

District Dialogue

The Official Newsletter of White Mountains Regional School District

ISSUE 3, VOL. 2 | March 2020

In This Issue

Superintendent's Message	Page 1
Scott Holmes - LES Principal	Page 2
Michael Cronin - WES Principal	Page 3
Michael Berry - WMRHS Principal	Page 4
Jeremy Noyes - IT	Page 5
Steve Nilhas - Curriculum Director	Page 6
"Our Place" Interview	Page 7
STEAM in the District	
WMSI - Page 9	
HS - Page 10	
Art - Page 11	
Music - Page 12	
Co-Curriculars	
LES - Adventure Club	Page 14
WES - Yearbook Club	Page 15
HS - FCCLA	Page 16
LES feature: Dungeons & Dragons	Page 17
WES feature: NorthWoods Manufacturing Collaboration	Page 18
HS feature: Sr Capstone Projects	Page 19
Winter Athletics	Page 20

A Message from Dr. Anastasia Superintendent of Schools

Dear WMRSD Community and Staff Members,

Spring is in the air! I can't believe we are already in the third marking period!

There is concern about the Coronavirus and the wellbeing of our children and families. Please be assured that we are getting daily updates and support from the New Hampshire Department of Health and Human Services (NH DHHS), the CDC, and the NH DOE. They stress that if there is a risk from COVID-19 to our school community, they will collaboratively take action and alert our SAU. According to our Commissioner of Education, there is not currently a recommendation for any school to close over COVID-19. In addition, the NH DOE has obtained a list of our upcoming field trips so that they can monitor and advise us about participating. More information can be found here: <https://www.dhhs.nh.gov/dphs/cdcs/2019-ncov.htm>

This issue of the District Dialogue includes highlights from the Principals and SAU #36 Directors. Also, there are interesting articles written by and about our students' learning, sports, and co-curricula activities. We have a lot to be proud of!

Best,
Marion

School Board Meetings 6:30 pm, WMRHS

March 23, 2020
April 6, 2020
April 20, 2020
May 11, 2020
May 26, 2020 (Tues)
June 8, 2020

**Tune in to School Board
Meetings - Live on YouTube!**
Visit sau36.org for links



Principal's Message, Lancaster Elementary School



Scott Holmes, Principal, Lancaster Elementary School

Happy almost spring to all of the families, staff, and community members reading this edition of the WMRSD District Dialogue. It's that time of the year again to start dreaming of warmer weather, green grass, and all of those summer projects! Here at Lancaster School, we have been busy working together to establish a comprehensive Multi-Tiered System of Support (MTSS) Plan that will guide many aspects of our building for the 2020-2021 school year. We have been fortunate to work with Brian Hastings, an educational consultant, who specializes in supporting the development of emotionally intelligent schools. In education, we sometimes throw acronyms around and often expect that all of our families and community members understand and will support us without providing insight! With that, I am hoping this article will provide you with an understanding of what MTSS is and how we are envisioning this will lead us towards being an emotionally intelligent school.

A Multi-Tiered System of Support Plan provides a framework for schools to support each student in the areas of academics (MTSS-A) and behavior (MTSS-B). This framework provides three levels of support: Tier 1, Tier 2, and Tier 3. Tier 1 is a universal support level that provides all of our students with classroom level differentiated instruction and common behavior expectations for various situations and locations in the school. The Tier 2 level for MTSS-A is where the school provides supplemental instruction and remediation skills in small groups within the classroom setting. At the Tier 2 level for MTSS-B, students are provided with a specified behavior plan to support the student in the general education setting. The Tier 3 MTSS-A area of a plan supports students in specific interventions that are outside of the classroom for students who are significantly below academic standards for their grade level. MTSS-B at the Tier 3 level provides students with specific supports provided by specialists, administrators, and family members. It is important to note that communication between the school and home is paramount in ensuring students are making adequate growth no matter what tier for academics and behavior they fall within.

Along with a stronger focus in differentiating instruction and behavior support, a Multi-Tiered System of Support Plan also provides a school with a direction based on a number of factors. These factors include developing core values that guide our staff, developing age-appropriate behavior management systems, a wellness approach for both students and staff, strengthening our focus on Mindfulness, Social Emotional Learning, and Trauma-Informed Instruction. In addition, an MTSS Plan will support Lancaster Elementary School in re-establishing a plan that links our school to our local communities. If you have any feedback or would like to discuss this further, please reach out to Mr. Holmes at Lancaster School.

Kindergarten Registration and Screening

If your child is going to be five years old on or before September 30, 2020, he/she is eligible to begin Kindergarten for the 2020-2021 school year. Kindergarten Registrations and Screenings will take place in each of the elementary schools.

Please bring your child with you for the registration and screening along with your child's birth certificate, proof of residency, updated immunization record, and court appointed custody agreement (if applicable).

WHEN: Whitefield Elementary School (837-3088) – March 30, 2020 from 8:00-11:00 a.m. OR 12:00-2:00 p.m.

Lancaster Elementary School (788-4924) – April 6, 2020 from 8:00-11:00 a.m. OR 12:00-2:00 p.m.

TIME: Please call the school to schedule an appointment. Allow approx. 90 mins for registration & screening

**Jefferson and Lancaster residents attend Lancaster Elementary School

**Carroll, Dalton, and Whitefield residents attend Whitefield Elementary School

Principal's Message, Whitefield Elementary School



Michael Cronin, Principal, Whitefield Elementary School

One of the buzzwords that is creeping into conversations about classroom instruction these days is “meaningful.” I hear it during discussions about ELA lessons, Science, Math, and Social Studies and it is often referenced when we are discussing the learning style of individual students. “Is the lesson meaningful to him?” Like so many other terms we use in education, it is important that we are clear with what “meaningful” means. As our district has been moving toward a competency-based approach to curriculum, instruction, and assessment, meaningful learning opportunities have been becoming more a part of how we design units, projects, and lessons at WES. We believe that learning is most enduring when the learner is fully engaged in the process and that meaningful tasks, lessons, and projects enhance that engagement. So what do we mean by “meaningful learning?” In short, meaningful learning is a more active process than rote memorization. It involves student choice in how they explore concepts or skills that are well-defined in our curriculum and subsequently demonstrate their mastery within a defined set of expectations. It is often collaborative and takes an inquiry approach. Finally, and perhaps most importantly, meaningful learning integrates multiple skills or concepts and allows the student to see how they are interrelated and applied to real-world situations. This isn’t a new-fangled approach. It has been part of our school and district for a long time. In fact, if you think about some of your school experiences, I bet the most treasured and enduring learning happened during projects that were meaningful to you. Maybe it was a Science project in which you had a particular passion for the topic, a music concert, or a book report that described a selection you related to. In addition, we recognize that the college and career world requires us to integrate multiple skills and concepts, work cooperatively with others, and produce results within defined parameters. We aren’t faced with a worksheet and spelling test as part of our work; our work is much more complex and meaningful, so our teaching must prepare students for that reality.

At WES this year, I have seen a number of examples of meaningful learning across the grade range. In preschool, students chose their own items during a nature walk to experiment with the concept of buoyancy. In grade three, students explored the regional animal populations by researching a chosen animal, preparing a written product, a display, and verbally presenting their research. In middle school, we often see open ended writing prompts that allow students to explore their personal thoughts, feelings, and viewpoints on current events and use them as a jumping off point for debate. Our middle school students have been fortunate enough to have an inquiry-based Humanities course this year. This challenging class allows them to conduct in-depth research on problem-based topics of personal interest and present their findings to an authentic audience. Along the way, they are bound to follow expected standards of validity and reliability in their sources, use conventional standards of writing, and respond to constructive and critical feedback. The integration of Social Studies, ELA, and Science is seamless. Lastly, co-curricular offerings like TSA, FCCLA, Outdoor Club, WMSI, Drama, and Band, to name a few, allow students to take their work further out of the traditional classroom and to a wider audience. Outside of the curriculum, we also try to offer the most meaningful experiences during the six week Winter Wednesday program so that students can carry that recreation throughout their life. Meaningful learning opportunities is a piece of the larger puzzle of effective curriculum, instruction, and assessment practices in our district and one that we keep close at hand when we are planning day to day learning opportunities.

Principal's Message, White Mountains Regional High School

Michael Berry, Principal, White Mountains Regional High School



Although White Mountains Regional is a small and rural community, our belief is that all students not only deserve equal opportunity, but should be graduating with the skills and abilities to enter the national or global job market, go on to college, or work locally. In short, students should be competitive in any pool they choose to enter. Furthermore, White Mountains Regional is dedicated to providing the same educational advantages and opportunities for rural students as their peers in more affluent areas.

Due to recent changes in national educational standards, White Mountains, along with the state of New Hampshire, has increased efforts to prepare students for career readiness. Signed on December 15th, 2015 by President Obama, White Mountains Regional High began working on implementing Every Student Succeeds Act or **ESSA** (a replacement of the 2002 No Child Left Behind Law) in the fall of 2018. According to the Department of Education, "Our mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access." New Hampshire submitted their final consolidated state plan on September 18th, 2017 and was officially approved July 30th, 2019.

In the 2018-2019 school year, WMRHS administration and staff began working with students after recognizing the need for our students to have more than a high school diploma upon graduation. Over the past two years we have researched best practice and continue to develop and refine new opportunities for our students to reach as many ESSA indicators as possible.

Our students come to us from geographic isolation, generally low socioeconomic status, and, in many cases, negative experiences with the institution of school. We want students to leave WMRHS feeling smart and capable. The Every Student Succeeds Act gives us indicators that our students can work towards as they prepare for the next phase of their lives.

The current indicators for college and career readiness being implemented and evaluated at the Regional are as follows: Running Start, New Hampshire Scholars, SAT Benchmarks (480 Reading and 530 Math) ACT, Scoring a 3 or better on an AP exam, earning an industry recognized credential, completion of a career pathway program of study (CTE completer) scoring at least level 3 on the ASVAB, and completion of an approved apprenticeship program.

"Schools can establish and plan pathways through different coursework such as the arts," says CTE Director Rob Scott. "This year we're going to take a closer look at programming outside of CTE and see what other ways we can develop career readiness through avenues such as Math or English."

"Our kids are leaving here well-equipped so let's recognize them for that achievement and continue to propel them forward," adds Scott.

According to school counselor Blair DeForge, "With just a little bit more focused guidance during conversation with our students, we've noticed just how quickly and how many students have jumped at the opportunity to meet more of the ESSA criteria. We aren't pushing students, students are individually interested in meeting the criteria."

According to the New Hampshire benchmark, ESSA indicators are assessed using the following levels:

- Level 1 - Less than 53% of student population who have achieved 2 or more criteria
- Level 2 - 53% - 64% of student population who have achieved 2 or more criteria
- Level 3 - 65% - 79% of student population who have achieved 2 or more criteria
- Level 4 - Greater than 80% of student population who have achieved 2 or more criteria

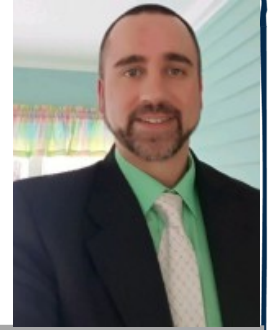
The graduating class of 2019 met ESSA requirements for a Level 3. Moving forward, we expect to see continued success for executing ESSA and anticipate moving to Level 4 for the graduating class of 2020.

In 2019, **71.60% of students in the graduating class** met two or more of the ESSA indicators, and **42.7%** met three or more. This year, **86.3% of the graduating class of 2020** are on track to meet 2 or more, and **64.4%** are on track to meet 3 or more.

When considering what our students can do, learn, and create, it means imagining rigorous intellectual challenges, relevant work, and meaningful opportunities inside and outside the walls of the schools. Our job as educators is to provide the structures and scaffolds that will help students realize what we imagine they are capable of achieving and helping them realize their own capability, too.

Information Technology

Jeremy Noyes, IT Director



Providing students and staff with technology to embrace 21st century learning is expensive. As Technology Director, I take pride in the work we do to find ways to lessen the financial burden of taxpayers. We do this through a variety of ways such as alternative funding through grants, federal reimbursement programs, cooperative buying, and the creative use of leasing programs. This article will outline a few of the ways we are conservative in our technology budgeting and spending.

Each year the White Mountains Regional School District applies to the Federal Erate program. The Erate program has two components. The first is priority 1 which reimburses the District for a portion of the funds spent on Internet access. The second is priority 2 which reimburses the District for funds spent on bringing wireless broadband access to the classroom. The rate of reimbursement is directly linked to the school's free and reduced lunch count. Over the years, we have seen reimbursements up to 75%. This allows the District to have symmetrical high speed Internet delivered over a fiber connection. In addition, the priority 2 funds allow us to update our network infrastructure, such as switches and wireless access points. Most of our classrooms have a wireless access point right in the classroom to support our Chromebook 1-1 initiative.

Over the years, the District has utilized several grants to help fund technology initiatives. One grant in particular is the Rural Utilities Service Grant, commonly known as RUS. This grant's purpose is to provide rural school districts with distance learning capabilities through the use of video conference equipment. The last RUS grant a few years ago provided the district with several 75 inch Promethean interactive displays and Cisco telepresence gear. I am currently working with other north country Tech Directors and NCES to apply for a new RUS grant which will again help outfit classrooms with interactive panels and lower cost video conference gear that will work with Zoom.

Bulk purchasing is a great way to help reduce the cost of technology equipment. The north country Technology Directors are always working together to find commonalities in devices or equipment. We can leverage the buying power of multiple schools to drive down the cost of devices such as Chromebooks. Another example is the cooperative buying of copiers and printers. We utilize a company called Specialized Purchasing Consultants (SPC) to bid our copier and printer needs on our behalf. The bid includes hundreds of SPC customers and dramatically reduces the cost of expensive copiers. Additionally, it allows us to enter into a supplies and service contract that costs us a fraction of a penny per print. The copiers and printers are leased over a 5 year period and then the process starts over again.

For the past several years I have used lease purchasing to strategically purchase staff and student devices. Generally, we leverage the buying power of the north country and select bids based on our needs. We then lease the equipment for 3 years with a \$1 buy out at the end of the lease. This allows us to spread the cost of 1,300 Chromebooks and laptops over a 3 year cycle, lessening the yearly burden on taxpayers. It also allows the technology to stay consistent and current with refresh cycles every three years. This upcoming budget year will be the bid for staff devices and the following year is the bid for student devices.

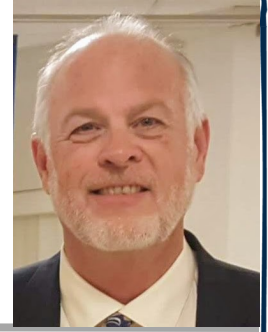
These are just a few of the examples of how we are strategic in the funds we are given to support the technology needs of the District. I am always thankful for the support of the school board and the community as we help our students become creative thinkers and learners in this modern age of technology.

Respectfully Submitted,

Jeremy Noyes
Director of Information Technology

Curriculum, Instruction, and Assessment

Dr. Steve Nilhas, CIA Director



The District Dialogue from December contained some sharing of the curriculum work that is ongoing in our schools along with a look at what lies ahead. This edition features an example of how we are working to organize and share the curriculum. As indicated in the last publication, we hope to work toward improved access to our curriculum:

Improving access to the curriculum by collaborating with teachers to build on the work that has already been done to provide an aligned and articulated curriculum Pre-K to Grade 8 in the areas of Math and English Language Arts. Work in other curricular areas and levels will follow. What should students know and/or be able to do at each quarter of the school year is central to this work.

Improve access for parents to see how their children are being assessed in their learning and to track their progress. Our work here will be to identify assessments already being used and to develop new assessments that can be utilized to monitor student progress, achievement and success and to make this readily available and accessible.

Below is an example of how the curriculum documents will show student learning progressions throughout the year:

What are students learning?

Goal: Multiply a Whole Number by a Fraction

How is learning assessed?

Beginning of the Year Example:	$\frac{1}{3} \times 24$	$\frac{1}{4} \times 12$
Mid Year Example:	$9 \times \frac{2}{5}$	$16 \times \frac{3}{8}$
End of Year Example:	$27 \times \frac{1}{6}$	$42 \times \frac{3}{7}$

The beginning of year problems require the student to answer questions that have whole number answers, while by the end of the year students will need more complex understandings of how multiplication of whole numbers by fractions works.

The team is working on having a clear picture on what the students need to learn in each grade level, and how that learning develops. Assessment is an important piece of the educational process as it supports understanding by students, parents and teachers on the progress at different stages of the school year students are making toward expected end of year performance. We will continue to keep you updated on this important work as well as when the curriculum documents will be available on the SAU 36 Website for your information and use to support student learning.

Our Place

Recently, we sat down with the sophomore student directors of this March's production of "Our Place," Kaden Bailey and Abigail Friedman to ask them about their inspiration and motivation to direct this show themselves.



Kaden Bailey



Abigail Friedman

How did you hear about "Our Place"?

Kaden: I knew right after Catherine said that we were doing a student directed show that I wanted to do it. I looked at probably over 100 shows online that we could possibly do until I stumbled upon this one. I had never heard of it, but I was really interested in seeing what it was like. I then watched a video of another school doing the play and I knew from that point that was the show I wanted to do.

Abigail: Kaden introduced me to the show one day, and once I read an excerpt of it I knew it would be a good choice. For a couple months, Kaden and I had been talking about directing a show together, and when he found Our Place, where he could act and direct, and I could co-direct and stage manage (which I have previous experience and interest in) we knew it would be a good fit

Why did you choose this show?

K: I chose it because it had a very good balance between comical and also dramatic scenes. We also had the actors who could pull off these certain types of acting skills. It also tells such a good storyline about something as simple as a remote dock. It was such a good show we couldn't turn it down!

A: I really liked Our place because it included lots of different characters, and ultimately I chose it because we were able to play around with lots of different emotions throughout the show. It was a lot of fun (and also a good challenge) having some scenes funny, some more dramatic, and some very serious/emotional. I also liked the fact that there was the possibility for 14 different roles to be cast, because a lot of the other one act shows we looked at had pretty small casts (around 4-8 people), and with the growing interest in theater at our school this year, I really wanted to limit how many kids we turned away, mainly because we want students to have a liking and interest in theater to keep our program sustainable for future years

What are your backgrounds in drama? (Prior shows/roles)

K: I did a few little shows in middle school with Catherine but I wasn't very engaged in it until high school. I was talked into auditioning for Rock of Ages, so I tried it out to see if I'd like it and I loved it! I was a little German boy named Franz and I was hilarious in the play. This year we did the 25th Annual Putnam County Spelling Bee and I was William Barfee. I had to act as this miserable young boy who won a spelling bee. It was quite entertaining! For this play not only am I directing in it but I will take the stage as well as a character named Stanley. Theatre is now such a big part of my life and I don't know what I'd do without it!

A: From when I was 4 years old up until I was 14, I was a dancer. I would participate in two large ballet productions every year, and always found ways to help out off stage when I wasn't performing on stage. Doing dance for so many years, I became very familiar with putting on shows/productions, and I was able to learn a lot about stage management as well. Last year, I was the assistant stage manager for our high school's production of Rock Of Ages, and I was able to learn so much from the stage manager, Ms. Dwyer. Ms. Dwyer had lots of previous stage managing experience, so she was able to teach me a lot and helped me learn more about what the responsibilities of a stage manager are. This year, I knew I wanted to stage manage again, so when I found out we were doing a one act play, I immediately knew I was interested in stage management. Once I got asked to help direct, I figured I could try it out and learn a lot, and it's just been a great experience so far!

Do you feel that participating in drama can translate into other academic or social situations?

K: I believe that drama easily translates into other academic/social situations. One thing you have to do in theatre is to be able to become your character and learn how to interact with other characters which allows you to act better in social situations on how to read people. In your academics it also is very good with memorization. In school, we have to learn/memorize how to do lots of different aspects and that is the same thing in theatre! You have to learn all of your blocking and lines and then put them together to make a show.

Our Place (cont.)

A: I think theater can greatly impact both academics and social situations. With theater, if you're acting you have to learn memorization skills, which can easily be used in educational situations, like studying for tests or retaining information. As an actor, you also have to learn how to become your character, and put yourself in your character's shoes, which I think can really help shape people's minds, and open their minds to other people's perspectives in different social situations. If you're stage managing, you learn so many organizational skills, and it really teaches you about being prepared and timely. Finally directing in a show can teach someone so many leadership skills, and it can really help someone learn the important balance of being the boss without being too bossy. Overall I just think theater can help someone in so many ways, one of the best parts is that it gives someone a group of like minded people where everyone can really just have a good time together and have an amazing show in the end.

How has drama affected you academically, personally and socially?

K: Drama has allowed me to break out of my shell a lot at WMRHS. I am able to become a different person on stage and becoming that character is the best feeling in the world. I have created friendships with some of my cast mates that will last a lifetime and every night I look forward to going to play rehearsal.

A: Drama has really helped me a lot with my leadership skills, and it has allowed me to learn a lot about what it means to be a good leader without being too controlling or too lenient. It has also given me just a great group of friends, and as crazy as it sounds, it actually helps me with my time management. With theater taking up a decent chunk of my time, it forces me to manage the rest of my time wisely, which really works out.

What advice would you give someone who was interested in being in drama?

K: I would say try it out. I tried this year to get a lot of new people involved in our production and every single one of them loves it. You create a bond with people and memories that will last a lifetime. You are able to play someone completely different than yourself and you can explore them and bring that character to life.

A: I would tell someone to try it out, because theater is one of those things that, while it is a big commitment, it's pretty low risk. What I mean by that is theater is something you can try out for the first time, and unlike a lot of different sports/hobbies, you don't have to initially spend money on a lot of expensive materials/equipment, and theater is not a place where there is the potential for serious injury, whereas some sports are. I'd also tell them that theater is super fun, it can really help bring you out of your shell, and it gives you a group of friends you can count on. And in the end, being a part of a production and knowing you helped make it possible and you helped make it successful is such an amazing feeling.

What advice would you give to someone who wanted to direct?

K: I would say if you want to direct, that it is a lot of work but the end outcome is truly amazing. You have to be able to make that commitment and work with everyone and react to certain conflicts/issues but that final week and when you put on the production is when you can truly take a step back and look at what you've created with your cast and crew. At that moment, you are able to reflect on how much of an amazing show you put together.

A: I'd tell someone who wanted to direct that it is certainly not easy, but it is a learning experience overall and the feeling you get when the show all comes together is truly like no other. I would definitely tell someone that it is a big commitment, and that you have to be willing to put in your time and best effort into the show. The biggest thing I'd want someone to know before directing is that you have to be able to think of the overall outcome of the show and the bigger picture, meaning you'll be in situations where you can't always be everyone's friend. There will be times where you'll have to accept being unappreciated, whether it's cutting people from auditions, or telling people what they could be doing better, or even having the difficult conversations with people about commitment. But in the end, it seriously is worth it, and the feeling of satisfaction you get when the whole show comes together is just amazing.

What can you tell us about the NHETG Festival?

K: The NHETG festival is a great way to connect with different people

A: I don't know much about the NHETG festival, but I think it's a great opportunity for students, and I'm really grateful we get to participate in it this year. I like that it can connect our theater program with others from around the state, and I also love that, while the different theater groups are technically competing, there is this culture of acceptance and inclusiveness created, whether it's through the forums, watching the other school's productions, or the dance at the end of it.

You have two opportunities to catch the show - Friday, March 13th at 7pm and Saturday, March 14th at 2pm in the WMRHS Auditorium. Tickets are \$5 at the door.

STEAM - WMSI

2020 marks the 4th year that White Mountain Science (WMSI) has operated their Mobile STEM Lab. Partially funded by a grant from the Neil & Louise Tillotson Fund, this mobile lab based out of Littleton, NH visits local elementary schools to provide hands on STEM-based activities for kids in grades 3 through 6. For 10 weeks, WMSI works with students (or “STEM Explorers,” as WMSI calls them) to use coding, robotics, animation, and circuitry to complete projects. WMSI emphasizes a positive environment where STEM Explorers are encouraged to try different ideas to meet challenges and not be afraid to fail. Both Lancaster and Whitefield Elementary Schools are hosting after-school WMSI classes and are completing similar projects.

For the first week, the STEM Explorers used stop motion animation to create movies. WES STEM Explorers brainstormed the changes that happen when seasons change from fall to winter and then used props to depict those changes in their movies. LES STEM Explorers used the same methods to create movies telling fairytale stories.

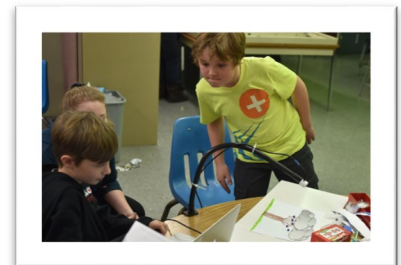
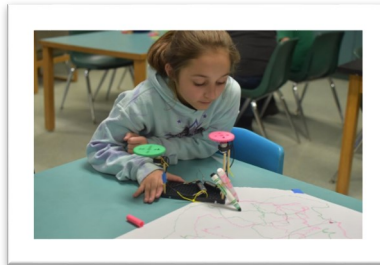
In the second week, STEM Explorers from both schools created Wigglebots. This fully-functioning robot was created with some common items--rubber bands, yogurt cups, zip ties, a single AA battery, etc. An easy one to do at home!

The third week brought Spin Art! Students built LEGO robots using digital builds, then attached cardboard and paper, making the paper spin. They used markers to create their own Spin Art creations, but didn't stop there! Next, they used some light coding to alter the manner in which their robots were spinning to create even more unique pieces of art!

For the fourth week, STEM Explorers envisioned themselves on a deserted island, with nothing but LEGO robotics to signal a passing ship out at sea. Students worked hard to create the loudest robots they could! One robot even encoded a specific pattern to generate Morse code and sent out “S.O.S.” and “HELP” as an added means of communication!

With several weeks left, it will be exciting to see what the STEM Explorers do next!

You can find out more about WMSI at www.whitemountainscience.org or on Facebook at www.facebook.com/whitemountainscience

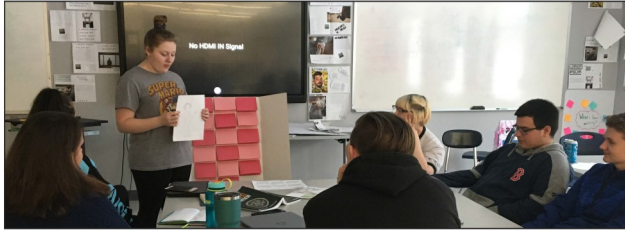


Photos courtesy of White Mountain Science

STEAM - HS



SSIA logo designed by MacKenzie Norman



Senior Emily Beckett presents her children's book storyboard for feedback in a peer review.

Spartan STEAM Innovation Academy

Quarter 2 Unit: Homelessness & Inequality

Students in STEAM recently completed their unit on homelessness and inequality, in which they explored how politics and governments influence "who gets what and why?" They explored the current presidential candidates and the policies that would affect people who struggle with homelessness. Just before the holiday break, students presented political campaign ads promoting the candidate who they thought would decrease inequality the most effectively.

Students began the unit by reading about those featured on the site Invisible People, which highlights the stories of people struggling with homelessness from around the country. They took on these personae to hold a Socratic Seminar in which they explained their situations and struggled as if they were these "invisible people."

When we came back from the break, students explored inequality on their own, asking questions about different problems concerning inequality and what can be done to solve those problems.

Lastly, students collaborated on the publication of Humans of the North Country, for which they interviewed individuals in our area to learn more about the place we call home. Students acted as journalists and learned about the various challenges that people face in our area as well as what they love about living in the North Country. This assignment encouraged students to combine written and visual communication to effectively tell a story about an individual. Stay tuned for the complete publication!

Passion Projects Showcase

At the start of Quarter 3, STEAM students began developing passion projects, in which they explore a topic they are truly passionate about. Students get to choose from any topic and create a product that showcases what they've learned.



Above: Dorieanne Labens designs a custom doll.

Below: George Randall displays his clay dinosaurs from the Triassic Period.



Above: Josef Blanchette shows off the computer case he built.

Below: MacKenzie Norman presents the logo she designed.



Above: Josh Plumley displays the snowmobile hood he restored.

The Makerspace

The Makerspace is where students in STEAM Academy create, build, design, and prototype.



Above: Devin Hartshorn builds a custom cabinet.

Below: Zachary Garneau works on an algorithm.



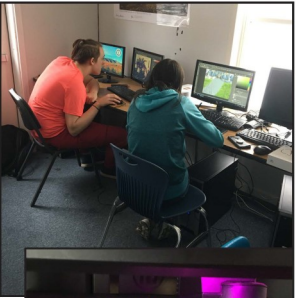
Above: Jasmine Smith, Louis Sottile, and Julia Zanes work in the art space.

Right: Jennifer Fowler creates a custom phone case using the 3D printer.



Above: seniors Travis Shearer and Jay Silva research video game technology.

Below: Michael Champagne and Faith Richards use Adobe Photoshop to manipulate images.



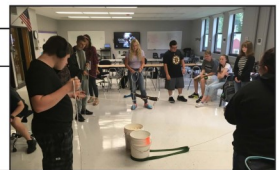
Above: Connor Walther, Skylynn Mitchell, Brandon Hunt, and Sierra Dingman work together to move "toxic" popcorn from one bucket to another without spilling it.

Quarter 1: Toxic Popcorn!

Students started off the year with a group challenge in which they needed to determine how to move "toxic" popcorn from one bucket to the other. The challenge? They couldn't spill the popcorn or step within the 1-meter circle surrounding the buckets. The challenge imitated the Chernobyl accident to introduce students to our unit on toxic waste. It also acted as a team-building exercise.

Middle right: students are close to solving the challenge.

Bottom right: students celebrate as they complete the challenge.



STEAM - Art



Next, the students used these elements to practice the design principles using paper, scissors, and glue to create quick mockups. Later, the students further developed and polished their layout designs using computer programs such as InDesign, Illustrator, Photoshop, and Google Slides.

Here's a sneak peek at our finished product. All stories and layouts are entirely student-created. Stay tuned for the complete publication!

Under the overarching theme of Homelessness & Inequality, students in the STEAM Academy developed and designed *Humans of the North Country*, a publication featuring interviews with people who have influenced our little corner of the world.

Our students were tasked with finding someone within our community who has a story to tell. Students arranged and held interviews with North Country residents who had stories to share about the challenges they've overcome. Many of these challenges made these people who they are today.

Students attended a graphic design seminar that covered magazine layout design elements (color, fonts, paragraph styles, headings, pull quotes, drop caps, images, and captions/credits) and principles needed for creating an engaging and effective magazine layout.



Student developed out & paste mockups on the wall for a critique



Cover Design: Taylore Auslaker

Magazine Layout: George Randall



Magazine Layout: Haley Lincoln

Magazine Layout: Julia Zanes

Magazine Layout: Emno LaBonte

Did you Know?

Did you know that the internet isn't the only way we get information out?

You might already follow us on Facebook (White Mountains Regional School District - SAU #36) or Twitter (@WMRSDSAU36), have the mobile app (links at the bottom of our website - sau36.org), or check the website for updates, but did you know we also have a regular column in the Coös County Democrat too? Be on the lookout for this fun column - Leaders and Learners! It's published weekly during the school year and is written cooperatively across SAU 36. Everyone from principals to teachers to school nurses join in to contribute something new from each school each week. Look for it in upcoming editions of the Coös County Democrat to learn more about the great things happening in our schools!

White Mountains Regional High School

STEAM - Band and Instrumental

The WMRHS Band is as old as the building itself. Originally, it was a string program and did not at all resemble what it is today. In the early 70s, the string program ended and the band program was created by Domenic Pallaria, who then ran the program for the next 30 years. Currently, the 23 WMRHS Band members perform annually in the Boston Columbus Day Parade, the Lancaster Firemen's Parade, the Lancaster and Whitefield Memorial Day Parades, the annual SAU 36 Holiday Band Concert, the annual SAU 36 Pops Concert, and WMRHS Graduation Exercises in June. Selected band members might participate in NH All State, if chosen, or participate in the annual North Country Music Festival. Band members are welcome to volunteer to participate in the pep band at basketball games or in an after school jazz band, if there are enough members.

For the last few years, the band's project has been to rehearse and perform without a conductor. While this method forces the group to listen, react, and communicate more, it brings new problems to the table with every musical selection. The group must take on the job of the conductor, which will include starting and stopping a piece of music correctly, blending dynamics (volume) properly, and learning how to speed up and slow down as a group, without having the visual cues given by a conductor. They must also work without a conductor as they rehearse, most of the time, which means they have to listen to what is happening and stop when things aren't right, and then begin the process of figuring out what went wrong and how to fix it.

The WMRHS Band is fed through the band programs at Whitefield and Lancaster Elementary Schools. Those younger schools also have bands and they are led by student conductors. The bands exist at the two different schools, but they perform as one band. All members of the district's "Jr. High Band" have individual, weekly lessons so that they can progress on their chosen instrument. Like the HS Band, the Jr. High Band also performs at the annual Holiday and Pops Concerts. When enough players are available, a Jr. High Jazz band is formed during the 2nd half of the school year.

All of the district bands will perform at the annual Pops Concert on April 1 at 7pm in the WMRHS Gym. The marching band can be seen in the Lancaster and Whitefield Memorial Day parades on Monday, May 25th.

The Progressive Styles class was created by Principal Mike Berry six years ago. This is more of a "rock" based class, meaning the core of the class is a rhythm section made up of a drummer, bass player, and guitarist. The class currently also uses musicians playing a synthesizer, piano, rhythm guitar, auxiliary percussion, and backup and lead vocalists. The "tech" part of the class has two students learning to run the mixing board and sound system and another student learning to run the lighting program.

The function of the class is to decide and agree on a song to work on. They will then examine the song and learn what their instrument (or voice) does in that song, learn the part at home, and then try to re-assemble the song in class. As the song is assembled, the "tech" members must also learn how to plan what they do on the mixer (sound) and on the light program so that it coincides with the music.

The public show for Progressive Styles will be on April 16th at 7pm in the WMRHS auditorium.



FREE SCREENING! ALL WELCOME!

THE KIDS WE LOSE

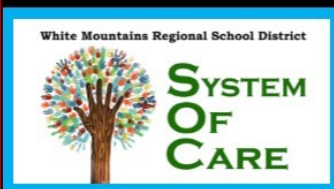
A DOCUMENTARY FILM



When: Wednesday, March 25th, 2020

Doors open at 6:30, film at 7:00 pm

**Where: The Rialto Theater, 80 Main St.,
Lancaster, NH 03584**



**FREE Light
snacks
available!
Supplies
limited!**

The White Mountains Regional School System's System of Care Office in partnership with NFI North and the Rialto Theater are proud to present the film documentary *The Kids We Lose*.

A collaboration between Lone Wolf Media and the non-profit Lives in the Balance, *The Kids We Lose* is a 90-minute documentary film about the human side of being a child or student with behavioral challenges, and the struggles faced by parents, educators, staff in facilities, mental health clinicians, and judicial and law enforcement professionals in trying to ensure that these kids receive the help they need. *The Kids We Lose* also exposes the often brutal, inhumane ways in which kids with social, emotional, and behavioral challenges are treated in schools, inpatient psychiatry units, residential facilities, and prisons. Their hopelessness, misery, and frustration are palpable. The human toll is hard to fathom. But these are also the most expensive kids in our society. Doing the wrong thing costs a fortune. When we don't help our most vulnerable kids, we all lose.

Co-Curricular Feature - Adventure Club

Adventure Club is an after-school program at Lancaster Elementary School that runs October through May for students in first through fourth grades. The program runs once every other week for one hour, with special programs running an hour and a half. There is no cost for students to participate and all the children need to bring is a snack and weather appropriate outdoor gear. Many of our adventures revolve around seasonal, outdoor, North Country activities. This year, some of our adventures have included making a scarecrow display in front of our school, snow volcanos, tic-tac-snow, and capture the flag. Early in the spring we also plan to collaborate with WMRHS' maple sugaring program for one of our adventures! This exciting and educational session will include a trip to the high school to learn about the sugaring process firsthand from the students in the sugaring program. The HS students will assist the "adventure clubbers" in making some sugar on snow. In addition to the fun we've had so far, we have some exciting adventures coming up in the second half of the year, including a walking field trip to our local skating rink, an interactive survival skills lesson, and our traditional hike and scavenger hunt up Mt. Prospect to conclude Adventure Club for the year.



LES PTO

lancasterpto@outlook.com

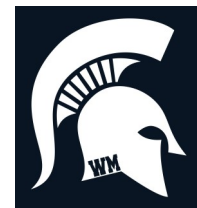
Meets the 3rd Wed of the month at 6 in LES Library



WES PTO

earnstrong@sau36.org

Meets the 2nd Thurs of the month at 5:30 in WES Library



WMRHS Booster Club

jlabounty@sau36.org

Meets the 3rd Thurs of the month at WMRHS

Lancaster Elementary School

Co-Curricular Feature - Yearbook

Even though we live in an age when nearly everything is becoming digital, printed yearbooks are important for schools to document and chronicle important events and learning experiences throughout the school year. Often, students look back in their yearbooks years later and remember special occasions that were formative parts of their early school years—whether that’s a sports tournament or a celebration of their writing. These are the events that help to shape students and contribute to their growth.

At the Whitefield School, the 8th grade yearbook staff understands the importance of their jobs in creating these yearbooks, which will document many special memories for students. Each year, a group of fifteen to twenty students volunteer to work on the yearbook. These students give up lunch and recess time to work on it. This year, the yearbook staff consists of the following creative minds: Devin Cavallaro (editor), Scott Black, Kailea Ladeau, Ciera Challinor, Hezekiah Whithed (editor), Marty van Bergen, Adrianna Dami, Grace Fowler, Madison Armstrong, Yonah Friedman, Savannah Stone, Gabriella Moran, Jocelyn Wyman, Willow Browne, Rachel Travers, and Kennedy Overhoff.



The students working on the yearbook get to make many of the major decisions about the book. They begin by discussing possible themes for the yearbook and then students vote on which theme to use. Once students decide on a theme, the real work can begin. Students next decide on the ladder, meaning what order pages will appear in. There are some restrictions, of course, but students get to think about special page spreads that would work for their class. For example, this year, the yearbook will include a “Remember when...” page, featuring the graduating 8th grade class as younger students at Whitefield through the years. This special feature will allow students to reminisce on how much they have grown and changed throughout their years at the Whitefield School.

Students are then assigned yearbook pages. When students are assigned a page spread, they start out with a basic template, and then they get to make the page their own. Students can add in image boxes for more photos, they can write a short piece about the particular event, and they have full control over what images to use, as well as font colors and styles. Learning how to use the online program is a complicated process for students, but they get to learn how to crop photos, adjust photos for lighting and clarity, putting in borders and clip art, as well as using backgrounds to tie everything together. Students get a chance to use the many tools available with our yearbook program, allowing them to practice creating pages that stand out. Editors check pages as they are completed for spelling and any other errors before the pages are published.



On top of creating page spreads, the yearbook staff also helps with taking photos of special events held at the Whitefield School. For example, just before February vacation, the school had spirit week, where each day had a different theme. Students were able to dress up according to that theme. The yearbook staff went from classroom to classroom to take photos of students dressed up for this week, and these pictures will be featured in various page spreads and on pages for each grade level.

At the end of each school year, at the 8th grade awards dinner at the Whitefield School, the yearbook members receive pins to commemorate their hard work. It is difficult to put into words just how much work goes into creating the yearbook. For each page spread, students spend several weeks making sure those pages are just right. When the yearbook is published, it’s inevitable that tiny overlooked mistakes will be discovered, but regardless, they are very proud of the final product. Each yearbook is the product of students’ visions and creativity. They learn skills in layouts, design, and photography that they can carry into numerous ventures in their futures. They learn about the pressures of deadlines and staying organized, as well as writing for an audience. Most importantly, as they hold their yearbooks at the end of the year, they learn that hard work pays off and they can achieve the goals they set for themselves.

Whitefield Elementary School

Co-Curricular Feature - FCCLA

Three members of our FCCLA State Officer team, who happen to also represent White Mountains Regional School District, attended the NH Career and Technical Student Association Day in Concord on February 18th, 2020.

Danica Watson, state FCCLA President, Kailyn Jones, FCCLA First Vice President, and Giles Bean, Vice President of Membership and Finance, prepared informational speeches to present to NH Legislative Boards describing the purpose and goals of NH FCCLA and shared personal experiences from their school chapters.

Students also visited with other members of the Legislature and the public during the CTSO Displays and work area.



(Right) All Career and Technical Student Organizations brought fleece blankets and warm hats, scarves, and mittens with them to donate to the homeless coalition within the Concord area. Several other blankets were available to visitors to tie as well. Together, they donated 15 blankets for this very needed cause. CTSOs attempt to identify a need within a community and provide service to fill the need.



Above: CTSO members at State CTSO Day

Our school district proudly supports participation in Career and Technical Student Organizations (CTSO), Family Career Community Leaders of America (FCCLA), and Technology Students Association (TSA). SKILLS USA, FFA, and Pro Start are all alive and well within our district. Career and Technical Students who attend Littleton classes are also provided the opportunity to be part of Health Occupations Students Of America (HOSA), Future Business Leaders of America (FBLA), and Educators Rising. These student organizations are an integral part of CTE classes and provide necessary experiences outside the classroom for students to demonstrate competencies, develop leadership, and give service to their communities.

White Mountains Regional High School

Dungeons and Dragons Club

On Friday, November 15, 2019, seven Lancaster School students came together for the first meeting of the Dungeons and Dragons Group. In this meeting, referred to by many players as “Session Zero,” the students (8th graders Gilly Schmucker, Gavin Bunnell, and Maddy Stanley and 7th graders Elliot Breault, Zoie Brown, Lucas Farias, and Nathan Bowman) discussed the “House Rules” (basic rules of conduct, expectations, and deviations from the core rules) and learned the basics of Dungeons and Dragons 5th edition. Mr Dale Bille, 6th grade ELA teacher at LES, served as the Dungeon Master (DM), or referee/director of the game. Mr Bille had only played/DMed 1st and 2nd editions, so this was a learning experience for him as well!

At the end of this session, the party composition (the player characters the students would be playing) consisted of a variety of races: several Dragonborn (humanoids descended from ancient and mighty dragons), two Elves, and a Tiefling (descended from a powerful being from the Realm of Flame) and a range of character classes: monk (martial artist), paladin, fighter, bard, rogue, and two rangers.

By the second meeting (Session One), the party was ready to embark on its first adventure. At first, Mr. Bille had planned to follow a pre-generated campaign called “The Lost Mine of Phandelver,” but by the end of the third meeting, the students’ choices lead the plot-line in another, more interesting (and much more personalized) direction.

During the last (eighth) meeting, the party encountered a sentient crystal that had enslaved a local wizard. In the final moments of the session, the crystal was vanquished and, as it faded from sight, left in its wake the legendary Deck of Many Things (cue the dramatic music). Before they left, the adventurers declared the number of cards each would draw from the fantastical deck. They will discover the results of those choices in their next meeting.

Dungeons and Dragons was first released in 1974 by Gary Gygax and Tactical Studies Rules, Inc. (TSR). Over the years, the game has seen many editions with the current 5th edition, having been released in 2014. The game has seen a huge resurgence in the franchise thanks to the internet and players like Matt Mercer of “Critical Role,” Matt Colville and his “Running the Game” series, and Bill Allan’s “D&D with High School Students” (all can be found on YouTube).

As these famous personalities show, not only is D&D a fun game to play, it could be an amazing resource for education, as well. Critical thinking skills, as well as skills in math, writing, vocabulary, art, improvisation, creativity...truly, ANY subject area can find connections for all students. It is especially powerful with students At Risk, as well as those developing and strengthening communication and socialization skills. Educators have seen huge strides with students with autism spectrum disorder by introducing D&D.

In the 6th grade Lucy Calkins writing curriculum, the Neighborhood Map is introduced to student writers. Dungeons and Dragons goes far above and beyond this concept, linking all aspects of the creativity process, enabling students to completely visualize and create characters they truly care about, create entire worlds in which these characters live, and craft story-lines for imaginative fiction they look forward to creating. Dungeons and Dragons is a gold mine for educational possibilities for all subject areas.



Lancaster Elementary School

6th Grade Math & Science

ButtOn Chairs take learning and students out of the classroom and back again!

On Wednesday, February 12th, 2020, Whitefield Math & Science teacher Amanda Garneau and 9 of her 6th grade students visited Mr. Bill Rutherford and his staff at NorthWoods Manufacturing, Inc. in Lancaster, NH as part of a project to build ButtOn chairs for their classroom. They were joined by fellow 6th grade teacher Nicole Ardolino, WMRSD Communications Coordinator Jenn Tetreault, and the creator of the ButtOn chair, Dr. Turner Osler.

Under Mrs. Garneau's guidance, the small group of students have been working on this project over the last six weeks. Dr. Turner Osler and his company, Qor 360, based out of Burlington, VT, provide the CNC template for free as a social project to encourage better posture and healthier sitting habits. The chairs are designed to be cut out of plywood using a CNC machine and assembled using only a rubber mallet, a lacrosse ball, and bungee cord. After researching the chairs and committing to the idea, the students drafted, edited, and sent a letter requesting time on NorthWoods Manufacturing's CNC machine. Mr. Bill Rutherford responded with a gracious offer to not only provide the time on the CNC machine, but also to give students a tour, CNC demonstration, and donated all the plywood! Declan Higgins, WMRHS graduate and NorthWoods Manufacturing employee, took the template and maximized the number of chairs per piece of plywood, creating 20 chairs from 4 sheets of 3/4" Baltic Birch. Dr. Osler made the trip from UVM and donated lacrosse balls, felt pads, and bungee cords to the students. The field trip brought the students into the building process, where they discussed traditional seating, their opinions on it, and discovered that they were the first school in New Hampshire to pilot these chairs. They watched as the final 5 chairs were cut out using the CNC machine and returned to school with the pieces they needed to construct the chairs.

Upon returning to school the students set to work putting the chairs together, encountering and solving problems as they went. They took great pride in building, explaining, and sharing the chairs with their classmates, other teachers, and administration. The STEM project created learning opportunities for graphing on X, Y, and Z planes, testing the friction of a lacrosse ball vs a field hockey ball, and exploring the function/structure of the human skeleton as well as teamwork, problem solving, and real world career exploration! This project couldn't have been possible without the generosity of Dr. Turner Osler of ButtOn chairs and of Bill Rutherford and NorthWoods Manufacturing, Inc.

More information can be found at:

<https://northwoodsmanufacturing.com/>

<https://buttonchairs.org/>



Whitefield Elementary School

Senior Capstone Projects

This year marks the sixth year of Senior Capstone Projects. These projects are designed to provide students an opportunity to explore topics they are passionate or curious about. Students further their understanding while creating a product to present to a targeted audience. This year, some of these student projects include in-depth research, including the impact of improved technology in the Marines, the importance of controversial art, the effects of economic inequity in the North Country, the mental health risks of social media use, and the environmental and health benefits of a plant-based diet.

Seniors begin their capstone work in the fall semester through inquiry work on different topics they are considering for their capstone project. Through the process of developing questions, students evaluate which topic is appropriate for long term work. Once committed to a topic in the investigation phase, students complete and submit a project proposal. Students then seek out a mentor who is an expert in the field or someone who will guide them through the process by assisting in finding resources and managing unstructured time. Both staff and community members serve as mentors. Students complete research to support their project, work on their project, write a formal research paper, and prepare a presentation.

An additional component for this year's seniors was to use their project to collaborate with classmates on a local initiative. Overarching topics allowed students to find partners and create a project which addressed a global issue at the local level. This shift was introduced in order to foster collaboration skills, encourage community connection, and explore issues with a more global theme.

If you are interested in attending senior capstone presentations, WMRHS hosts the event on April 8th and 9th. Presentations begin at 6:15pm and wind down at 8:45pm. Several rooms are scheduled for students to present in 20 minute time slots. Guests can choose from a variety of topics and listen as seniors report on their projects. We welcome community members to join us for this culminating event.

Engage with your school community.

Enrich the lives of your children by staying informed.

Explore what SAU 36 has to offer.

Have you ever considered substituting in the SAU 36 District? The sub rate for teachers has increased to **\$100 a day** AND if you apply before June 2020, the background check fees (one time only) are being waived! We have an automated system now to make signing up for a sub job fast and easy.

For more information, contact Roxanne Ball at 603.837.9363 or stop by the Central Office at 14 King Square in Whitefield

White Mountains Regional High School

Winter Athletics

As we start to wind down our winter athletic season, we are pleased to have celebrated a lot of great accomplishments from our student athletes so far. We still have our cheer team, nordic ski team, unified basketball team, and both of our girls and boys basketball teams playing in the playoffs. We are hoping for great things from each of these teams that are still left playing this winter season!

WMRHS Wrestling Team



Highlights:

Noah Dutkewych (pictured) - First place in his weight class at the DIII Wrestling State Meet. He was also recognized as the Outstanding Wrestler of the Tournament. During the season, Noah picked up his 100th career wrestling win!

Forest Pribbernow (pictured) - Second place in his weight class at the DIII Wrestling State Meet

Kaiden Cunnington and Charlie Coy - Third overall in their weight classes

Conner Walther - Fourth overall in his weight class

WMRHS Cheer Team

Highlights:

The cheer team will be competing at the Division III state cheer competition at Pinkerton Academy. The cheer team welcomed new head coach John Quigley and it was great to see the team progress throughout the season.



WMRHS Indoor Track Team



Highlights:

Kevin Schanlaber (pictured) - First place finish in long jump at DII Indoor State Meet

Jack Parker - Third place finish in high jump at DII Indoor State Meet

Kevin Schanlaber and **Jack Parker** qualified for New Englands

White Mountains Regional High School

Winter Athletics

WMRHS Unified Basketball Team



Highlights:

The unified basketball team made it back to the NHIAA tournament with a first round game vs. Nashua North. The team was lead by great senior leadership throughout the season.

WMRHS Boys Basketball

Highlights:

Jack Curtis (pictured) surpassed the 1,000 point milestone. He is the first boy to reach quadruple digits since 1989.



WMRHS Girls Basketball



Highlights:

The girls basketball team welcomed new head coach Ian Boyko and the team made their 3rd straight trip to the quarterfinals. The girls finished the regular season with a 14-4 record under great senior leadership.

WMRHS Alpine Team

Highlights:

Bella Cronin (pictured) - First place in Giant Slalom and second place in Slalom at DIII Alpine Meet

Girls Alpine- Third place at DIII States

Nora Riendeau - 8th place finish in Giant Slalom

Bella Cronin and Nora Riendeau qualified for the Meet of Champions



WMRHS Nordic Team



Highlights:

Miles Wharton qualified for the Eastern High School Team

White Mountains Regional High School

Winter Athletics

WMRMS Boys Basketball Team



Highlights:

WES Boys won the Brooke Ramsdell Tournament

WMRMS Girls Basketball Team



Highlights:

WES Girls won the Berlin "B" Tournament

WMRMS Wrestling Team



Highlights:

Xavier Oakes - first place in his weight class at the Middle School Wrestling State Championships

Andrew Harden - third place at the Novice Wrestling State Championships

Pirate Cheer



WMRMS Alpine Team



WMRMS Nordic Team



White Mountains Middle School