

**New England Association of  
School and Colleges, Inc.**

**Commission on Public Schools**



**Commission on Public Schools**

**Report of the Visiting Team for  
Newmarket Junior-Senior High School**

Newmarket, NH

October 25, 2022 - October 26, 2022

**Mr. Paul Yergeau, Chair  
Andrew Korman, Principal**

# School and Community Summary

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## School and Community Summary

Newmarket is next to Durham, NH, home to the University of New Hampshire, and approximately 15 miles from Portsmouth, NH. Newmarket is home to about 9,147 residents. Once home to mills and factories, the town has recently seen a resurgence of its downtown, including new restaurants and local shops. The median income of Newmarket residents is \$68,500. Just over 31 percent of the residents have a four-year college degree.

According to data from the department of education, 22.4 percent of families attending Newmarket Schools are considered economically disadvantaged.

Newmarket Public Schools consists of two schools. One elementary school serves grades PreK-5, and a combined junior-senior high school houses grades 6-12. The district services 1,058 students in grades PreK-12. Students in grades 9-12 can enroll in the Seacoast School of Technology, a technical high school in Exeter, NH.

The total per pupil cost is \$16,472. The 2022-2023 budget is \$24,533,982. The town of Newmarket has been and continues to be generous concerning allocating resources to its public schools.

In 2019 the drop-out rate was zero. The four-year graduation rate for 2018-19 was 86 percent. The post-secondary enrollment rate was 65 percent. Newmarket school district hopes to connect more with the community to offer students more opportunities for extended learning activities, such as internships and workforce training.

## Core Values, Beliefs, and Vision of the Graduate

### CORE VALUES, BELIEFS, AND LEARNING EXPECTATIONS

The staff at Newmarket Jr./Sr. High School, in partnership with students, family, and community, believe in providing each student with the opportunity to develop to his or her fullest potential in an academically rigorous, supportive, and safe environment.

### PROFILE OF A NEWMARKET JR./SR. HIGH SCHOOL GRADUATE

Graduates of Newmarket Jr./Sr. High School will:

- Think creatively and critically to identify and solve a variety of complex problems
- Use technology as a tool to research, organize, evaluate, and communicate information
- Work respectfully with diverse teams, share responsibility for collaborative work, and value the individual contributions made by each team member
- Communicate effectively using oral, written, and interpersonal skills in a variety of forms and contexts
- Demonstrate knowledge and understanding of the complex issues that impact the global community, such as economics, advances in technology, and environmental issues
- Develop a realistic career plan for post-secondary education, skills training, and/or entering the workforce

# LEARNING CULTURE

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## Learning Culture

*The school provides a safe learning culture that ensures equity and fosters shared values among learners, educators, families, and members of the school community. These shared values drive student learning as well as policy, practice, and decision-making while promoting a spirit of collaboration, shared ownership, pride, leadership, social responsibility, and civic engagement. The school community sets high standards for student learning, fosters a growth mindset, and facilitates continuous school improvement to realize the school's core values, beliefs about learning, and vision of the graduate.*

1. The school community provides a safe, positive, respectful, and inclusive culture that ensures equity and honors diversity in identity and thought.
  - 1a. The school community provides a safe environment.
2. The school's core values, beliefs about learning, and vision of the graduate drive student learning, professional practices, learning support, and the provision and allocation of learning resources.
  - 2a. The school has a written document describing its core values, beliefs about learning, and vision of the graduate.
3. The school community takes collective responsibility for the intellectual, physical, social, and emotional well-being of every student and can demonstrate how each student is known, valued, and connected to the school community.
4. The school community's professional culture demonstrates a commitment to continuous improvement through the use of research, collaborative learning, innovation, and reflection.
5. The school's culture promotes intellectual risk taking and personal and professional growth.
6. The school has an inclusive definition of leadership and provides school leaders with the authority and responsibility to improve student learning.
7. The school culture fosters civic engagement and social and personal responsibility.

# STUDENT LEARNING

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## Student Learning

*The school has a vision of the graduate that includes the attainment of transferable skills, disciplinary/interdisciplinary knowledge, understandings, and dispositions necessary to prepare learners for their future. Students are assured consistent learning outcomes through a defined curricular experience and have the opportunity to demonstrate their skills and knowledge in a variety of creative ways. Students actively participate in authentic learning experiences while practicing the skills and habits of mind to regularly reflect upon, and take ownership of, their learning.*

1. The school has a vision of the graduate that includes the attainment of transferable skills, knowledge, understandings, and dispositions necessary for future success and provides feedback to learners and their families on each learner's progress in achieving this vision.
2. There is a written curriculum in a consistent format for all courses in all departments that includes units of study with guiding/essential questions, concepts, content, and skills and integrates the school's vision of the graduate.
  - 2a. There is a written curriculum in a consistent format for all courses in all departments.
3. Curriculum ensures that learners demonstrate a depth of understanding over a breadth of knowledge.
4. Instructional practices are designed to meet the learning needs of each student.
5. Students are active learners who have opportunities to lead their own learning.
6. Learners regularly engage in inquiry, problem-solving, and higher order thinking skills.
7. Learners demonstrate their learning through a variety of assessment strategies that inform classroom instruction and curriculum.
8. Learners have multiple opportunities to demonstrate their learning, receive corrective feedback, and use this feedback in meaningful ways to support their learning.
9. Learners use technology across all curricular areas to support, enhance, and demonstrate their learning.

# PROFESSIONAL PRACTICES

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## Professional Practices

*The school maintains and implements a school improvement/growth plan, organizational practices, and productive community relationships to meet and support student learning needs. Educators engage in ongoing reflection, collaboration, and professional development to improve their practice and examine evidence of student learning and well-being to improve curriculum, instruction, assessment practices, programs, and services.*

1. The school engages all stakeholders in the development and implementation of a school improvement/growth plan, which reflects the school's core values, beliefs about learning, and vision of the graduate.
  - 1a. The school has a current school improvement/growth plan.
2. Educators engage in ongoing reflection, formal and informal collaboration, and professional development to improve student learning and well-being.
3. Educators examine evidence of student learning and well-being to improve curriculum, instruction, assessment practices, and programs and services.
4. Collaborative structures and processes support coordination and implementation of curriculum.
5. School-wide organizational practices are designed to meet the learning needs of each student.
6. Educators develop productive student, family, community, business, and higher education partnerships that support learning.

# LEARNING SUPPORT

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## Learning Support

*The school has timely, directed, and coordinated interventions for all students. The school provides targeted supports to meet each student's individual needs, including counseling services, health services, library/information services, and other appropriate support services to assist each student in meeting the school's vision of the graduate.*

1. All students receive appropriate intervention strategies to support their academic, social, and emotional success.
  - 1a. The school has intervention strategies designed to support students.
2. All students receive counseling services that meet their personal, social, emotional, academic, career, and college counseling needs from adequate, certified/licensed personnel.
3. All students receive health services that ensure their physical and emotional well-being from adequate, certified/licensed personnel.
4. All students receive library/information services that support their learning from adequate, certified/licensed personnel.
5. Identified English Language Learners and students with special needs and 504 plans receive appropriate programs and services that support their learning from adequate, certified/licensed personnel.

# LEARNING RESOURCES

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## Learning Resources

*The school has adequate and appropriate time, funding, and facilities to support the realization of its core values, beliefs about learning, and vision of the graduate. The school and school community provide time, funding, and facilities for student learning and support; teacher collaboration and professional growth; and full implementation of curricular and co-curricular programs in the school. The school has appropriate plans, protocols, and infrastructure in place to ensure consistent delivery of its curriculum, programs, and services.*

1. The community and district provide school buildings and facilities that support the delivery of high-quality curriculum, programs, and services.
  - 1a. The community and district provide school buildings and facilities that support the delivery of curriculum, programs, and services.
2. The school/district provides time and financial resources to enable researched-based instruction, professional growth, and the development, implementation, and improvement of school programs and services.
3. The community and the district's governing body provide adequate and dependable funding to fully implement the curriculum, including co-curricular programs and other learning opportunities.
4. The school/district has short-term and long-term plans to address the capital and maintenance needs of its building and facilities.
5. The school has infrastructure and protocols in place to ensure effective responses in crisis situations.

# Introduction

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## Introduction

The New England Association of Schools and Colleges (NEASC) is the oldest of the six regional accrediting agencies in the United States. Since its inception in 1885, the Association has awarded membership and accreditation to those educational institutions in the six-state New England region who seek voluntary affiliation.

The governing body of the Association is its Board of Trustees, which supervises the work of three Commissions: the Commission on Independent Schools (CIS); the Commission on Public Schools (CPS), which is composed of the Committee on Public Elementary, Middle, and High Schools (CPEMHS), and the Committee on Technical and Career Institutions (CTCI); and the Commission on International Education (CIE).

As the responsible agency for matters of the evaluation and accreditation of public school member institutions, CPS requires visiting teams to assess the degree to which schools align with the qualitative Standards for Accreditation. The Standards are *Learning Culture, Student Learning, Professional Practices, Learning Support, and Learning Resources*.

The accreditation program for public schools involves a five-step process: the self-reflection conducted by stakeholders at the school; the Collaborative Conference visit, conducted by a team of peer educators and NEASC representatives; the school's development and implementation of a growth/improvement plan; the Decennial Accreditation visit conducted by a team of peer educators and NEASC representatives; and the follow-up program carried out by the school to implement the findings of its own self-reflection, the recommendations of the visiting team, and those identified by the Committee in the follow-up process. Continued accreditation requires that the school participate in the accreditation process over the ten-year cycle and that it show continued progress addressing identified needs.

### **Preparation for the Accreditation Visit - The School Self-Reflection**

Accreditation coordinators and a steering committee composed of the professional staff were appointed to supervise the school's self-reflection and Accreditation process. At Newmarket Junior-Senior High School, a committee of five members, including the principal, supervised all aspects of the Accreditation process. The steering committee organized an appropriate committee or committees to determine the quality of all programs, activities, and facilities available for young people by completing the school self-reflection.

Public schools evaluated by the Commission on Public Schools must complete appropriate materials to assess their alignment with the Standards for Accreditation and the quality of their educational offerings in light of the school's core values, beliefs, vision of the graduate, and unique student population. Newmarket Junior-Senior High School used questionnaires developed by the Commission on Public Schools to reflect the concepts contained in the Standards for Accreditation. These materials provided discussion items for a comprehensive assessment of the school by the professional staff during the self-reflection.

In addition, the professional staff was required to read and vote on Part 2 of the self-reflection to ensure that all voices were heard related to the alignment of the school to the Standards for Accreditation. All professional staff members were expected to participate in the self-reflection process either by participating on a committee or by participating in discussion and evidence gathering to support the school's alignment to the Standards.

### **The Process Used by the Visiting Team**

A visiting team of five members was assigned by the Commission on Public Schools to conduct a Collaborative Conference visit to Newmarket Junior-Senior High School in Newmarket, New Hampshire. The visiting team members spent two days at the school; reviewed the self-reflection documents, which had been prepared for their examination; met with administrators, teachers, other school and system personnel, students and parents;

and observed classes to determine the degree to which the school aligns with the Committee on Public Elementary, Middle, and High Schools' Standards for Accreditation. The team also reviewed the proposed priority areas for the school's growth plan to be developed as part of the Accreditation process.

Each conclusion in the report was agreed to by visiting team consensus. Sources of evidence for each conclusion drawn by the visiting team are included within each section of the report. The report includes commendations and recommendations that, in the visiting team's judgment, will be helpful to the school as it works to improve teaching and learning and implement its plan for growth and improvement.

This report of the findings of the visiting team will be forwarded to the Commission on Public Schools, which will make a decision on the Accreditation of Newmarket Junior-Senior High School.

# Foundational Element Ratings

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## Foundational Element Ratings

<b>Foundational Elements</b>	<b>School's Rating</b>	<b>Visitors' Rating</b>
1.1a - Learning Culture	Meets the Standard	Meets the Standard
1.2a - Learning Culture	Does Not Meet the Standard	Does Not Meet the Standard
2.2a - Student Learning	Does Not Meet the Standard	Does Not Meet the Standard
3.1a - Professional Practices	Does Not Meet the Standard	Does Not Meet the Standard
4.1a - Learning Support	Meets the Standard	Does Not Meet the Standard
5.1a - Learning Resources	Meets the Standard	Meets the Standard

# Foundational Element 1.1a - Learning Culture

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## Narrative

The school community provides a safe environment. The school community deliberately builds and maintains a physically safe environment for learners and adults. Closed building perimeters protect the physical safety of students and adults after 8:15 a.m. After that time, entrance is gained with permission from the front office staff. The school has a full-time school resource officer who interacts with students in various capacities throughout the school day, inside the building and outside on campus. Policies and processes are in place to ensure the safety of learners and adults. NEASC survey data indicates that 88 percent of faculty, 78 percent of students, and 84 percent of families feel safe in the school.

## Rating

Meets the Standard

# Foundational Element 1.2a - Learning Culture

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## Narrative

The school has yet to have a written document describing its core values, beliefs about learning, and vision of a graduate. Some administrators and faculty have developed an action plan to modernize the outdated vision and mission statement with an updated graduate profile by spring 2023. Input from faculty, staff, and community stakeholders will be used to identify the 21st century knowledge, transferable skills, character traits, and social-emotional competencies that the school will prioritize in its vision of a graduate.

## Rating

Does Not Meet the Standard

# Foundational Element 2.2a - Student Learning

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## Narrative

The school has yet to have a written curriculum in a consistent format for all courses in all departments across the school. Some courses have written curriculum documents, but do not follow the same format. Academic departments may not use the same format that includes units of study with guiding/essential questions, concepts, content, skills, instructional strategies, and assessment practices. Teachers received *Understanding by Design* (UbD) training and required UbD unit development; however, this has yet to be implemented consistently, and the units were not completed due to time constraints and competing priorities. Although teachers appreciate their academic freedom, they generally agree that they would benefit from more consistent expectations for curriculum development. Some departments have discussed syllabi templates, and those department leaders plan to discuss ways to bring more consistency to the curriculum development process.

## Rating

Does Not Meet the Standard

# **Foundational Element 3.1a - Professional Practices**

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## **Narrative**

The school has yet to have a current school improvement/growth plan. The school creates district and school-specific goals each year, but no formal school improvement or growth plan exists. The school has several improvement committees focused on goal areas such as district-wide culture and climate, student academic goals, and student services.

## **Rating**

Does Not Meet the Standard

# Foundational Element 4.1a - Learning Support

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## Narrative

The school has yet to have a range of intervention strategies designed to support learners. The school has a full-time social worker, a school psychologist, and a newly reinstated director of counseling; however, the availability of intervention supports is limited due to scheduling and significant counselor caseloads above NEASC guidelines. An advisory period is designed to provide academic interventions for students in need. However, students attending the Seacoast School of Technology in the mornings are unavailable. At the high school level, the advisory period is often used for snack breaks, cell phone use, and student and staff downtime. The middle school uses advisory time for social-emotional learning support and the What I Need (WIN) program for academic support. The school has yet to have a process to identify and refer students who need additional assistance.

## Rating

Does Not Meet the Standard

# **Foundational Element 5.1a - Learning Resources**

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## **Narrative**

The school site and plant support the delivery of curriculum, programs, and services. The school buildings and facilities ensure a safe, secure, and healthy environment for students and adults. The building was newly expanded and renovated between 2017 and 2020. Classrooms, specialty areas, and labs were added or updated. The library and kitchen were updated and redesigned to meet current needs. Furniture was replaced, and equipment was added or updated. The current budget reflects the need for ongoing improvements and additional upgrades and is regularly supported by the community. The maintenance staff is fastidious about ensuring that the building remains clean, well-maintained, and safe for students and faculty. The school meets all applicable federal and state laws and is in compliance with local fire, health, and safety regulations.

## **Rating**

Meets the Standard

# Standard 1 - Learning Culture

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## Narrative

The school provides a safe learning culture that ensures equity and fosters shared values among learners, educators, families, and members of the school community. These shared values drive student learning and policy, practice, and decision-making while promoting a spirit of collaboration, shared ownership, pride, leadership, social responsibility, and civic engagement. The school community sets high standards for student learning, fosters a growth mindset, and facilitates continuous school improvement to realize the school's core values, beliefs about learning, and vision of the graduate. According to the NEASC survey, 80 percent of faculty agree there is a culture of mutual respect between staff and administrators, and 83 percent of families feel that the faculty treats them with respect. Seventy-two percent of students believe all students, regardless of their background, are treated respectfully. During passing times and in classrooms, mutual respect and rapport are demonstrated in interactions between students and staff. Students express gratitude for teachers and the ability to curate relationships due to the small school size. Class sizes are small, and teachers can work on developing meaningful and individualized relationships with their students. Teachers routinely call on students by name, and students are comfortable approaching teachers with questions and volunteering answers. Diversity and cultural differences are celebrated. For example, students in a cooking class prepared Tres Leches cake in honor of Hispanic heritage month, and signs were prominently displayed in the library honoring the celebration. By design, the advisory program, started in 2022-2023, affords school clubs and organizations built-in times for students to meet Tuesday through Thursday to address scheduling access and equity concerns that prevent some students from attending after-school activities. However, students participating in the Seacoast School of Technology miss advisory and do not have equal access to personal, academic, and social benefits. Similarly, Wellness Wednesdays endeavor to provide students with diverse opportunities that span the gamut of the faculty's interests. The student handbook currently outlines an attendance policy that affects grades; however, the policy is outdated and not implemented practically. Working to align practice and policy will help present clear and unified expectations for students and families. In addition, policies that address potential access and equity disparities between students will help ensure that academic consequences remain equitable for students of all demographics.

Because the school has yet to have a document that outlines its core values, beliefs about learning, and vision of the graduate, these elements have yet to drive student learning, professional practices, learning support, and the provision and allocation of learning resources. The student handbook currently presents six 21st century learning expectations, though they are not fully integrated into a central and unified vision and are not systematically embedded into all curriculum areas. A collaborative and inclusive plan includes school members and community stakeholders constructing a modernized profile of their core values and beliefs about learning that will be reflected in their vision of the graduate by spring 2023. This document will replace the outdated Profile of a Newmarket Graduate currently in place. The existing curriculum, individual staff beliefs about students, and research-based theories and principles have helped the school to move forward with the provision and allocation of learning resources despite the lack of a unified vision. When the NEASC survey was administered, 59 percent feel that administrators and the principal lead in ways that are consistent with the school's core values and beliefs. Since then, there have been several leadership changes, and there is an optimistic outlook about integrating a strong vision of the graduate and new school leadership. Parents are interested in the vision of the graduate process and are eager to implement a vision that aligns with the community's collective goals for its students.

In general, the school community takes collective responsibility for the intellectual, physical, social, and emotional well-being of every student. It can demonstrate how each student is known, valued, and connected to the school community. Eighty-three percent of students agree that there is a caring adult within the school who knows them well, and 74 percent of families believe that their child feels connected to other students within the school. Nearly 75 percent of students feel that all adults are invested in the academic well-being of all students, not limited to those they teach directly. Most students believe that all staff members care about the social and emotional well-being of all students in the school. School counselors, the school psychologist, the nurse, and case managers reveal a collaborative approach to ensuring student well-being. For example, a student arriving at the counseling office may be aided by the staff member present, and the nurse is often involved with students' social-emotional

well-being. However, there has yet to be a clearly articulated protocol or sequence of point persons for students seeking support. The middle school has a model that better lends itself to a collective approach to student needs due to formalized opportunities to engage colleagues in identifying students who may need additional support. The middle school implemented a social-emotional learning curriculum and embedded social-emotional learning activities in the advisory program. In the high school, a new advisory model was introduced in the 2021-2022 school year to identify and fulfill student needs across various areas. For example, students struggling academically or requiring extra resources are scheduled to meet with the appropriate teacher during the advisory period for help up to three times per week. School counselors assist with providing advisory teachers with materials to offer college and career readiness preparation to students. The social-emotional learning advisory component at the high school revolves around shared monthly themes. Other students refer to advisory as a time for snacks and phones. One teacher with a senior advisory devises methods to help students, whether working together on the Common App or academic remediation. The high school targets students' intellectual, physical, social, and emotional well-being through regular check-ins with their advisory teachers; in these meetings, students work with their advisors to set and review weekly goals. However, teachers and students are concerned about the model's effectiveness while simultaneously acknowledging the positive intent of the program. For example, there are accessibility issues for students involved in the Seacoast School of Technology and teachers needing to bifurcate their attention between their students who are present and the needs of students assigned to their room for academic remediation. The school stresses the importance of comprehensive student well-being in the curriculum. For example, the physical education department includes offerings such as yoga and mindfulness, which teaches students about the benefits of stretching, moving, and breathing freely as ways to relieve stress, relax, and focus on ways that they can transfer to their daily life.

The school community demonstrates a commitment to continuous improvement through the use of research, collaborative learning, innovation, and reflection to make improvements through reflection and research. Groups of teachers have been gathering regularly via formal meetings since October 2021 to identify an instruction and assessment model that best serves students and staff. The group of teachers working on this initiative researched and considered the pedagogical and practical value of the competency-based education model and have expressed a desire to implement it in a way that offers safety and support to educators, students, and the community as they navigate the transformation from a 100-point system that has not yet fully separated the assessment of work habits from academic scores. There is collective interest on behalf of the committee to present their intentions and findings to the new administration to make forward progress and establish the committee's objective of moving to competency-based education. Administrators repeatedly voice support for teachers to be given the freedom to reflect on their needs and advocate for resources that would help them institute best practices. Administrators support teachers' innovative ideas seeking to reconfigure underused spaces to serve the school's needs better. Teachers in the district were trained in the *Understanding by Design* model during the 2021-2022 school year to work towards a vertically aligned curriculum in the district. Teachers welcomed the training, though the departmentally constructed units created after the training are not always personally meaningful due to differences in content and curriculum. There is a committee for *Universal Design for Learning* to help facilitate curriculum development. Over half of the teachers reflect on their lessons and adjust instruction daily, in addition to 28 percent of teachers who reflect and recalibrate their lessons or practice weekly. Twelve percent of the faculty believe that nearly all of their colleagues are open to trying new ideas, and 48 percent feel that most of their colleagues are open to innovation. Within departments, there was an interest on behalf of teachers to reflect, research, and collaborate and a general willingness for continuous growth. Staff generally look forward to formalized and embedded opportunities to conduct that work. This optimism exists alongside initiative fatigue on behalf of teachers who have navigated administrative turnover at the school and district levels. As a result, teachers are frequently tasked with initiatives that change with each administration. In 2021-2022, the school embedded a 45-minute block in the morning to accommodate the need for various school-improvement committees and provide more collaboration and planning time; however, that time was eliminated. Teachers felt the later start time better aligned with best practice. At this time, the high school schedule lacks sufficient time for meaningful collaboration and common planning, co-teaching, or designing shared materials. However, the middle school schedule better provides team planning and collaboration opportunities.

The school's culture generally promotes intellectual risk-taking and personal and professional growth for students and staff. By design, the school provides multiple pathways for students to meet competencies and earn credit: a dedicated extended learning opportunity coordinator has been hired in the 2022-2023 school year to assist students with using flexible opportunities for learning; middle school students can earn high school credits towards graduation requirements; high school students may enroll in college courses at the University of New

Hampshire or Great Bay Community College, to participate in running start programs, and to enroll in the eStart online courses offered by the New Hampshire Community College System. Seventy-nine percent of students report feeling encouraged to try new things and experiment. One way students can explore new avenues, personally and intellectually, is through Wellness Wednesdays, a monthly offering during the advisory period. Students can sign up for eclectic activities designed and implemented by individual faculty members. Selections include woodworking, quiet reading time, outdoor time, disc golf, natural history, chess, crochet, hiking, and varied discussion topics. This enables students to participate in diverse experiences outside the range of their typical curriculum, to take risks in a low-stakes environment, and to build rapport with peers and teachers with whom they may not otherwise interact. Teachers consistently convey to students that mistakes are part of their learning process, and 87 percent of students report that they have learned that mistakes are integral to their learning. Most teachers challenge students to think critically and with complexity, thereby consciously promoting intellectual risk-taking. In an AP biology course, students were asked to consider the seven norms of collaboration and the value of different norms related to their lesson objective. Students in a marketing class were asked to think outside the box and rebrand a real product of their choosing that ultimately failed in real markets due, presumably, to mishandling of product marketing by actual companies. Students enjoyed the challenge of constructing better marketing than companies with seven-figure budgets. In a drawing class, students were encouraged to find their source material and inspiration for lessons in perspective and to translate that into original artwork; one student, in particular, opted to construct her own source material by digitally capturing her bedroom, overlaying contour sketches on the image, and transferring that to a hand-made grid system before ultimately completing the assigned task of drawing the two or three-point perspective image. Although risk-taking is embedded, there is a lack of higher-level course offerings. Students want more upper-level humanities offerings, and many rigorous courses are only offered through online or third-party educational systems rather than the teachers students know and respect. The current scheduling model is compounded by a program of studies that offer exceptional and diverse, fascinating courses on paper but falls short of running many of those courses. Faculty members are currently strongly supported and encouraged to explore research, collaborative learning, innovation, and reflection, and take intellectual risks, to develop course offerings and social-emotional programs that will enrich students' experiences. An advisory program was researched and implemented to ensure each child had an advocate. Though the schedule change restricted common planning time, teachers work collaboratively to review and revise programs and instructional practices that promote student success. Professional development offerings have centered on implementing the *Understanding by Design* philosophy and implementing competency-based education, which has met varied levels of success across the varied departments and grade levels. The ongoing collaborative efforts of the faculty, supported by the administrators and community, will ensure that effective programs and practices are implemented to meet every student's needs.

The school is working towards an inclusive definition of leadership and sometimes provides school leaders with authority and responsibility to improve student learning. At the time of the NEASC survey, 60 percent of teachers felt that the principal and other school leaders asked for their input on improving the school, and 65 percent felt they were given leadership opportunities. Current administrators are open to feedback and have the power to effect change on both a small and large scale. Committees completed difficult and meaningful work over the past few years, but turning that planning into action often was lacking. Some teachers actively seek and receive leadership roles, such as chairing the NEASC process, and appreciate the opportunity, whereas others are not comfortable accepting responsibilities outside of their teaching duties. At the time of the NEASC survey, 77 percent of teachers indicated that they have little to no influence on determining the content of in-service professional development days, with 54 percent feeling that they have no agency in determining the content of those days. Many teachers feel they did not have input on major decisions, such as schedule changes between the 2021-2022 and 2022-2023 academic years, but they have, at times, had meaningful input into the program of studies. Department coordinators have a strong rapport and are genuinely invested in providing meaningful leadership within their departments. Teachers feel optimistic about the school's current leadership; the principal is supportive and open to feedback and dialogue about improving student learning. The principal wants to elicit feedback from middle school teachers to inform decisions about potential upcoming shifts in the middle school. The superintendent is involved in the school community and attends student events, demonstrating supportive leadership. A collaborative partnership is developing between the school and administrators at all levels, with the superintendent and assistant superintendent looking to grow leadership from within the school.

The school culture fosters civic engagement and social and personal responsibility. In theory, the curriculum addresses these areas through course offerings at the high school, such as Street Law, Current Events, Civics, American Liberties and Rights, and the English course *The Quest for Equity Throughout History and Literature*.

The social studies department offers courses through domestic and global lenses such as Current Events, Comparative Religions and Cultures, International Relations, Silk Road: Asia from Past to Present, and Cooking with Culture. Through classes such as these, students can understand societal influences, past and present, and explore how these factors impact their lives. However, the impact of many of these offerings is dampened by scheduling complications or inconsistently allocated resources preventing classes from running. Sixty-three percent of students report being taught about current social issues, and 64 percent believe they contribute to their community. The school offers several clubs and student organizations that build students' sense of personal and civic responsibility. The Alliance and Young Women's Leadership clubs foster students' sense of social and personal responsibility by creating a welcoming environment for all students and promoting gender equity and leadership opportunities for all, respectively. The Interact Club cultivates civic engagement through hands-on service projects in the community, and the high school student council engages students in student leadership. NetZero club students picked up garbage and road debris after school. High school students offer tutoring programs for students in third through eleventh grades. The middle school just formed a student council, which is already impacting the school community.

## Sources of Evidence

- central office personnel
- classroom observations
- department leaders
- facility tour
- NEASC survey
- parents
- school board
- school leadership
- school support staff
- self-reflection
- student work
- students
- teachers

# Standard 2 - Student Learning

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## Narrative

The school has yet to have a vision of the graduate that includes the attainment of transferable skills, knowledge, understandings, and dispositions necessary for future success; therefore, it has yet to provide feedback to learners and their families on each learner's progress in achieving the vision of the graduate. A committee has begun to identify 21st century learning expectations that include the attainment of transferable skills, knowledge, understandings, and dispositions necessary for future success. The school identified habits of work and created a corresponding rubric. The school is discussing how it might use the rubric more effectively to assess work habits separately from knowledge and skills. The current habits of work may need to be reviewed after the vision of the graduate is developed as there may be additional soft-skill areas that are attributes that graduates should possess. The school is exploring ways that Infinite Campus can be used in this assessment and reporting process. The hope is to develop a clear school-wide understanding of how habits of work are evaluated and assessed across academic departments, including regular and consistent feedback on student progress towards these goals being provided to students and their families. Up until this point, implementation and the habits of work integration have been inconsistent. There has been significant work done in developing the vision of the graduate, and there is an action plan in place and enough valuable work done on the topic to build consensus so that school leaders can move to the next steps of vetting the vision with students, faculty, parents, school board, and the community.

The school has yet to have a written curriculum in a consistent format for all courses in all departments across the school. Some courses have written documents, but there is no standard or consistent format across academic departments. Most teachers received training in the *Understanding by Design* curriculum development process. Although the training was valuable, it was not implemented consistently, and the units were not completed due to time constraints and competing priorities. In addition, teachers lack direction in writing curricula with a consistent format. Because the vision of the graduate is being developed, it has yet to be incorporated into the curriculum. Committees are tackling many of the curricular goals like competency-based education and the vision of a graduate, and department coordinators are working together to plan for UbD unit development and syllabus template development.

Curriculum in some courses ensures that learners demonstrate a depth of understanding over a breadth of knowledge. The school is developing an understanding of the importance of providing a depth of understanding over a breadth of knowledge, but this varies depending on discipline, course, and instructor. Assessing prior knowledge allows students to make connections and teachers to make instructional adjustments to build on their learning. Many core courses have dense curricula, which makes it difficult for students or teachers to dive deeper into the content. While some electives allow students to explore topics that interest them in greater depth, not all of the abundant electives listed in the program of studies are offered to students regularly. The high number of courses in the program of studies contributes to smaller class sizes and can positively or negatively affect the delivery of the content. Students choose from the expansive list of offerings, lowering the number of students in each class. When classes are too small, content discussion can be limited in perspective. Small numbers in a physical education course, for instance, can prevent the instructor from teaching skills and techniques that require a full team roster to demonstrate the skills and knowledge of that topic. Block scheduling, alternate days, and longer blocks sometimes impact the pace and depth of content due to the amount of time available to teach the same content to all learners in heterogeneous classrooms. For example, some teachers feel that 85-minute blocks are not ideal for middle school instruction. Middle school teachers prefer meeting with students daily for shorter periods as the alternating day schedule forces constant review of forgotten curriculum and slow the pace rather than delving deeper into concepts. Project-based learning and complex problem-solving require critical thinking allowing for depth of understanding as students apply their learning and demonstrate knowledge of the content in some courses. Capstone courses by departments in academic discipline areas such as English, science, or social studies assist seniors in their final year to achieve a depth of knowledge in the subject matter based on their potential career pathway interest.

Many instructional practices are designed to meet the learning needs of each student. Meeting the learning needs of each student is still a work in progress across the school. Small class sizes, however, often allow for more differentiated instruction because of the one-on-one ability to work with students. A Multi-Tiered System of

Support (MTSS) is a new initiative. A variety of instructional approaches and a mix of whole-class, small group, and individualized instruction is used throughout the school. In a middle school social studies class, students work collaboratively to identify the various components that create a society. Students in science classes apply concepts from a whole class presentation in pairs. Students in an English class write personal narratives published and shared with a broader audience. Teachers consistently monitor student understanding through individual questions, informal exit tickets, and apps to record individual student answers and encourage unique ways for students to present learning. Most teachers independently implement instructional practices to meet the needs of diverse learners and continually review and revise instructional practices as needed. Instructional practices take into consideration student strengths and learning styles. All teachers observe the students in their classes and review their work to determine their strengths, weaknesses, and the best methods of instruction to reach every learner. Course objectives and learning targets are made clear to students in course syllabi. Instructional strategies, such as retakes of assessments and revisions of writing, help provide individualized instructional strategies; more personalized learning for all students is the goal.

Many students are active learners who sometimes have opportunities to lead their own learning. Many educators incorporate performance-based activities into daily instruction to engage students actively in learning. Strategies such as providing student choice about which books to read, topics for long-term assignments, and the medium by which they present information are implemented across the curriculum regularly. Project-based learning is inconsistently embedded across the curriculum and varying degrees, as some subjects lend themselves to a project-based approach more easily. Projects are designed with student choice/creativity in mind to highlight individualized student expression and personal interest. For example, there is an initiative for a multicultural project-based learning interdisciplinary effort that culminates in an exhibition of student work open to families and the public. Courses currently offered at Seacoast School of Technology through career and technical education programming allow students with kinesthetic learning styles and specific career interest areas to pursue an active learning focus. This leads to technical and workforce pathways options or can inform college major selection. The school is moving toward more hands-on and applied project-based learning opportunities across all disciplines. On occasion, students can lead their own learning by pursuing self-designed extended learning opportunities or independent study proposals with instructors. However, learning at the middle school is often traditional, and student choice is less prevalent.

Some learners occasionally engage in inquiry, problem-solving, and higher order thinking skills. The school is developing a consistent understanding of allowing learners to regularly engage in inquiry, problem-solving, and higher order thinking skills. This belief is clearly stated in the core values statement: "We strive to work with the broader community to ensure that students develop lifelong skills enabling them to be contributing and productive members of society." Educators incorporate critical thinking through written prompts, higher-level thinking questions encouraging student questions, and probing student responses. Students are given opportunities to approach instructors about an independent study to delve more deeply into higher order thinking about specific areas of interest. Independent study opportunities frequently happen in content areas such as art and physical education. Students in grades 9 through 12 are provided daily opportunities to engage in activities prioritizing deep understanding, analysis, synthesis, creativity, and making connections. Students are regularly challenged to use their critical and creative thinking skills across disciplines. Through science laboratory investigations, students analyze data and make inferences by asking questions while collecting data. Students are expected to interpret graphs and analyze the data they collect. In humanities classes, students develop research topics to formulate a thesis statement and collect supporting evidence. In math classes, students analyze data, make inferences, perform inquiry-based activities, and apply concepts. They are instructed on multiple ways to solve a problem with the understanding that there is often more than one correct answer. Career and technical education programs require students to demonstrate course competencies and 21st century career readiness skills, allowing for problem-solving and higher order critical thinking to be shown. STEAM grant awards and efforts to bring in the maker space in the library have broadened opportunities to encourage a culture of innovation.

Teachers across all disciplines use a variety of assessment strategies to evaluate students' work and inform classroom instruction and ongoing curriculum development. Educators are encouraged to use a balance of formative and summative assessments to scaffold learning. Based on these assessments, teachers regularly and consistently check to ensure students understand concepts and master skills. Across the school, students are exposed to a wide variety of assessments. Summative assessments include end-of-unit tests, essays, research projects, performances, debates, portfolio presentations, and other performance-based assessments. As departments work to develop rubrics and other scoring tools for evaluating these summative assessments, students will gain a greater understanding of the expectations for success. Departments are working toward more

common summative assessments; however, a lack of common planning time hampers this process. Student choice in assessment is used in many classes. Students can choose a demonstration of competency based on the strengths of their learning style.

All students have multiple opportunities to demonstrate their learning and to receive corrective feedback. Most teachers provide consistent, specific, and timely corrective feedback and give students opportunities to revise and improve their work. Feedback in the form of formative assessments helps to prepare for summative work. Formative feedback includes student self-reflection, peer feedback, and opportunities for reassessment. Some teachers have a load that impedes their ability to provide feedback in a timely manner due to a lack of prep time, for example, when teachers are asked to cover classes due to a shortage of substitute teachers. Determining the number of preps for educators is a focus of administrators and teachers. Teachers provide students with many different opportunities to learn and succeed in classes. *Enriching Students* software for scheduling allows students to be sent to an instructor for remediation.

Some learners use technology in some classes to support, enhance, and demonstrate their learning; however, technology use varies. There is a large use of technology tools and resources in the woodworking program. The library media center houses a 3D printer used by teachers working collaboratively with the library media specialist. Middle school and high school students use technology for career exploration studies. The recent shift to remote and online accessibility due to the pandemic forced all teachers to offer curriculum via digital avenues, which increased the use of technology. Some teachers use Google Classroom tools, and there has been an increase in the use of Smart Boards installed in every classroom. Students were issued Chromebooks, and recent grants allow for more STEAM manipulatives and a maker space. Building-level technology integrators assist in the enhancement of instruction through technology. Courses such as Mandarin regularly use cell phone voice technology to translate phrases during classes. Collaboration between the library media specialist and technology integrators may assist in bringing more information and digital literacy into the classrooms. Students can pursue Virtual Learning Academy classes to broaden the offerings. The library media center has learning spaces for students to pursue this work, and the library media specialist is accessible to students taking online classes. A dedicated educator helps students keep pace with their online instruction and benchmarks. Web resources and digital media are available but may not be leveraged in all classes. Digital resources such as Edmentum and Discovery Education are available but not often used.

## Sources of Evidence

- central office personnel
- classroom observations
- community members
- department leaders
- facility tour
- NEASC survey
- parents
- school board
- school leadership
- school support staff
- self-reflection
- student work
- students
- teachers

# Standard 3 - Professional Practices

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## Narrative

The school has yet to engage all stakeholders in the development and implementation of a school improvement/growth plan, which reflects the school's core values, beliefs about learning, and vision of the graduate. To address this issue, staff members engaged in developing and implementing a school improvement plan. Participation has included school improvement committees, the vision of a graduate committee, and the Newmarket Next Chapter workgroup. An invitation was sent out via an all-staff email from the former superintendent to join the Newmarket Next Chapter workgroup, and information about the workgroup was posted on the district website. On the website, parents willing to consider serving as a member of this workgroup were asked to send a letter of interest. There was no clear opportunity for students to become involved. The group met and identified seven themes ranging from re-engaging with the community, maintaining a safe environment, beginning the process of developing a vision and mission for the future, keeping schools open during labor shortages, hiring and retaining staff, addressing mental health needs, and bringing joy back to the community.

Educators engage in varied ongoing reflection and professional development levels to improve student learning and well-being. The previous school schedule allowed for more organized collaboration and joint planning time. Currently, planning and collaboration are addressed more informally, with each grade level and department scheduling opportunities to address ongoing professional development needs. Teachers worked on *Understanding by Design* (UbD) unit development during scheduled professional development days. Administrators have tasked teachers to create two UbD units as part of their yearly goals. Teachers described the benefit of common planning time and training on differentiated instruction and scaffolding that is currently lacking and would allow teachers to collaboratively plan for and implement strategies explored in the competency-based education and *Understanding by Design* initiatives implemented across the district. Social-emotional learning training was provided during five Friday morning meeting times. Topics included trust, self-care, understanding the behavior and conflict cycle, and de-escalation. As a result of the training, middle school teachers were provided with a curriculum for their advisory program meetings. The high school staff was trained in trauma-informed practices in March 2020. The district formulated a professional development master plan with a standing committee, which will be reviewed in December 2022. Because of scheduling, collaboration is easier for middle school teachers than for high school teachers. The middle school operates on a team model, and teams are scheduled with common planning blocks to accommodate meetings to address test scores, student needs, parent communication, and curriculum crossover. High school teachers are more tightly confined by the schedule and the variety of core and elective courses they are assigned to teach. They are more likely to collaborate informally within departments than across subject areas. The morning staff meetings previously scheduled in 2021-2022 were eliminated for 2022-2023. During those 45-minute morning meetings, departments, committees, and teams collaborated and reflected on student learning. Teachers appreciated having dedicated time each day to collaborate and reflect in the morning when they are fresh versus the once-per-week Wednesday afternoon meeting. The teachers felt that when the schedule was being adjusted, Wednesday afternoons would be for curriculum development, and morning meetings would continue; however, morning meetings are no longer part of the schedule. Peer observations are strongly encouraged to gain professional development hours for recertification, but there is limited time to do this, even in the mentor program. A purposefully designed and comprehensive mentoring program for new teachers would be beneficial to help them realize their potential and make them feel comfortable enough with understanding the school, locating documents, and being coached on timely practices and procedures, among other things, to allow them the space to innovate and thrive. Once functional needs are met, teachers can allocate their efforts toward best practices and paradigm-shifting approaches. Reflection on the district and building goals is a requirement for teaching staff, beginning with goal creation in the fall and reflection in the spring. The current Agreement Between the Newmarket Teachers Association and the Newmarket School Board (2019- 2022) includes incentives for teachers to seek professional development opportunities outside the district. Teachers are encouraged to enroll in eight hours of graduate-level courses per year with compensation set at the University of New Hampshire's in-state rate. However, for the past three years, these funds have been underutilized.

Some educators examine evidence of student learning and well-being to improve curriculum, instruction, assessment practices, and programs and services, but this has yet to be a common practice across the school. There is some uniformity in using the Northwest Evaluation Association's Measures of Academic Progress (MAP) and the New Hampshire State Assessment System program (SAS) data within the middle school. Still, the high

school does not currently possess a similar testing cycle for these two standardized academic tests. Results from grades 6-8 are routinely used to design targeted activities, especially in mathematics and language arts. For example, the instructional content platform Newsela, in conjunction with Google Classroom, boosts student agency by providing varied reading levels of the same articles. However, a formal protocol for test data review has yet to exist. Teachers have been provided professional development to learn how to independently access MAP and SAS testing platforms and scores. Data review normally falls to individual middle school teams or departments for discussions. When allowed to use score results to design and populate the middle school "What I Need" classes, test results are not used. Teachers use formative and summative assessments and observations during small groups and one-to-one work with students. General education teachers provide accommodations and modifications on an as-needed basis, using various formative assessments to gauge student progress before summative assessments. There is no formal school-wide protocol regarding parameters for classroom formative and/or summative revisions. The special education department engages in a more formal design of student data review for grades 6 through 12 through the use of progress monitoring tools for Individualized Education Program (IEP) goals to determine if functional, academic, and behavioral goals and benchmarks are being met. Data reflects whether student goals are being met; if not, adjustments can be made regarding methods, instruction, delivery of instruction, and content. Analysis of IEP students' triennial evaluations reveals areas of growth and need. While formal evaluation practices are evident in smaller groups of the student body, these practices are not consistent across the school for all students. Behavioral support services, targeting a much smaller percentage of the population, are streamlined and include referral forms that teachers can easily access. The Assessment of Functional Living Skills, which measures various categories of independent living and functional living skills, is used, and formal assessments are administered to students for the triennial reevaluation process to determine special education eligibility. Tools that evaluate social/emotional and adaptive behavior, such as the BASC-3 and Vineland-3, are used in conjunction with academic and communicative evaluations to provide data indicating necessary support services. As a result of annual test data and in response to COVID-19-related learning gaps, the district purchased licenses for Discovery Education, Edmentum Exact Path, and EdPuzzle. These were instituted in 2021 to address academic gaps in test data and anecdotal evidence. The advisory program, during which SEL programs are inconsistently exercised at the high school level, acts as the first line of student academic, social, and emotional detection and mitigation. If MTSS interventions are deemed ineffective, students are referred to a Student Intervention Team (SIT). This process begins with teachers or teams completing the SIT referral form that encompasses a review of both academic and social-emotional factors. There is a counseling services referral form that targets more specific socio-emotional topics. These tools and groups enable the staff to respond more directly to the well-being of all students. Middle school teams provide a more solid third-tier detection of student well-being than what currently exists in the high school.

The school has yet to delineate collaborative structures and processes to support the coordination and implementation of curriculum within and across all departments. Some curriculum is informally aligned within departments through department meetings. Teachers appreciate the academic freedom they are afforded but express an urgent need for a procedural infrastructure. Staff turnover has slowed the progress of curriculum development. This year, the school adopted and is implementing the Illustrative Math program; however, teachers and students feel it is too focused on book learning and without enough hands-on learning opportunities. Teachers were given a choice of three programs but had no voice as to which curriculum programs were selected as choices. Professional development in 2021-2022 targeted the written, taught, and learned curriculum with a district-wide focus on UbD unit templates. A series of UbD workshops attempted to instill a uniform approach to creating updated units. The administration made the creation of at least two new copies of units one of the staff goals for the year, but there still lacks a uniform format. However, work on the unit template focused on courses perhaps taught by others, so there was no practical take-away from the activity making it less impactful. Curriculum conversations have begun outside department meetings with the competency-based education and UDL committees. These groups strive to engage teachers in more collaborative approaches and initiate much-needed conversations regarding changes in teaching and learning.

Many school-wide organizational structures are designed to meet the learning needs of each student. The school has two levels: college prep and honors/AP. The course selection process provides an additional challenge in meeting the academic needs of students. Students, at times, attempt to select their courses based on interest and offerings from an extensive catalog of potential curricular offerings. It appears, however, that they may not receive support in developing their schedules in part due to courses not being offered due to low enrollment. For example, there is a lack of upper-level, more challenging humanities classes or other school-based challenging classes available, resulting in students needing to pursue courses through Virtual Learning Academy Charter School (VLACS). An alternating-day schedule is in place for middle and high school students. Longer blocks of instructional time lend themselves to larger periods to delve deeper into topics with the older students but provide challenges for the shorter attention spans of younger students. The number of courses teachers teach reduces the collaborative time each has with their grade level team or department. Including an advisory block is an effective way to meet the unique needs of each student and benefits middle school students more effectively due

A program of studies is readily available to the public via the school's website on the student and family tabs. However, the breadth of classes offered in the program of studies does not accurately reflect the classes taught each year. The course selection process has been streamlined in the past couple of years with an explanatory slideshow and email reminders to students with links to their respective grade levels. The district now has a student-driven course selection process; however, students feel the program they use to self-select classes never works, and many students do not have adequate time with adults about their schedules. Drop-in visits for social-emotional reasons far exceed counselors' scheduled appointments. The school has reduced the academic levels available to students. English and social studies departments provide one AP course each; the mathematics department provides two courses, and the science department offers four. Sometimes these classes run every other year. The school acknowledges that some students' achievement levels needed further advancement not be satisfied within the school. As a result, students can successfully engage and receive credit for approved online courses provided by Virtual High School and Virtual Learning Academic Charter School (VLACS). Both are supported by space and staff within the school. Students have had access to the Seacoast School of Technology for several decades. This partnership with SAU 16 offers opportunities for students seeking a path after high school that does not necessarily include college.

Educators develop varied productive student, family, community, business, and higher education partnerships that support learning. COVID-19-related restrictions hampered Newmarket's previous community connections; however, some older partnerships continued through COVID-19. The school has a long-standing agreement with the Newmarket Recreation Department regarding athletic fields that abut the school and recreation center. The Newmarket Community Education Partnership (NCEP) is dedicated to enhancing social, recreational, and educational opportunities for children and youth in Newmarket. There was a resurgence of reconnections as the 2021-2022 academic year closed. Along with education-based grants made available to teachers, there is an annual Nicolas Popov Memorial Award that recognizes teachers who demonstrate the spirit of personal generosity, kindness, and service to students. The seventh grade reconnected with the University of New Hampshire's (UNH) Cooperative Extension's Sea Grant program that provides volunteer docents who share their expertise with ocean science both at Newmarket and, more recently, at the Coast Guard Station in New Castle, NH. Since 2018, Newmarket Cares Day has provided community service opportunities for students. The seventh grade initiated a partnership with the Portsmouth Naval Shipyard and their STEM Outreach Program that provided "STEM in a Box" activities to coincide with the experimental STEAM classes. The Newmarket Public Library invited the school to join the Community Read program. Other community partnerships, such as the Town of Newmarket, Channel 13, NH Partners in Education, and End 68 hours of Hunger, are listed on the school's website. Past partnerships outside of the school, such as social and mental health services, can now be found within the school with the hiring of both a school psychologist and a social worker. Seacoast Mental Health staff make regularly scheduled visits to the school on Tuesdays to meet with students, and they have a dedicated space to use for an in-house program once their staffing allows for the complete provision of services. Hiring a full-time in-house school psychologist and social worker improves communication with students in need and their families. Communication with the community relies heavily on email, both on the individual level and in the form of email notifications from Infinite Campus when grades are submitted and mass mailings from teachers, administrators, or school organizations. Teachers are encouraged to log contacts with parents through the PLP application within Infinite Campus. Parents of students whose grades are below passing are strongly encouraged to be contacted regularly. The 2019-2020 Teacher Supplement to the Handbook stipulates that no student will fail a course at Newmarket Jr.-Sr. High School unless the teacher has called and reached the student's parent or guardian. All personal contacts must be done in a timely fashion so that the student can pass the course. Contacts must be logged in Infinite Campus. It has been a standard procedure that when communicating with parents becomes strained or difficult, the administrators provide support, directly engage with parents, or initiate first contact when necessary. This relationship strongly relies on teachers completing PLP contact logs to keep administrators current. Newmarket recently updated its website to reach the student and parent community better. The district webpage has three distinct lines of communication for the community: the NJSHS Family Toolbox, the Superintendent's News, and the Jr/Sr HS Principal's News. The Family Toolbox links several areas of interest to parents and the public. These range from school reopening messaging, athletics, food services, transportation, and volunteer opportunities, to name a few. In addition to the newly revamped district webpage, Channel 13 has been critical in helping to communicate with the broader community about school-related issues by broadcasting school board meetings and posting past meetings online for easier access. For the college-minded, dual-enrollment opportunities with UNH, Southern New Hampshire University (SNHU), and Great Bay Community College are available. Long-standing school-to-career opportunities for Newmarket students include Extended Learning Opportunities (ELOs), community service, job shadowing, internships, cooperative education, independent study, post-secondary school and college agreements, and apprenticeships. This variety of opportunities, offered to students at all levels, helps students take steps to reach their individual goals.

## Sources of Evidence

- central office personnel
- classroom observations
- department leaders
- facility tour
- NEASC survey
- parents
- school board

- school leadership
- school support staff
- self-reflection
- students
- teachers

# Standard 4 - Learning Support

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## Narrative

Most students receive appropriate interventions to support their academic, social, and emotional success. The school provides intervention support for students through different middle and high school measures. Both have a daily 25-minute advisory period; however, the middle school is committed to social-emotional learning activities to support the developmental needs of students. This time is used to have a morning break and snack opportunity, and some teachers allow students to use cell phones during this period. The middle school has additional academic support time that meets every other day to allow for a period called "What I Need" (WIN). Teachers on these teams meet to review in-class data, standardized assessments, and teachers' anecdotal information to identify the long-range and daily needs of individual students. The core teachers, special educators, and paraprofessionals provide services to the rotating groupings of students. Along with counseling, this combination of services allows all students in middle school to receive appropriate interventions to support their academic, social, and emotional needs. The only daily intervention time is the 25-minute daily advisory period at the high school. The high school advisory program is less structured, snacks are allowed, and cell phone use is prevalent, with limited opportunity to engage in quality academic remediation. There is a homework club for all, and tutoring is offered by some instructors during advisory. Most high school students take a full load of eight classes, with four classes meeting on an alternating schedule each day. No other time is available for students who get behind due to absence or need more time to master coursework. Sometimes students receive interventions through MTSS. If the interventions are not effective, students are referred to a Student Intervention Team (SIT). Teachers or teams complete a SIT referral form that reviews academic and social-emotional factors. A counseling services referral form targets more specific socio-emotional topics. However, the schedule for students attending the Seacoast School of Technology program often makes it challenging for staff to provide the support requested by students due to limited time to meet with them; however, this is constantly being monitored for opportunities to address this need. Although social-emotional learning activities are scheduled to happen during advisory each week, the implementation of the high school's social-emotional learning curriculum is inconsistent. The short duration of time and, at times, necessary building movements do not make for an effective academic intervention experience.

Students receive counseling services that meet their personal, social, emotional, academic, career, and college counseling needs from adequate, certified/licensed personnel. A middle school counselor supports students in conjunction with a team of collaborators, including a full-time social worker, a school psychologist, and a director of counseling. The high school has its own counselor with a caseload of 300 students. Students are thankful for counselors' communication via email, but the lack of face-to-face interactions impedes relationship-building between students and counselors. The younger high school students felt less connected to the high school counselor than the upperclassmen due to college and career search needs. Students were open about the challenges of the course sign-up process. Improving the students' transitional bridge from middle to high school, even in the same building, is a laudable goal. The Newmarket School District recently reinstated a district counselor director housed in the middle/high school. Currently, the director has no specific caseload but supports students and the counseling staff where "triage" is needed. Thus, this helps more students receive counseling services that meet their academic, personal, social, emotional, academic, career, and college counseling needs from appropriate personnel. Counseling services are provided through one full-time social worker and a school psychologist. Seacoast Mental Health provides a mental health clinician; however, due to their challenges in finding staff, this has not started yet for this school year. The staff engages in collaborative problem-solving among four qualified professionals, including the social worker, counselor, psychologist, and director of counseling; however, students would like to know who to see and when for their needs, especially mental health concerns. The district is enhancing an understanding of counseling services provided to students. Many students rely on a trusted adult (teacher) to help them navigate challenges. The hiring of a full-time in-house school psychologist and social worker improves communication with students in need and their families.

All students receive health services that ensure their physical and emotional well-being from adequate, certified/licensed personnel. The school provides a full-time licensed nurse for the middle/senior high school for the 550 students and 70 staff members. The school nurse is well-established and endured very challenging COVID protocols, including strict testing and screening. A renovation provided sufficient space for the school

nurse to perform duties. However, when the nurse is unavailable, coverage is unreliable. The middle/high school nurse may be asked to cover for the elementary school nurse and vice versa. A part-time substitute may be available, but with limited hours of availability. Although the nurse indicated that due to coverage concerns, she is never absent, students report going to the health office to find no one available. The nurse provides social-emotional support for students that goes above and beyond their directive and preventative health service needs.

All students receive library/information services that support their learning from adequate, certified/licensed personnel. The school provides a wonderful space for learning and exploration in the middle/high school media lab. One library media specialist organizes the media center's operations and regularly meets with teachers to coordinate library standards with the course content in each curricular area. The media center is open to students when the building opens in the morning, roughly fifteen minutes before the start of the day, throughout the day for student drop-in and scheduled class times, and approximately forty-five minutes at the end of the school day. The media lab's materials, resources, and vibrancy attract and inspire students. Middle school students have greater access to the physical space than do high school students, yet the high school students express great accolades for the services. The media lab actively solicits grant opportunities to provide more STEM-related opportunities within the physical space, including a STEM room and a maker space. Some book weeding will continue to modernize the space.

Identified English language learners and students with special needs and 504 plans receive appropriate programs and services that support their learning from adequate, certified/licensed personnel. The school provides for the diverse needs of English language learners, students with special needs, and students with 504 plans through multiple appropriate and adequate physical spaces. The special education department consists of three high school and three middle school case managers and sufficient paraprofessionals, though not fully staffed due to candidate shortages. Additionally, two case managers coordinate the life skills curriculum. There has been an increase in co-taught courses in the high school that adds to the existing co-taught language arts and mathematics classes found in the middle school. The middle school classes include a regular and special education teacher, unlike the presence of two regular education teachers in the high school. Special education teachers have yet to be teaching partners in a true co-teaching model and take on more of a helping or supporting role in the classroom. As a result, co-teaching has yet to be implemented with fidelity. A full-time counselor can support students by teaching executive functioning skills and meeting students' individual counseling and transition goals. English language learners (ELL) throughout the district receive services from two English language instructors, one at the middle and one at the high school. Services are predominantly provided in the student's academic classroom setting. The team introduces new resources to students and their teachers, such as technology apps, that meet the unique needs of each English learner.

## Sources of Evidence

- central office personnel
- classroom observations
- department leaders
- facility tour
- NEASC survey
- parents
- school board
- school leadership
- school support staff
- self-reflection
- students
- teachers

# Standard 5 - Learning Resources

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## Narrative

The community and district provide a school building and facility that supports the delivery of high-quality curriculum, programs, and services. After a thirteen-year discussion phase, the community voted to provide the funds to renovate, retrofit, and upgrade Newmarket Junior-Senior High School. As a result, a safe, secure, and healthy environment supports the diversity of the student body. All entrances to the building are locked and checked daily by maintenance staff and the school resource officer. Recently, the stringent COVID-19 protocols for the safety of the staff and students during the pandemic were relaxed. Parking lots have been reassigned, moving students to the back of the building and the staff across the street from the school. This helps ensure greater safety for students driving to and from school and crossing the road and provides parents with a lower-traffic drop-off area. All visitors must check in at the main office when visiting. A school resource officer is housed at the front entrance of the school and is on campus during school hours. The school resource officer is visible throughout the building, engages with students during lunch periods, visits classrooms, and has developed strong and effective relationships with most students. Additional members of the police department regularly attend after-school events. There are interior and exterior security cameras positioned strategically throughout and around the building. Panic buttons are located in the main office, and the school's walkie-talkie system is directly connected to the police radio system. The building is comfortably sized for the current population of roughly 520 students in grades six through twelve. Spaces are designed to allow for student learning in small groups or one-to-one learning and supplement the variety of classrooms offered for integrated arts courses and core academic classes. The library media center is spacious, providing an inviting atmosphere that middle school students more often use. Several small rooms support small group work and a space for the newly created maker space. The gymnasium is large enough to accommodate all students and staff and is used for daily classes and after-school events. A fitness center, an ample storage room, renovated locker rooms, a team room, and office space for staff ensure that all programs and extracurricular opportunities are adequately housed. Science labs and technology rooms are outfitted with diverse equipment to enhance instruction, are flexibly used, and are sufficient in size. Classrooms are large enough to hold up to 25 students, with furniture and equipment for all students and staff. The variety of spaces and facilities supports the diversity of student interests. However, the cafeteria, though recently renovated, is undersized to house the population of the school. A stage provides a setting for theatrical and musical presentations. Audio, lighting, and technology equipment enhance the theatrical needs and provide opportunities for staff and community presentations. A fully staffed custodial team cleans the building daily. The summer schedule incorporates routine deep cleaning, painting, larger repairs, and equipment replacements. The mechanical systems, though new, are routinely inspected and are currently in good working order. The building meets all applicable federal and state laws and is in compliance with local fire, health, and safety regulations.

The school/district provides time and financial resources to enable researched-based instruction, professional growth, and the development, implementation, and improvement of school programs and services. A supportive budget was presented to provide time and financial resources to enable researched-based instruction, professional growth, and the development, implementation, and improvement of school programs and services. Weekly professional development time, held after school for 90 minutes, allows staff to meet as teams and implement current professional development goals, such as the newly implemented *Understanding by Design* initiative, social-emotional learning, advisory meeting time planning, competency-based education, and developing curriculum in various subjects. Four full-day professional development days and four early release dates are built into the calendar. Professional development has been coordinated through the central office. Still, there is a greater effort to develop building-level leadership and expertise to have faculty take a leadership role in developing and designing professional development activities throughout the district. A change in the schedule, which decreased the daily 45-minute block of professional development time added to the schedule during the previous year, has hampered the efforts to move initiatives forward. The schedule is being revisited to address the need for additional professional development and team planning time. With the help of faculty, administrators are beginning to create a schedule that will lead to a new program of studies. The "What I Need" (WIN) program for supporting students' individual needs and a STEAM program are in place to ensure more personalized

education and provide opportunities beyond traditional classroom offerings. Teachers are being trained to use MAP and SAS assessments to benchmark and monitor student growth and to identify the zone of proximal development for the personalization of learning.

The community and the district's governing body provide adequate and dependable funding to fully implement the curriculum, including co-curricular programs and other learning opportunities. The community has been generous in providing the funding which allowed for the renovation and expansion of the school. The budget presented to the community realistically reflects the district's needs and is regularly passed by the voters. The voters financially supported a three-year contract for the teaching staff. The budget addresses special education programming and resources, staffing and resources for English language learners, various course offerings, Advanced Placement (AP) courses, clubs, music, drama, and athletics. A comprehensive array of technology equipment meets 21st century student and staff needs, including a fully equipped and flexible computer lab, school-wide WiFi, interactive projectors, Chromebooks for all students, and faculty and staff computers. Library information services are fully funded. Co-curricular learning programs such as field trips during and after-school and after-school clubs and sports programs are adequately funded through the district's budget. The middle school initiated a STEAM program for students in grades six through eight to support and develop critical thinking and problem-solving skills. The funding for this initiative endorsed the creation of a STEAM lab and portable tinker carts and provided resources for teachers.

The school partnered with the community to develop both short-term and long-term plans which address its building and facilities' capital and maintenance needs. Short- and long-term plans are incorporated into the town's plans to ensure that goals are identified and meshed with the town's needs, and that budgeting is transparent to the community's constituents. In 2017, the voters in Newmarket approved the issuance of a bond for 38,943,083 for the construction of one combined project consisting of new additions and renovations to the elementary and junior-senior high schools. The majority of the renovations took place between 2017 and 2020. Funding remaining from the original allocation is being applied to complete the final phases of the school renovations, a multi-purpose turf field, and outdoor educational space in the courtyard. As part of the school's renovation project, 54,000 square feet of space was added to the existing building, and 60,000 square feet of existing space was renovated. The addition and renovation provided the district with a building totaling 129,529 square feet. Renovations included the addition of a new library media center, a full kitchen renovation, new science labs, and a significant renovation to the technology education program. Additional classroom spaces, small group and one-on-one meeting spaces, and appropriate office spaces were added. A technology replacement schedule has been created to ensure that technology is replaced and updated. Chromebooks, laptops, desktops, and iPads are replaced every four years. Students in fifth and ninth grade receive new Chromebooks and cases.

The school has begun to update and implement the infrastructure and protocols to ensure effective responses in crisis situations. A detailed draft of the school emergency plan is available to the school community. It is being updated by a committee that meets regularly. At this time, only fire drills are practiced regularly. External defibrillators are located on both floors of the school. The staff updates students' unique needs in Infinite Campus to ensure emergency needs are addressed when necessary. A medical bag with medical supplies and the school's emergency plan for a fire drill is available in all classes. All faculty members participated in district-wide suicide prevention, blood-borne pathogens, and bodily fluids training during the fall professional development training. Short-term goals in safety protocols are to provide an evacuation route for students to leave campus, implement lockdown drills, provide emergency protocols throughout the building, and address intruder alert protocols.

## **Sources of Evidence**

- central office personnel
- classroom observations
- department leaders
- facility tour
- NEASC survey
- parents

- school board
- school leadership
- school support staff
- self-reflection
- students
- teachers

# Priority Areas

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## Priority Area

**The Collaborative Conference visiting team concurs with the priority area identified by the school.**

**Priority Area for Growth #1:** The school will develop a vision of the graduate that includes the skills, knowledge, understandings, and dispositions necessary for future success and revise the school's core values and beliefs (Foundational Element 1.2a, Principles 1.2, 2.1)

### School Response

The school needs to adopt a new set of core values and beliefs about learning. Our website indicates that we have a current vision and mission statement. Our current program of studies mentions our core values, beliefs, and learning expectations, as well as an outdated vision of the graduate profile. The school community must engage in a dynamic, collaborative, and inclusive process informed by current research and best practices to identify, commit to, and regularly review and revise its core values and beliefs about learning. The vision of the graduate will need to drive student learning, professional practices, learning support, and the provision and allocation of learning resources. The school will need to develop a formal process to assess and communicate individual learner progress toward achieving the school's vision of the graduate to ensure it is meeting Foundational Element 1.2a.

### Visiting Team Response

Much of the groundwork has already been laid toward completing this priority area. It will be important to review current thinking and documentation and elicit and consider feedback from stakeholders at all levels, including students, parents, and community members. Work in this area will naturally influence upcoming decisions about credit requirements, master and course schedules, and allocation of resources. Systems and decisions regarding policy infrastructure will be influenced by the definition of the school's vision of the graduate. In addition, the school will need to develop measurable criteria for success in achieving the vision of the graduate and develop a formal process to assess and communicate learners' progress toward achieving the vision of the graduate (2.1).

## Priority Area

**The Collaborative Conference visiting team concurs with the priority area identified by the school.**

**Priority Area for Growth #2:** The school will develop a written curriculum in a consistent format for all courses in all departments across the school using the *Understanding by Design* template that includes instructional practices such as organizational, grouping, and tiered intervention strategies to meet the needs of each learner within the regular classroom. (Foundational Element 2.2a, Principles 2.2, 2.3)

### School Response

To complete the curriculum for teachers to use as a living document and meet Foundational Element 2.2a.

### Visiting Team Response

Attention to the curriculum is necessary. The program of studies, courses offered, and new course approval process should include faculty involvement. Consider adding a middle school program of studies that describes its unique course offerings in detail. Distribution of a common UbD template will help in the development of a robust set of curriculum documents that will guide teaching and learning across the school and ensure the written curriculum includes units of study with guiding/essential questions, concepts, content, and skills, instructional strategies, assessment practices, and integrates the vision of the graduate.

## Priority Area

**The Collaborative Conference visiting team concurs with the priority area identified by the school.**

Original: Develop and implement appropriate intervention strategies to support each student's academic, social, and emotional success and a formal, defined process to identify and refer students who need additional assistance. Develop consistent, systemic, specific, and timely corrective feedback practices and finalize and implement separate grading/reporting and feedback for work habits and academic skills. (Foundational Element 4.1a, Principles 2.4, 2.8, 4.1)

**Revised Priority Area for Growth #3:** The school will develop and implement appropriate tiered intervention strategies to support each student's academic, social, and emotional success and a formal, defined process to identify and refer students who need additional assistance. (Foundational Element 4.1a, Principle 4.1)

### School Response

Although some interventions are in place, it is important that we define tiered intervention strategies and targeted supports to meet each student's individual needs. We would also like to use more feedback and finalize separate grading and reporting for work habits and academic skills.

### Visiting Team Response

The school has begun to work on Multi-Tiered System of Supports (MTSS). The school has started working on consistent, systemic, specific, and timely corrective feedback practices to address learning needs. The school would like to include teacher and peer feedback. The school could consider providing students with opportunities and time necessary to revise and improve their work based on feedback (2.8) Working on corrective feedback can assist with building ways to support student success, particularly through working with interventions. The school would like to finalize and implement separate grading/reporting and feedback for work habits and academic skills.

It is critical for the school to define a process to refer students for interventions and supports. The school could determine a method for formally referring students for interventions by deciding what educators will try with students before submitting a referral. For example, if teachers employ instructional practices that include strategically differentiating, individualizing, implementing Tier 1 strategies, or personalizing based on student learning needs (2.4), the student's needs may be met before a formal referral. Additionally, the school will need to consider teachers' professional development needs to implement these strategies.

These school beliefs and practices will provide a comprehensive system of resources and practices to ensure a range of intervention strategies and supports meet students' academic, social, and emotional needs. The visiting team suggests incorporating these ideas as objectives in the school improvement plan to support and achieve this goal.

## Priority Area

**The Collaborative Conference visiting team concurs with the priority area identified by the school.**

**Priority Area for Growth #4:** The school will develop and implement a school improvement/growth plan, organizational practices, and productive community relationships to meet and support student learning needs. (Foundational Element 3.1a, Principle 3.1)

### School Response

The school will develop a school improvement/growth plan that includes school-specific goals and informs decision-making. The plan will provide time and a format for educators to engage in ongoing reflection and formal and informal collaboration to improve student learning and well-being. It will include peer observation and formal collaboration, along with the examination of the evidence of student learning and well-being to improve

curriculum, instruction, assessment practices, and programs.

### **Visiting Team Response**

The school needs an improvement/growth plan to meet Foundational Element 3.1a. The visiting team recognizes the school has done much of the labor required to implement this goal via committee work; the plan needs to be formalized. The plan should include all priority areas for growth. The plan to revise the core values, beliefs, and learning expectations and Profile of a Newmarket Jr./Sr. High School Graduate will help drive the formalization of the school improvement plan.

## **Priority Area**

**The Collaborative Conference visiting team concurs with the priority area identified by the school.**

**Priority Area for Growth #5:** The school will develop a system to inform families, especially those most in need, about available student support services and finalize a process for educators to engage students and families as partners in each learner's education, including reaching out specifically to those families who have been less connected with the school. (Principles 3.6, 4.1)

### **School Response**

It is important that the school develops a process for informing families, especially those most in need, about available student support services.

### **Visiting Team Response**

The visiting team observed examples of the many resources and staff members focused on providing support services for students in need. However, some parents experience challenges navigating the system to ensure that their students receive the services that will help them be successful. As noted by the school, a focus on educating students, and their parents, some of whom have been less involved in their child's education, and other community stakeholders, will ensure that all children's needs are being met through a partnership.

## **Additional Suggested Priority Areas**

**The Collaborative Conference visiting team concurs with the priority area identified by the school.**

**Priority Area for Growth #6:** The school will develop and implement infrastructure and protocols to ensure effective responses in crisis situations. (Principle 5.5)

### **School Response**

We have started discussing the protocols to ensure effective responses in crisis situations, but there is still work to be done in this area. It is important that we continue to develop a written plan and documentation that describes responses for various situations. There is a need for more emergency drills within our school other than fire drills. We have only recently, within the last few days of school, begun to talk about our emergency procedures with an active shooter or other harmful events inside or around school grounds.

### **Visiting Team Response**

Work has begun to develop a comprehensive school safety plan; however, fire drills seem to be the priority. Some resources, such as in-class medical bags and a school defibrillator, are in place to help in emergencies. A school resource officer is in the building daily to assist in some areas of crisis. Procedures to address the many other areas of a crisis management plan, such as evacuation routes, shelter-in-place, intruder drills, and associated training, have yet to be identified, planned for, or practiced.

# Commendations

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## Commendation

The mutually respectful relationships shared between staff and students

## Commendation

The small community feel of the school that creates a nurturing, respectful, and safe school environment

## Commendation

The academic freedom provided to teachers that creates meaningful and enriching learning opportunities for students

## Commendation

The incorporation of project-based learning and critical thinking into upper-level classes

## Commendation

The support of the community and school committee to provide adequate and dependable funding to fully implement the curriculum, including co-curricular programs and other learning opportunities

## Commendation

The library media lab designed to provide a welcoming and flexible space that encourages engagement through resources, promotes STEM opportunities, and facilitates individual learning applications

## Commendation

The school building and facilities, financed by the community, that support the delivery of curriculum, programs, and services and the upcoming plans to update the facility

# Recommendations

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## Recommendation

Ensure that all students have access to a range of timely, coordinated, and directive intervention strategies that support each student's success and well-being

## Recommendation

Ensure that educators at the middle and high schools examine evidence of student learning and well-being to improve curriculum, instruction, assessment practices, and programs and services

## Recommendation

N/A

# **FOLLOW-UP RESPONSIBILITIES**

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This Collaborative Conference Report reflects the findings of the school's Self-Reflection and those of the visiting team. It provides a blueprint for the faculty, administrators, and other officials to use to improve the quality of programs and services for students in this school. The faculty, school board, and superintendent should be apprised by the building administrators yearly of progress made in aligning with the Standards for Accreditation.

The Commission expects school officials to use the results of the Collaborative Conference Report as well as the school's identified Priority Areas for Growth to draft a school improvement/growth plan, and to review and implement the findings of the Self-Reflection and Collaborative Conference Report. An outline of the next steps in the Accreditation process is included in the Commission's Accreditation Handbook, which is available on the Commission's website.

A school's initial/continued Accreditation is based on satisfactory progress implementing the school's improvement/growth plan based on the Priority Areas validated by the visiting team and recommendations identified by the Commission as it monitors the school's progress and changes which occur at the school throughout the decennial cycle. The school will complete a Summary Report and host a Decennial Accreditation visiting team two years after the Collaborative Conference to show progress implementing the school's Priority Areas. The Decennial visiting team will identify recommended next steps as well as additional recommendations for the school to continue to align with the Standards for Accreditation and to improve outcomes for students.

To ensure that it has current information about the school, the Commission has an established Substantive Change Policy requiring that principals of member schools report to the Commission within sixty days of occurrence any substantive change which impacts the school's alignment with the Commission's Standards for Accreditation. The Report of Substantive Change must describe the change itself and detail the impact(s) the change has had on the school's ability to align with the Standards for Accreditation. The Commission's Substantive Change Policy is included on the next page. All other substantive changes should be included in the Reports of Planning and Progress and/or the Annual Information Report (AIR) which is required of each member school to ensure that the Commission office has current statistical data on the school.

The visiting team would like to express thanks to the community for the hospitality and welcome. The school community completed a Self-Reflection that clearly identified the school's strengths and areas of need. The time and effort dedicated to the Self-Reflection and preparation for the visit ensured a successful Collaborative Conference visit.

# **SUBSTANTIVE CHANGE POLICY**

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## **NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES Commission on Public Schools**

Principals of member schools must report to the Commission within sixty days of occurrence any substantive change in the school which has an impact on the school's ability to meet any of the Commission's Standards for Accreditation. The Report of Substantive Change must describe the change itself as well as detail the impact on the school's ability to meet the Standards. The following are potential areas where there might be negative substantive changes which must be reported:

- elimination of fine arts, practical arts, and student activities
- diminished upkeep and maintenance of facilities
- significantly decreased funding - cuts in the level of administrative and supervisory staffing
- cuts in the number of teachers and/or guidance counselors
- grade level responsibilities of the principal
- cuts in the number of support staff
- decreases in student services
- cuts in the educational media staffing
- increases in student enrollment that cannot be accommodated
- takeover by the state
- inordinate user fees
- changes in the student population that warrant program or staffing modification(s) that cannot be accommodated, e.g., the number of special needs students or vocational students or students with limited English proficiency

# **Roster of Team Members**

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## **Chair(s)**

**Chair: Mr. Paul Yergeau** - New England Association of Schools & Colleges

## **Team Members**

**Mr. Steven Beals** - Alvirne High School

**Nicole Bellabona** - Portsmouth High School

**Jennifer Caswell** - Nute Middle High School and Library

**Krystal Duguay Williams** - Pembroke Academy