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Professional Development of the Staff:

Career and Tech staff continue to work in their professional learning communities (PLCs) in two areas: STAR (Student Teacher Achievement Review) program and the development and alignment of curriculum maps. This work will dovetail nicely into our school wide assessment mapping process which we will be working on this spring with the Center for Assessment. We will continue to align assessments with competencies and look for any gaps between assessment and instruction.

Accomplishments of Students and Staff:

Robotics (Dan Richardi, Joe Riddensdale): At the most recent VEX tournament, held on November 16 at Pinkerton Academy, the robot fondly known as Checkmate (5106C) made it to the semi-finals and lost by only three points. Additionally, Checkmate's programmer and driver (Kate K. & Chani M.) received the Judges Award. The Judges Award is typically given to a robot and its handlers that doesn't quite fit into any other award category. Types of teams winning this award are as follows:

- A team that was a finalist or had high marks for the Design and/or Excellence Award, but got beat out for the top spot;
- A team that has significant or meaningful community outreach to spread the word about STEM or robotics;
- A rookie team that did unusually well at a tournament, or a team with limited means nonetheless doing very well in competition.

Having an Engineering Notebook is not a requirement for this award, however Checkmate's Engineering Notebook is so well done that the judges conferred this award upon them for their notebook as well as their comportment and sportsmanship. This award places higher emphasis on the judges' interview and anything else the judges consider worthy of "special recognition."



Construction Trades (Paul Cail): Students recently completed a shed for the Laura Foundation. The shed measures 10' x 12' and is ready for installation at their site. Students have also built two 1 ½ story sheds, 6' x 8', in order to learn and practice electric and plumbing installation. Each shed will be wired for electrical panels and outlets and be plumbed for two toilets, two sinks and a shower. The purpose for building the 1 ½ story sheds is to allow students a space underneath to run PVC pipes and PEX water lines for the plumbing component. This also gives students a real life situation of being off the ground and attached to a fall arrest harness. Once the sheds are completed, the electric and plumbing will be dismantled and the sheds will be sold as stand-alone units which will help to support the program. Our partnership with Atlantic Construction is still going strong. Next week, two of our students will begin 20-30 hour a week internships at the Cranmore Phase II construction site.



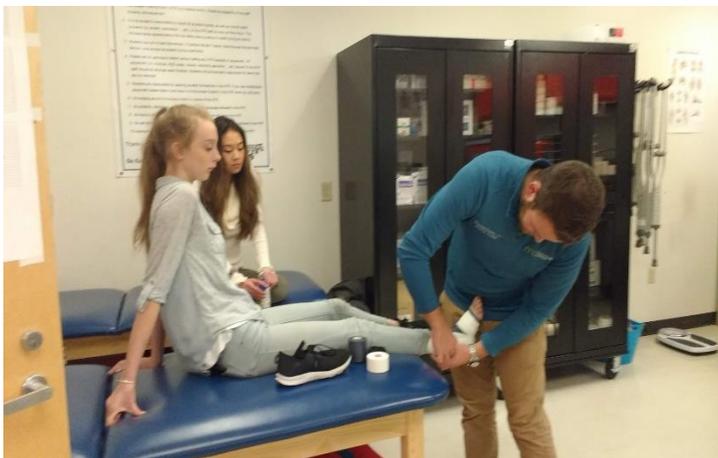
Health Science Technology (Tom Bruno): The Health Science program has made some big changes in the last two years: curriculum, technology, the health science organization - HOSA (Health Occupation Students of America), industry certifications and an increase in external learning opportunities. The curriculum is driven by having students explore the processes of their own learning and to celebrate their growth over time. The program prepares students to be a healthcare provider at all levels. This is done by assessing both cognitive and psychomotor development through medical content.

This year we have purchased two Crisis Simulation Manikins. These manikins allow students to give intramuscular injections, start intravenous therapies, secure an advanced airway, run full cardiac codes, train and practice how to obtain blood pressures and obtain palpable heart rates, identify up to 12 different lung conditions and 7 different heart tones. The HST program provides students the opportunity to practice medical simulations with the equipment that is being used in hospitals, nursing programs and medical schools.

HOSA students hosted a medical conference on Saturday, November 16th at KHS. The keynote speakers were Dr. Paul Racicot and Corey Gately. Their presentation focused on the opioid epidemic here in NH and what is being done to support addicts, families and communities. Dr. Racicot is the past President of the Medical Staff of LRGHealthcare at both Lakes Region General Hospital and Franklin Regional Hospital.

He is the current Regional Clinical Dean at UNE Medical School, the Director of Occupational Health Department and serves as Medical Director for the Recovery Clinic for LRGHealthcare. Corey Gately is currently working as the Director of Substance Use Services at LRGHealthcare. She is the Director of the Doorway at LRGHealthcare. Following the keynote presentation, HST students and any first responders or LNAs from the community were invited to attend the various breakout workshops consisting of wilderness medicine skills from the Bill Kane's School of Wilderness Medicine, concussions and taping techniques from Colby Locke and Tom Kane from Mountain Center of Physical Therapy, LNA skills from LNaNOW, suturing techniques from Doctor Racicot's resident students along with CPR and skills related to advanced cardiac life support. Additionally, the Dartmouth Hitchcock Advance Response Team (DHART) helicopter landed on our soccer field. The team consists of medical personnel from Dartmouth-Hitchcock and aviation personnel employed by Metro Aviation, Inc. which provides both ground and air medical transportation services to the medical communities of Northern New England. Students explored the helicopter with the DHART team. The team consists of Communications Specialists, Flight Nurses, Flight Paramedics, Respiratory Care Practitioners, EMTs, and Metro Aviation EMS Pilots and Mechanics.

The goal of the MWVCTC HST program is about getting students ready for the rigors of medical school, developing sound medical skills, preparing them to earn certifications and to experience what the medical field is like through external learning opportunities. When students complete the HST curriculum they will be prepared to earn certifications in First Responder, LNA, EMT and Electro-Cardiology Technician 1.



Teacher Education and Little Eagles (Kelley Murphy & Linda King): Teacher Ed students prepared a Friendsgiving celebration for the Little Eagles a few days before Thanksgiving. The Littles arrived via the “Mayflower” (a converted portable dumpster) to the feast that was festively decorated for the occasion.



Extended Learning Opportunities (Christine Thompson):

Many students are well into their Semester 1 ELOs. We have quite a range of experiences happening, everything from a student attaining math experience at a landscaping company to a student earning Art credit for illustrating for Tin Mountain Conservation Center. We are also in the process of embarking on our first group ELO project. More details on that next month! One of the requirements of a successful ELO is reflection. This month we thought we'd let some of the students words speak for themselves:

When asked what she learned this month, Brianna B who is doing an ELO as a TA in the HST classroom stated that " By watching and assisting the students' learning I have been reviewing the entire unit without even knowing it. I am regaining knowledge that I didn't know I lost. On top of this I have learned the complexity and planning that goes into being a TA."

A student, MG, who is interning for a political campaign noted "This past week we learned more about canvassing and networking. I have been getting better at sharing more of my personal story about why I'm fighting for things to change. This helped with my goal to network better, because every time I go and canvass, I'm making more connections with people."

Since these are real world applications, some projects don't exactly as planned. CM, a student doing an ELO where she builds websites and creates logos, pointed out that " It was difficult to meet the intended deadlines because the client kept changing their mind."

A student doing a Martial Arts ELO saw the connection between what she is learning and its applicability to everyday life, "Being able to identify when I can apply certain principles I have learned is important to me because it shows me that certain knowledge I have learned can be used everyday. Applying knowledge shows me how important learning is and I want to continue using the information I have in real life situations."