

North Hampton School Report Card

Our Vision in Action - Academic Year 2012-2013

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*Please read the blue insert:
 HEROES AMONG US*

*Please read the white insert:
 SCHOOL BUDGET
 WARRANT ARTICLES*

MESSAGE FROM THE SCHOOL BOARD

The School Board would like to thank the North Hampton Community for its continued support of our school. We are so fortunate to have a school with a unique range of 10 grades from Pre-K to 8th grade offering our students many types of healthy interactions with other students of all ages. Decisions made by our community over the years have been protective of our structure and considerate of the diverse needs of our students. Your commitment allows everyone involved in the process of educating children, the School Board, administration, and teaching staff, to give our students the best education possible and continue our mission of producing lifelong learners who will make a positive impact on our world. The School Board would also like to express our appreciation for the community's approval of the building renovation in March 2013. It demonstrates your commitment to maintaining the school facility, an asset of the town valued at \$11 million dollars. We think you will be proud of the result and we will continue to strive to be outstanding stewards of NHS.

The School Board sets goals for each school year to help us to focus our efforts on the most important issues facing NHS. The goals for the 2013-14 school year were: to oversee the renovation project of NHS, to respond to recommendations from the external audit of the Special Education Program, to continue to improve communications internally and externally, and to continue to oversee the implementation of the Common Core Curriculum.

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NHS RENOVATION PROJECT - SUMMER/FALL 2013

Working with the SAU, the School Board selected architect Kyle Barker to develop an architectural renovation plan to address the school's health, safety and educational issues. Kyle provided the School Board with an innovative and practical plan by prioritizing the most needed areas of improvement and using design solutions within the current footprint of the school that allowed the school to put forward a \$1.2 million warrant that minimized the financial impact to the taxpayers.

The renovation involved replacing all 150+ exterior windows with energy efficient Eagle brand windows. All restrooms were upgraded with energy efficient infrared motion sensors for sinks and toilets. Some of the restrooms received extensive renovations including new piping, wall partitions, flooring, and fixtures. In addition, two upper level restrooms were made ADA compliant. This was the first

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Voting Day - Tuesday March 11, 2014 in the Town Hall

MESSAGE FROM THE SCHOOL BOARD (Cont.)

The first goal of the 2013-14 school year was to oversee the successful changes of the North Hampton School Building Project. As this goes to print, we are planning our final meeting of the Renovation Committee on March 5. The work is complete and we will be officially closing out the bond in March and returning \$50,000 back to the town. For more detailed information see an additional article about the renovation itself.

Our second goal for the 2013-14 school year was to respond to recommendations from the external audit of the Special Education Program. The recommendations led to the implementation of a plan to improve elements of our program. Richard Boardman, hired in July 2013 as Director of Student Services and Assistant Principal, has quickly made a big impact on our SPED program. With the support of NH Connections, Rich and parents within the community have established the North Hampton Family School Connection (NHFSC) group. NHFSC is an opportunity for families of students who are identified with special needs to come together in a supportive and collaborative way to connect, learn, and network in support of their children and families. This effort and the resultant actions are detailed in a separate article in this document.

Continuing to improve communication internally and externally is another goal addressed in 2013-14. Outside of NHS, the Board continues to have members represented on the town Budget Committee (Victoria Kilroy) and the town Capital Improvement Committee (Anne Ambrogi) helping promote relationships and communication between the school and town. This year the School Board also invited a member of the Budget Committee to sit on the Renovation Committee for the building project in order to provide the town a high level of transparency into the management of the project. We also met with the NH Select Board to coordinate an effort for the entire community to plan for a gas line that would run from Atlantic Avenue to NHS, benefitting the Municipal Complex and NHS by potentially reducing energy costs by 50% in the future. Internally, we continue to increase the use of email and direct calling to communicate emergency and non-emergency information to families. In response to events this fall, we have directed the administration to create a rubric of notification to maximize our communication with parents regarding potential school safety issues. The Board also



Artwork by Caitlin Curran - Grade 7

implemented a Bullying/Threat Task Force to study our current policies and procedures, and the social-emotional learning curriculum that supports our anti-bullying philosophy. The task force plans to report to the School Board in February and March. Please see a related article in this document.

The final goal for 2013-14 was to continue Implementation of the Common Core Curriculum. This goal is in response to the state adoption of the Common Core Standards. These guidelines for education have an expectation of full implementation in the spring of 2015. In anticipation of these changes, the administration and SAU have been working hard to be fully prepared for incorporating Common Core into our existing curriculum. Their thoughtful work over the past two years will ensure a student population that is prepared for the new standards.

This Board is grateful to have outstanding teachers and staff, a supportive parent/community organization (PAL), invested parents, and a cohesive leadership at the administrative level of SAU 21 all sharing with us the commitment of providing our students with the tools they will need to realize their potential as individuals and members of our collective society. Again, we would like to offer our sincere gratitude to the North Hampton community for your continued support and dedication to providing excellence in education at North Hampton School.

RENOVATIONS (Cont.)

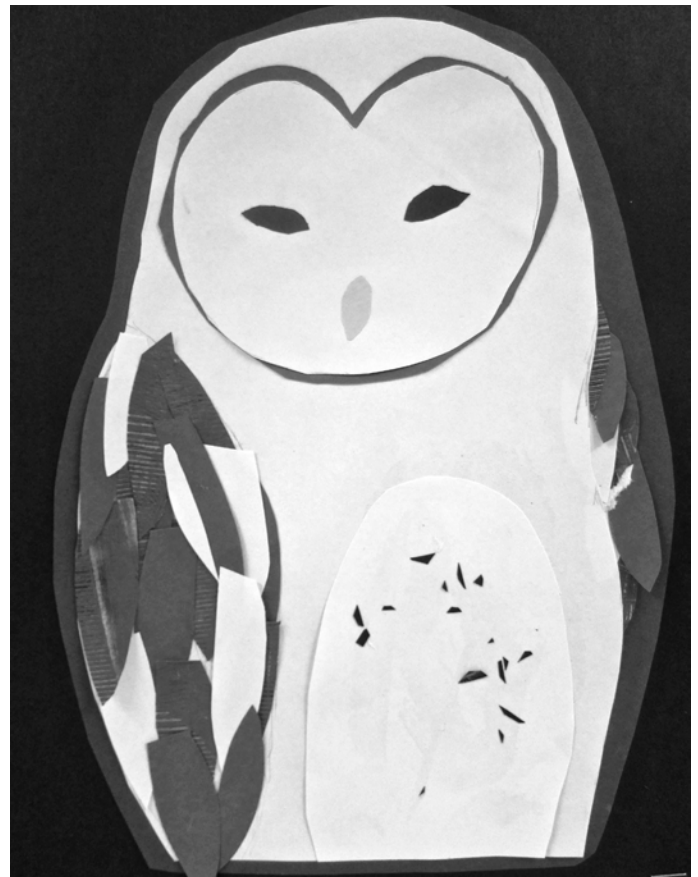
upgrade for some restrooms since their original installation in 1965. Grades 6, 7 & 8 science classrooms were updated to flexible science laboratories and classrooms providing a modern hands-on learning environment for an expanding curriculum. Please see an accompanying article for details!

Improving safety and security was another goal of the renovation. An additional 28 surveillance cameras were added to the 8 existing cameras, providing thorough coverage throughout the interior and exterior of the school. An additional interior door was added to the main visitor entry combined with a new reception window to improve safety at the visitor entry. Due to efficiencies and savings with the construction management firm, we were also able to add cellular coverage to the entire school, vastly improving communication for the staff, police and fire, ultimately improving safety of the students and staff.

The majority of the project was completed on time, thanks to the hard work and cooperation of our facilities director John Gamache, our construction management firm Bonnet, Page and Stone, the renovation committee (including Bill Hickey and Nancy Tuttle from the SAU business office), teachers, and the Administration. As this goes to print, there is only a minor punch list of items that will be taken care of in February, with the accounting of the bond being officially closed in March. The Board is pleased to be able to return to the town \$50,000 in savings!

Did you know...

North Hampton School teachers have the highest number of advanced degrees than any other school in the state employing at least 5 teachers! 4.9% of our teachers have a Bachelor's Degree, 92.7% of our teachers have a Master's Degree and 2.4% have education beyond a Master's Degree. Our statistics compared to those of the entire State of New Hampshire: 43.3% at Bachelor's Degree, 55.4 % at Master's Degree and 1% beyond Master's Degree indicate the strong initiative and expertise of our teachers and counselors who work with your children. 100% of our core classes are taught by Highly Qualified Teachers. (HQT)



Artwork by Abi Leonardi - Grade 7

PAL - PEOPLE ACTIVE IN LEARNING

People Active in Learning is our school community organization. Parents, school staff and interested community members join together to support and enrich learning at NHS. We always encourage people to become part of our efforts. Even if your time is limited, there are many ways to get involved and we can surely find something to match your time and interests! Much of PAL's work focuses on community building events and fundraising for enrichment opportunities for the students. PAL meets on the first Tuesday of each month at 7:30 p.m. in the school library unless otherwise noted. Please contact one of the PAL Co-Chairs:

Nancy-Jane Luff (luffive@comcast.net) or

Justine Pallatroni (pallatroni@comcast.net)

if you are interested in learning more about PAL. You may also visit PAL on the school website for the latest happenings.

www.northamptonhschool.org

NEW SCIENCE LABS AT THE NORTH HAMPTON SCHOOL LEAD TO NEW ADVENTURES IN LEARNING

Students are growing their problem solving skills as they pursue new dimensions to science learning. The updated labs have impacted the middle grades (6,7,8) with specific student work stations that provide direct access to water, electricity, and common tools used in the laboratory setting. A new level of independence has been demonstrated by the students as they make decisions about which tool is best to use and why. Teachers report that the labs also allow for more flexibility and ownership as students try extensions to the investigations because the tools are all there. The time for science inquiries has also increased because there isn't a significant segment of time needed for set-up and cleaning up of experiments. The storage areas have supported projects, equipment, and tools with additional space available to expand the program into the future.

We are no longer hauling water from the girl's room through a hose for the 6th grade hydroponics unit. The lab tables are sturdy and move easily to

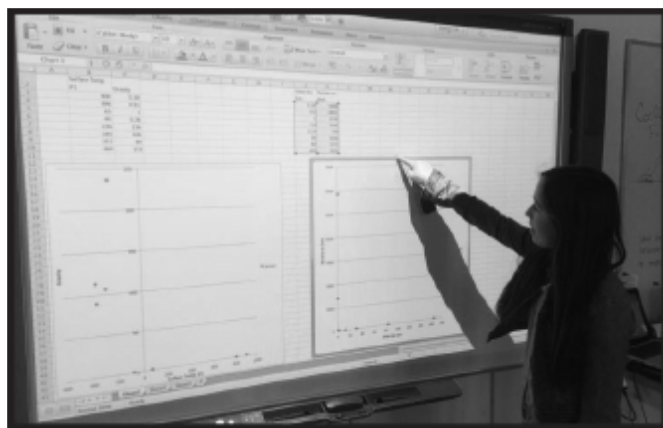


accommodate many different learning settings, such as large group discussions, smaller groups for projects, and individual teams of just two students. There are enough sinks and lab space for all groups with 3 or 4 students per lab station. Teachers remark that the safety aspects are so much better with the sturdy tables meeting up to the sinks and lab counters and wheels that make room transitions both quick and quiet. The daily arrangements from science lab to social studies classroom are easily accomplished and the counters provide space for ongoing projects to continue uninterrupted. The preparation space provides a protected area for chemicals and to keep specialty equipment organized. Students are also able to safely conduct labs at the tables with multiple electrical outlets that retract into the ceiling (all GFI protected). A ceiling-mounted, weight-bearing beam for grades 7 and 8 provides a structural element that supports force and motion experiments that students weren't able



to do before. Students are also beginning to think differently about the types of investigations they can pursue and are very excited to explore the possibilities!

Through the wireless system and Smart boards, students capture their work digitally, immediately share predictions and outcomes, and edit and revise their conclusions in real-time. The electronic infrastructure makes everything easier; we are able to bring in videos from online and they are right there. Students are able to graph their data and manipulate it in front of their classmates, enabling students to teach and learn from each other. The teachers share their aspirations for science laptops to support the additional electronic sensors they are planning for (pH and dissolved oxygen probes) and to improve their own proficiency with the Smart boards. They invite you to visit their labs and see how the students are using them for learning every day!



SPECIAL EDUCATION ACTION PLAN: UPDATE

During the 2012--2013 school year, the North Hampton School Board approved authorizing an outside consultant to complete a comprehensive study on the North Hampton School Special Education Department. At the conclusion of that study, in the Spring of 2013, many commendations were given to the department, but, along with the commendations, came recommendations on how to improve practices and procedures. School Administration, in conjunction with the School Board, used the recommendations to create an action plan for further study and implementation of the recommendations.

Throughout the 2013--2014 school year, NHS staff have been busy at work tackling the action plan and implementing best practices. Some of the areas that have seen change in the current school year include:

- The creation of the North Hampton Family School Connection – *detailed in a related article*
- The creation of a Special Education Parent Handbook that is written in language and formatted in a way that enables parents to easily follow and learn about the nuances of special education
- Staff training on developing Individual Education Plans using language and ideas that support the Common Core State Standards
- Improved communication expectations between all stakeholders
- The development of a school based committee who is charged with researching and eventually implementing interventions for students who are falling behind in reading, writing, and mathematics.

All of these changes, coupled with a rejuvenated special education staff, have made a significant positive impact on the students and school as a whole. Some of the positive outcomes throughout this process include improved relationships between all stakeholders, improved services for students with special needs, and a more communicative environment. We look forward to continued growth and learning for all constituencies in the future.

THE NORTH HAMPTON FAMILY SCHOOL CONNECTION

In August 2013, the North Hampton Family School Connection” (NHFSC) was created to *...provide a source for North Hampton parents to have access to relevant information, training, and emotional support in meeting their children’s special needs.* New Hampshire Connections (a project of the Parent Information Center) has provided support and guidance to parents of children receiving special education, and to NHS staff and administrators in creating this group to meet the needs identified by parents and staff in the district. Numerous meetings, discussions and a ‘World Café’ were held to determine the scope and direction of the partnership.

During the past year we have conducted meetings to provide support, information, networking, and resources for special education families in the district. Topics of discussion and action have included: work on a special education manual, information on the IEP process, and a clear description of the roles and responsibilities of special education staff in the district. Administration looks forward to continuing the work through the NHFSC to build upon its success thus far and strengthen the relationships between families and school staff here in North Hampton.”

Did you know...

The North Hampton School Spring Musical is now performed on our stage here at NHS? This year we are very excited to announce that the NHS spring show will be High School Musical, Jr.. More than sixty middle school students will take part in this year’s production onstage and behind the scenes to bring the story of the East High Wildcats to life. Take a journey with the characters as they struggle to “Stick to the Status Quo” in this modern day story of rival high school cliques who discover they are “All in This Together”. Performances are scheduled for March 28th, 29th and 30th. Mark your calendars!

INSPIRED TO GROW! THE NORTH HAMPTON SCHOOL GREENHOUSE NURTURING COLLABORATIVE LEARNING

The North Hampton teachers and students are already sowing their idea seeds for using the new greenhouse. As spring approaches, they are collecting milk cartons and students are researching which types of seed they should grow. They are also documenting the high and low temperatures for the greenhouse structure since it has been enclosed. Tying these measurements to the local weather data will help them to plan for an extended growing season in the future. The new greenhouse provides a vibrant resource that encourages inquiry, experimentation, and research across the larger North Hampton community. It provides authentic opportunities for students, staff and community members to engage in learning that will span subjects, seasons and time. The greenhouse encourages us all to consider healthful living and how we sustain life-fulfilling growth, be it nutrition, creativity, or camaraderie between generations.

Several master gardeners from the North Hampton Community are already in contact with the lead teachers, Alison Boudreau, Brenda Tharp, Brenda Eaves and Lauren DeConstant. The ground hog may have predicted a longer winter, but this team is collaborating with teachers throughout the school to begin developing projects that engage all of our students in one way or another. This small group of North Hampton teachers have collaborated with greenhouse organizers to develop a brief presentation that assists teachers at all grade levels to consider how the greenhouse can empower



their classroom learning. They have researched other programs both near and far to stimulate ideas and collaborative thinking about the prospects ahead.

As teachers respond from the different grade levels, the team will organize the ideas and identify the resources needed to start-up the developing curriculum. The team is also identifying prospective foundations that may support healthful and sustainable curriculum projects. The teachers recognize the greenhouse as a core resource for the North Hampton School and truly expect all curriculum areas to participate in some way, from science to art and everywhere in between. Community partnerships are recognized as vital to the growth and functioning of this new facility for learning. If you would like to become involved in the project, please contact the North Hampton School.

The mission: The North Hampton School greenhouse is a valuable resource that enhances the curriculum by providing staff and students (K-8) exciting hands-on, dynamic, and collaborative experiences within a living classroom. The bonds that exist among members of the school and local community are strengthened by engagement with students in gardening projects that achieve multi-disciplinary goals, allow for inquiry, experimentation, and action oriented research, produce nutritious food and promote overall health and wellness. Ever changing, the greenhouse reflects the energy, creativity and innovation needed to keep Our Living Classroom growing.



NORTH HAMPTON AND THE COMMON CORE STANDARDS

Common Core State Standards (CCSS)—You have probably heard a lot about these new standards adopted by New Hampshire, 44 other states and the District of Columbia. There has been much press, both positive and negative about these standards. At North Hampton, we have approached the implementation of the CCSS both seriously and cautiously.

We take the implementation of CCSS seriously. For the past two years, we have studied these standards to see what parts of our current curriculum support the CCSS standards and what adjustments we need to make. The CCSS was written in an effort to better prepare students for college and careers. There is a strong focus on critical thinking and synthesis of information—skills we have always valued at North Hampton. Like North Hampton, the standards value depth of knowledge over breadth. In many ways, North Hampton was already philosophically aligned with the CCSS. After examining our current practice, however, we discovered some alterations we needed to make to meet the standards. For the 2013-2014 school year, North Hampton School is focusing on the writing standards. Much of our work during our professional development time as well as on grade level teams has been devoted to the exploration of and implementation of these writing standards grades K-8.

Our approach to the CCSS has also been a cautious one. The adoption of these standards does not necessitate changing everything we do nor does it mandate the way we approach teaching and learning. These standards define year-end expectations. They do not define the means by which we meet these standards. In fact, the Common Core document itself states, “By emphasizing required achievements, the Standards leave room for teachers, curriculum developers, and states to determine how those goals should be reached and what additional topics should be addressed.” (“English Language Arts Standards » Introduction » Key Design Consideration.” Common Core State Standards Initiative. Web. 04 Feb. 2014.) As we continue the serious and cautious work of implementing these standards, we will also continue the serious and cautious work of meeting the needs of each individual student at North Hampton School.

NHS FORMALIZES AN ASSESSMENT AND DOCUMENTATION PLAN

Charged by the NHS Council to formalize a documentation plan, an Assessment Study Group was formed at the end of the past school year. The group has examined current assessment and documentation practices for monitoring student growth. It is working to gain greater understanding of upcoming Smarter Balanced Assessments required by the Common Core State Standards (CCSS) and to prepare for the new federal requirement tying teacher evaluation directly to student progress. The group’s overarching task was to formalize an assessment and data collection plan to meet the increasing regulations, while staying true to the school’s mission and guiding beliefs.

Throughout the summer, eleven staff members worked to organize an in-house assessment program bridging past practice to the new requirements. In the past, folders of student work samples and classroom assessment data followed each child through his or her years at North Hampton School. Teachers used the information to support student learning and document progress from year to year. However, with the use of digital record keeping and portfolios, we can do more and decided that staff needed to clarify expectations, agree upon common

assessments and create a consistent documentation system that would work for every student and teacher.

The study group’s task was to develop a system for organizing already collected data, making it readily available when needed. We chose to expand on the K-2 Assessment Binder put in place two years before by developing a timeline and a process for documenting assessment data in the areas of reading, writing, spelling and basic math fact acquisition. The study group further explored how this data can be entered in the New Hampshire Department of Education’s data collection tool, “Performance Plus”. We determined that the assessment and documentation process NHS was putting in place would allow us to meet these new federal requirements as they come to us.

Much of this documentation work has been put into immediate practice by the staff. Further areas of study remain as we work to assess and document deeper mathematical thinking, and to use our data overtime to explore school-wide trends, thus allowing the school to make informed curriculum decisions to better meet the needs of our students and our community.

NEW ENGLAND COMMON ASSESMENT PROGRAM - NECAP READING, MATHEMATICS AND WRITING RESULTS

For the past nine years, students at North Hampton School, along with students in the states of New Hampshire, Rhode Island, Vermont and, recently, Maine, have participated in annual NECAP assessments in Reading, Mathematics, and Writing. The fall 2013 assessment in these subject areas concludes the use of NECAP as our state tool for measuring student and school growth. In the charts below, we share this NECAP window of time examining the cumulative average of the first 3 years of testing '05,'06, '07 and the last three years of testing '11, '12, '13. Assessment statisticians support the comparison of three-year averages because they minimize the swings upward or downward of any given year. We focused only on Grade 8 because they represent the graduates of our school, the majority of whom have experienced a North Hampton education throughout their school years, and grade 8 is assessed in all three subject areas. To offer you a sense of our overall proficiency standing, we compare our first and last cumulative averages to those of the State of New Hampshire. Our gains led to our being recognized as a Reward School, detailed in an accompanying article.

NECAP READING RESULTS		
Comparison of the Cumulative Average of First 3 Years of Testing 05-07 vs. Last 3 Years of Testing 11-13		
School Years Spring 2005 - 2007	North Hampton School	State of New Hampshire
% Proficient Grade 8	71%	65%
School Years Spring 2011 - 2013	North Hampton School	State of New Hampshire
% Proficient Grade 8	96%	78%

- Our starting 3 year average of Grade 8 students scoring proficient or above in 2005-07 was 71% and that rose to 96% in our last 3 years of the NECAP Reading assessment
- The State's starting 3 year average of Grade 8 students scoring proficient or above in 2005-07 was 65% and that rose to 78% in the last 3 years

NECAP MATHEMATICS RESULTS		
Comparison of the Cumulative Average of First 3 Years of Testing 05-07 vs. Last 3 Years of Testing 11-13		
School Years Spring 2005 - 2007	North Hampton School	State of New Hampshire
% Proficient Grade 8	72%	57%
School Years Spring 2011 - 2013	North Hampton School	State of New Hampshire
% Proficient Grade 8	83%	67%

- Our starting 3 year average of Grade 8 students scoring proficient or above in 2005-07 was 72% and that rose to 83% in our last 3 years of the NECAP Mathematics assessment
- The State's starting 3 year average of Grade 8 students scoring proficient or above in 2005-07 was 57% and that rose to 67% in the last 3 years

NECAP WRITING RESULTS		
Comparison of the Cumulative Average of First 3 Years of Testing 05-07 vs. Last 3 Years of Testing 11-13		
School Years Spring 2005 - 2007	North Hampton School	State of New Hampshire
% Proficient Grade 8	54%	45%
School Years Spring 2011 - 2013	North Hampton School	State of New Hampshire
% Proficient Grade 8	80%	62%

- Our starting 3 year average of Grade 8 students scoring proficient or above in 2005-07 was 54% and that rose to 80% in our last 3 years of the NECAP Writing assessment
- The State's starting 3 year average of Grade 8 students scoring proficient or above in 2005-07 was 45% and that rose to 62% in the last 3 years

NORTH HAMPTON RECOGNIZED AS A REWARD SCHOOL!

This fall, the New Hampshire Department of Education (NHDOE) announced that North Hampton School has been recognized as one of eight REWARD Schools in the State. This selection was based on a component of the New Hampshire Growth Model of Accountability of student success, which takes into account where a student starts and quantifies his/her growth each year using NECAP results. The eight schools recognized were Title One schools that had demonstrated the greatest gains in composite Median Student Growth Percentiles in Reading and Mathematics based on the most recent three years of NECAP results.

We are extremely proud of our students who always strive to do their best, our teachers who collaborate to provide instruction based on best practice, a staff that goes above and beyond to meet student needs, and supportive parents and community-at-large.

NECAP SCIENCE RESULTS

Last May was the sixth year of the NECAP Science Assessment in the New England States of Maine, New Hampshire, Rhode Island and Vermont in grades 4, 8 and 11. The states are planning to continue to use this component of the NECAP suite of tests. Since its inception, it has been heralded for going beyond multiple choice and short answer tasks to include an Inquiry Task, which requires that students make connections between science content knowledge and the processes of scientific thinking – an important 21st Century skill. With six years of assessments, we are now able to compare the cumulative average of the first three years of test results with the last (most recent) three years, visible in the chart below.

NECAP SCIENCE RESULTS		
Comparison of the Cumulative Average of First 3 Years of Testing 08-10 vs. Last 3 Years of Testing 11-13		
School Years Spring 2008 - 2010	North Hampton School	State of New Hampshire
% Proficient Grade 4	79.66%	52.66%
School Years Spring 2011 - 2013	North Hampton School	State of New Hampshire
% Proficient Grade 4	90.66%	54.00%

NECAP SCIENCE RESULTS		
Comparison of the Cumulative Average of First 3 Years of Testing 08-10 vs. Last 3 Years of Testing 11-13		
School Years Spring 2008 - 2010	North Hampton School	State of New Hampshire
% Proficient Grade 8	46.00%	26.00%
School Years Spring 2011 - 2013	North Hampton School	State of New Hampshire
% Proficient Grade 8	63.33%	30.00%

Did you know...

There is lots of important information on the North Hampton School Website!
www.northhamptonschool.org
 Please check in regularly for the latest school news, important dates, classroom news and great pictures!



Artwork by Mackenna Sarazen - Grade 7

THE NEXT-GENERATION OF ASSESSMENTS

The adoption of Common Core State Standards by nearly every state in the nation necessitated a new generation of assessments in English language arts and mathematics for grades 3-8 and 11 that were aligned to the new standards. The Smarter Balanced Assessment system intends to be fully implemented in New Hampshire in the spring of 2015. This assessment will use computer adaptive testing technologies to the greatest extent possible to generate accurate information about what students know and can do, and provide quick results to teachers and students. This efficient feedback will provide data that teachers can use to differentiate their teaching to meet the various needs of their students. This assessment will serve all students, including English Language Learners and students with disabilities. In September 2013, Smarter Balanced Governing States unanimously approved Usability, Accessibility, and Accommodations Guidelines for the assessment system, which will shape the delivery of online testing for all students, including those with visual, auditory, linguistic, or physical needs. The new assessment will go beyond multiple-choice questions, including short constructed response, extended constructed response, and performance tasks that allow students to complete in-depth projects that demonstrate analytical skills and real-world problem solving. Higher education has been involved in the evolution of the CCSS and has a goal set that colleges and universities across states will accept the Smarter Balanced Assessment as evidence that high school students are ready for entry-level, credit-bearing coursework.

Excerpted from the NH DOE Smarter Balanced Assessment Transition FAQ

NEW MODEL FOR PROFESSIONAL DEVELOPMENT

At the end of the 2012-2013 school year, the staff at North Hampton School decided to change the structure of professional development time. Before this change, students were released from school at 12:15 one Friday per month. Staff would spend the afternoon working together on school or team initiatives. Some challenges to this model were that those half days did not always provide quality instructional time for students, nor did a two-hour block in the afternoon allow teachers time to dig into the work that they needed to do. Therefore, the staff decided to change the structure of the calendar to allow for 5 full professional development days throughout the year instead of monthly half days.

Thus far, the switch to full professional days has been very successful. It has allowed staff to devote time to topics in a more in-depth and thoughtful manner. The Professional Development Team has been working hard

to identify topics that best meet the specific needs of NHS students. Much of our time has been spent working to fully understand and implement the Common Core State Standards, especially in the area of writing this year. Having full days allowed us to bring in expert speakers and study student work. Additional areas that have been explored so far are: awareness of the needs of students with Autism, Positive Behavior Supports, and Effective Communication with parents.

As the Professional Development Team continues to develop this new model, we hope to provide after school workshops in a one-hour format for staff on a variety of topics identified by a survey staff completed in the fall. Staff members will also present on topics in which they are experts in or share new learning gleaned from conferences or workshops they have attended.

Did you know...

Two of our Middle School Mathematics teachers, Melissa Brown, grade 7, and Dana Hanson Babyak, grade 8, joined Megan Paddack, Assistant Professor of Mathematics at Southern New Hampshire University, to present at The National Council of Teachers of Mathematics regional conference in October. The title of their talk was The Locker Problem: Engaging Students in the Process of Proving. The focus of the presentation was how one problem can be used to get students involved in proof at a variety of levels and how students who justify their thinking deepen their personal understanding of the mathematics content being studied. Thank you for sharing with your colleagues, Melissa and Dana!

RE-ENERGIZERS RECEIVE RECOGNITION

Two years ago, PAL was at a point where no one was willing to Chair the organization. There was talk of disbanding due to a lack of leadership. At the last moment, two individuals stepped up and volunteered their services. Nancy-Jane Luff and Justine Pallatroni took on the challenge.

Due to their motivation and commitment, they have re-energized PAL into a vibrant, spirited group of individuals that have become the catalyst in recreating a wonderful community in our school.

Nancy-Jane and Justine genuinely care about this School and community. They have improved fund raising, created exciting child-centered events and activities, increased volunteerism, improved communication and solidified the foundation for PAL to continue to build upon in the future.

Their work has had a powerful, positive impact on all the students, families, teachers and citizens of North Hampton and is worthy of recognition - at the Deliberative Session and in this document!



Did you know...

YOU can access Curriculum Matters on our website. This is a document produced three times annually by the SAU that details the important curriculum work of the subject area curriculum teams in SAU 21.

FULL YEAR - FULL DAY KINDERGARTEN - HOORAY!

2013-2014 brought the first year of a consistent all day Kindergarten schedule to North Hampton School. There were many factors that impacted our decision to move to full day Kindergarten. The most significant was the state-wide adoption of the Common Core State Standards. These standards ask us to re-visit our expectations of students and adjust our instruction to meet these new standards. In some areas, the Common Core State Standards ask students to do more than they have before. For example, children are expected to read more varied texts, write in specific genres seen as necessary for college and careers, and possess a stronger number sense at an earlier age. The full day schedule allows us to build towards meeting these standards while also providing ample time for other developmentally appropriate experiences like experiential play, social skills and building independence. In addition, Kindergarteners are now able to participate in Unified Arts classes each day.

When asked to describe their day, our Kindergarteners said:

"I have lots of fun. I do music and Spanish and library and art and it's really fun."

"I play outside with my friends. And I play inside."

"I write. Sometimes I write about going outside. We read books."

"Just look at our schedule! First we do writing. Free choice is my favorite. Lots of kids like playing in the kitchen. I like blocks."

"I do my morning job."

"I write about sledding and read books."

"We do calendar. The 100th day of school is in 4 days!"

Our Kindergarteners are busy, happy, engaged in their learning, and engaged in their community.

JAGUAR JUNGLE PLAYGROUND RULES VIDEO SUCCESS!

This summer Mrs. Yeaton, Ms. Vas and Mr. Gregg, along with a group of students, created a “playground rules” video. This video reviews all of the rules that apply to the Jaguar Jungle Playground. Students show how to correctly use the equipment safely and talk about the rules that need to be followed. In video form, this tool allows the teachers to revisit the rules with their classes when the need arises. Students have responded well to the video rules and the playground has become a safer place for all students. Everyone has gotten the same message about what is acceptable behavior on the playground. The video can be found on the North Hampton School website main page under latest news.

HEALTHY EATING AND PHYSICAL ACTIVITY AT NHS

Students at NHS participate in Physical Education twice a week. The lower grades meet anywhere from 30- 45 minutes twice a week and the upper grades have class for approximately 60 minutes twice a week. Physical Education teachers (Mrs. Yeaton and Mr. Hooper) also offer recess in the gym 3 times a week for most grade levels. In the fall and spring they go out and offer optional activities at recess for students. These planned activities get more students moving during recess and helps students reach their goal of 60 minutes of physical activity every day.

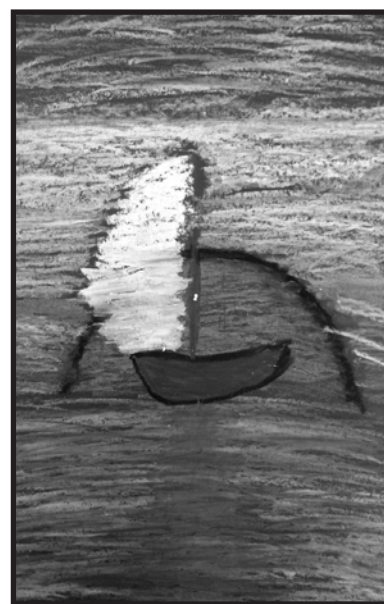
This spring, Mrs. Yeaton and Mr. Hooper will be going into classrooms at the elementary level to discuss nutrition and physical activity with the students. They look at My Plate Guidelines as well as food labels and in third grade students taste test foods from each food group. Mrs. Fields, the NHS Food Service Director, and her staff prepare the food for Mrs. Yeaton and Mr. Hooper to take into the classrooms. In the upper grades, Ms. Vas discusses nutrition with the students in Life Skills.

Mrs. Fields hosted the 2nd Annual Food Day here at NHS focusing on eating a healthy breakfast before school. Jermaine Wiggins, a former member of the NE Patriots, was here to help kick off the Food Day as well. The day was a huge success and students were educated about the importance of eating breakfast and making healthy food choices. Since that Food Day there has been a 300% increase in the Grab and Go Breakfast program!

ENRICHMENT AT NHS

The term ‘enrichment’ in education has a different connotation for each person or each situation. Too often, it is narrowly defined as accelerated academic programming for students with talent or affinity in a particular area. At NHS, we prefer to think of enrichment as opportunities that open the student’s heart and mind to experience something beyond his/her usual activities....something that will stretch him/her to want to pursue a wide range of interests for continual self-enrichment. To this end, within and without the school day, we try to offer a wide array of field trips and activities that will initially appeal and encourage the desire to try new things throughout our students’ lives.

We annually offer a variety of typical seasonal sports that are open to all appropriate ages such as Soccer, Cross Country, Field Hockey, Volleyball, Basketball, Baseball, Softball, and Track. Beyond these sports, we often offer Snowshoeing, Martial Arts, First Tee Golf, and Surfing lessons (these last two having grade level restrictions).



Artwork by Tessa Knapp - Grade 5

Continued on page 13

ENRICHMENT AT NHS (Cont.)

True enrichment must be balanced and offer more than diverse physical activities. Within the arts, students can choose Band, Chorus, Instrument Lessons, Craft Club, Creative Writing Club, Digital Photography, Drama through Readers' Theater, and the annual School Play. Problem Solving and World Awareness can be enhanced through such offerings as Geography Bee, Spelling Bee, Destination Imagination, Chess Club, Lego Club, Coyote Club, World Language Club, Math Counts, and diverse Service Learning opportunities. Our goal is to continue to enrich within and beyond the classroom as evidenced by a few quotes from students participating in one or more of the activities noted above.

"I love playing school basketball because I love the game and you get to play with your friends."
- Lou

"Environmental School was the best experience ever because we learned about the environment and we really got to know our classmates better."
- Mackenna

"I loved surfing as part of my physical education class because I learned a new sport that I want to continue with."
- Jenny

"Playing piano is important to me because it gives me a chance to express myself. I love the challenge of learning new songs".
- Lyndsey

"Mathcounts extends your thinking and challenges you in a fun way."
- Skyler

"The school geography bee gives students an opportunity to learn interesting things about places all around the world."
- Kyle

"Chess teaches me a lot about strategy and it makes me think several moves ahead."
- Jacob

"When I think of Destination Imagination I think of team building, creative thinking, and having fun".
- Sophie

THE BULLYING/THREAT TASK FORCE

At the December, 2013 NHS Board Meeting, the Board approved an action plan developed by school administration that set the wheels in motion for an intensive look at the NHS Bullying and Threat policies and procedures. The action plan covers areas such as:

- Review and revise Policy JICK, Pupil Safety and Violence Prevention: Prohibiting Bullying and Cyber-bullying
- Create a policy and procedures focusing on threats
- Review and revise the Social/Emotional Learning curriculum and its publication to school constituencies
- Create, administer, and analyze a social/emotional survey for students, staff, and parents
- Research and implement a data management system on student behavior
- Establish a memorandum of understanding between the school and local law enforcement
- Create a protocol and procedures for communicating information with students, staff, and parents

To date, the Task Force has been created to include 15 members representing various stakeholders within our school community. School staff, parents, school counselors, school board members, local law enforcement, school administration, and SAU administration are all represented within the task force membership.

This dynamic group has begun its work at the time of this publication, through two separate meetings where the mission of the group was developed, and the stated action items are being tackled one at a time. Be on the look out for more information coming from the school throughout the Spring!



Artwork by Seamus Fenlon - Grade 7



Artwork by Ali McNamara - Grade 7

TECHNOLOGY ENHANCES CREATIVE PROBLEM SOLVING

During technology class with Mrs. Wyman, students in grades 3-5 have been coding and programming using computers and iPads! In third grade, students have used the iPad app *Kodable* to begin to understand the thinking that goes into creating a list of commands for the characters in a game to follow. Students use directional commands as well as looping and function commands to move characters through a series of mazes. This is a great starting place for programming that transfers to other apps and applications students will use later in the year as they begin to try out another programming language, *Scratch*. *Scratch* was developed at the MIT Media Lab and is meeting with great success in enabling young students to understand and use the rudiments of programming.



Fourth and fifth graders continue to develop their experience with *Scratch*. Students this year will also be combining their experience with *Scratch* with special Lego kits called *Lego WeDo*. These kits allow for students to program the Legos equipped with special motors and sensors to react physically to commands the students enter into the computer. For example, students can build an alligator and program it to open and close its mouth when a distance sensor is triggered. Another example of the programming possibilities is students building a plane and attaching a tilt sensor and motor that reacts to the physical tilt of the plane and makes the motor go faster or slower depending on the tilt of the Lego plane. Fifth graders have re-configured the kit components and constructed beyond the kits' planned projects to program their own creations.

In addition to the work students are already doing during technology and classroom time, students in grades 3-5 have tried the *Hour of Code* tutorial from *Code.org*. Students were excited to see a familiar character from the popular game Angry Birds as a part of their assignment. *Code.org* encourages students to think logically and problem solve their way through mazes using *Blockly*, a graphic programming editor which is based in JavaScript. Students snapped blocks of pre-made code together to create a program to solve each maze. As the mazes grew increasingly harder, students used blocks of code that included repeats, if/then statements, and if/else statements. These skills can be continued as students continue to revisit coding and programming during technology time.

Curious to do more at home? Here are some great resources:

<http://code.org/>

<http://scratch.mit.edu/>

Kodable iPad App - <http://www.surfscore.com/>



Did you know...

The Technology staff are now offering classes in digital photography for students in grades 6-8 after school and are expanding to offer this selection to 5th graders during their technology block. Students have enjoyed learning about digital cameras and proudly display their photographic work outside Mr. Gregg's room.

WE APPRECIATE YOU NURSE JULIE!

Were we able to capture the image here, our own caricature of Julie Cyr, School Nurse at North Hampton School for the last 14 years, would look as follows:

Julie wearing her nurse's cap (not!), taking the temperature of a student with her left hand, painting a whimsical animal with her right hand, conducting the practice of the staff graduation song with a baton between the raised toes of one foot, and demonstrating the choreography with her other leg. Of course, she simultaneously would be conducting vision screenings and dialoguing with a parent about flu symptoms and it would all be accomplished with perfect aplomb!!! (Julie will like this word!)



Her multiple talents that range from the scientific to the artistic and her incomparable personality are always appreciated by her North Hampton School family of students, teachers and parents year after year. Many of you know how Julie takes on diverse projects and activities around the school, such as developing "Year One", a component of our Social Emotional Learning Curriculum that targets the classes of a particular grade to host a baby in their classroom monthly during the school year to help the students learn about their own social emotional development and deepen their respect for individual differences. Many of you know about her CPR or First Aid classes for Middle School students and the general staff. However, how many of you know about the other projects that fall outside the purview of the school nurse...such as the repainting/decorating of the school cafeteria?... or the musical direction of the annual NHS spring musical?...or the co-coaching of the coed NHS Volley-Ball team? Her reach and impact throughout the school is unparalleled!

Beyond all that is visible in one way or another, there is a particular role that Nurse Julie fills in our community very discretely. Whenever there is a particular student or family need whispered in her ear, Nurse Julie contacts appropriate resources within the school and general community and gathers funds or items that will assuage the need and make a difference in the lives affected. We raise your awareness about this key contribution Julie makes to our community...in the hope that others will also be inspired to contribute to this important responsibility of community service. After all, the best any of us can aspire to do is to truly make a difference in someone's life!

We appreciate all you do everyday for us, Nurse Julie!

NORTH HAMPTON SCHOOL DIRECTORY

	Name	Email	Phone Number
Principal:	Peter Sweet	psweet@sau21.org	(603) 964-5501
Asst. Principal:	Richard Boardman	rboardman@sau21.org	(603) 964-5501
Office Manager:	Patricia Venenga	pvenenga@sau21.org	(603) 964-5501
Guidance Counselor:	Debra Vasconcellos	dvasconcellos@sau21.org	(603) 964-5501
Primary Grades Counselor:	Hannah Mariotti	hmariotti@sau21.org	(603) 964-5501
Food Service:	Paula Field	pfield@sau21.org	(603) 964-5501
Maintenance:	John Gamache	jgamache@sau21.org	(603) 964-5501
School Nurse:	Julie Cyr	jcyr@sau21.org	(603) 964-5501
School Board Chair:	David Sarazen	dsarazen@sau21.org	
PAL Co-Chairs:	Nancy-Jane Luff	luffive@comcast.net	
	Justine Pallatroni	pallatroni@comcast.net	

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201 Atlantic Avenue
North Hampton, NH 03862

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North Hampton Resident

Artwork by Sophia Yeganeh - Grade 5



**North Hampton School
Report Card**

**TOWN OF NORTH HAMPTON
THE STATE OF NEW HAMPSHIRE
SCHOOL DISTRICT WARRANT - 2014**

To the Inhabitants of the School District in the Town of North Hampton, in the County of Rockingham, State of New Hampshire, qualified to vote upon District Affairs:

YOU ARE HEREBY NOTIFIED TO MEET FOR TWO SEPARATE SESSIONS OF THE ANNUAL SCHOOL DISTRICT MEETING.

SESSION 1: (DELIBERATIVE SESSION) MEET AT THE NORTH HAMPTON SCHOOL CAFETERIA ON TUESDAY THE FOURTH OF FEBRUARY 2014 AT 7:00 P.M. IN THE EVENING. THE PURPOSE OF THE MEETING IS TO EXPLAIN, DISCUSS, DEBATE AND POSSIBLY AMEND THE FOLLOWING WARRANT ARTICLES:

1. Shall the School District raise and appropriate as an operating budget, not including appropriations by special warrant articles and other appropriations voted separately, the amounts set forth on the budget posted with the warrant or as amended by vote of the first session, for the purposes set forth therein, totaling \$8,194,883? Should this article be defeated, the default budget shall be \$8,222,175, which is the same as last year, with certain adjustments required by previous action of the School District or by law; or the governing body may hold one special meeting, in accordance with RSA 40:13, X and XVI, to take up the issue of a revised operating budget only. (Majority vote required.)

Note: Warrant Article #1 (operating budget) does not include appropriations in any other warrant articles.

Recommended by the School Board: 5-0 Not Recommended by the Budget Committee: 3-5-1:

2. To see if the School District will vote to approve the cost items included in the collective bargaining agreement reached between the North Hampton School Board and the Seacoast Education Association which calls for the following increases in salaries and benefits at the current staffing levels:

Year	Estimated Salary Increase	Estimated Health Insurance Savings	Estimated Salary Driven Benefits Increase	TOTAL Estimated Cost
2014-15	\$98,765	(\$26,546)	\$21,896	\$94,116
2015-16	\$102,555	(\$4,073)	\$22,736	\$121,218

and further to raise and appropriate the sum of \$94,116 for the 2014-15 school year, such sum representing the additional costs attributable to the increase in salaries and benefits required by the new agreement over those that would be paid at current staffing levels in accordance with the most recent collective bargaining agreement. (Majority vote required.)

Recommended by the School Board: 5-0 Recommended by the Budget Committee: 5-4

3. To see if the School District will vote to raise and appropriate the sum of \$68,100 to carry out long term maintenance work in the North Hampton school building and grounds? Items include, but are not limited to, carpet replacement, AC roof top condensers, interior painting and playground upgrades. This will be a non-lapsing appropriation per RSA 32:7, VI and will not lapse until these projects are completed or June 30, 2016, whichever is earlier. (Majority vote required.)

Recommended by the School Board: 5-0 Recommended by the Budget Committee: 8-1

4. To see if the School District will vote to create an expendable trust fund under the provisions of RSA 198:20-c, to be known as the Energy Improvements Expendable Trust Fund, for the purpose of future conversion to natural gas at the North Hampton School and upgrades to infrastructure and equipment for energy improvements that will increase efficiency within the school? Furthermore, to raise and appropriate \$25,000 to be placed in the Energy Improvements fund and to name the School Board as agents to expend from the Energy Improvements fund. It is anticipated this article will be a multi-year article in order to set aside funds for the project. (Majority vote required.)

Recommended by the School Board: 5-0 Recommended by the Budget Committee: 8-1

5. To see if the School District will vote to raise and appropriate up to \$50,000 to be added to the existing Building Maintenance Expendable Trust Fund, with such amount to be funded from the June 30, 2014 unreserved fund balance available for transfer on July 1, 2014. (Majority vote required.)

Recommended by the School Board: 5-0 Recommended by the Budget Committee: 8-1

(Should this article be approved, the funding is from fund balance and no amount will be raised from taxation.)

6. To see if the School District will vote to raise and appropriate up to \$50,000 to be added to the existing Special Education Expendable Trust Fund, with such amount to be funded from the June 30, 2014 unreserved fund balance available for transfer on July 1, 2014. (Majority vote required.)

Recommended by the School Board: 5-0 **Recommended by the Budget Committee: 8-1**
(Should this article be approved, the funding is from fund balance and no amount will be raised from taxation.)

7. To see if the School District will vote to create an expendable trust fund under the provisions of RSA 198:20-c, to be known as the Technology Fund, for the purpose of purchasing technology equipment and software? Furthermore, to raise and appropriate up to \$15,000 to be placed in the technology fund with such amount to be funded from the June 30, 2014 unreserved fund balance available for transfer on July 1, 2014 and to name the School Board as agents to expend from the technology fund. (Majority vote required.)

(Should this article be approved, the funding is from fund balance and no amount will be raised from taxation.)

Recommended by the School Board 5-0. **Not Recommended by the Budget Committee 2-7**

VOTING WILL BE AT THE NORTH HAMPTON TOWN HALL, ON TUESDAY, MARCH 11, 2014. POLLS WILL BE OPEN FROM 8:00AM UNTIL 7:00PM.

Heroes Among Us

North Hampton, NH 2013/2014

"I think a hero is an ordinary individual who finds strength to persevere and endure in spite of overwhelming obstacles."

Christopher Reeve

A community is more than a region defined by geographical boundaries, more than a collection of demographic data and certainly more than a political district or incorporated legal entity. A Community is made up of individuals who take action, and these actions collectively define the quality of a community.

At North Hampton School we place the highest value on our sense of Community. Through our academic and social/emotional curriculum we strive to teach students self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. A critical component of this learning is allowing students the opportunity to connect this learning from within the confines of the school building to that of the larger North Hampton community outside of school.

The Mission of North Hampton School promotes "Education that empowers individuals to be caring, competent, responsible citizens who value learning as a lifelong process." We are hopeful that instituting a Heroes Among Us program within the town of North Hampton will allow for a natural connection between the students of North Hampton School and the community at large to connect the mission and beliefs of the school with that of the town.

We are looking for individuals from within the community that have given their time through selfless actions and dedication. They work while others are sleeping, they stand up when others stand down, and they do it because it is who they are. We are looking for individuals from within the town of North Hampton that selflessly give and work to better the lives of others, engage in the community "behind the scenes", and look to include and empower others. These individuals should rightly be called heroes.

It is our desire to recognize these individuals and we are searching for the heroes among us. These people are the role models we want for our children. While true heroes don't seek recognition or look to draw attention to themselves, we believe that the children of our community need to be aware that heroes are among us, and in turn, they too can strive to be heroic. Consider nominating a hero you know. Nominations will be narrowed down to five finalists based upon entry criteria and impact made.

Those submitting nominations and the nominees themselves need to be residents of North Hampton.

Nominees should exhibit the following characteristics:

- Individuals who exemplify the phrase, "service above self," performing acts of generosity, compassion, courage and/or stewardship beyond typical expectations or job duties.
- Individuals whose good works directly benefit the community of North Hampton
- Individuals who inspire others through their actions, not just their words or financial gifts.
- Individuals who contribute to the betterment of the community.

Submission Details

- Submissions should include the nomination form along with a short essay (500 words) explaining the reasons for nominating this individual.
- Materials need to be received by February 5, 2014.
- Please send submission materials to:
Richard Boardman, Assistant Principal
North Hampton School
201 Atlantic Ave
North Hampton NH

INFORMATION ABOUT NOMINEE

Name of nominee: _____

Address of nominee: _____

Phone # of nominee: _____ Email of nominee: _____

What is your relationship to this person and how long have you known them?

INFORMATION ABOUT NOMINATOR

Name: _____

Address: _____

Phone #: _____ Email: _____

Does the nominee know you are nominating him/her? _____
(Please note that we may contact the nominee for additional information)

Please write a 500-word (maximum) essay describing the reasons you are nominating this individual. Thank you for your efforts to recognize a Hero Among Us!