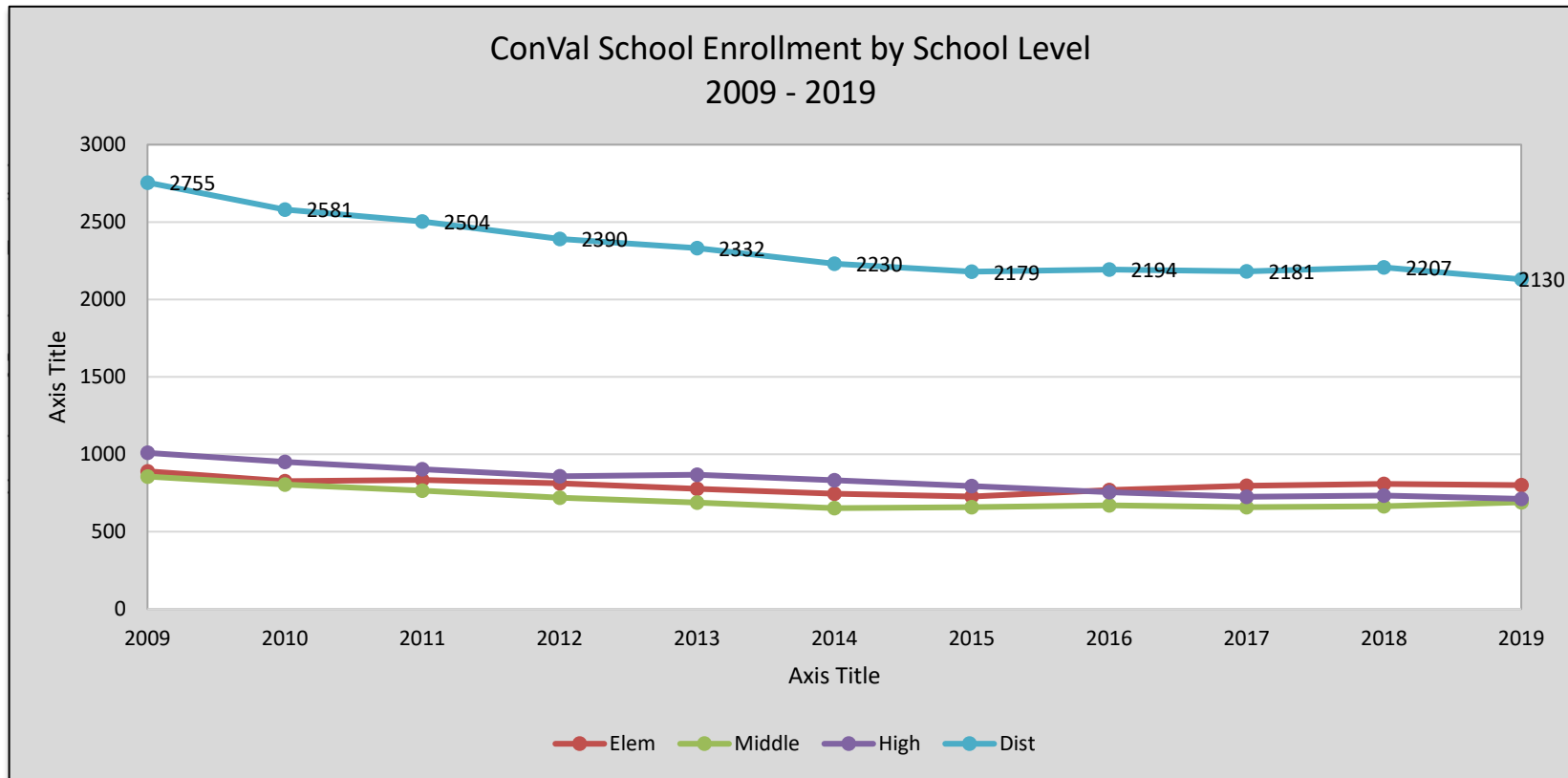


put on by the New Hampshire Technology Teachers Association. Reports were that many teachers commented on the poise and creativity of our GBS Bobcats.

- Nine SMS students have been accepted to be published as authors. This was out of 13,000 entries. Ms. Hopgood's 8<sup>th</sup> grade students were encouraged to enter a creative writing contest through "Young Writers" some months ago. These students will be published in *Stranger Sagas - New Hampshire* that is scheduled for publication February 28, 2019.
- On December 5<sup>th</sup> SMS fifth grader Max Cail ran at the Junior Olympics cross-country championships in Reno, Nevada. Out of 300 runners, Max placed 15th! That makes him one of the fastest fifth graders in the USA- congratulations Max!
- Eleven ConVal students were chosen to play in the All-New England Festival Band.



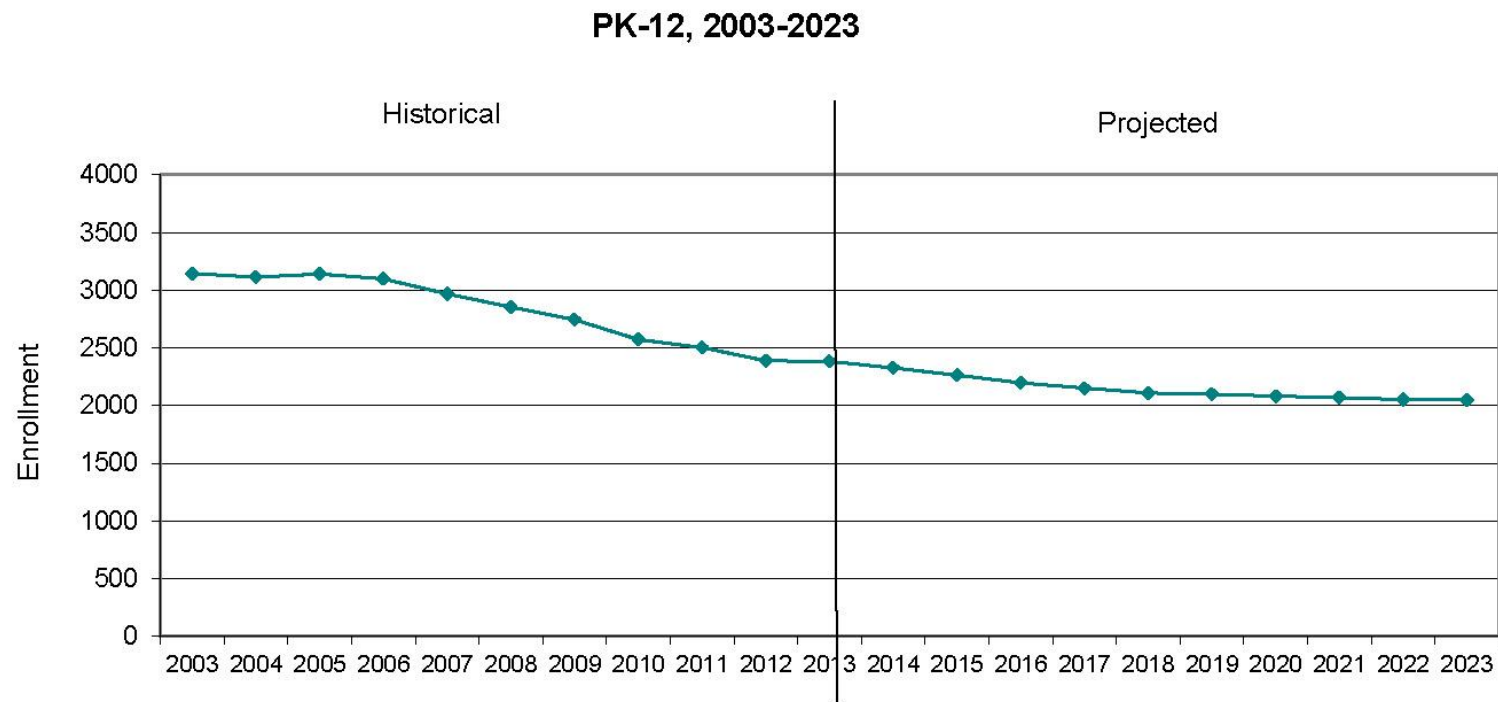
## Enrollment History



The 2019-2020 enrollment numbers are based on January 1, 2020 data.  
Elementary enrollment count includes Preschool students.

## Future Enrollment Projection

### Con Val, NH Historical & Projected Enrollment



© New England School Development Council • 508.481-9444 • [www.nesdec.org](http://www.nesdec.org)

## School Attendance

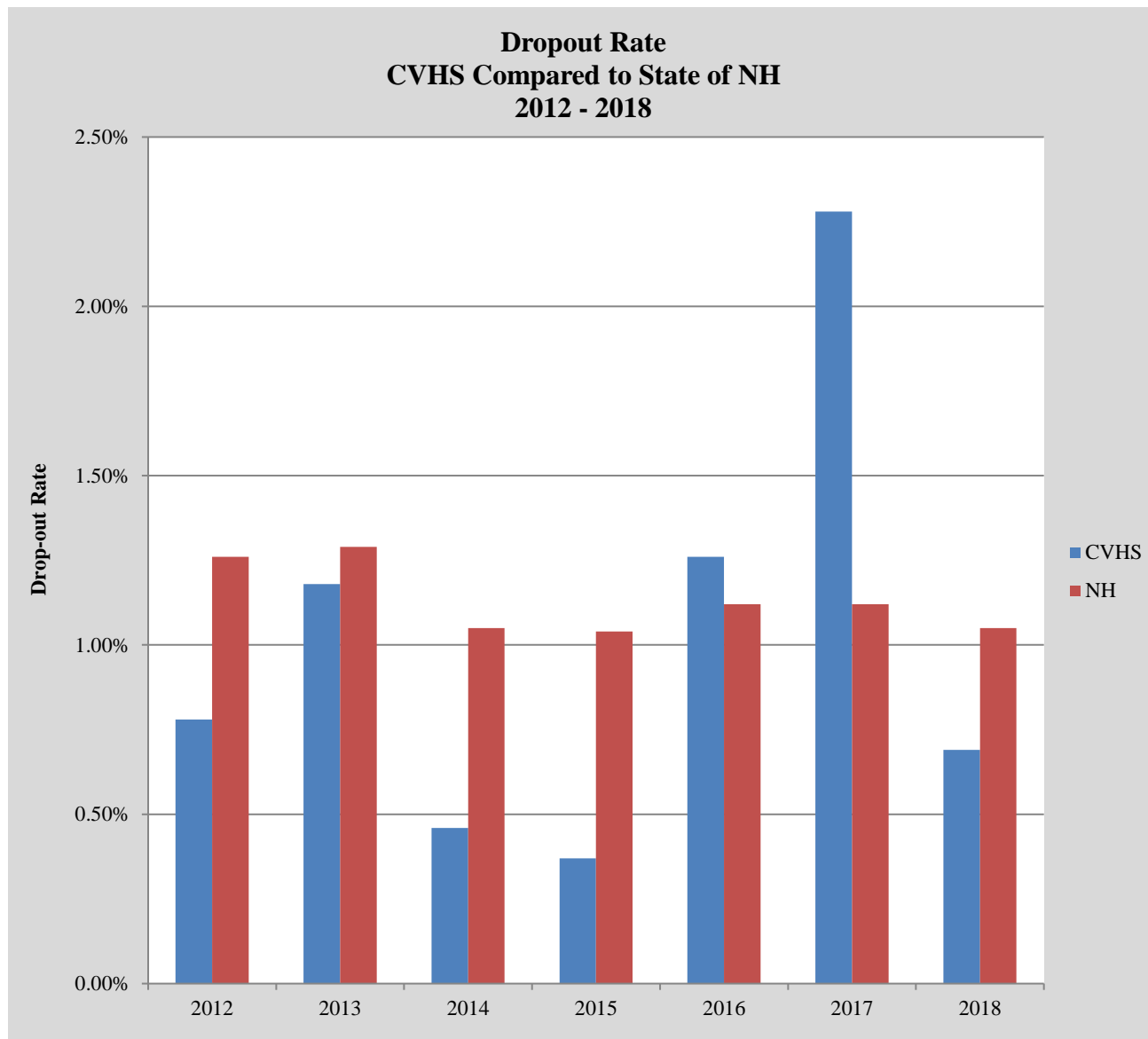
### ConVal School District Attendance Percentages

	2013-2014		2014-2015		2015-2016		2016-2017		2017-2018		2018-2019	
	CV	State	CV	State	CV	State	CV	State	CV	State	CV	State
Kindergarten	95	94	95	94	95	94	96	95	95	94	95	94
Elementary	96	95	96	95	96	96	96	95	95	95	96	95
Middle School	95	95	95	95	95	95	94	95	95	95	94	94
High School	93	93	93	93	92	93	90	94	92	93	92	93
District Total	95	95	94	94	95	94	95	94	94	94	94	94

- ConVal is consistently at or above the state attendance average.



## Drop-Out Rate



- 2019 Drop-out rates unavailable at the time of this publication.



## 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 21<sup>st</sup> 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:

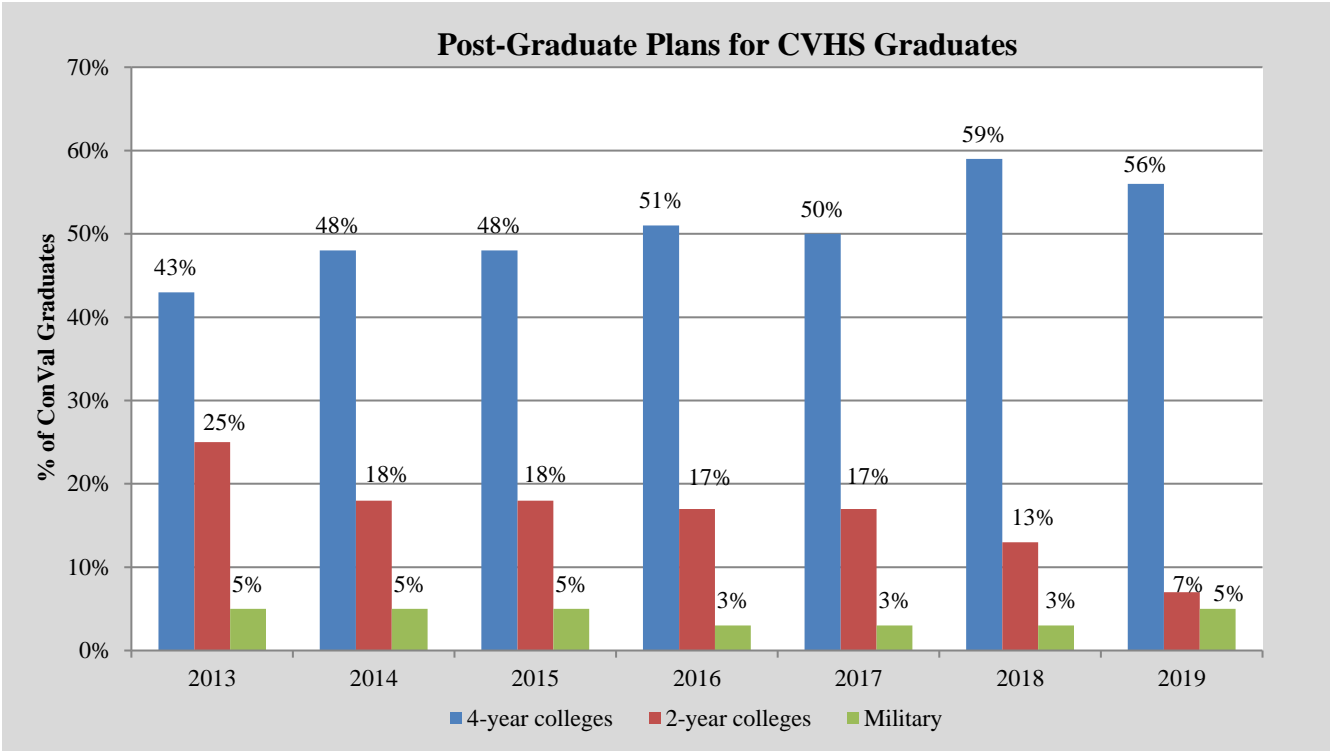
The ConVal School Board requires that students acquire 26 course credits in order to graduate with a CVHS diploma. This must include 14 credit courses in certain areas required by the State, as well as 2 to 3 credits in specific areas deemed necessary by the School Board. The following outlines all requirements:

Subject	Minimum Credit
English	4 credits
Global Studies	1 credit
Economics	.5 credit
Government/Civics	.5 credit
US History	1 credit
Physical Science	1 credit
Life Science	1 credit
Lab Science	1 credit
Mathematics	4 credits
Physical Education	1 credit
Health	1 credit
Information & Communication Technologies	.5 credit
Art Education	.5 credit
Career Explorations	.5 credits
Consumer Education	.5 credits
Elective Offerings	9 credits

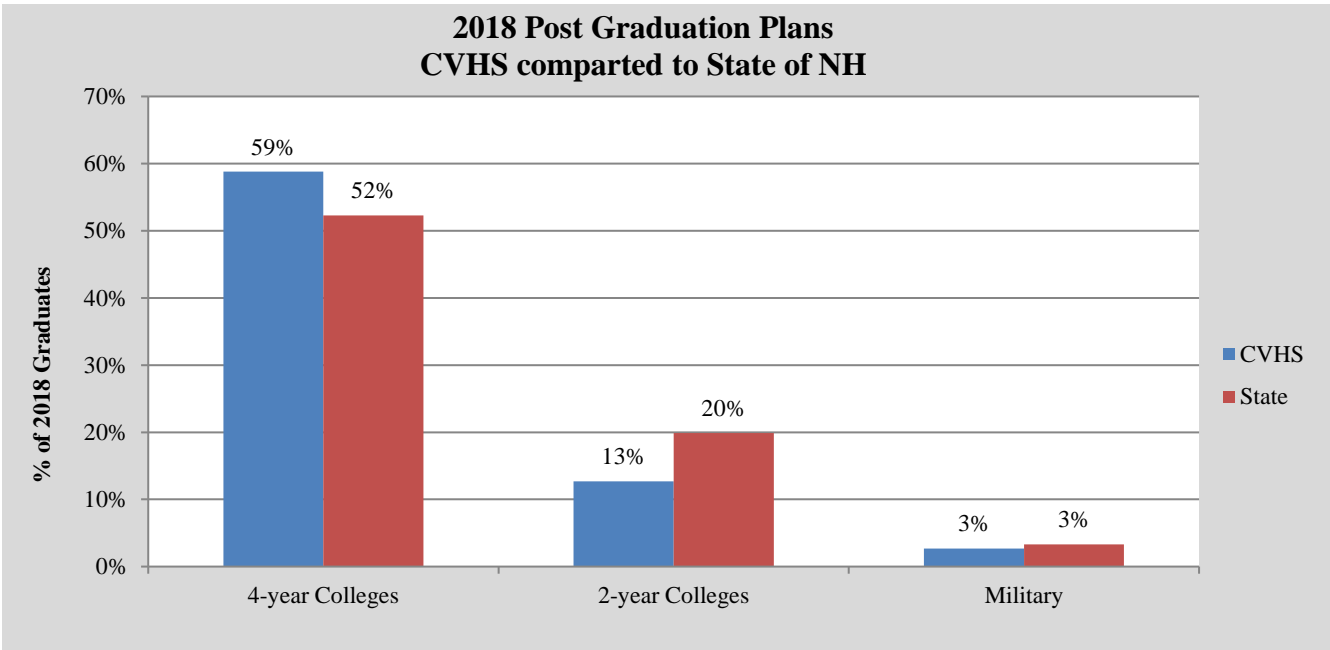
### NH State Scholars:

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 wide spread. Currently, there are 41 school districts, including ConVal, who subscribe to this effort.

# Post-Graduate Education



- The percent of students planning to attend post-secondary education has remained at or above 65% prior to 2013.



- 2019 State data unavailable at the time of this publication.

## Student Services

In support of the ConVal School District's mission, Student Services provides a full spectrum of services for more than 2,100 students. Student Services provides enrollment, instructional, and school counseling services, and 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 assist families who are in transition or homeless.

Student Services is currently responsible for the Student Services staff which includes; School Social Workers, School Counselors, English Language Learner Teacher, and Nurses. The Director of Student Services serves as the McKinney Vento Homeless Liaison and the school District's Court Liaison. Student Services monitors portions of the District Budget and coordinates staff trainings/Professional Development focusing on student mental health (Youth Mental Health First Aid-YMHFA), as well as behavioral intervention training and support for school District staff (Life Space Crisis Intervention-LSCI and Crisis Prevention Intervention-CPI). Student Services works with school district administration regarding enrollment and attendance policies as well as procedures. Student Services also supports 504 accountability across the District.

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

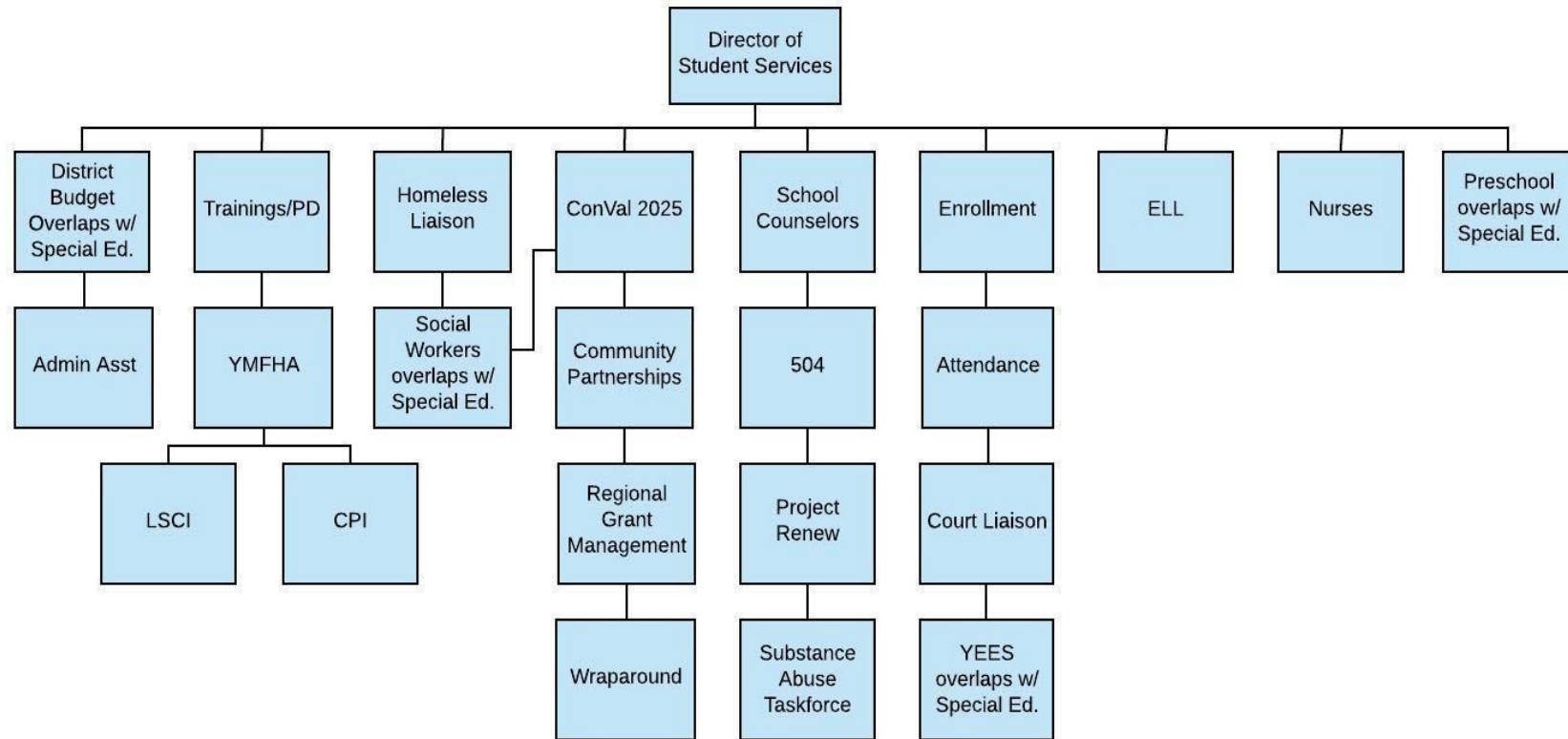
At ConVal Student Services, we believe in an integrated team approach to problem solving. We take pride in the fact that the Student Services Department is where parents, students, teachers, and staff go when they need help, resources, or support.

The Student Services 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.*

If you have questions, please feel free to contact Cari Christian-Coates, Director of Student Services, (603) 924-7503, x. 2048 or [ccoates@conval.edu](mailto:ccoates@conval.edu).

## Student Services continued

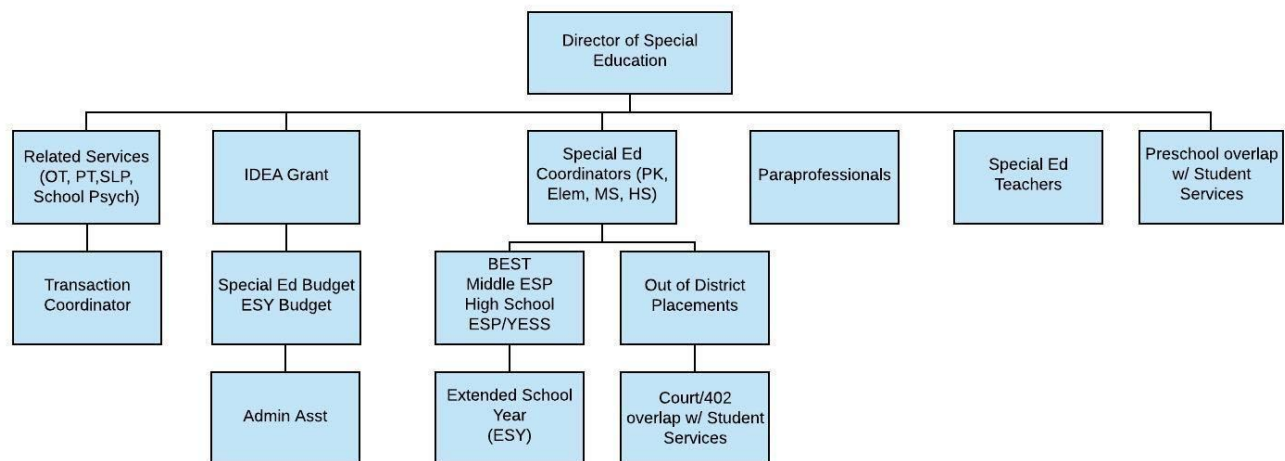
Student Services Organizational Chart



## Special Education

The Special Education Department is responsible for special education staff and Individualized Education Programs for the District's educationally identified students to meet all Federal/State requirements. The Special Education Department's responsibilities include: Preschool Teachers, Paraprofessionals, School Psychologists, Physical Therapists, Special Education Teachers, Speech Language Pathologists, Speech Language Pathology Assistants, Occupational Therapists, Occupational Therapist Assistants, Teacher of the Deaf, High School Transition Coordinator, High School Special Education Administrator, Special Education Coordinators, Emotional Support Program, Intensive Learning Support Program, Behavior Elementary Support Team, Extended School Year Programs, Out of District Placements, on site evaluations, state visitations and State Performance Plan indicators, professional development for personnel within the department, specialized transportation, and support to the Assistant Superintendent for instructional services and professional development. Special Education overlaps with Student Services Department in responsibilities related to First Friends Preschool Program and Court Liaison.

In closing, *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, 603-924-7503.





# District and State Assessments

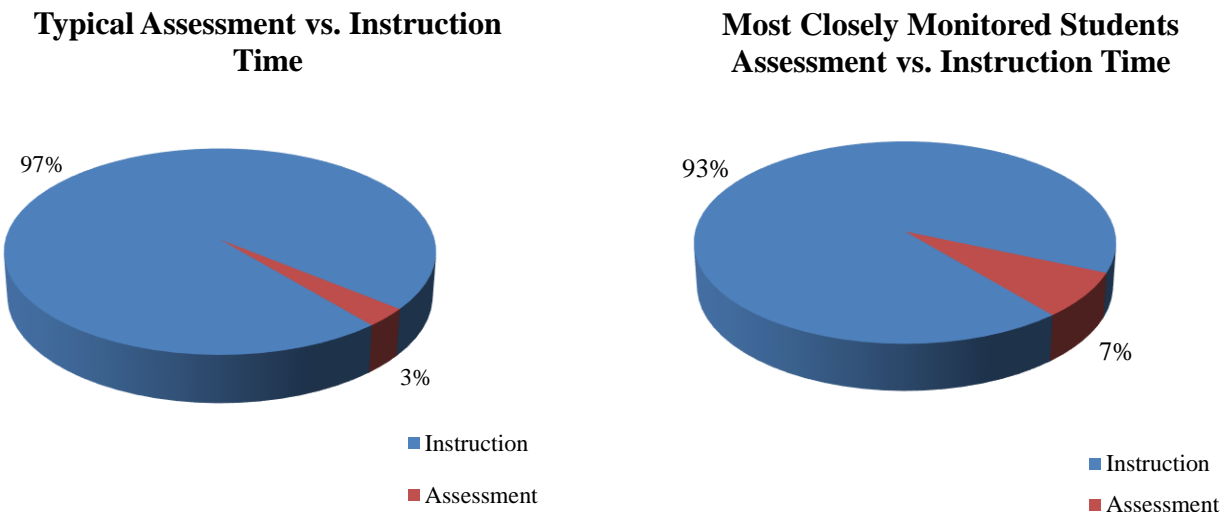
## Why We Assess

District and State assessments help us to better understand and report on students’ learning throughout the school year. Results from these assessments are used diagnostically by teachers to decide what skills and knowledge to prioritize when working with students. Following the administration of District assessments, grade-level or subject-area teams typically meet to review the results. During these meetings, teachers analyze students’ performance in order to identify key areas of strength and need. Information gathered from this analysis directly informs the instruction that teachers offer students. Our goal is to tailor the instruction provided to students in such a way that it maximizes levels of learning and achievement.

Information from State and District assessments also plays an important role in our on-going review and analysis of school and District performance. Student achievement, as measured and reported by these assessments, help us to evaluate the effectiveness of our instructional strategies and programs in supporting students to meet grade-level standards.

## How Much Time Does All This Take?

In 2012, ConVal carefully studied the total time spent on District and state assessments and found that these assessments reflect approximately 3% of total teaching time, leaving 97% for instruction and other kinds of classroom-based progress monitoring.



## 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 is also important.



Congratulations to Allison Bull, Ian Aldrich, and Kelley Akerley! The ConVal Envirothon Team took 1st place in the forestry category and 3rd in the wildlife category on Competition Day.

## Scholastic Aptitude Test continued

**SAT Critical Reading Scores**

	2010	2011	2012	2013	2014	2015	2016
ConVal	528	549	528	532	547	521	546
NH	520	523	521	524	524	525	527
National	500	497	496	496	497	495	494

**SAT Mathematics Scores**

	2010	2011	2012	2013	2014	2015	2016
ConVal	542	549	533	518	530	514	531
NH	523	525	525	528	538	530	531
National	515	514	514	514	513	511	482

**SAT Writing Scores**

	2010	2011	2012	2013	2014	2015	2016
ConVal	506	531	500	511	525	509	515
NH	510	511	510	515	512	511	510
National	491	489	488	488	487	484	482

**2019 SAT Scores**

	Reading & Writing Scores	Math Scores
ConVal	536	518
NH	535	528
National	536	531

**2018 SAT Scores**

	Reading & Writing Scores	Math Scores
ConVal	536	523
NH	525	518
National	533	527

**2017 SAT Scores**

	Reading & Writing Scores	Math Scores
ConVal	531	549
NH	522	514
National	533	527

## 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.

CVHS	2012	2013	2014	2015	2016	2017	2017	2018	2019
Total AP Students	100	97	78	80	92	101	101	86	106
Number of Exams	169	167	122	130	148	150	150	135	174
AP Exams with Scores 3+	73	73	97	113	120	125	125	111	139
% of Total AP Exams with Scores 3+	43%	44%	80%	87%	81%	83%	83%	82%	80%

- 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.

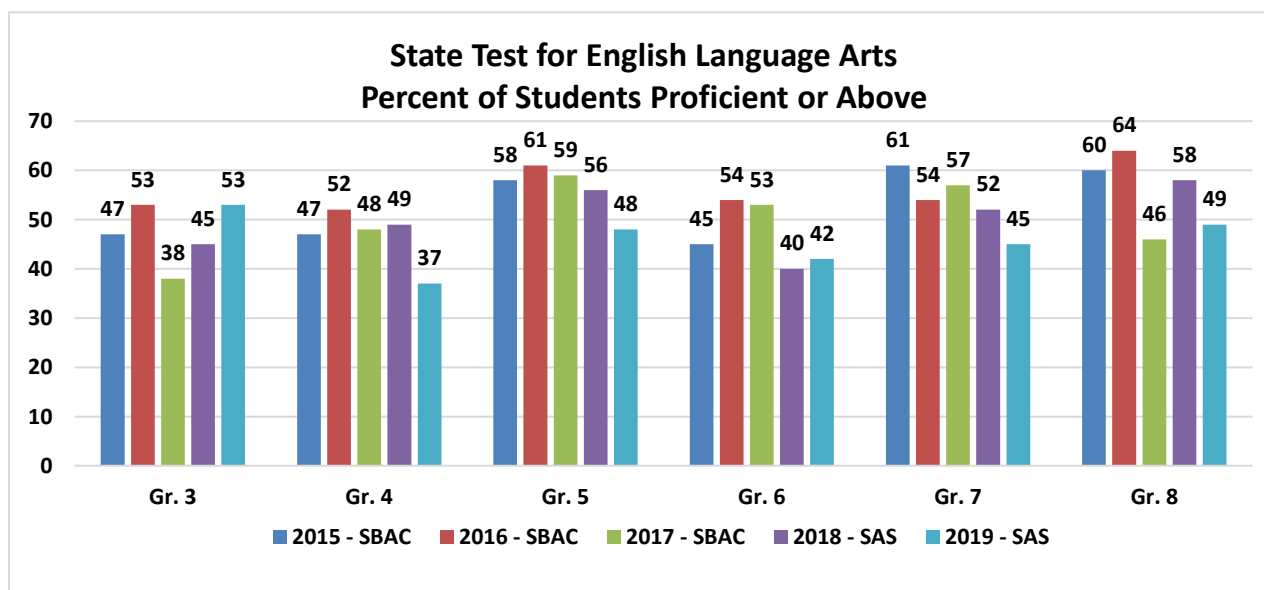
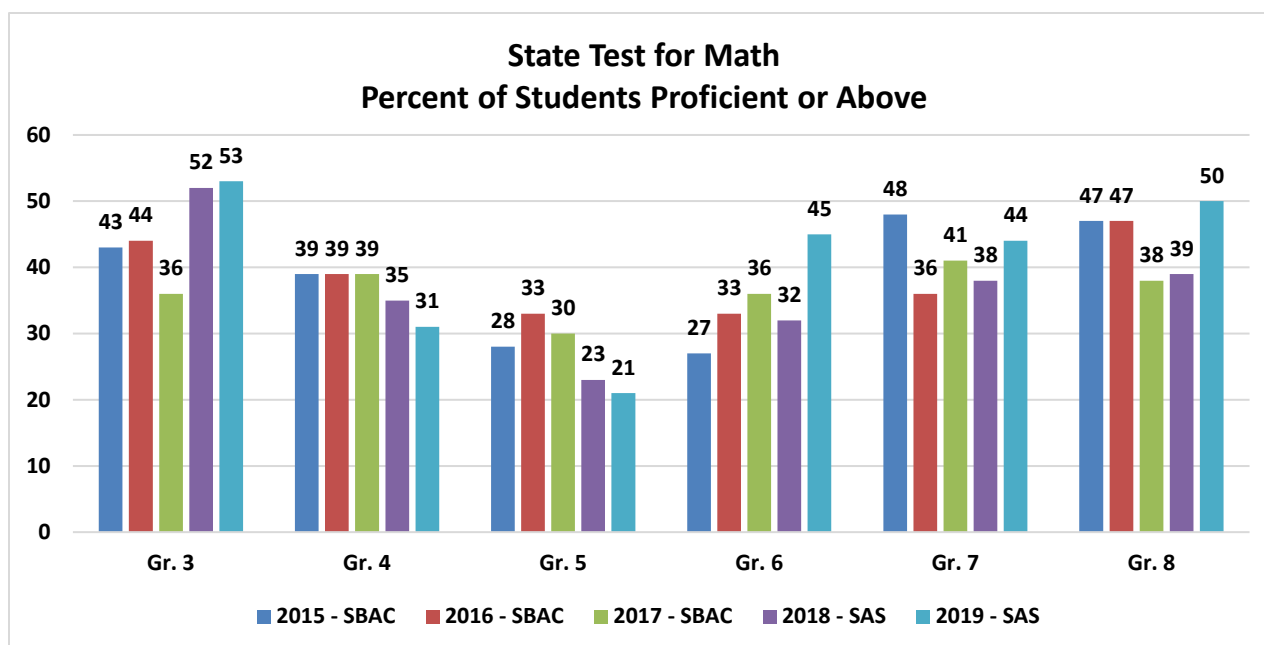


CVHS Students in Dr. Milne's class learn about freezing point depression.

## New Hampshire Statewide Assessments

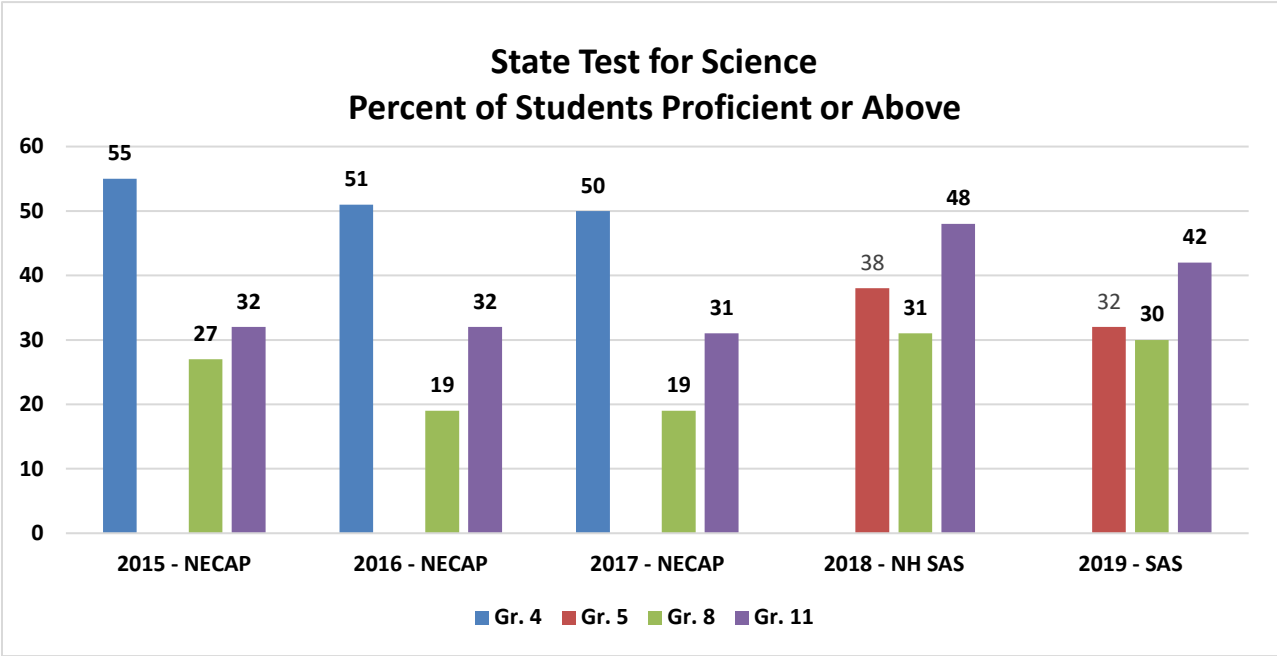
The New Hampshire Statewide Assessment System (SAS) was administered for the first time during the 2017-2018 school year. The New Hampshire Statewide Assessment for English Language Arts (ELA) and Math replaced the Smarter Balanced Assessment Consortium (SBAC), and the New Hampshire Statewide Assessment 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 students' progress in 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.





New Hampshire Statewide Assessments *continued*



Congratulations to ConVal High School students Greta Topping, Zoe Werth, Finn Wegmueller, and Katrina Kipka for winning an international video-making contest about a Wincent Weiss song.



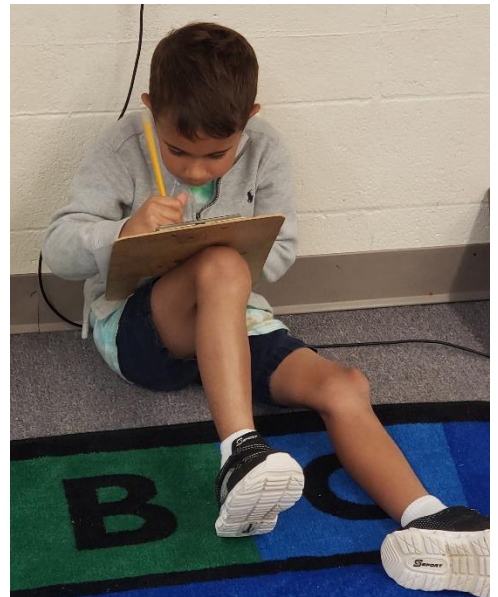
## AIMSweb

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.

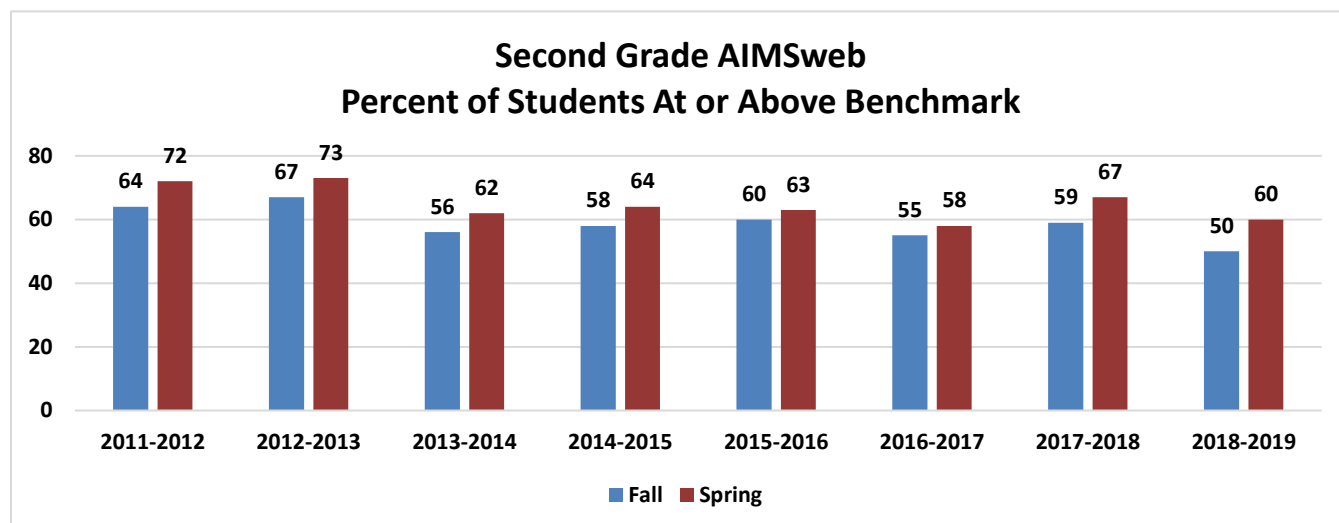
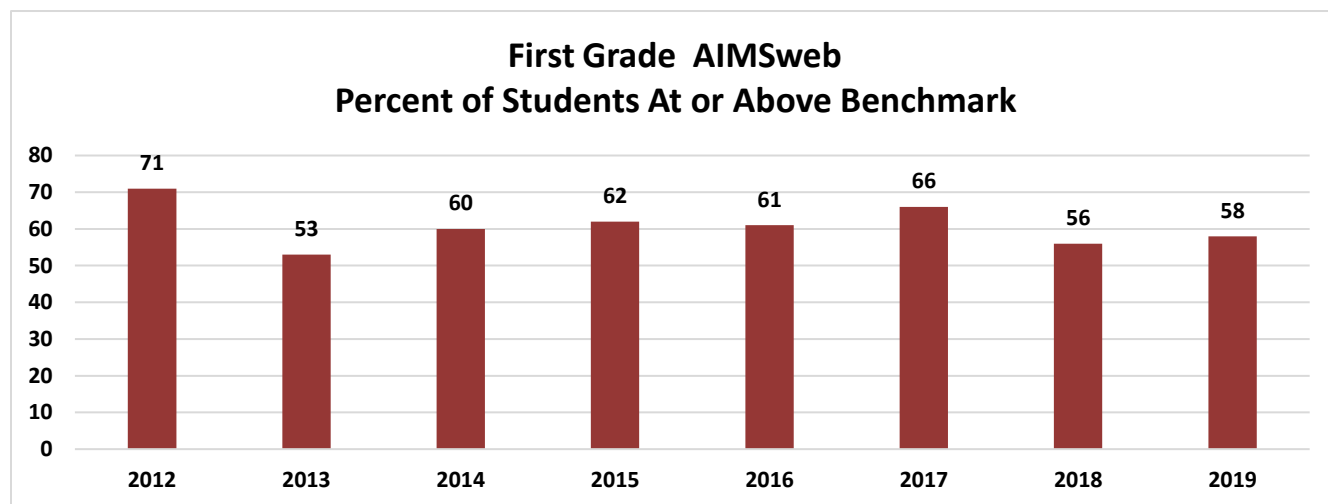
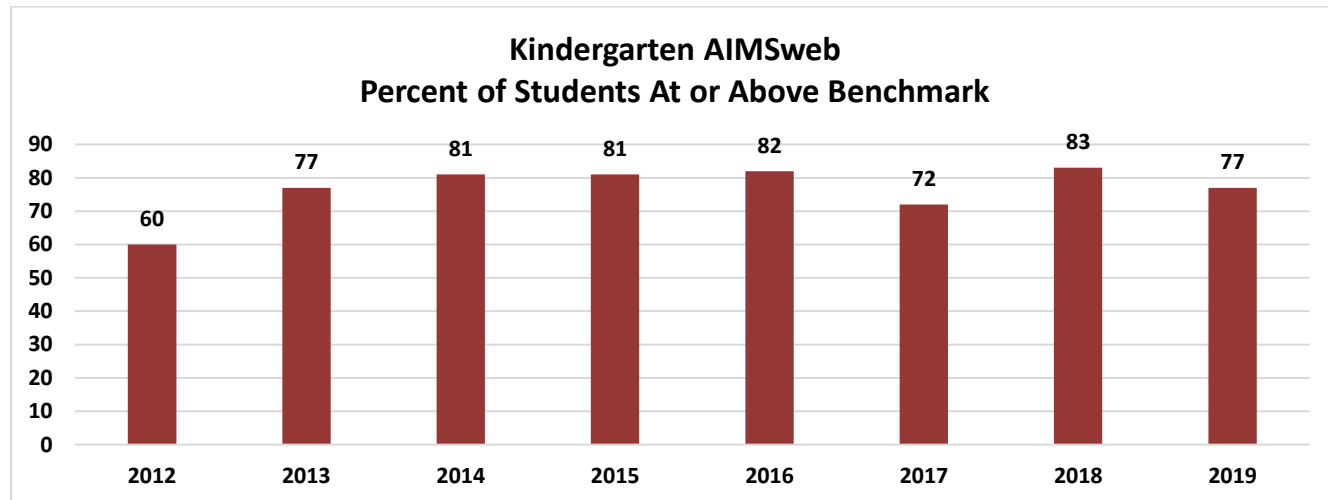
### How is AIMSweb testing done?

- 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

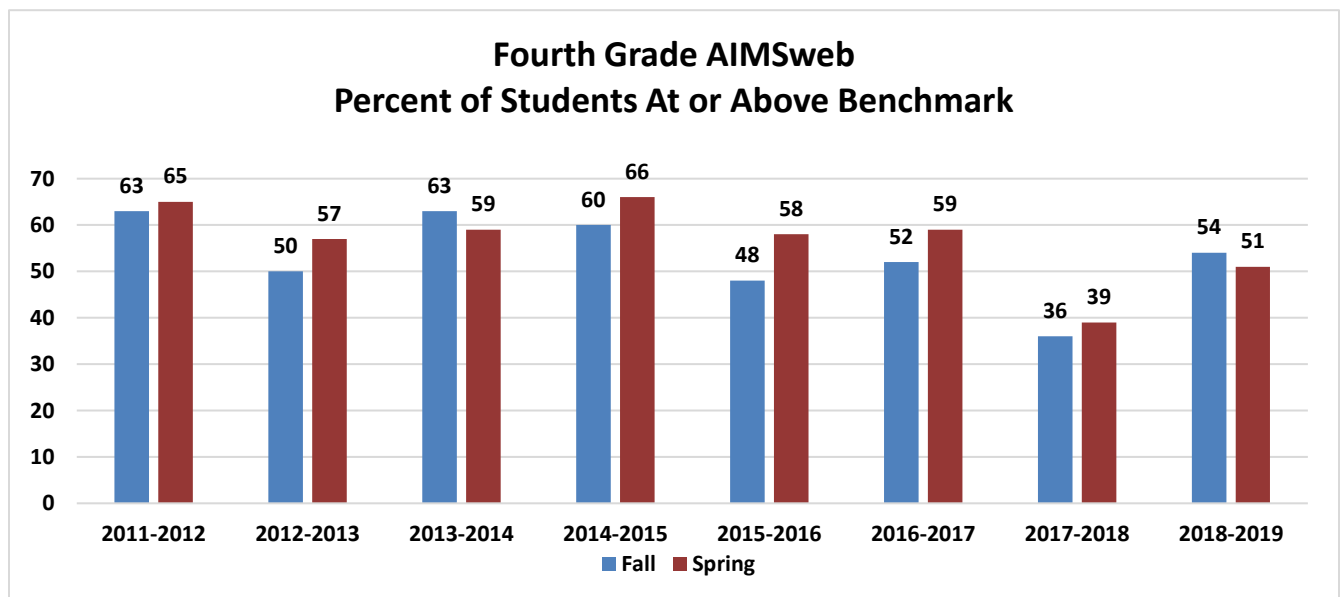
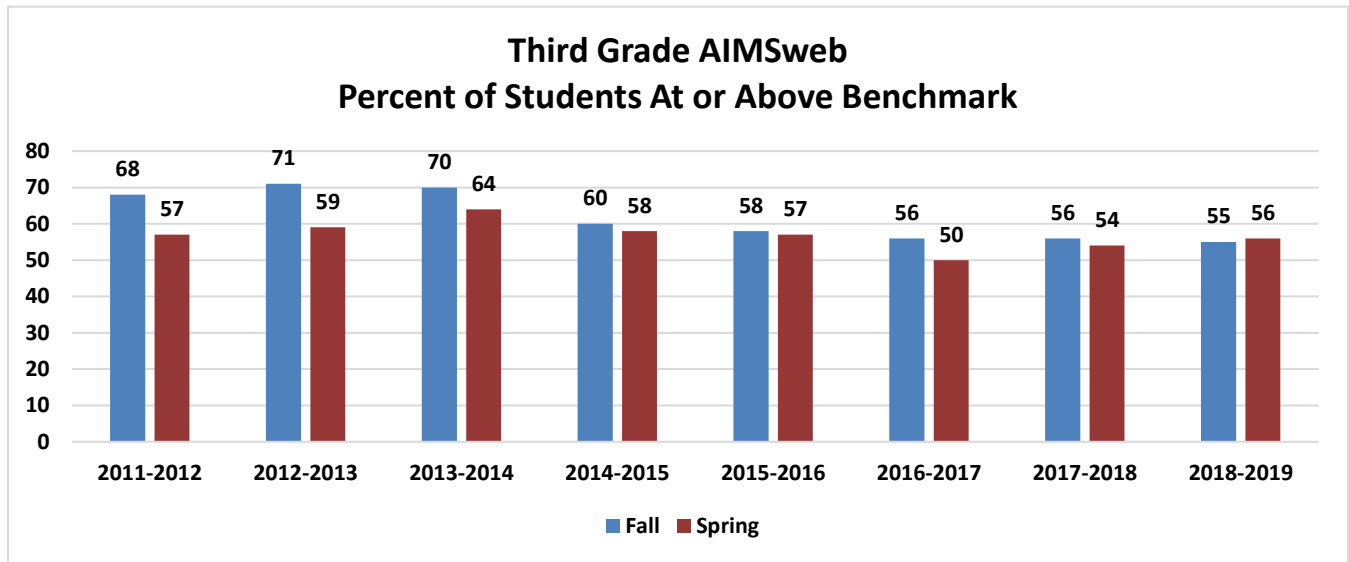
Benchmarking helps to inform instruction and to improve achievement. Benchmark assessments are given three times per year (September, January, and May) for all students in grades kindergarten through fourth, using grade-level assessment tools. Reports help focus areas of individualized instruction and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



## AIMSweb Reading Test Results



## AIMSweb Testing Results continued



# NWEA

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.

	Reading	
	Fall 2018 Proficient or Above	Spring 2019 Proficient or Above
Kindergarten	-	60%
Grade 1	64%	64%
Grade 2	67%	70%
Grade 3	55%	66%
Grade 4	53%	50%
Grade 5	60%	-
Grade 6	64%	-
Grade 7	68%	-
Grade 8	73%	-
Grade 9	65%	57%
Grade 10	75%	74%

	Math	
	Fall 2018 Proficient or Above	Spring 2019 Proficient or Above
Kindergarten	-	66%
Grade 1	62%	65%
Grade 2	73%	82%
Grade 3	56%	56%
Grade 4	53%	41%
Grade 5	45%	-
Grade 6	45%	-
Grade 7	51%	-
Grade 8	56%	-
Grade 9	57%	52%
Grade 10	70%	67%



## NWEA continued

	Reading	
	Fall 2017 Proficient or Above	Spring 2018 Proficient or Above
<b>Kindergarten</b>	-	60%
<b>Grade 1</b>	58%	66%
<b>Grade 2</b>	71%	74%
<b>Grade 3</b>	56%	52%
<b>Grade 4</b>	57%	52%
<b>Grade 5</b>	67%	-
<b>Grade 6</b>	61%	-
<b>Grade 7</b>	61%	-
<b>Grade 8</b>	57%	-
<b>Grade 9</b>	59%	70%
<b>Grade 10</b>	69%	53%

	Math	
	Fall 2017 Proficient or Above	Spring 2018 Proficient or Above
<b>Kindergarten</b>	-	69%
<b>Grade 1</b>	61%	76%
<b>Grade 2</b>	69%	74%
<b>Grade 3</b>	48%	54%
<b>Grade 4</b>	47%	43%
<b>Grade 5</b>	49%	-
<b>Grade 6</b>	39%	-
<b>Grade 7</b>	43%	-
<b>Grade 8</b>	50%	-
<b>Grade 9</b>	57%	58%
<b>Grade 10</b>	75%	45%

	Reading	
	Fall 2016 Proficient or Above	Spring 2017 Proficient or Above
<b>Kindergarten</b>	-	59%
<b>Grade 1</b>	65%	71%
<b>Grade 2</b>	57%	58%
<b>Grade 3</b>	58%	60%
<b>Grade 4</b>	57%	61%
<b>Grade 5</b>	68%	-
<b>Grade 6</b>	61%	-
<b>Grade 7</b>	63%	-
<b>Grade 8</b>	64%	-
<b>Grade 9</b>	74%	72%
<b>Grade 10</b>	85%	-

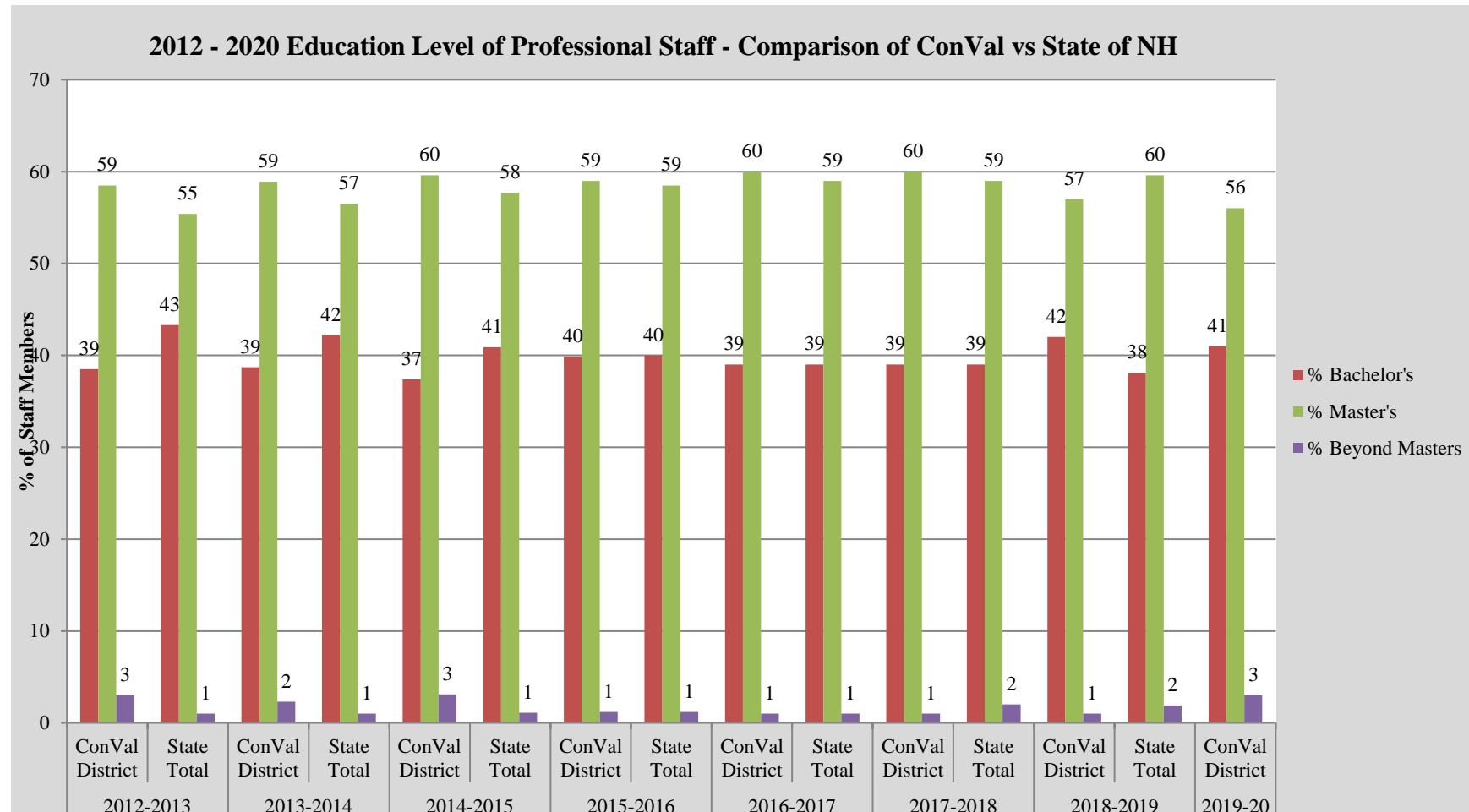
	Math	
	Fall 2016 Proficient or Above	Spring 2017 Proficient or Above
<b>Kindergarten</b>	-	58%
<b>Grade 1</b>	64%	73%
<b>Grade 2</b>	57%	63%
<b>Grade 3</b>	53%	49%
<b>Grade 4</b>	45%	45%
<b>Grade 5</b>	49%	-
<b>Grade 6</b>	42%	-
<b>Grade 7</b>	51%	-
<b>Grade 8</b>	53%	-
<b>Grade 9</b>	79%	69%
<b>Grade 10</b>	79%	76%

## We Are...ConVal





## 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.
- State data for the 19-20 school year is unavailable at time of publication.

# Experience Level of Professional Staff

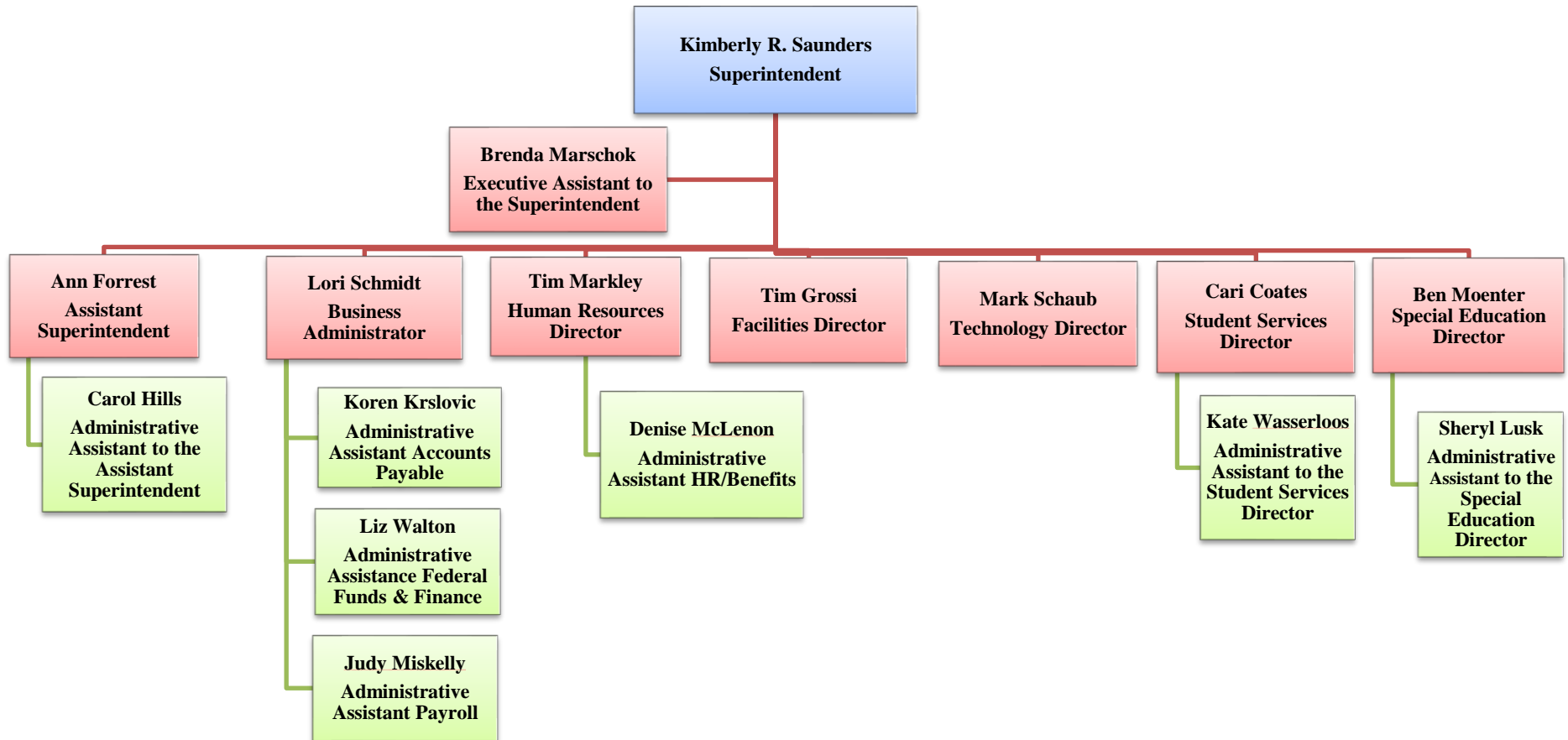


- Over 60% of ConVal teachers have more than 10 years of experience. Experienced staff is an asset when they work collaboratively with peers who are either new to the District or new to the profession.

Congratulations to ATC teacher Sarah Grossi who was selected as a NH Teacher of the Year finalist.



## SAU #1: 2019 - 2020 Organizational Chart



## Facilities

Hello and welcome to the Districts facilities department page in the “We Are....ConVal” annual report. Our District consists of over 600,000 sq. ft. 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 that are masters in their fields of expertise. Through continued training and tasks analysis, the facilities and custodial teams take care of our buildings and grounds needs in the most cost effective manner possible.



Larger projects from this past year include new roofing at Great Brook School, extensive renovations to the garage at Great Brook and new HVAC systems that service the 7<sup>th</sup>/8<sup>th</sup> grade wing and cafeteria at Great Brook. New building wide HVAC systems were installed at Antrim Elementary School as well as new VCT flooring throughout all the hallways. New HVAC systems were installed at Peterborough Elementary School in the area's that service the office, cafeteria and life skills space. A new roof was installed over the office area at PES as well. New VCT flooring was installed in the libraries at Dublin and Greenfield Elementary Schools. South Meadow School saw 3 classrooms receive new VCT flooring and its cafeteria also received a new HVAC unit. Major traffic lanes at Great Brook and Peterborough Elementary School had significant asphalt patching done. At CVHS, 3 new HVAC systems were installed that service the Art rooms and ATC Engineering space. Three classrooms were also completely renovated by the facilities team at CVHS.

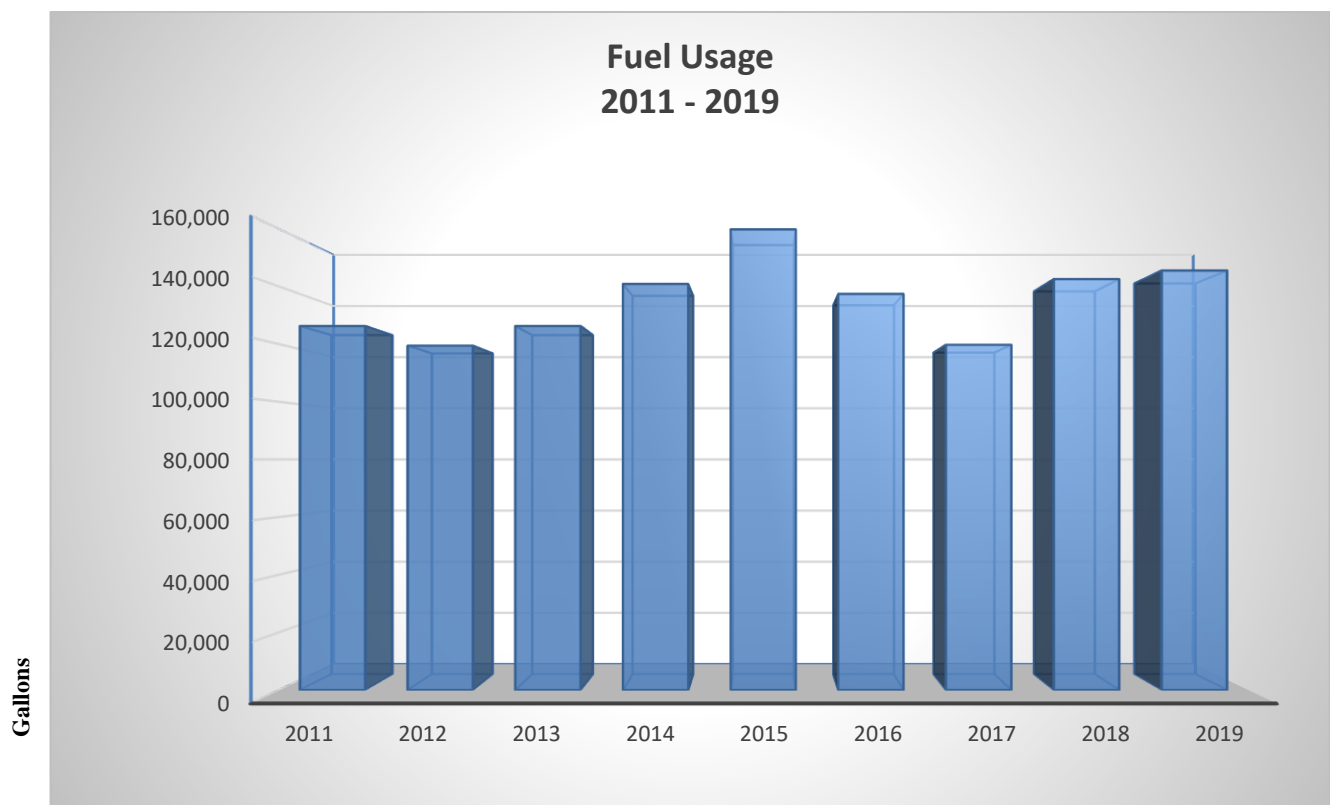
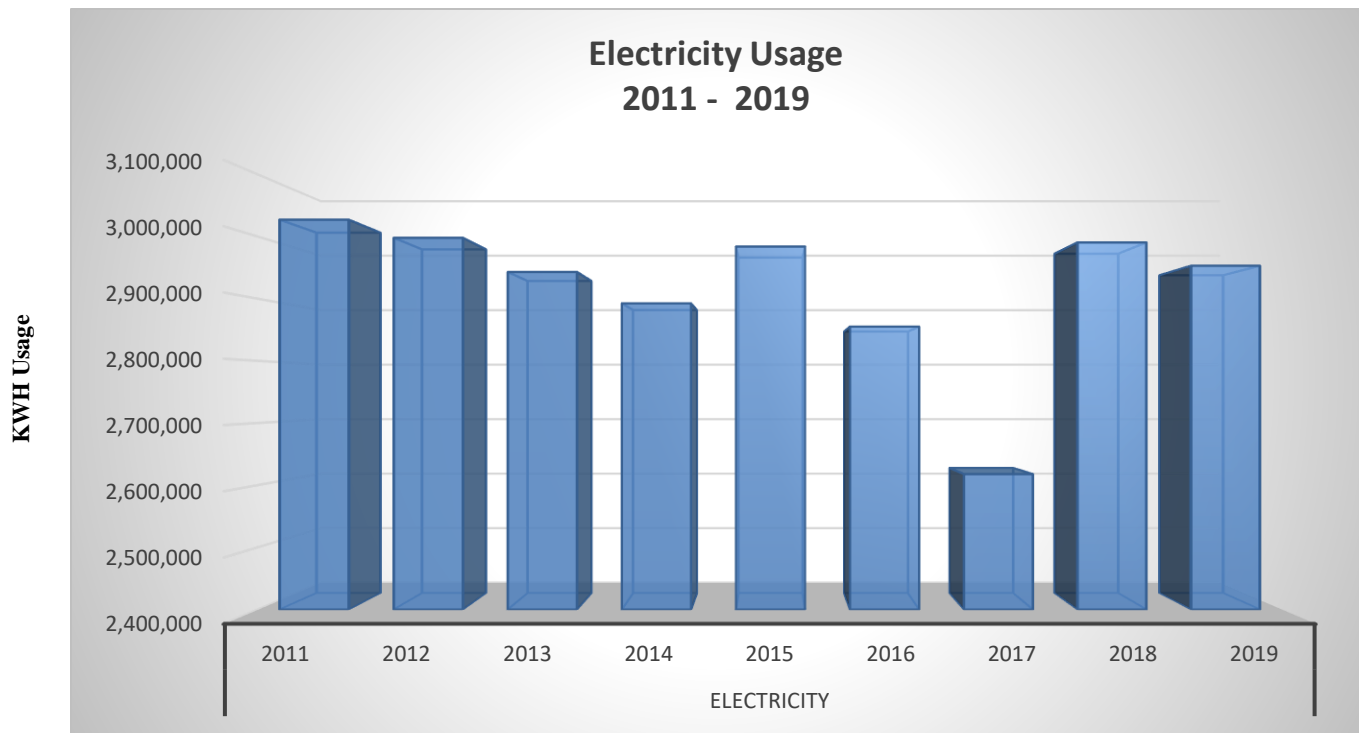
Participation in Eversource's energy efficiency upgrade rebate program continued this year. All of our schools now utilize LED lighting for all exterior light fixtures. To date we have received over \$120,000 from Eversource for implementing energy efficient improvements. The District benefits greatly from this reduction in electrical usage and that results in lower monthly electric bills. Over the summer, facilities retrofitted and/or replaced all fluorescent light fixtures at Antrim Elementary and Peterborough Elementary Schools with LED lighting. This project has resulted in a monthly savings of over \$800 at AES and actually put us in a completely different electric rate at PES. During the next 3 months, all of our elementary schools will be retrofitted with LED bulbs and fixtures.

Over the years Facilities has utilized several different principals of lean manufacturing. All principals have been geared toward the elimination of waste in our actions and ensuring we essential get “the biggest bag for our buck”. We use this methodology to determine everything from what size mower to purchase, work instructions for staff and whether to contract out services or keep them in house. This year the facilities grounds crew have begun adopting 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 taught and implemented into our custodial crews daily activities later this year and act as the backbone of how they inventory supplies, and maintain their respective work areas.

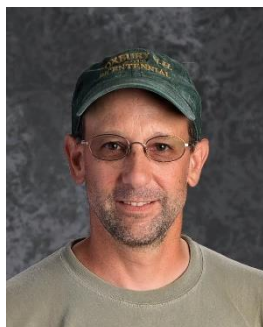
The ConVal Schools Facilities and Custodial Dept. take pride in their accomplishments and supporting roles of our District's buildings and grounds. I hope that you have noticed some of the improvements noted and hopefully some that may have not been mentioned. We look forward to serving the District in the most cost effective means possible, look forward to hearing your comments and appreciate your support!

Tim Grossi, Keith Lee, John Pirkey, Jim Aborn, Tyler Whitney, Roger Crane, Don Castagna, Lawton Fagiano, Rick Tracy, Frank Gorecki, Paul Barnes and all the great contractors that support our schools.

## Facilities continued



## District Facilities Staff:





## Per Pupil Costs

### Per Pupil Costs 2013 to 2019

	2013	2014	2015	2016	2017	2018	2019
Elementary	\$16,884	\$18,064	\$17,997	\$18,160	\$16,641	\$20,099	\$21,629
Middle	\$16,309	\$15,891	\$17,490	\$16,893	\$19,603	\$17,233	\$18,213
High	\$16,142	\$16,333	\$15,711	\$17,258	\$18,681	\$17,690	\$18,774
ConVal Average	\$16,433	\$16,806	\$17,022	\$17,463	\$18,238	\$18,341	\$19,538
NH Elementary	\$13,628	\$14,200	\$14,581	\$15,033	\$15,398	\$15,981	\$16,519
NH Middle	\$12,992	\$13,321	\$13,698	\$14,295	\$14,741	\$15,021	\$15,489
NH High	\$13,490	\$14,109	\$14,466	\$15,068	\$15,538	\$16,214	\$16,599
NH Average	\$13,459	\$13,876	\$14,248	\$14,799	\$15,226	\$15,739	\$16,202

- 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.





## School Profiles



**CONTOOCOOK VALLEY SCHOOL DISTRICT, SAU #1, PETERBOROUGH, NH**  
**School Information Sheet**

**Antrim Elementary School**

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

**Location:** 10 School Street, Antrim, NH 03440

**Web Address:** <http://aes.convvalsd.net/>

**Student Instructional Hours:** 8:40 am - 3:25 pm

**Enrollment:** 168

**Motto:** "Antrim Eagles Soar"

**Phone:** 603-588-6371

**Grades:** Pre-School-Grade 4

**Mascot:** The Eagle

**Colors:** Blue

**Average Class Size/Range:** 14/10-18

**Building Personnel by FTE (Full Time Equivalent):** 34 (Shared Principal, Teachers, Paraprofessionals, Administrative Assistant, Shared Nurse, Shared School Counselor, Library Media, Art/Music teacher, PE/Health teacher, Shared Technology, Shared Food Service, Shared Facilities, Support Student Services Support Staff)

**Administrators:**

**Principal:** Stephanie Syre-Hager

**Special Education Coordinator:** Diane Johnson

**Facilities Profile:** Acquired by the District in 1968 for \$268,000, Antrim Elementary School was renovated in 2002 for \$3.5M. This 38,797 square foot facility includes the Antrim Town Gym and houses Pre-School through Grade 4.

**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 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. 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.

**Vision 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.

**The Arts:** All students have a full week of art classes and a full week of music classes within every six-week period of school. Having a full week of art and music lessons provides students with an opportunity to delve more deeply into each subject's content, further strengthening their developing skills as artists and musicians. 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 College and Career Ready 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. Under the direction of Carole Storro, the school's MUZART teacher, students and community members are working on an eagle mosaic to be installed in AES' secret garden.

**Physical Education/Health:** Students experience integrated Physical Education and Health Education classes within every six-week period of school. 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 a 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 include classroom lessons, small group counseling, individual counseling, and consultation. Classroom lessons focus on developing social skills and emotional literacy. Lesson topics include empathy/perspective taking, dealing with strong feelings, and problem-solving. Group counseling provides structured learning activities and/or peer support groups for children experiencing similar "life experience" challenges. Individual counseling sessions provide support for children who are experiencing on-going social, emotional and academic difficulties.

**Library Media & Technology:** Students use technology, along 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 a computer station 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, New Hampshire Dance Institute (NHDI), Lend an Ear, the Harris Center, and the Cornucopia Project. NHDI nurtures the "physical, social, and cultural development of children through dance, music, and performance" ([www.nhdi.org](http://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>). 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 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>).

**Parent Involvement:** Antrim Elementary School's Parent Teacher Organization (PTO) is active and meets monthly. The PTO supports the school with multiple fund raising events and their time. All the classrooms host parent volunteers on a regular basis. Additionally, the school benefits from community volunteers who do not have children in the school, but nevertheless volunteer their energy and time to work with students.

**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. For example, it is not uncommon for classes to take walking fieldtrips to the James A. Tuttle Library or to explore nearby forests and wetlands. Local organizations such



as the Antrim Historical Society and Lions Club share their knowledge and skills with our students. We believe that strengthening and sustaining the connection between school and community is critically important.

**Awards & Recognition:** Antrim Elementary School has been recognized for the successful implementation of their Positive Behavioral Interventions and Supports (PBIS) program. The school has also been recognized for its participation in the HealthierUS School Challenge, which recognizes schools that have created healthier school environments through the promotion of nutrition and physical activity.

Respectfully Submitted,

Stephanie Syre-Hager  
AES Principal



**CONTOOCOOK VALLEY SCHOOL DISTRICT, SAU #1, PETERBOROUGH, NH**  
**School Information Sheet**

**Pierce Elementary School**

**Sending Schools:** District Pre-Schools and the town of Bennington

**Location:** 19 Main Street, Bennington, NH 03442

**Web Address:** <http://bes.convalsd.net/>

**Student Instructional Hours:** 8:40 am - 3:25 pm

**Enrollment:** 70

**Motto:** *"Be safe, be kind, do the right thing, and have courage."*

**Phone:** 603-588-2131

**Grades:** Kindergarten - Grade 4

**Mascot:** Black Bear

**Colors:** Forest Green and White

**Administrators:**

**Principal:** Katherine Morrocco

**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 support and encourage positive relationships and build 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 provides 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, the Harris Center and the Cornucopia Project. NHDI nurtures the "physical, social, and cultural development of children through dance, music, and performance" ([www.nhdi.org](http://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 6:00pm 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 (e.g., bake sales, raffles), 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 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,

Katherine Morrocco  
Pierce School Principal



**CONTOOCOOK VALLEY SCHOOL DISTRICT, SAU #1, PETERBOROUGH, NH**  
**School Information Sheet**

**Dublin Consolidated School**

**Location:** 1177 Main Street, Dublin, NH 03444

**Web Address:** <http://dcs.convalsd.net/>

**Student Instruction Hours:** 8:40 am - 3:25 pm

**Enrollment:** 45

**Phone:** 603-563-8332

**Grades:** K-5 (K, 1/2, 3/4)

**Mascot:** Raven

**Colors:** Forest Green

**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 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 while 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. ConVal Arts Enrichment provides in-class opportunities for curriculum enrichment, and 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 DCS students 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.

**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 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 they volunteer their time to work with our students. We welcome our parents to volunteer in the classrooms and are fortunate that many parents and grandparents take advantage of this opportunity to support all of our students.

**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, however the weather this year did not cooperate and many of the town officials came to DCS so students could trick or treat in the building. 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 FACTS (Famous Artists Come to School) program, coordinated by the Arts Enrichment 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 with students at The Dublin School. We are thankful for the multifaceted community connections!



Respectfully Submitted,

Nicole Pease  
DCS Principal



**CONTOOCOOK VALLEY SCHOOL DISTRICT, SAU #1, PETERBOROUGH, NH**  
**School Information Sheet**

**Francestown Elementary School**

**Location:** 325 2<sup>nd</sup> NH Turnpike S, Francestown, NH 03043

**Web Address:** <http://fes.convalsd.net>

**Student Instruction Hours:** 8:40 AM – 3:25 PM

**Enrollment:** 53

**Motto:** FES PRIDE

**Phone:** 603-547-2976

**Grades:** Kindergarten – Grade 4

**Mascot:** Lion

**Colors:** Blue and Gold

**Mission Statement:** At Francestown Elementary School, 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 a pilot school for multi-age instruction in ConVal for the SY 2019-2020, 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 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 District 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, NHDI, 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:** This year, in collaboration with many community organizations, FES launched the Francestown Community Connections Program. FES staff have partnered with community experts to develop 8 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 Veteran's 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 the Harris Center, New Hampshire Dance Institute, Cornucopia and other residency and enrichment programs. The school is utilized for many community events such as outreach presentations, Holiday Fair and blood drives. It is our aim for FES to be at the center of the local community.

Respectfully Submitted,

Katherine Foecking,  
FES Principal



**CONTOOCOOK VALLEY SCHOOL DISTRICT, SAU #1, PETERBOROUGH, NH**  
**School Information Sheet**

**Greenfield Elementary School**

**Sending Schools:**

**Location:** 860 Forest Road, Greenfield, NH 03047

**Web Address:** <http://ges.convalsd.net/>

**Student Instruction Hours:** 8:40AM – 3:25PM

**Enrollment:** 88

**Motto:** Be Safe, Be Kind, Be Responsible

**Phone:** 603-547-3334

**Grades:** Pre-K to 4

**Mascot:** Greenfield Grey Wolves

**Colors:** Green and Grey

**Mission Statement:** Greenfield Elementary School 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 in addition to core academic instruction. 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 District 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. 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.

**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 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 life-long 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 and 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.

Respectfully Submitted,

Colleen Roy  
GES Principal



**CONTOOCOOK VALLEY SCHOOL DISTRICT, SAU #1, PETERBOROUGH, NH**  
**School Information Sheet**

**Hancock Elementary School**

**Location:** Hancock, NH

**Web Address:** [hes/convalsd.edu](http://hes/convalsd.edu)

**Student Instruction Hours:** 8:40AM – 3:25PM

**Enrollment:** 50

**Motto:** Rooted in Community, Reaching for the Stars

**Phone:** (603)525-3303

**Grades:** K - 4

**Mascot:** Huskies

**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.

This year, the Hancock Elementary Staff have implemented multiage instruction in grades three and four. Twice weekly, the third and fourth grade teachers collaborate to create literacy lessons that meet the needs of all students. Each day, the students work side by side as they move through learning centers. It has been a wonderful experience for students to expand their social and academic learning. It is our goal to expand this model to support students in all grades.

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 District 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 week long integrated PE/Health Wellness program every other week throughout the school year.

**Parents 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.

**Community Connection:**

Hancock Elementary School enjoys many connections with the local community that enrich its students' education. 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. Twice a month Julie Brown and Susie Spikol take a group of children on a Recess Adventure. Students and staff explore the woods looking for signs of animals and insects. Julie alerts children to the various birds that can be found during each season. We are fortunate to have Julie and Susie 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  
HES Principal



**CONTOOCOOK VALLEY SCHOOL DISTRICT, SAU #1, PETERBOROUGH, NH**  
**School Information Sheet**

**Peterborough Elementary School**

**Location:** 17 High Street, Peterborough, NH 03458

**Web Address:** <http://pes.convalsd.net>

**Student Instruction Hours:** 8:40 am-3:25 pm

**Enrollment:** 270 students

**Motto:** “Keep it on your mind, Be Respectful, Safe, and Kind.”

**Phone:** 603-924-3828

**Grades:** Preschool-4

**Mascot:** Bobcat

**Colors:** Blue, White, Gold

**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 core programming for Reading, Language Arts, and Mathematics while using a variety of research-based practices/strategies for academic instruction. Each grade provides Science and Social Studies instruction. Peterborough Elementary School provides intervention and support through differentiated instruction, intervention periods, math, and reading services. Teachers work collaboratively in Professional Learning Communities (PLC’s) to focus on student learning.

Peterborough Elementary School 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 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 the Harris Center, Arts Enrichment, 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 connect them to “our town”.

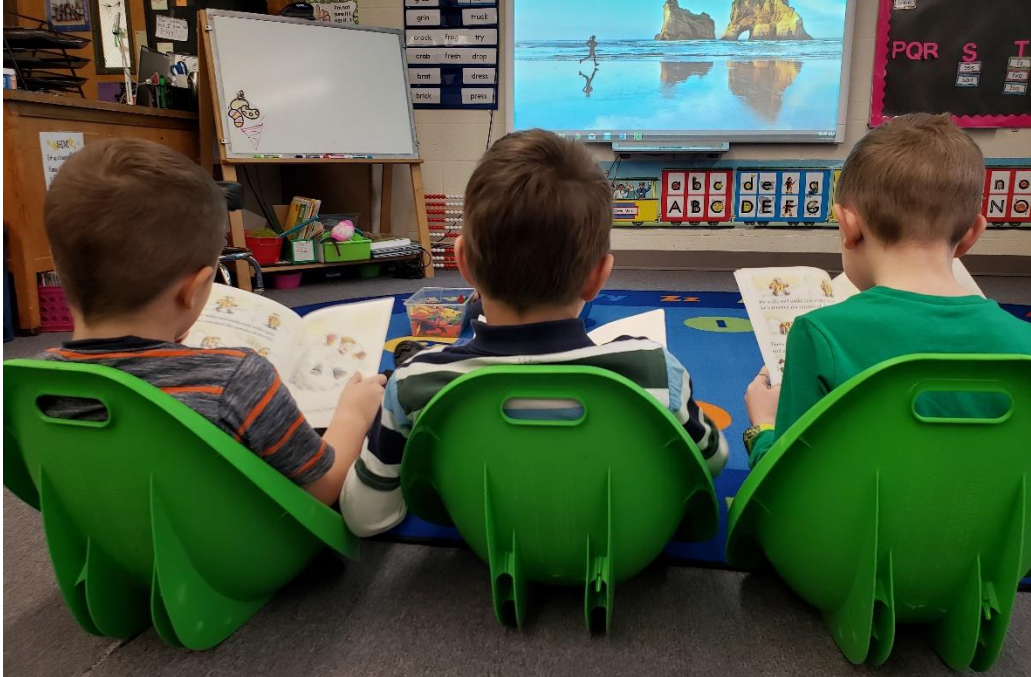
**Parents Involvement:** The Peterborough Elementary School Parent-Teacher Organization is a service organization that provides additional support to students, teachers, and parents through a variety of different programs and initiatives. The PTO has raised funds to assist the school in buying a school sign, playground equipment, a sound system, and basketball hoops. The PTO also provides support for assemblies, the Children and the Arts Festival, Fourth Grade Graduation, after-school clubs, artists in residence, 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:** The location of Peterborough Elementary School provides students and staff with a variety of opportunities to connect to the community. Classes have gone on walking field trips to the Peterborough Library, Mariposa Museum, Peterborough Historical Society, and local nursing homes. We organize food drives for End 68 Hours of Hunger. Students from South Meadow and ConVal High School come to Peterborough Elementary School to volunteer. Peterborough Elementary School maintains relationships with Keene State College. Students from this institution complete their practicum work and student teaching experience at Peterborough Elementary School. America Reads Volunteers from Monadnock RSVP Center come to PES on a weekly basis to read with students who need additional support. The River Center in Peterborough provides parent workshops for the parents at Peterborough Elementary School.



Respectfully Submitted,

Larry Pimental  
PES Principal



**CONTOOCOOK VALLEY SCHOOL DISTRICT, SAU #1, PETERBOROUGH, NH**  
**School Information Sheet**

**Temple Elementary School**

**Location:** 830 Route 45, Temple, NH  
**Web Address:** <http://tes.convalsd.net/>  
**Student Instruction Hours:** 5 hrs. 45 min  
**Enrollment:** 48

**Phone:** 603-878-1955  
**Grades:** K - 4  
**Mascot:** The Barred Owl  
**Colors:** N/A

**Mission Statement:** The TES Community fosters all aspects of student learning by promoting our core values of being Caring, Respectful, 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. .

**Parent Involvement:** TES parents work hard at TES volunteering daily, weekly, monthly, or for special events. Parents in our newly re-invigorated PTT, (Parent Teacher Team) plan for special academic enrichment opportunities for our students as well as some evening family fun events such as Family Movie Nights and after school opportunities. This year we have added Lego Club, Circus and Tai Kwan Doe 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, or raising support for children and families in need. TES has also started a relationship with Rivermead Senior Community. Once a month several seniors visit to read or be read to by our students. As a whole school we visit them in Peterborough to sing Christmas Carols and also to celebrate the many volunteers who have enriched our learning in the spring. It is a relationship that we cherish and hope to grow in the years ahead.



**School Community:** This year has been exciting as we finally have school t-shirts that were designed by the father of two of our students. It is a beautiful design of our school mascot, the Bard Owl with our four values on the back of the shirt that are embedded in the design of a tree. We are so proud to wear them! We may even have a visit soon from our school mascot... We celebrate students monthly who have exhibited one or more of our school values in a whole school assembly.

Respectfully Submitted,

Fabiola Woods  
TES Principal



**CONTOOCOOK VALLEY SCHOOL DISTRICT, SAU #1, PETERBOROUGH, NH**  
**School Information Sheet**

**Great Brook School**

**Sending Schools:** Antrim Elementary School, Pierce School (Bennington), Francestown Elementary, and Hancock Elementary

**Location:** 16 School St. Antrim, NH 03440

**Web Address:** [gbs.convalsd.net](http://gbs.convalsd.net)

**Student Instruction Hours:** 7:25 am - 2:10 pm

**Enrollment:** 258

**Motto:** “Responsible, Respectful, and Safe Students”

**Phone:** 603-588-6630

**Grades:** 5-8

**Mascot:** Bobcat

**Colors:** Red, White, and Black

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

**Learning Environment:** Great Brook School functions as a 5th-8th grade middle school with a focus on academics as well as adolescent development and behavior.

**Parents 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. We also have parent volunteers who work in classrooms during the day and help with after-school activities.

**Community Connection:** Our Student Leadership Committee organized a “Coats for Kids” drive and collected over 150 coats for the community, and sent cards to troops overseas. They also stacked cords of wood for the community wood bank at the Grapevine. GBS students completed over 8,100 community service hours in 2018-2019.

**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.

Respectfully Submitted,

Jim Elder  
GBS Principal





CONTOOCOOK VALLEY SCHOOL DISTRICT, SAU #1, PETERBOROUGH, NH  
School Information Sheet

**South Meadow Middle School**

**Sending Schools:** Dublin, Greenfield, Temple, Peterborough, Sharon

**Location:** Peterborough, New Hampshire

**Grades:** 5 – 8

**Student Enrollment:** 404

**Student Instruction Hours:** 7:20am – 2:15pm

**Phone:** (603) 924-7105

**Web Address:** [sms.convalsd.net](http://sms.convalsd.net)

**Mascot:** Puma

**School Colors:** Royal Blue & White

**Motto:** “Caring, Cooperative, Respectful Community of Learners”

**Mission Statement:** To create a learning environment for students to develop 21<sup>st</sup> Century skills to be successful citizens. This environment emphasizes **PRIDE** – Perseverance, Respect, Integrity, Dedication, and Empathy.

**Learning Environment:** South Meadow School has a team of teachers at every grade level. Students will have four core teachers for Math, English, Social Studies and Science. Students will also have two specials teachers each quarter that include Art, Health, Physical Education, Family and Consumer Sciences, Foreign Language and Industrial Arts & Technology, Music and Band. SMS practices the Positive Behavior Program (PBIS) in addressing student behavior. The student mentor program has been a key factor in supporting and welcoming the new grade 5 students and all new students who enter SMS. The mentor program trains student mentors to support the new students by meeting with them bi-monthly to encourage a smooth transition to SMS. All students are encouraged to be part of the SMS program for enrichment learning experiences that include Robotics, 3-D Printing, Webcasting, Newspaper, Simple Machines, Mechanical Engineering, Mind Puzzles and Peer Mentors.

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

**Community Connection:** SMS has a requirement of community service for each student over their four years. Grade 5 – 5 hours, Grade 6 – 10 hours, Grade 7 – 15 hours and Grade 8 – 20 hours. SMS embraces community connections with Rotary, StemFest UNH, CampQuest, 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.

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

- SMS Cross Country 2019- TRi County Championship
- SMS Cross Country- Boys Cross Country came in Third Milford International Meet 2019
- SMS Volleyball- Connecticut Valley VB Tournament Tourney Champions 2018,2019
- SMS Boys Baseball – Tri-County Champions 2017
- SMS Boys A Soccer Team- 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 are working with the Print Labs from the UK Beta testing their curriculum 2019
- SMS 3D students showcase or 3 D Printing at Christa McAuliffe Museum 2019
- SMS Peer Mentors participated in a Leadership Conference in White Mountains 2019.
- SMS Students Daisy Ober and Merritt Kotula received 1st place in the DAR Essay Contest 2019.
- SMS Robotics – 1st Place in Teamwork at the 2017 State LEGO League Championship
- SMS Robotics – 2<sup>nd</sup> Place in Performance, 1<sup>st</sup> Place in Core Values & 3rd Place Overall Team in a local competition
- SMS Chorus- Southwest District Music Festival All-state 2019
- SMS Band – Silver Medal at the Great East Music Festival - Spring 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  
SMS Principal







CONTOOCOOK VALLEY SCHOOL DISTRICT, SAU #1,  
PETERBOROUGH, NH  
School Information Sheet

**ConVal Regional High School**

**Sending Schools:** Great Brook School, South Meadow School, area independent schools

**Location:** 184 Hancock Road, Peterborough, NH 03458

**Web Address:** [cvhs.convalsd.net](http://cvhs.convalsd.net)

**Student Instructional Hours:** 7:35 AM – 2:20 PM

**Enrollment:** 718

**Phone:** 924-3869

**Grades:** 9 - 12

**Mascot:** Cougar

**Colors:** Blue and Gold

**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 was proud to welcome back the Mascenic School District to our region. This bond strengthens the relationship ConVal previously had with Mascenic through the exchange of students for the automotive program.

In April, the Region 14 Applied Technology Center inducted the following students into the National Technical Honor Society (NTHS): Alanna Batty, Annastasia Bond, Lindsey Carey, Emma Carpenter, Grace Cleary, Alessia Coburn, Molly Cole, Owen Collins, Tracey Dailey, Haley Davis, Austin Davison, Emily Donovan, Julia Donovan, Kayla Duval, Serena Edwards, Trevor Faber, Skyler Fortin, Sean Grady, Shayna Hanley, Cole Heinselman, Emma Hixson, Elizabeth Holland, Lillian James, Kara Keiper, Rebecca Kulbacki, Mackenzie Ledger, Isaiah Michaels, Nicholas Noke, Alexandria Payero, Kayla Rautiola, Molly Reed, Evan Shippee, Madeline Shippee, Dylan Stapleton, Leah Stone, Delaney Thompson, Nicholas Tower, Marguerite Tremblay, and Natalie Tremblay.

In October, students who are enrolled in Applied Technology Center (ATC) classes took a field trip to TRM Microwave in Bedford. The field trip was part of the celebration of National Manufacturing Month.

In November, ConVal High School welcomed over three dozen sophomores from Mascenic and Conant high school to tour the ATC as they considered course decisions for the 2020-21 school year. ConVal students also had the opportunity to hear from both the Automotive instructor from Mascenic and the Building Trades instructor at Conant.

ConVal teachers Deb Coyne, Sarah Grossi, Amanda Hinton, and Brock Lambert, together with CTE Director Jen Kiley and Director of School Counseling Kim Chandler, attended the Career Tech Vision 19 conference in California in December. This conference reinforced the connections career and technical education has with all academic subject areas.

*English*

In the summer, the English Department welcomed Bethany Cooper, Alexis Harris, and Gib West as instructors in the Fall of 2019. The department also made the move to all full-semester courses, combining and supplementing



former quarter course offerings, and offered a record six sections of courses students can take for AP or College Credit. The department also began piloting credit recovery opportunities within the school day.

### *Health and Wellness*

The wellness department continued its commitment to enhancing students, knowledge of the value of lifelong health and wellness. and to applying the skills needed to engage in lifelong health and wellness. We incorporated new equipment into the PE curriculum and created real life applications of knowledge and skills in the classroom. Department members participated in a Functional Training Summit in August 2019 and the NH PE and Health Conference in November 2019 which helped us to continue to develop and grow in our field.

### *Mathematics*

The mathematics department welcomed three new staff members in the fall of 2019: Mathew Harris, Ashley Riendeau, and Sarah Gilpatrick.

With the new staff came a change in how students experience Math while attending ConVal. Starting with the class of 2023, students will now earn four credits in math and be enrolled without gaps until the completion of the Algebra I program.

The Mathematics Department conducted a comprehensive equity data review with ConVal 2025 and the ConVal Leadership Team (CVLT).

### *Science*

In February, the ConVal Ocean Bowl took third place in the 2019 Nor'easter Bowl, which was held at the University of New England in Biddeford, Maine.

In May, the ConVal Envirothon Team, consisting of Allison Bull, Ian Aldrich, and Kelley Akerley, took 1st place in the forestry category and placed 3rd in the wildlife category on Competition Day. Envirothon is an annual, environmentally-themed, academic competition for high-school-aged students organized by the National Conservation Foundation.

In July, ConVal High School's Science Department hosted a two-day professional development workshop dedicated to science instruction, from the elementary level through high school. Sixteen teachers participated, and all grade levels were represented.

### *Social Studies*

In March 19 students traveled to Concord to participate in the YMCA sponsored Youth and Government program. Anna McGuinness was voted in as Governor, Alyssa Janoch as Supreme Court Chief Justice, Bronwyn Tyler-Wall as Senate Chair, and Nick White as Committee chair for the House of Representatives. This is the most elected officials ConVal has had in several years. Jadyn Vaidya was chosen to represent ConVal at Boys State.

The History Club qualified for the National History Bowl competition.

In December, Sarah Hull was only one of 30 students chosen nationally to participate in the US Senate page program this spring.

Students in the department's Economics class organized a Period Project Packing Party. There were collection sites around the school for people to donate products. Nearly 200 quart-sized, one-week care packages were assembled and distributed to individuals who are homeless or are residing in shelters in the Monadnock region.

Also in December, the Social Studies Department conducted a comprehensive equity data review with ConVal 2025 and the ConVal Leadership Team (CVLT).

### *Special Education*

The former Learning Lab classes were reconfigured this year as separate 40-minute "Skills Academies" occurring during 3rd block, enabling the provision of specially designed instruction in reading, writing, math, executive functioning and study skills, as well as increasing opportunities for students to engage in post-secondary

planning. Co-teaching was also enhanced this year, with changes in scheduling enabling all of the co-teaching teams to have common planning time and creating more opportunities for genuine and productive collaboration.

### *Visual and Performing Arts*

In February, ConVal's Select Choir took first place in the Hillsboro Lion's Club's first annual New Hampshire High School Sing-Off Competition.

During April-June 2019, 35 Studio Art Extension Students had a show at the Sharon Arts Center, entitled "Making the Rules." This show was the culmination of a year-long extended learning opportunity (ELO) which helped students explore what is involved in developing, planning, and making work for a professional art exhibition.

On May 30, 2019, the POPS Concert was performed under the joint direction of Krystal Morin and Jim Wickham. The following ensembles participated: Chamber Choir, The Clef Hangers (girls a cappella), The Morin Tune (boys a cappella), Select Choir, and Concert Choir. Instrumental pieces were performed by the Symphonic Band, Percussion Ensemble, Jazz Band, and Concert Band.

As part of ConVal Summer Academy, ConVal Theatre Arts presented the musical *Annie, Jr.* in the Lucy Hurlin Theatre. The performance included students from both middle schools and the high school.

In September, the ConVal Band performed at the Eastern States Exposition in Springfield, Massachusetts, on Harvest Day. They entertained crowds on the Storowton Green and along the parade route.

In November, ConVal students had the opportunity to meet with playwright Sarah DeLappe. DeLappe, a current MacDowell Colony Fellow, is the author of *The Wolves*, a play that chronicles the complicated lives of a girls' high school soccer team. *The Wolves* will be performed at ConVal in 2020.

ConVal band students learned to play steel drum music in a one-day workshop under the guidance of Eric Rollnick and with instruments on loan from the Mango Groove Steel Drum Band.

*Our Town*, Thornton Wilder's quintessential play about life in a small New England town, was performed in the Lucy Hurlin Theatre at ConVal High School.

### *World Languages*

In May, teachers Cindi Hodgdon and Anna Muncy accompanied students Eddie Sulborski, Max Shumway, Henry Bernstein, Erich Clark, Jackson Burnham, Greta Topping, Rosie Crooker, and Jaylin Calistro to Chicago where 240 students and 60 teachers from across the country came together for a sustainability summit.

Several students were recognized for their achievements on the National German Level 1 Exam. Sam Rousseau, Gwen Inglis, Elli Ward, Addison Evans received a Silver Award. Tate Doherty was given a Bronze Award.

Achievement Awards were given to Kendall Larson, Tessa Doherty, and David DeShane.

ConVal High School students Greta Topping, Zoe Werth, Finn Wegmueller, and Katrina Kipka produced the top-winning entry in an international video-making contest about a Wincent Weiss song; Weiss is a popular German singer-songwriter. As part of their prize, the students won an all-expenses-paid trip to Germany to attend a Wincent Weiss concert and meet with the singer himself.

In October, the German "WanderbUS," an immersive traveling exhibit that brings German culture and technology to 48 states nationwide, visited ConVal Regional High School. ConVal was the only stop of the WanderbUS in New Hampshire. Under the motto "Wunderbar Together," the exhibit emphasized the long-standing transatlantic friendship and close cultural connections between Germany and the United States.

### *Accomplishments and Recognitions*

#### *Individual Student Accomplishments*

In February, ConVal High School students figured prominently among this year's recognized artists at the annual Scholastic Art and Writing Awards. The recipients of a Gold Key included Emma Carpenter (Photography), Jaclyn Clark (Sculpture), Augustus George (Film and Animation), Sarah Kingsbury-Evans (Ceramics and Glass), and Riley Momenee (Sculpture). Silver Key recipients were: Emma Anderson (Photography), Anna Bartsch (3 silver keys) (Photography), Emmanuel Bowman (2 silver keys) (Sculpture), Jaclyn Clark (Drawing and Illustration), Julia Donovan (Photography), Laquea Hall (Photography), Shayna Hanley (Photography), Anna McGuiness (Ceramics and Glass), Kayla Rautiola (Photography), Amber Ruston (Photography), Madeline Shippee (Photography), Rachel

Sturges (Poetry), and Jarrett Wohle (Jewelry). Honorable Mention awards went to: Maggie Baribault (Photography), Michael Boisvert (Photography), Emma Carpenter (Photography), Jaclyn Clark (Drawing and Illustration), Alessia Coburn (Photography), Anna Corts (Photography), Iciar De Zunzunegui (Photography), Augustus George (Ceramics and Glass), Kylie Johnson (Ceramics and Glass), Sarah Kingsbury-Evans (Drawing and Illustration), Austin Knight (Photography), Fletcher Maggs (Photography), August Marshall (Photography), Emalee Naylor (Photography), Lillian Stapelfeld (Painting), Emma Stevenson (Photography), Christian Williams (Photography), Kendra Wing (Photography), and Jarrett Wohle (2 honorable mentions) (Jewelry).

In March, the Mary Varnum Platts-Peterborough Chapter of the Daughters of the American Revolution announced Evan Coyne as the DAR Good Citizen Winner for 2018-2019.

Alexis Cleary, Rosie Crooker, Aria Frehner, Ben Kriebel, Grace Phillips, Greta Topping, and Finn Wegmueller took first prize at the New England-wide “Theaterfest” contest for their performance of the German short play “Zapping.” The Theaterfest was organized by the Department of German and Scandinavian Studies at the University of Massachusetts Amherst. It featured dramatic presentations in German by middle school, high school, and college students from New England.

In April, Brigham Boice was announced as the recipient of the 2019 James Grant Youth Achievement Spirit Award. Boice earned the award for his commitment to preserving Peterborough’s history. He serves as a volunteer for the Peterborough Historical Society and is a colonial interpreter.

At the German Goethe Institut’s Hip-Hop Battle Boston, ConVal’s Team “Dudelsack” (German for “bagpipe”) took first prize. The Dudelsack rap group consisted of Grace Christensen, Alexis Cleary, Bronwyn Tyler-Wall, and Finn Wegmueller.

In May, the following ConVal seniors were recognized as New Hampshire Scholars: Zoe Tardiff (regular NH Scholar designation). NH Scholar STEM recognitions were earned by Kelley Akerley, Ian Aldrich, Magnus Carlton, Maxwell Davie, Liana Day, Deanna Kashulines, Savannah Kersbergen, Julie Peters, Jacob Rubin, Daniell Rupp, Jaden Smith, Matthew Smith, Sienna Sorbello, Keenan Wilson, and Corinna Wright. NH Scholar Art recognitions were earned by Olivia Mullins, Jasmine Reed, and Daisy Young. The following students earned dual NH Scholar STEM and Art recognitions: Ryan Beal, Max Boisvert, Emmanuel Bowman, Leo Boyer, Lindsey Carey, Rachel Cass, Jaclyn Cass, Marissa Tegan Cohen, Chloe Costello, Mackenzie Costello, Evan Coyne, Isabel Dreher, Anna Gombas, Savanna Hall, Ben Henry, Carter Hunt, Rachel Hurley, Alyssa Janoch, Molly Janoch, Hannah Johnson, Jillian Karlicek, Natalie LaFleur, Isabelle Laskey-Rigrod, Izabelle Leahigh, Megan MacLaren, Anna McGuinness, Evan Merwede, Schuyler Michalak, Colman Momenee, Maggie Morison, Sarah Newell, Cormac Newman, CT O’Connor, Rachyl Parslow, Fiona Pieterse, Edmund Pope, Clara Quintanilha, Max Richard, Amber Ruston, Kyle Shearer, Andrew Stockwell, Kalli Taylor, Art Turner, Bronwyn Tyler-Wall, Sierra Valentin, and Clare Veverka. The New Hampshire Scholars Initiative is an effort by area business and schools to encourage and motivate high school students to complete a defined, rigorous academic course of study that prepares them for a successful transition to college or university coursework or for the vocational and technical training necessary to enter today’s competitive job market.

Three ConVal students were recognized for their writing excellence by the Scholastic Writing Awards Committee and the National Writing Project in New Hampshire. Jasmine Reed received an Honorable Mention Award, August George a Silver Key, and Rachel Sturges also a Silver Key Award.

At the American Institute of Architects New Hampshire (AIANH) High School Design Competition, ATC students Sarah Newell and Jill Karlicek took 2nd place for their design.

In June, the members of the New Hampshire Youth Poet Laureate Committee — a juried panel of New Hampshire State Council on the Arts — announced the selection of Rachel Sturges as a Youth Poet Laureate for the state of New Hampshire.

Senior Jaclyn Clark was named the recipient of a Ruth & James Ewing Art Award. The Ewing Arts Awards are named in honor of Ruth and James Ewing, who made many contributions to the local arts community through their stewardship of *The Keene Sentinel* and through personal philanthropy.

Leah Stone (Class of 2019) won the nationwide job interview competition at the National Educators Rising Conference that was held in Dallas, Texas.

The following students received 2019 NHIAA Scholar-Athlete Awards: Jade Bailey, Ryan Beal, Max Boisvert, Manny Bowman, Lindsey Carey, Jaclyn Clark, Mackenzie Costello, Evan Coyne, Max Davie, Anna Gombas, Savannah Hall, Rachel Hurley, Alyssa Janoch, Molly Janoch, Hannah Johnson, Jillian Karlicek, Deanna Kashulines,

Natalie LaFleur, Schuyler Michalak, Sarah Newell, Rachyl Parslow, Julia Peters, Kyle Shearer, Kalli Taylor, Brownyn Tyler-Wall, Clare Veverka, and Keenan Wilson.

In September, ConVal junior Brigham Boice of Peterborough was presented with the Daughters of the American Revolution Mary Desha Medal for Youth. The award is given in recognition of outstanding service to the community, state, or nation.

Senior Liam McCall was named a Commended Student in the 2020 National Merit Scholarship Program.

In October, The Mary Varnum Platts-Peterborough Chapter Daughters of the American Revolution announced ConVal senior Shannon Allen as the DAR Good Citizen Winner for 2019-2020.

The Counseling Department announced that sophomores Eva Calcutt, Fletcher Maggs, and Riley Momenie were selected to represent ConVal at the 2020 Hugh O'Brian Leadership Conference in May. The HOBY Conference is a weekend-long program that is held at St. Anselm College and brings together sophomore student leaders from across New Hampshire.

### *Faculty and Staff*

In March, ATC teacher Karen Fabianski received the Program of Excellence Award at the Annual Conference of the International Technology and Engineering Educators Association in Kansas City, Missouri.

In April, ConVal science teacher Moira Milne was awarded the STEM Excellence in Teaching Award, presented by the New Hampshire Society of Professional Engineers and the NH Joint Committee of Engineering Societies.

In June, Librarians Rachael Bowman and Ashley Jones were honored at the 26th Excellence in Education Awards for creating the best-in-the-state library program at ConVal Regional High School.

In July, ATC teacher Sarah Grossi was selected as a New Hampshire Teacher of the Year finalist.

In the summer, ConVal art teacher Mary Goldthwaite-Gagne was selected to join the 2019 cohort of Art21 Educators. A nonprofit organization, Art21's mission is to inspire a more creative world through the works and words of contemporary artists.

In August, Jason Lambert's Firelight Theatre Workshop was chosen "best experimental theatre" by *New Hampshire Magazine*. The designation was part of the magazine's "Best of NH 2019 Arts & Culture" issue.

In September, three staff members — Dean of Students Steve Bartsch, Special Education Administrator Michael Lucow, and ATC teacher Sarah Grossi — each placed in their respective age and gender divisions at the Peter Michael Abbott Memorial 5K race. Social Studies teacher Eric Bowman was the overall winner of the race with a time of 21:58.

In October, ATC teacher Karen Fabianski was awarded a Daughters of the American Revolution Helen Pouch Memorial Fund Classroom Grant. The grant was sponsored by the Mary Varnum Platts-Peterborough Chapter, one of 51 awards given nationally.

### *Athletics*

In March, Schuyler Michalak earned an "All-American" designation after finishing among the top 10 in the nation in the Sprint Classic event at the Cross Country Junior Nationals in Anchorage, Alaska.

In July, Manny Bowman (Class of 2019) was named Male Athlete of the Year by the *Monadnock Ledger-Transcript*. Bowman achieved the honor by being a four-year, three-sport varsity athlete and having leadership positions in soccer, basketball, and baseball. During his senior year, Bowman led the Cougars to its first-ever Soccer Championship.

In the fall, the ConVal Varsity Boys Soccer team won back-to-back State Championships.

In December, Jackson Burnham won the 2019 NHIAA Division 2 Skimeister Competition.

### *Community Connections*

ConVal High School continued with a variety of community connections, including the Peterborough Rotary Club's Four-Way Test Competition and Operation Santa Programs; Monadnock System of Care; Be The Change Behavioral Health Task Force and ConVal Substance Use Coalition; The Grapevine; Avenue A Teen Center; The River Center; Monadnock Family Services; MAPS Counseling; Monadnock at Home; Peterborough Food Pantry; Cornucopia Project; Harris Center for Conservation Education; Monadnock Community Hospital; Reality Check;

End 68 Hours of Hunger; RENEW; University of New Hampshire Institute on Disability; ConVal Dollars for Scholars; Applied Technology Center Program Advisory Committees and Regional Advisory Committee.

The highlight of the year was ConVal's participation in the New Hampshire Tackles Hunger campaign in November. During the one-week campaign to contribute to, ConVal High School and other District schools set a new benchmark for community support: 2,830 pounds of food were collected by the schools and delivered to the Peterborough Food Pantry. An additional 1,615 pounds of food was collected at the Shaw's food drive on Saturday of Homecoming Weekend. Including donations made after the initial deadline, the total amounted to 4,661 pounds of food and \$1,766 in cash and gift card contributions.

Respectfully Submitted,

Michelle L Voto  
CVHS Principal

