

SCHOOL ADMINISTRATIVE UNIT THIRTY-NINE

Amherst, Mont Vernon, and Souhegan Cooperative School Districts

ADAM A. STEEL
Superintendent of Schools

CHRISTINE M. LANDWEHRLE
Assistant Superintendent

MARGARET A. BEAUCHAMP
Director of Student Services

MICHELE CROTEAU
Business Administrator



LEGAL NOTICE OF PUBLIC HEARING

**SCHOOL ADMINISTRATIVE UNIT NO. 39
FISCAL YEAR 2022 BUDGET HEARING AND MEETING
THURSDAY, NOVEMBER 19, 2020, 6:00 PM
SOUHEGAN HIGH SCHOOL, AMHERST, NH**

To register to attend this meeting via Zoom, please use the link below:
https://sau39.zoom.us/webinar/register/WN_BoBJaw13Sa25NqnhKSjIXw

This Public Hearing is being held for the purpose of presenting the SAU #39 proposed budget for Fiscal Year 2022.

A School Administrative Unit No. 39 Board Meeting will be held immediately following the Public Hearing for the purpose of voting final approval of the FY 2022 SAU #39 Budget as required by RSA 194-C:10 and to transact any other necessary and appropriate business.

SCHOOL ADMINISTRATIVE UNIT NO. 39 BUDGET

FY22 Proposed Budget

November 19, 2020

	Revenues	
<u>Revenue Source</u>	<u>FY21 Voted</u>	<u>FY22 Proposed</u>
Local Support		
Amherst	\$1,456,216	\$1,511,643
Mont Vernon	\$ 210,797	\$229,268
Souhegan Cooperative	\$ 847,609	\$863,108
Unassigned Fund Balance	\$ 18,735	\$103,402
ERate	\$ 18,100	\$18,100
<u>Total Revenue</u>	<u>\$2,551,457</u>	<u>\$2,725,521</u>
	Expenditures	
<u>Expenditure Category</u>	<u>FY21 Voted</u>	<u>FY22 Proposed</u>
SAU Board Services	\$ 32,446	\$35,228
Office of the Superintendent	\$835,416	\$826,023
Business Office & Support Services		
Business Office	\$719,225	\$902,916
Special Education Office	\$310,130	\$264,013
Building Operation & Maintenance	\$189,938	\$225,021
Technology	\$335,496	\$341,065
School Nutrition Services	\$110,676	\$113,155
ERate	\$18,100	\$18,100
<u>Total Expenditures</u>	<u>\$2,551,457</u>	<u>\$2,725,521</u>

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SAU #39 Board Meeting

Thursday, November 19th, 2020 – 6:00 PM

Due to current COVID-19 precautions, board meetings will be conducted via webinar.

Please click the link below to join the webinar:

<https://sau39.zoom.us/j/84461223456>

Agenda Item	Time	Desired Action	Backup Materials
Public Hearing for Fiscal Year 2022 SAU #39 Budget	6:00 PM	<i>This Public Hearing is being held for the purpose of presenting the SAU #39 proposed budget for Fiscal Year 2022.</i> <i>The SAU #39 Board Meeting will be held immediately following the Public Budget Hearing for the purpose of voting final approval of the FY' 2022 SAU #39 Budget as required by RSA 194-C:10 and to transact any other necessary and appropriate business.</i>	SAU #39 Legal Notice
Call to Order	6:30 PM	<i>Chair of the SAU #39 Board, Mr. Stephen O'Keefe, to call the meeting to order.</i>	None
Public Comment I of II	6:35 PM		None
Superintendent's Report	6:40 PM	<i>Mr. Adam Steel to present his Superintendent's Report</i>	Play-Based Kindergarten Memo
Board Chair Reports	7:00 PM	<i>Board Chairs to give updates on their individual boards</i>	None
Principal's Reports	7:05 PM	<i>Board to review Principal Reports from Clark/Wilkins, Amherst Middle School, Souhegan HS and the Mont Vernon Village School</i>	C/W Nov. Principal's Report AMS Nov. Principal's Report SHS Nov. Principal's Report MVVS Nov. Principal's Report
Committee Reports	8:05 PM	<i>Board Members to give updates on their individual committees</i>	None
Consent Agenda	8:15 PM	1. Oct. 29 th , 2020 Draft Minutes 2. SAU #39 2021-22 School Calendar 3. SAU #39 Facilities Update 4. September 2020 Treasurer's Report 5. Brick School Lease	10 29 2020 Draft Minutes FY' 22 School Calendar SAU #39 Facilities Update Sept. 2020 Treasurer's Report Warrant/Proposed Lease/Previous Lease

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School Start Time	8:35 PM	Board to discuss School Start time for the 2021-2022 School Year	School Start time Memo
Transportation RFP- Final Recommendation	8:45 PM	Board to receive final recommendations regarding Transportation RFP	None
Public Comment II of II	9:10 PM		
Non-Public Session	9:15 PM	RSA 91 A:3 II ()	None
Meeting Adjourned	9:20 PM		

Jean Piaget, renowned psychologist and child developmental theorist, has stated “Our real problem is – what is the goal of education? Are we forming children that are only capable of learning what is already known? Or should we try developing creative and innovative minds, capable of discovery from the preschool age on, throughout life?”

At Clark-Wilkins, Play-Based Learning, is a critical component of our curriculum and occurs daily in kindergarten. During this time, teachers and paraprofessionals engage with students purposefully and a tremendous amount of learning occurs. Teachers facilitate play opportunities and provide children with language to help them solve conflicts. This year we have continued to allocate dedicated time in the kindergarten schedule for Play-Based Learning and have made adjustments in order to do so in a safe way with COVID 19 protocols. For example:

- We limit the number of students at a center (blocks, animals, cars, legos, kitchen). We have noticed that this has limited the number of opportunities students have had to use conflict resolution skills, as there have been fewer conflicts.
- In the past, a teacher may have moved items from one center to another to help facilitate learning and connections, such as bringing the cars over to the animals and asking questions such as “What could we do with these together?” We are limiting cross-contamination opportunities and are keeping materials in one dedicated center.
- We are doing the best we can to promote choice for students but also keep centers separated to promote physical distancing and decrease shared materials.
- Art projects are often provided to students as a choice. These projects promote creativity and perseverance. This year, classrooms are sharing paraprofessional support and this can impact the ability to provide these projects on a daily basis.
- We have embraced the outdoor learning environment, but it is important that Play-Based Learning looks different than recess.
- We have built-in structures to clean materials and include individualized materials at the center. For example, the Discovery Center is always open, but magnifying glasses are only used by 1 student at a time and are cleaned at the end of the day. This may limit spontaneity and choice that were present during previous years but still allows students to explore and play.

A quote shared by one of our kindergarten teachers, “If we can teach math and reading during a pandemic, we must find a way to allow and foster play.”

Link to NHDOE [Technical Advisory](#) on Play Based Kindergarten



Clark-Wilkins Elementary School Principal's Report - November 19th 2020

Current Enrollment

	Segment One		Segment Two		Segment Three		Segment Four	
Grade	Remote	In Person	Remote	In Person	Remote	In Person	Remote	In Person
PK	N/A	19	N/A	19	N/A	19	N/A	19
K	25	85	25	85	21	88	18	91
1	23	81	22	82	18	85	17	86
2	48	95	44	99	40	104	34	111
3	41	86	40	87	37	89	35	91
4	47	95	43	99	36	108	33	110
Total	184	461	174	471	152	492	137	508

Segment Updates

We have been prepping for segment 5 and meeting and planning for our orange status. The administrative team, the nursing team, Teacher Leadership, and staff have been talking about our needs for an orange status. We continue to make adjustments as we gather feedback, from stakeholders and the Re-opening Task Force, to solidify our plans for final consideration.

Open House and Parent Teacher Conferences

Open House was held on Thursday October 22nd and Parent Teacher Conferences were held during the week of November 2nd. All of these events were held virtual and the feedback has been positive. With smaller class sizes, teachers have shared how much better they know each of their students. They can provide more direct one on one instruction and differentiation with fewer students in their classes.

Assessment, Grading and Reporting

Objective: To improve tier one instruction by focusing on instructional delivery, the use of common resources, employing meaningful professional development, and leveraging collaborative conversations.

Professional Development Day 11/3

On Tuesday November 3rd, Clark-Wilkins staff participated in a full day of professional development. Staff were provided with the opportunity to self-select a technology session based on their individual needs and interest. Sessions included Google Meets, Clever, Frontline

(Professional Growth), and Safari Montage. Many Clark-Wilkins staff members elected to participate in the Safari Montage training. This updated cloud based resources compiles high quality open educational resources that can be fully integrated into Google Classrooms and used in the in person setting to enhance instruction. Afternoon sessions focused on collaborative team time. Grade level and student specific teams met to review student progress and discuss implications for curriculum.

Remote Instructional Materials

We had our third successful remote instructional materials pick up on October 27th. Materials are prepared and sent home with students in individual packages. Students were also able to choose a pumpkin to take home thanks to a generous donation from the Amherst Garden Center. We are finding these ongoing pick up sessions to be extremely beneficial to our learners and remote educators. We have been able to provide students with hands on manipulatives, science experiment materials, and critical letter tiles used for our reading foundational lessons. We will be hosting another remote instructional materials pick up for segment 5 materials at the end of November/early December.

NHSAS

4th-grade students at Clark-Wilkins participated in NHSAS interim assessment between November 4th and November 13th. The NHDOE provided updated Fall 2020 assessment guidance and 4th-grade students were required to complete the grade 3 NHSAS interim assessment this fall. The assessment was completed in the in-person and remote environments.

Progress Reports

Progress Reports were sent home with in-person students in hard copy format and emailed to guardians in PDF format on November 18th. For the first progress reporting period, all students at Clark-Wilkins will receive a detailed narrative progress report. Our focus has been on critical standards and social-emotional learning and teachers will be able to provide descriptive feedback to parents on their child's progress towards targeted standards and their overall transition into the new school year. Our team feels that this information, coupled with the opportunity to meet with all families during conferences, will provide a clear picture of students as learners.

Culture, Climate and Safety

Objective: To build and leverage positive risk-taking within a collaborative school community that prioritizes and embraces student-centered decision-making.

Teacher Appreciation - PTA

To kick-off the start of segment 4, with the support of the PTA, we greeted the staff with coffee and treats Monday morning at both Clark and Wilkins. The PTA also sent a treat to the remote teachers to say thank you and we are thinking about you. Though it was raining, it was a success and brought a smile to the staff.

Pumpkin Donation

Amherst Garden Center provided all of the students with a pumpkin. The Culture Club provided the teachers with a poem and opportunity to have students create a festive craft to bring home. We also provided pumpkins for all remote learners, by coordinating pick-up of pumpkins with the segment material pick-up.

Culture Club

The Culture Club is meeting this week to come up with ideas for gratitude and appreciation during the Thanksgiving season for staff and students.

Remote Engagement Committee

We have formed a group called the Remote Engagement Committee composed of remote teachers, administrators, and parents. The goal of the committee is to find ways to keep remote students and staff engaged with in-person staff and students. Secondly, we are hoping that this committee will provide an opportunity to engage in a conversation about issues and concerns that are happening with our remote families. With these conversations, are there ways for us to resolve issues and continue to support rich and robust remote instruction as our year continues?

Weekly Happenings

Not everyone loves Mondays but we do. At Wilkins during student drop-off, the duty staff wakes up the parents and students with **Music Monday**. Lively music and dancing can be seen and felt. We love to bring smiles and giggles to the school on Fridays with our **Funny Friday Announcements**. We breakout knock-knock and other jokes to start our day.

Outdoor Education Day

November 5th was National Outdoor Education Day and the weather was perfect! We encouraged teachers to teach part of their day outside. Clark spent the majority if not all day outside learning and enjoying nature. Wilkins and remote students also engaged in outdoor learning. It was a successful day and one that we hope teachers will continue to spend time outside learning throughout the year. I was impressed with how the teachers organized and embraced the challenge of spending time outside learning.

With the need to have minimized student and staff movement in the building, and minimal staff gathering in the office and other areas of the building, we have wanted to re-engage with staff in small group meetings in November, instead of one large group staff meeting. During these next three weeks, we will have individual meetings with all grade levels, Special Education, front office, nurses, para-educators, remote teachers, and specials. Our agenda is to check-in and see how things are going and to discuss current data from NWEA, and provide opportunities to set a course of action as we head into segments 5 and 6.

Wellness and Social-Emotional Learning

Objective: Create and refine structures and supports to build an effective Multi-Tiered System of Support.

Social Emotional Learning Curriculum

We continue to focus on the importance of social emotional wellness and learning for students and staff at Clark-Wilkins. Guidance counselors at both schools have designed and delivered lessons to all students. At Clark School, the kindergarteners have participated in weekly Guidance lessons utilizing the Second Step curriculum which is designed to directly teach social emotional skills. The first part of the year has focused on skills for learning such as whole body listening, focusing attention and being assertive so that students know how to advocate for themselves. We just began the segment on feelings and reading non verbal cues so that children can make a smart guess about what someone is feeling by looking at their faces and bodies. In first and second grade, students are engaged in lessons using the Social Thinking Curriculum; Thinking Thoughts and Feeling Feelings, the Group Plan, Thinking with your Eyes, Body in the Group and Whole Body Listening, are themes we have covered so far. With third and fourth grade we have introduced the concepts of Courage from the Choose Love Curriculum and Empathy using Second Step. Our teachers reinforce these skills in the classroom setting daily on a daily basis.

Multi-Tiered Systems of Support

With regard to our ongoing goal of developing and implementing effective multi-tiered systems of support for students, the RTI process is being looked at and modified given our classroom POD model this year. A subcommittee is meeting to refine the process and determine next steps for reviewing student data, the need for tier 2 supports and services and how to implement these interventions in the classroom setting.

Celebrations

Classes have participated in modified holiday celebrations as we recognize the importance of these days to promote excitement, engagement and connections between students and staff while still focusing on safety for all. Halloween was celebrated as the culmination of a fun and festive spirit week. Students arrived to Clark-Wilkins in their costumes, greeted by staff in their clever and creative costumes with spooky fun music and dancing. Halloween “parties” were organized by teachers and featured fun and engaging activities in individual classrooms. Thanksgiving is a time for gratitude and appreciation for the opportunity to spend time with family and friends. As mentioned above, the Culture Club is working on ideas for students and staff to embrace gratitude and appreciation. As the week of Thanksgiving is now a full week off for both students and staff, it is hoped that everyone will take the time to relax and recharge with renewed enthusiasm for the upcoming segments.

Upcoming Dates

November 18	Progress Reports go home
November 23-27	Thanksgiving Break

November 30	Segment 5 Begins
December 24	Holiday Break begins

PRINCIPAL'S REPORT

Amherst School District

Amherst Middle School

November 9, 2020

Bethany Bernasconi, Ed.D., Principal

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Middle School Excellence

Objective: To better use the time we are allocated to meet student needs

- **Eagle-** One challenge this year has been how to provide support, extra help, and remediation opportunities for all students when and how they need, while still limiting mixing of students across the building. Teachers are now zooming across the school and into homes during this time to provide personalized supports for students. While Integrated Arts classes are asynchronous for online learners, during Eagle, teachers are offering time for each grade level to check in and get support as well.
- **Extending Healthy Lifestyle Choices-** Our Wellness Teacher Miss L has been implementing the Health. Moves. Minds. activities and skills into our students' weekly routine here at AMS. This month as we are understanding the challenges across the country with many of our students struggling with anxiety, depression and simply not getting enough physical activity, we wanted to share the November Shape America Activity Calendar to families. This month's theme is Mind and Body and also reflects World Kindness Day on November 13th. Our goal is to help promote an active school environment for both our in person students and those who are remote. In doing so we are also teaching our students how to cope with stress, bullying, societal pressures they may be grappling with. We hope that everyone can use the activities inside the calendars to reset before the holiday season. We would love families to share out what activities they try. Our goal is to send home these calendars each month to engage the whole family in focusing on wellness.

Objective: Support a culture where staff and students love to come to each day

- **Red Ribbon and Spirit Week-** Students and staff participated in Red Ribbon Week and Spirit Week November 2nd through November 6th. AMS was challenged to demonstrate their school spirit by wearing AMS gear, favorite sports team gear, favorite character attire, pajamas, and halloween costumes. Grade levels, Launchpads/Morning Meetings, and individual students and teachers were awarded points based on their participation. Everyone got in on the fun! Chosen Launchpads/Morning Meeting groups were recognized for their spirit with a breakfast supplied by administration.

Our social emotional team put together resources, morning announcements, videos, and tasks for our students around the Red Ribbon Week theme of Be Happy. Be Brave. Be Drug Free. Students also participated in a Red Ribbon Week contest, in which students were asked to create a slideshow, video, poem, or other product to answer the question, "What personal strengths and supports in your life give you the courage to resist the use of harmful substances such as, drugs, alcohol, tobacco, and vapes?"

Students were chosen on their messaging and creativity to receive AMS swag with our newly chosen logo.

- **Teacher Leadership Committee-** The Teacher Leadership committee has continued to meet throughout the month of October and November. This group is meant to help elevate the voices of staff in shared decision making and input into our school community. Over the past weeks, the group has shared feedback on our school re-opening and current daily schedule, ideas to increase student interest and engagement in extension opportunities, and has begun to gather feedback and input into our draft Orange plans.
- **Professional Learning-** November 3rd was a successful day of professional learning and collaboration across AMS and SAU39. All Staff had the opportunity to attend sessions ranging from technology to instructional strategies. The majority of the day was designed by teachers to collaboratively support curriculum, instruction, and assessment needs of this unique school year.

Objective: Students, teachers, and families collaborate, using goals, to empower student success

- **Virtual Open House 2020-** This fall, AMS held its first ever virtual open house over Zoom. Both the 5/6 and the 7/8 Open Houses were well attended and were also recorded for families to access at a later time. The recordings are available on the AMS website and linked [here](#). Teachers had the opportunity to share with families some of the highlights in the upcoming year and more about the curriculum for each grade level and content area. It was also a great opportunity for colleagues to hear more about what is happening across our community of learners as we don't have the same opportunity to listen in during our traditional Open House evenings. Families were able to use the Q&A feature of the webinar to ask clarifying questions of teachers and also administration throughout the evening. Overall, the events were a positive way to bring our entire community together and celebrate the incredible year of learning that is in store for all of our students even in such an exceptional year.
- **Progress Reports-** On November 18th, both parents and students will be able to print a progress report directly from Empower (<https://empower.sau39.org/>). This year, both in person and remote students have been submitting work through GoogleClassroom. GoogleClassroom helps to organize our classes and provide common experiences across remote and in person classrooms. All of a student's official scores and progress is tracked in Empower. A new feature to help students monitor their progress is when an assessment is entered as "missing," the overall score becomes an IWS (Insufficient Work Shown). The SAU Mastery Learning System emphasizes students' demonstration of both knowledge and skills learning to mastery. Missing work negatively impacts students' ability to demonstrate mastery and we hope that the new indication will help parents, students, and teachers collaborate to support student learning. We are working with Empower to generate a weekly email to families indicating that a student has missing work. November has also hosted a series of successful parent teacher conferences. These meetings all occurred online and allowed families flexibility in meeting with teachers. While these are set dates for parent teacher conferences, they are certainly not a one time opportunity to partner with families to support students. If families have questions or concerns about their students, please reach out to teachers and guidance counselors.
- **Remote Learning Supports-** Assistant Principal, John Schuttinger, has been working closely with remote families to ensure that students have access to the instructional materials necessary for their classes. A survey was sent out earlier this month to better understand how families wanted to obtain materials so that we can ensure we are supporting families and not overburdening them with obtaining these

supplies. If you have any questions about materials, please feel free to contact Mr. Schuttinger at jschuttinger@sau39.org

- **MTSS-** Grade level and content areas met as teams to take a deeper dive into student NWEA, class performance, and attendance data. Data indicators are utilized by the team to identify students who may benefit from additional problem solving. Teams problem-solved around intervention, extension, and support for students based on unique and individual learning, behavioral, and/or social-emotional needs. The MTSS team is a multi-disciplinary team made up of teachers, school counselors, behavior coach, school social worker, administration, and other specialists depending on the needs, such as reading specialists, school psychologist, speech language pathologists, and special educators. The teams will reconvene in five weeks to review student progress and plans.

Objective: Support and create healthy, collaborative, flexible instruction spaces throughout campus in order to support personalized learning

- **Outdoor spaces-** The outdoor spaces continue to be utilized each day especially in the unseasonably warm weather. Science classroom investigations have taken place outside with a closer look at the flora and fauna surrounding the school.
- **AMS student furniture-** The second purchase of student desks arrived and were moved to classrooms. This has allowed for more space to move in each room with the less surface area needed for each desk. The surface has a coating that allows for dry erase markers to be used.
- **Locker Updates-** The new lockers were approved from last year's unexpended fund balance and have been installed at AMS. They have given a facelift to our hallways, and really opened up the spaces especially in crowded pod areas. The lockers are larger than lockers that we replaced and similar to those found in the 100s wing of the school. We were intrigued by the artwork that was uncovered behind them. This gave students and staff the glimpse of a 'time capsule' in the history of AMS. We love the look of the new lockers and look forward to using them next school year.

Facilities, Finance, and Operations

- **Safety and Drills-** Each month we have conducted an emergency evacuation drill and a lock down drill. These drills have been coordinated with Amherst Police Department and Amherst Fire Department. We appreciate the community's confidence and trust as we continue to make practice and hone our procedures while providing a safe learning environment for all.

● Enrollment

Grade	Segment 1 On-Campus (ave. class size)	Segment 1 Remote (ave. class size)	Segment 2 On-Campus (ave. class size)	Segment2 Remote (ave. class size)	Segment 3 On-Campus (ave. class size)	Segment3 Remote (ave. class size)	Segment 4 On-Campus (ave. class size)	Segment4 Remote (ave. class size)
5	91 (15)	38 (19)	91 (15)	39 (19)	94 (16)	36 (18)	92 (16)	37 (18)
6	90 (15)	46 (23)	90 (15)	46 (23)	90 (15)	46 (23)	89 (15)	44 (22)
7	133 (22)	53 (13)	138 (17-25)*	47 (12 or 24)**	141 (17-25)*	44 (11 or 22)**	142 (17-25)*	43 (11 or 22)**
8	114 (19)	53 (13)	111 (19)	55 (14)	112 (19)	53 (13)	114 (19)	53 (13)
Total	428	190	430	187	438	179	435	179

* Class size is dependent on room size. **Science and Soc. Studies have 1 remote section of 22.

Upcoming Events

Wednesday, November 11: Veteran's Day, No School

Wednesday, November 18: Q1 Progress Report Available in Empower Portal

Monday-Friday, November 23-27: Thanksgiving Break, No School

Monday, November 30: Segment 5 Begins

Thursday, December 24-Friday, January 1: Holiday Break, No School

Monday, January 4: Segment 6 Begins



Souhegan High School

PRINCIPAL REPORT-NOVEMBER 2020

Hope all is well.

I appreciate the opportunity to update the Souhegan school board. We recognize that we are in the midst of a disrupted school year, but feel that we can still work towards evolving and improving Souhegan in both the short term and long term.

Although not the most ideal situation currently we have strived to create the best educational experience we can for the students of Souhegan. I have organized the report into four sections.

1. Souhegan Entry Plan_Berry
2. Reopening Plan and Update
3. Facilities, Finance, Operations
4. 2020-2021 Goals and Objectives

Souhegan Entry Plan

A learning based entry plan for Souhegan High School

Introduction and Purpose:

This entry plan is to be considered a fluid document and already has taken on a different form given the circumstances we find ourselves in 2020. In preparation for the opportunity to serve your faculty, staff, students and families, I have developed a plan for my entry that outlines key activities that I would undertake in order to learn as much as possible about SAU #39 and Souhegan High School. This plan was written from the belief that a critical task for me as a new member of the SAU would be to learn from students, families, community members, and staff so that my decision making will be informed by a deep and broad understanding of the school districts comprising the SAU, as well as my past experience.

Through a series of interviews, conversations, focus group discussions, and forums, I would seek to learn about the successes, challenges, opportunities, and dreams at Souhegan from a variety of perspectives. Further, I would spend multiple days in September, October, and November observing classes, shadowing students, and assisting in support roles in order to see our educators and learners at work. Lastly, I would review documents, reports, and data from Souhegan High School and Amherst Middle School to inform my understanding.

The main purpose of this entry plan is to become more informed of those areas about which I have not already learned and begin developing steps to continue the great work that Souhegan has accomplished in the name of all students. This work is never done alone as I will be collaborating with the SAU office and school leaders, a Transition Team representing a range of stakeholders, colleagues and students.

This group will be valuable supports during the entry phase as well as provide input on the findings resulting from the research.

Findings will be organized into themes and produced in the form of an Entry Report that we will present to the Superintendent at a date to be determined. The report will include information and patterns of data that will serve as a foundation for aligning Souhegan High School goals to SAU-wide goals, the district Strategic plan developing a strategy, developing a timeline for guideposts and creating individual plans for implementation in the summer and fall of 2021.

I would like to use this time to update the board on the first phase which began in March and April of 2020 and is still ongoing. As the year goes on I will update the board on additional phases.

Entry Plan Stages:

The Entry Plan process I designed will have three stages. The first stage focuses on data gathering through listening, observing and analyzing. The second stage includes an inquiry into the root causes of significant district-wide challenges and successes, and the subsequent development of vision, goals and strategy. Finally, the third stage includes the creation of a district plan for implementation and progress monitoring to put the strategy into action. At each stage of the plan, there will be opportunities to check for understanding and make sense of data and analyses through a collaborative process before making final decisions about the plan.

Phase I: Listening, Observing and Analyzing

Beginning in April and lasting through October would be focusing on discussions with staff including teachers, administrators, and support staff as well as forums with current and families, as well as a range of community partners including elected officials, town government, community-based organizations, business, higher education and foundation partners, and the media. There will be a semi-structured protocol tied to two guiding principles designed to frame the conversations so that they are purposeful and informative.

- **Listening Tour Principle 1** – We celebrate our successes by ensuring all members of the school’s community are included and recognized regardless of levels of advocacy.
- **Listening Tour Principle 2** – We embrace our challenges and setbacks by having a vision of where we wish to be and how we believe we can get there together.

Interviews and Conversations

Interviews and conversations with members of the faculty and staff of Souhegan High School, SAU 39 employees and students will begin in April of 2020. Interviews of stakeholders will begin shortly after July 1 and end in October. Using the two guiding principles previously noted above, I will be looking to better understand the operational dynamics in the **SAU as they relate to six preliminary areas of inquiry:**

1. Rigorous adult and student learning

2. Innovation and risk-taking
3. Development of human capital
4. Community relationships and the SAU
5. Communication and collaboration between stakeholders
6. Operations and business practices

Update: (As of 11/10/20)

1. Throughout October and November met with former Principals and Deans of Students from Souhegan's past
2. During advisory time I have continued meeting with advisories from various grade levels.
3. Have met with administrators to discuss the positives and negatives of the systems and structures that exist at Souhegan around leadership structure, teacher leadership, teacher voice and efficiency of our decision making model and practices.
4. Plan on meeting with Souhegan staff to discuss leadership structure, , teacher leadership, teacher voice and efficiency of our decision making model and practices.

Reopening Plan Update

At the time of this report we are in segment three of the school year and planning for the logistics and details of segment four, five and six. At the heart of our plans is to ensure students have their needs met and are in an environment where they can be successful. We have had a decent start, but not without some glitches that have forced us to develop other solutions. The school plan in cooperation with the SAU plan has allowed us to be nimble and have the ability to pivot to meet the needs of as many of our students as possible. It is not ideal, but we are making it work.

Earlier in the year we had more teachers choose remote, however as the fall has continued on, that number has reduced. We continue to try to create the best educational experience that we can.

Update: (As of 11/10/20)

1. Continue to work on the development of SHS Orange plan.
2. Gathered information on the effectiveness of Wednesdays for student learning. Would like Wednesday to be a better academic experience for more students.

Remote Teachers

- Segment one 28 teachers
- Segment two 31 teachers
- Segment three 22 teachers
- Segment four 21 teachers
- Segment five TBD --The selection date is November 16

Facilities, Finance, Operations

As the school year progresses we will use this section as an opportunity to update the board on academic, budget, college and career planning, curriculum, enrollment, facilities, personalized pathways, SEL, or other Souhegan operation initiatives.

Total Enrollment

Grade	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.
9	164	163	162							
10	178	178	179							
11	190	190	188							
12	179	179	179							
Total	711	710	708							

Remote Learners

Grade	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.
9	39	30	30							
10	46	49	49							
11	45	46	49							
12	45	52	57							
Total	175	177	185							

Homeschool Students

Grade	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.
9	3	2	2							
10	0	0	0							
11	1	1	1							
12	0	0	0							
Total	4	3	3							

Wintercession Due to current travel and health restrictions, the rescheduled Wintercession trips from March of 2020 have been cancelled. Refunds from airlines, bus companies, travel companies, and scheduled events have been requested. To-date, the cost of three trips have been refunded to parents. Two additional trips will be refunded this week with all remaining trip refunds issued prior to the December break.

Activity Accounts In FY21, approximately 75 categories of activities are active in the SHS Activity Account. They include athletic teams, school offered activities, grade level accounts and several groups of interest to students. The collection and distribution of activity account funds follows the policies and procedures set forth in the SAU39 Student Activity Funds Procedures Manual updated 2/26/2020

Board Questions:

- What is the trend of students who are choosing not to attend Souhegan after 8th grade?
 - Please see below.
- How many students are part time?
 - 2 homeschool students taking classes
 - 74 students taking VLACS (in addition to SHS courseload)
- Matching numbers with Christine Landwerhle when discussing enrollment.
 - In discussion with Christine Landwerhle she indicated that she is pulling her numbers from PowerSchool on the first of each month. When we compose the Principal reports it is typically in the middle of the month. If the school board wants one number please advise as we can meet that request.
- **Why are students choosing not to attend Souhegan in 2020-2021?**

Class of 2024 (Current 9th Grade)

- 6 went to Private (avg. each year)
- 2 moved out of district
- 3 relocated out of state
- 2 are being homeschooled (this number may differ if the SAU has been informed differently by the families)

Class of 2023

- 2 went to Private
- 1 moved out of district
- 1 relocated out of state
- 3 are being homeschooled

Class of 2022

- 3 moved out of district
- 2 are homeschooled

Class of 2021

- 3 went to private

21 new students registered at SHS for 2020-21 school year

2020-2021 Goals and Objectives

Objective One: SHS Leadership Team, Faculty and Student Climate and Culture

Support a culture where the Leadership Team, Staff and Students enjoy coming to Souhegan High School

- As we move through the 2020-2021 school year we have established the following areas of focus for Souhegan High School.
 - **Souhegan Areas of Focus for 2020-2021**
 - Relationships
 - Collegiality
 - Optimism
 - Genuine
 - Improving our craft individually and organizationally
 - Year of growth
 - We are going to establish our definition of year of growth.
 - Remote learning

Objective Two: Roles and Responsibilities

Understand and create clear, manageable roles and responsibilities at SHS for the Leadership Team and Administrative Assistants.

- The work in this area has begun with the intent of creating a structure that is more efficient, sustainable and financially logical.
 - **Update (As of 11/10/20)**
 - We are in the process of conducting an audit of Administrative roles and responsibilities this fall.

Objective Three: Student Achievement and Success

The evidence that we are using to determine student achievement and success in the school year 2020-2021.

- As stated in the SAU 39 Reopening plan our intention is to ensure our students achieve a year of academic growth. We are working with our staff and students to establish systems in which we can track it for this unique school year. At the time of this communication we are still in the process of planning how this will be implemented and communicated with students and families in detail.
 - **Ensuring a Year of Academic Growth**
-

Assessment, Grading, and Reporting

SAU 39's mastery grading handbook states:

To support our graduates in meeting our portrait of a graduate, academic competencies have been developed for each content area as well as Work Study Practices or habits of work. Across K-12, each content area shares a set of common, established core competencies that describe what students are expected to know and be able to do to demonstrate mastery.

Progress towards meeting these content area competencies will continue to be the basis for grading and reporting this year.

Teachers in all departments met this summer to refine course-specific learning targets (the smaller, standard-level learning expectations that are building blocks of a competency). Emphasis will be placed on ensuring these learning targets are both *rigorous and reasonable* so that students can successfully meet or exceed targets whether learning on-campus or remotely.

To make assessment and grading more transparent to students and parents:

- Assessment scores will be entered into the Empower Learning system
- Students at all grade levels will have access to the Empower student portal, and all parents will have access to the Empower parent portal
- A document will be made available to students, either in Empower or Google Classroom, that will outline learning targets and a general outline of the course of study (possible learning activities, possible major assessments, etc.). This will allow students to preview the upcoming segments and use that to inform their choice to attend class remotely or on-campus. It will be important for students and parents to remember that the actual learning activities and assessments may change based on learning conditions.
- Progress reports will still be run at specific checkpoints throughout the year, including the Mid-Semester 1 grade reporting period for Seniors.

Update (As of 11/10/20)

- SAT scores

Fall 2020 SAT results for the Class of 2021 increased compared to the results from the previous SAT administration in Spring 2019. We will be closely examining the results to determine focus areas for our current juniors prior to their SAT exam in Spring 2021.

SAT	2019	2020
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ERW Score	553	581
Math Score	537	563

- Our Empower student and parent portal are fully operational. Teachers have entered assessment scores and will continue to do so on a regular basis to allow students and parents to proactively monitor progress towards mastery.
- We will be using staff meeting time in the month of December to focus on professional learning around possible changes in curriculum, instruction, and assessment to better engage students when we are in a 100% remote learning environment.
- November 13th is the mid-semester reporting period for seniors. Grades issued at that time will appear on senior transcripts. Grade 9-11 students and parents will receive progress reports at the mid-semester point. Progress reports including teacher comments will be available on the Empower portal.
- We surveyed our students, parents, and teachers regarding their experience with Personalized Learning Days and how best to structure these days to maximize student learning and progress.

CALENDAR EVENTS

November--

11/10 - School Picture Makeup Day

11/11 - Veterans Day

11/25-11/26 - Thanksgiving Break - Office Closed

December --

12/24-12/25 - Holiday Break - Offices Closed

12/24 - 1/1 - Holiday Break - No School

January --

1/1 - New Year's Day - Offices Closed

1/4-1/15 - Remote Learning for all students and staff

Respectfully Submitted,

Michael Berry

MVVS Board Update

November 2020

Fall Celebration

We enjoyed our fall celebration on Friday, October 30. Students and staff members dressed up in costumes and paraded around the school ground in staggered groups to maintain social distancing. Although we modified the usual fall festivities, everyone had a wonderful time!



We look forward to working with the Mont Vernon community to plan our holiday festivities to ensure we can bring a little magic to our amazing school and to all of our families.



ENROLLMENT

MVVS (* DENOTES ONE CLASSROOM AT THAT GRADE LEVEL)

Grade	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.
K		21	21	21							
1		23	23	23							
2		20	19	19							
3		30	28	28							
4		23	25	24							
*5		20	20	20							
6		27	27	26							
Total		164	163	161							
Family		143	143	143							

Remote

K-4		27	29	30							
Gr.5-6		14	12	13							

Homeschool Students

K-6		11	12	12							
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Classroom Visits and Observations

Formal Classroom Visits & Observations Recorded in Frontline: 6

Informal Classroom Visits: 75

Informal Feedback Provided via Email: 22

MVVS Academics

Grade K

Kindergarten continues to practice writing, counting and showing numbers to ten. Kindergarteners are working on creating and naming patterns. We are understanding one more and one less and will move into using the words fewer and greater. In language arts, we are working on lowercase letters a, g, s, and d. We are working on recognizing the initial and final letter sounds in a given word, rhyming words, and we are able to put together and break apart compound words. Kindergarteners are working on recognizing that sentences start with a capital letter at the beginning and end with ending punctuation. We are working on understanding the characters and settings of books. We are working on character traits and sequencing stories. We are in the middle of a Kevin Henkes author study. Favorites by him have been Chrysanthemum, Owen, and Kitten's First Moon. Students understand that an author writes the book, and illustrators draw the pictures. In science, we are noticing the changes that come with fall.



Grade 1

First grade continues to work on building good reading habits and dropping undesirable habits. Students are learning strategies to help them figure out words they don't know while reading.

Students practice independent reading in the classroom for 20 minutes a day and have the opportunity to practice these strategies. During our Foundations time, we have just begun unit 2, which focuses on reading and writing CVC words. We have also just begun unit 2 in math. This is a large unit that mainly focuses on addition. Students have already begun to learn about the commutative property, the meaning of the equal sign, adding 0, and adding 1. We continue to learn about science and have been exploring fall. Students have observed leaves, record wonders, completed leaf rubbings, and have learned about the biggest apple in the world.

Grade 2

Second Graders continue to work with fiction during their literacy time. They are learning how to understand characters and “become” the character by noticing the character’s feelings and knowing how to bring the characters to life. In math, students are working on place value to the thousands. They will read, write, and compare 3-digit numbers. Likewise, they will mentally add/subtract 10 or 100 to numbers under one thousand. The young scientists have finished their habitat dioramas and will begin a new unit on plant adaptations.

Grade 3

We have completed our first reading unit. Our new unit focuses on grasping main ideas and text structures while reading expository texts. Students are learning to rev up their minds by building expectations, recall prior knowledge, and check to see if a narrative nonfiction text follows a familiar story template. We are adding to our toolkit ways to learn from expository texts, as well as determining if we are reading nonfiction text as a story or as information.

In Foundations, we continue to work on vowel and consonant suffixes, and how they impact the base word. Students are learning to connect our newly learned letters to make words.

We just finished our foundations of multiplication unit focusing on x2, x5, and x10. Students are learning to create arrays to show the number sentences for multiplication word problems as we learn the rest of the multiplication facts.

We are still working in science learning about plant life cycles and heredity.

Grade 4

STEM: 4th graders are working on multiplying multi-digit numbers. We are using models such as equal groups, arrays, area models, and open area models in order to fully understand multiplication. In science, we are finishing up our investigations of the human body and how our systems work together.

Using the core text, *Because of Winn Dixie* by Kate DiCamillo, students are learning to make inferences about a character and support it with specific details from the text using the character’s thoughts, words, and actions; discuss character traits, and identify changes in characters over time. For grammar, students are noticing the use of dialogue, tags, and the use of quotations to show the character’s responses and actions. We continue to work on writing summaries and identifying unknown words and determining the meaning of words, using context clues. We are also expanding vocabulary breaking down multisyllabic words and studying morphology - learning the meanings of common prefixes and suffixes.

In Social Studies, we are concentrating on regions of the US.

Grade 5

In ELA, students are learning how to identify the main idea and supporting details of a text. In math, students are learning how to multiply decimals by a multiple of 10. In social studies, students are learning about early exploration. In science, students are learning about constellations.

Grade 6

In 6th grade humanities, we have begun our first novel study. We are learning about elements of a story, types of conflict, and how to support our thinking within the realm of literary text. Students are learning to be active readers in the text and to think critically about what the characters are going through. In Social Studies, we have begun our unit on Early Man, and are discussing why history is important and how anthropologists and archaeologists help us to know what we know. In 6th grade math, we are finishing up our review of adding, subtracting, and multiplying fractions in order to prepare to move into our unit on dividing fractions and decimal operations. In science, we will complete our study of weathering, erosion, and deposition this week, with an assessment and an engineering lab that focuses on how we can avoid a landslide. From here we will be moving onto a study of the rock cycle.

Remote K-4

K-4 Humanities

In ELA/Humanities we continue to work on phonics and word study skills. We have been learning about the features of various genres of text in graders K-2. Learners in K-2 have also begun participating in small reading groups to hone their developing skills. Grades 3 and 4 are applying their reading skills to build knowledge about the qualities of careful reading and strong writing. In 3rd grade, we are completing an author study of Patricia Polacco, and examining the details that make her writing special. In 4th grade, we have finished the novel *Because of Winn Dixie*, and are using our observations of Kate DiCamillo's strong writing style to share a personal experience.

K-4 Math

Remote math students continue to do an excellent job learning the math curriculum, mirroring the learning that is taking place in the Village classrooms. On Fridays, students will have an enrichment day on which they can enhance their learning through a variety of choices. It will be called "Math Menu Friday". Opportunities include a multitude of mathematical applications and concepts. For example, on October 16, students could sign up for any of four sessions. Session one centered on the counting book, *Anno's Counting Book*. In this wordless book, students searched each page for representations of numbers (clusters, numerals, etc.). In session two, students learned a card trick called "The Amazing 27". This incredible trick works thanks to the knowledge of factors and multiples of 3, 9 and 27. They couldn't believe their eyes! In session three, students learned how to play a number concept game called "Fill the Staircase". In this game, students placed numbers on a staircase using their knowledge of the magnitude of numbers and the function of a number line. In our last session, students did a mathematician study on the artist M.C. Escher. We explored his work and learned about

tessellations. In a culminating activity, students got to practice creating Halloween tessellations. We are looking forward to many "Math Menu Fridays" to come!

Kindergarten students have mastered numbers through ten and are now gaining a deep understanding of teen numbers and the tens place. First graders continue to explore equations and inequalities while continuing their study of larger numbers. The second graders have explored many strategies for adding three-digit numbers. They are practicing the standard algorithm, partial sums, adding with number lines, and more. Third graders are busy with multiplication, learning that we already know most facts fluently...including multiplication of 0,1,2,5, and 10. That means we are just focusing on knowing our tables of 3,4,6,7,8 and 9. Fourth graders are learning efficient ways to multiply 2 digit numbers both mentally and on-paper. All groups are growing in their ability to communicate math understanding, perform mental math, and reason abstractly and quantitatively. They are absolute rockstars! We also just had our third "Math Menu" Friday. Feedback suggests that parents and students are really enjoying the enrichment and extensions of math learning. There has never been a better time to be a teacher of mathematics!

Remote 5-6

The 5th and 6th remote classes have been working hard the past couple of weeks. 5th grade just finished up their unit on place value and powers of 10, so we are about to begin multi-digit multiplication. In ELA, we just met a new character in our book, *Peak*, so the students are very interested in learning about perspective and how different perspectives affect a text. In 6th grade, we have been practicing analyzing word problems for first steps and have tackled some really challenging multi-step problems in math. In ELA, we have just reached the climax of our novel, so the kids are really excited to start analyzing the falling action to see how things will wrap up.

Library & Technology Update

We are continuing with our study of New Hampshire Ladybug and Great Stone Face award books, coding, typing lessons, and read-alouds. Kindergarten – 2nd-grade students listened to fiction and nonfiction books and learned about the differences and similarities of each. For Halloween, students listened to a read-aloud of *Creepy Carrots* by Aaron Reynolds, created their own "creepy carrot" and then used the ChatterPix app to make their carrot speak. Digital citizenship is an important topic throughout the year and 3rd graders are learning about and discussing cyberbullying. For Halloween, 3rd graders built their own Jack O'Lantern in Google Docs, learned how to import and copy and paste images, and then wrote a short story or poem. 4th graders have learned about the basics of good design and how to work in Microsoft Powerpoint. They are researching one of the National Parks and will then create their own Powerpoint presentations to promote their park and present it to the class. 5th and 6th graders have completed a genre study where they were able to identify books in different genres. Students were encouraged to read books in different genres. Students learned what is inside a computer and how it works.

PE Update from Mrs. Knickle

Did you know that kicking is considered a fundamental movement skill? Although it may seem simple, it is a crucial foundational skill that contributes to a child enjoying lifelong physical activity!

K-2 PE: Students continue to practice and refine their locomotor skills (run, skip, gallop, leap). We began a kicking unit and have been learning how to properly kick a ball towards a target and partner. Students have been playing a lot of kicking centered games to practice these skills!

3-6 PE: Students have been reviewing kicking and dribbling skills and focusing on control of the ball. We have been playing a variety of organized games to refine these skills. Students are learning that there are many kicking games that don't necessarily look like traditional soccer!

Music Update from Mrs. Carle

Update 1: Music classes are continuing our focus on rhythm. Grades K-1 are learning to identify beat versus rhythm and are beginning to connect rhythm to iconic notation. Grades 2-6 are building on their prior knowledge of standard music notation with increasing rhythmic complexity. Students are applying their rhythmic knowledge to learn and perform body percussion or desk percussion pieces and create their own rhythmic compositions. All classes are enjoying "spooky" seasonal activities that reinforce these rhythmic concepts. A school-wide exploration of Grieg's *In the Hall of the Mountain King*, with level appropriate activities for each grade, has proven to be very popular as students realized that a piece written in 1875 ("That's old!") is such a recognizable part of our modern culture.

Update 2: Through the month of October, music classes continued to build on and reinforce our skills in fun, Halloween-themed ways. Grades 2-6 continued to focus on rhythmic notation and started to work with Boomwhackers by playing along with seasonal songs, including favorites such as the Addams Family Theme Song and Ghostbusters. This served as an introduction to Boomwhackers, which will be used in the future as an easy-to-clean way to add pitch to our reading and composition activities. Kindergarten and first grade classes continued to build on the distinction between steady beat and changing rhythms. Connections were drawn between the number of syllables in a word and one or two sounds indicated by a quarter note (ta) or a pair of eighth notes (ti-ti). Students used Halloween themed iconic notation to compose their own songs.

In addition to continuing our rhythmic and pitch notation activities, November will bring an investigation of instrument families, as inspired by the family-centered Thanksgiving celebration. The earlier grades will be focusing on the basics of the instruments families, while the middle grades will learn about instruments from all over the world and explore how they do or do not fit within that basic instrument family classification system. The upper grades will learn a bit of the science behind why instruments in each family sound different.

Band Update: The MVVS band program has had its first meetings of the year. Each Thursday at 4:10pm, all the band students will meet virtually for 30 minutes. This will be the time to cover concepts that apply to all band members. Later in the evening, students also have an additional 20-minute, virtual small-group lesson with others who are learning compatible instruments, allowing focus on more instrument-specific skills.

Mrs. Carle is appreciative of the support of the MVVS community in enabling this program to continue this year.

Spanish Update from Mrs. Guarrera

In kindergarten, we have been practicing the numbers 1-10 with lots of counting! We are learning a new counting song “1-2-3 amigos” and we enjoy singing in silly ways. Students were introduced to Dia de Muertos with a cute story and decorating Calaveras.

First graders have been working on numbers 11-20 and they are tricky to remember! We practice with a song and count lots of different ways. We read A Gift from Abuela by Cecilia Ruiz to start talking about Dia de Muertos and made papel picado just like Nina did.

Second graders are getting very comfortable with their fruit vocabulary and will be assembling a fun project based on La Oruga Hambrienta by Eric Carle. To learn more about Dia de Muertos, we learned about sugar skulls and made colorful, happy masks based on what we learned.

Third graders can count to 30 and will soon be moving on to color review and adjective agreement. We recently had a great class learning about the significance of the monarch butterflies and the cempasuchil flowers that help guide the spirits of ancestors during Dia de Muertos.

Fourth graders are able to count to 50 and answer the question “Cuantos hay?” Soon we will move on to color review and adjective agreement as well. To deepen our understanding of Dia de Muertos we learned the history of la calaca or la catrina and why it is important to the celebrations in Mexico.

Fifth graders can figure out any number up to 100 and know all the colors. We will have an assessment in November and then begin a unit on feelings. This year we drew on the knowledge we already had about Dia de los Muertos and practiced understanding the same concepts completely in Spanish! Students practiced listening skills and sequencing with Rockalingua activities.

Our sixth graders are number pros and can even deconstruct large numbers. They will be assessed shortly on numbers and colors before beginning a unit on feelings as well. Students learned more about the indigenous traditions associated with Dia de los Muertos through BrainPop and were able to explore a variety of different aspects of the culture.

Library - Technology Update from Mrs. Garrity

Both in-school and remote students are so excited to check out books and checkout limits have been increased for all students! Digital citizenship lessons are continuing with a focus on cyberbullying, how to be a good digital citizen, and being aware of the websites we visit and our digital footprints. Fact versus fiction and being able to identify “fake news” has been a focus for 3rd – 6th graders. We are continuing with our study of New Hampshire award books, typing, coding, research lessons, online library resources, and various read-alouds such as books celebrating Hispanic Heritage Month. Students in 3rd-6th grade are working on Microsoft Word, Publisher, and Powerpoint projects. We will be delving into book genres, and studying the differences between fiction and nonfiction books. Tech integration, teacher tech support, and introducing new technology tools to students, such as Jamboard to K-2, are focused areas and opportunities for collaboration are continuing with both remote and in-school teachers.

Dreambox Math Update

MVVS has made tremendous strides in math. We want to keep the successful momentum going. Thus, all teachers have been asked to have students work on Dreambox math for a minimum of 90 minutes each week. Dreambox is being used in addition to core math instruction. In an effort to build excitement for students, we are issuing Dreambox Awards for students based on the number of lessons they complete and the time they spend on the program. Last Friday, we handed out more than 20 awards and prizes to in-person and remote students.

Special Education Update

The Special Education team has been working over the past two weeks to finish up all remote service data reviews, taking an in-depth look into services provided last spring. We have met with all families who opted to participate, and due to the extensive services provided, MVVS does not need to provide compensatory services for any student. To ensure the continuation of quality services this year, the special education team has been working to develop student-specific plans and schedules for both orange and red status, should the need arise. In the meantime, while students are still in school, the team has been preparing schedules to ensure that necessary accommodations are provided for all students taking the interim NH SAS, as outlined in student IEPs. The team has also worked to frontload any necessary triennial testing, ensuring that disruptions to school status do not impact student eligibility, nor services. The special education team continues to support identified students, as well as tier 2 instruction, in both in-person and remote modalities. To further strengthen the tier 2 support within the building, our Occupational Therapist has developed a schedule to provide weekly support within the kindergarten and first-grade classrooms. We are excited that these learners will be able to have access to Occupational Therapy expertise during this important time in their writing skills development!

Staff Wellness Challenge

Our PE teacher, Mrs. Knickle, launched a staff wellness challenge. The winner received a preferred parking spot and an extra planning period. Congratulations to all of our staff members who accepted this challenge! We are proud to announce Mrs. Millas (Grade 6) is the October winner with 2,305 minutes of vigorous activity! Mrs. Soucy (administrative assistant) was the runner up with 2,290 minutes.



Consent Agenda Item #1

SAU #39 Board

Thursday, October 29th, 2020

Meeting Minutes- Not Approved

Attendees via Zoom:

Administrative Team: Adam Steel- Superintendent, Christine Landwehrle- Assistant Superintendent, Meg Beauchamp- Director of Student Services, Michele Croteau- SAU #39 Business Administrator, Anna Parrill- Principal CW, Dr. Kim Sarfte - Principal MVVS, Dr. Bethany Bernasconi – Principal AMS, Mike Berry- Principal SHS, and Roger Preston- Director of Facilities.

Amherst School Board: Chair- Elizabeth Kuzsma, Vice Chair- Tom Gauthier, Secretary- Ellen Gruzdien, Terri Behm and Josh Conklin.

Mont Vernon Village School Board: Chair- Sarah Lawrence, Vice Chair- Peter Eckhoff, Scott St. Denis and Stephen O’Keefe.

Souhegan Cooperative School Board: Chair- Pim Grondstra, Vice Chair- Amy Facey, Secretary- Stephanie Grund, Steve Coughlan, George Torres, Laura Taylor and John Glover.

Board Minutes: Danae A. Marotta

Public: Lance Whitehead- Lavallee Brensinger Professional Architects, Manchester NH, Victoria Parisi, 3 Church Street, Seth Smiley, 20 Holly Hill Drive, Amherst NH, and Shannon Gascoyne, 5 Parker Farm Lane, Amherst NH

I. Call to Order

Chair of the SAU 39 Board, Mr. Stephen O’Keefe, called the meeting to order at 6:01 PM.

Today, we will be conducting a school board meeting of the SAU #39 Board.

Before we get started, I’ll read through a checklist to ensure that the meeting that we are holding is in compliance with the Right-to-Know Law.

As chairperson of the SAU #39 Board, I find that due to the state of emergency declared by the Governor as a result of the Covid-19 pandemic, and in accordance with the Governor’s Emergency Order Number #12, pursuant to Executive Order 2020-04 and its extensions, this public body is authorized to meet electronically. Please note that there is no physical location to observe and listen contemporaneously to this meeting which was authorized pursuant to the Governor’s Emergency Order.

In accordance with the Emergency Order, I am confirming that:

1. We are providing public access to the meeting by telephone, with additional access possible by video and other electronic means. We are utilizing Zoom for this electronic meeting. All members of the committee and selected legislative staff have the ability to

communicate contemporaneously in this meeting through this platform. And the public has access to contemporaneously watch and or listen to the meeting on Zoom and via phone by following the directions and links provided on our website: www.sau39.org.

2. We have provided public notice of the necessary information for accessing the meeting.
3. We are providing a mechanism for the public to alert the public body during the meeting if there are problems with access. If anyone has a problem, please email awallace@sau39.org.
4. In the event the public is unable to access the meeting will be adjourned and rescheduled.
5. Please note that all votes taken during this meeting shall be done by roll call vote.
6. Finally, let's start the meeting by taking a roll call attendance. When each member states their presence please also state where they are and if anyone else is in the room with you during this meeting, which is required under the Right-to-Know Law.

Mr. O'Keefe called a Roll Call: Kuzsma- home and alone, Gauthier- home and alone, Behm- home and alone, Conklin- home and alone, Grondstra- Home and alone, Facey- home and alone, Coughlan- home and alone, Taylor- home and alone, Torres- home and alone, Grund- home and alone, Glover- home and alone, Lawrence- home and alone, Eckhoff- home and alone, St. Denis- home and alone, O'Keefe- home and alone.

II. Public Comment I of II

No Public Comment

III. Superintendent's Report

- Student Information System-Update

Superintendent, Mr. Adam Steel, noted that he has a few items to note for tonight's meeting.

They have switched over to PowerSchool and the transition has gone really well. A big thank you to Mr. Alex Stone, who recently passed, and Ms. Galen Tremblay. The parents have access to it and are able to do a number of things throughout the system.

- School Year Calendar FY 2021-2022

Next, he is bringing forward a school year calendar for the 2021-2022 school year. This is the time of year when they normally do this. School will start after Labor Day, Sept 7th, and the Conference Day is November 12th. Holiday break will begin on Dec 24th and they will return on January 3rd of 2022. If board members have questions, please reach out to him via email and

they will wrap that into a future calendar for November. He discussed building in flexibility if they will have to take into consideration Covid- 19 for next year.

- School Start Times

Mr. Steel commented that they have spent a lot of time over the past few years discussing the start time. They have had committees, public forums and a lot of board discussions. He suggested that they make a decision and recommended starting the next school year at 8:00 AM for the elementary schools and 8:45 AM for Middle and High School. There are details that will need to be worked out and making the decision in November will allow time. Right now, they are not asking for a schedule change just the start and end time. Any schedule change would happen through the CC process.

- SAU #39 Math Review

They have had conversations about Math scores, and they have tracked them very carefully. Tonight, they need to talk about what they need to do as a school system and community and make some improvements when it comes to math. They have highly skilled teachers, motivated and supported students, a well- resourced school system and yet, have inconsistent results in Math. More than likely it is some systemic challenge, something about the design of how they teach math is not leading to consistently strong results for all of their students.

First, they have highly successful students in math. He displayed the NWEA scores noting that the issue is not that they are doing poorly but not well enough. This year they have had the highest SAT scores on record. He displayed a Proficiency chart with Math in Grade 11 prepared by Mr. Steve Frades. Although things have improved, it is not where they want to be. Second, he showed comparative proficiency from 2013 to Bedford, Exeter, Hanover, Hollis/Brookline, Oyster River and Windham.

They plan on a completing a three-step process starting with research. Examining past results, investigation of options that exist for them, identifying key metrics, and then what questions need to be answered. Implementing is acquiring resources and then training their teachers. Third, they need to review metrics, gather feedback and then adjust.

They have identified key questions to answer and everything needs to be on the table and open for discussion.

Superintendent Steel noted the 4 desired outcomes:

1. In five years, be close to the top in comparison to their competitive districts in numbers of students who score proficient and highly proficient.
2. Execute a community- wide process to improve their system.
3. Consistent achievement and growth throughout the system.
4. Continue to produce high growth in low achieving students.

In FY'21, they will complete an administrative-level investigation and research with establishing a steering committee. In FY' 22, they will provide targeted instructional Professional Development for faculty (Summer 2021), community wide committee with stakeholder sub-committees (Q1-Q2), budget for resources and professional development (Q2), pilot resources (Q3-Q4) and determine plan for execution and final resources (Q4). In FY'23 they will purchase the resources, provide extensive professional development to faculty (summer 2022) and implement changes.

That concludes his Superintendent's Report and he will be happy to answer any questions.

Ms. Kuzsma gave her support and questioned the timeline of two years out and what are they going to do between now and then.

Mr. Steel replied that they have struggled with that decision. If they went faster, they would be budgeting for the items and professional development now. Additionally, they would need to pilot those resources. During the rest of the school year, the steering committee will be looking much wider than the typical scope. They will be looking at data and depth. They are trying to find the right balance and solve the problem well.

Ms. Gruzdien inquired how do they not become a district that teaches to the test.

Mr. Steel responded that they do not want to be a test factory. Recently, the SAT has been aligned to the standards. If they have the right math program, students will do really well.

Ms. Grund commented about the educational time with AP students. She would like to have more discussion around the school start time.

Mr. Torres inquired about increasing math proficiency and tracking costs.

Mr. Steel replied that the Curriculum 5 Year Review Schedule will be coming up later on in tonight's agenda. They have aligned Math so that it is in that plan.

Mr. Torres asked if there was any budgetary impact with delaying the start time.

Mr. Steel responded none that he can think of, perhaps, one more hour of daylight means they do not have to heat the buildings as early in the morning.

Mr. Gauthier added that they would have less heat because they would not be there in longer periods in the winter. He inquired about the survey regarding holiday travel.

Mr. Steel replied that they have heard back from their teachers the numbers that have responded so far are lower than the earlier survey. They are still watching that. The number of active Covid cases are much lower than they had projected, it is difficult to portend that they would close during that time. They are looking at staffing availability in Nov. and Dec. The Re-Opening task force has reconvened and will meet again soon.

Mr. Grondstra inquired about the size of the Steering Committee at this point.

169 Mr. Steel replied that it will include himself, Assistant Superintendent Landwehrle, Principal
 170 Berry, Ms. Natalie Berger, Dr. Kim Sarfde, Dr. Bethany Bernasconi, Ms. Kathleen Murphy and
 171 Ms. Heather Jennings.

172 Mr. Grondstra questioned adding in Math Specialists to the Committee.

173 Mr. Steel replied, yes, they will add in other people and have a lot to consider. They will be
 174 looking for other input at a later date.

175 Mr. Eckhoff inquired about the growth scores from 2nd to 3rd grade.

176 Mr. Steel replied that perhaps there is an issue in the system there. He emphasized that when
 177 they see consistent challenges at particular grade levels is a systemic issue not a teacher issue.
 178 The NWEA is an International normed test.

179 Mr. Eckhoff commented that he is in support of the teachers and did not mean anything negative
 180 by his question.

181 Ms. Taylor inquired if they are using the NWEA.

182 Mr. Steel replied, yes, they start in kindergarten through grade 10.

183 Ms. Taylor noted that a lot kindergarteners cannot read.

184 Mr. Steel replied that there is audio, and it is adaptable.

185 Ms. Taylor questioned how will they look at effectiveness.

186 Mr. Steel replied that they will look at the statewide testing, NWEA and other metrics.

187 Mr. O'Keefe mentioned that he is in great support of the math initiatives.

188 • Souhegan Coop. New Board Member

189 Chair of the Souhegan Cooperative School Board Member, Mr. Pim Grondstra, commented that
 190 SCSB member, Mr. David Chen, has relocated out of state. There were 6 applicants with a
 191 unanimous decision to nominate and then motion to approve, previous ASB Member, Mr. John
 192 Glover.

193 Mr. O'Keefe welcomed Mr. Glover. He thanked Mr. Chen for all of his work and dedication to
 194 the students.

195 The Board thanked Superintendent Steel

196 IV. Principals Reports

197 Mr. Conklin questioned about the space they have in the building.

198 CW Principal, Ms. Anna Parrill, replied yes. She thanked Superintendent Steel for allowing them
 199 to have Halloween festivities.

200 Mr. O'Keefe asked the Board if they have questions for Dr. Bethany Bernasconi, Principal of the
201 Amherst Middle School.

202 Mr. Conklin inquired about homeschool students.

203 Dr. Bernasconi replied that some have reached out to them and submitted letters for the short
204 term.

205 Mr. Gauthier asked for clarification on homeschool it is not remote learning.

206 Principal Bernasconi replied, yes.

207 Ms. Kuzsma questioned if they are looking at the reasons for the shift.

208 Principal Bernasconi replied that they are working hard to provide the best experience and
209 support families in the choices that they are making.

210 Mr. Conklin thanked Ms. Landwehrle for all of her work providing materials.

211 Mr. Glover asked about feedback from the high school.

212 Mr. O'Keefe noted that they will go back to that question shortly.

213 Mr. O'Keefe inquired about the outside space and the tents.

214 Principal Bernasconi added that they have 6 tents, not enclosed open air, and they are scheduled
215 to stay up until the Friday before Thanksgiving.

216 Mr. O'Keefe noted that he is guessing that the students are dressing appropriately.

217 Principal Bernasconi replied that yes, kids know to dress for the weather.

218 Mr. O'Keefe inquired about feedback about Eagle Block and Launch Pad.

219 Principal Bernasconi replied that the general consensus is that Eagle Block and Launch Pad is
220 very helpful. It is that common place to start and that anchoring activity. They are building in
221 Eagle extensions.

222 Mr. O'Keefe asked for any more questions for Dr. Bernasconi.

223 Principal of SHS Mr. Michael Berry, replied that families have chosen what is best for their
224 families. He does not have the information in front of him at the moment.

225 Ms. Grund inquired about the amount of homeschool students and if it was a mismatch.

226 Principal Berry replied it could be a mismatch he took the information from PowerSchool

227 Ms. Grund questioned how the teachers are doing, struggles and challenges.

228 Principal Berry replied that concerns administrators as well. The faculty senate sent out a survey
229 and looked at what they can work on. It is a difficult situation and the teachers are teaching most
230 in two modalities. He praised them and they are doing the best they can under the circumstances.

- 231 They are holding up well and doing a tremendous job. It is a good question and something that
232 they grapple on a daily basis. It is a moving target.
- 233 Ms. Grund noted that they are supporting them 100%.
- 234 Ms. Facey asked if there are technology needs that they should be aware of.
- 235 Principal Berry replied that they are aware of what people need and have purchased some
236 devices. They are trying to be responsive and fortunate for the support.
- 237 Ms. Taylor questioned how are they crediting the teachers that are going above and beyond.
- 238 Principal Berry replied it is an all hands-on deck in a dual modality piece. This is temporary and
239 they want to make it as good as an experience that it can be.
- 240 Ms. Taylor asked about an update on books about race relations.
- 241 Principal Berry replied; he will discuss that when it is the right time per administration.
- 242 Ms. Taylor asked him what has he learned from his time at SHS.
- 243 Principal Berry responded that SHS is full of well-intentioned teachers. They are overly
244 passionate, looking for career growth and be best teachers they can be.
- 245 Mr. O'Keefe asked for questions from Dr. Sarfde.
- 246 He asked Principal Sarfde about outside time and if they are equipped.
- 247 Principal Sarfde replied that they have kids that are adequately spaced, and they are going
248 through the process of getting the tents in compliance. The kids are having a great time.
- 249 Mr. O'Keefe asked about PE.
- 250 Principal Sarfde replied that MVVS PE Teacher, Ms. Knickle, has made space for the students
251 with painters' tape. They are doing yoga and other fun activities and staying within their box.
- 252 Mr. O'Keefe asked if the formal vs the informal could be added to the Principal's Report.
- 253 Principal Sarfde commented that she will go and observe 4 classrooms every day. They just
254 started the formal observations and just got access to the system.
- 255 Mr. Glover inquired about the program for teachers that do remote work.
- 256 Principal Sarfde replied that for the teachers that are remote, they keep the same zoom link. She
257 will just pop in and observe.
- 258 The Board thanked the Principals for doing the work and making it efficient.
- 259 V. Consent Agenda
- 260 Mr. O'Keefe pulled 1. Sept. 14th, 2020 Draft Minutes.

261 Mr. Coughlan noted the change in Line 469: “Mr. Coughlan added that he went to some NHSBA
262 meetings early in his time as a board member”.

263 Change to line 528.

264 Line 528+: “Ms. Kuzsma motioned to approve policy IMGAA Therapy Dogs and stated that the
265 boards can approve it but ask for it not to be introduced this year as guidance to the
266 administration. Mr. Coughlan seconded the motion.”

267 **Mr. Coughlan motioned to accept the changes to the 09 14 2020 Draft Minutes. Ms.**
268 **Kuzsma seconded the motion.**

269 **Mr. O’Keefe called a Roll Call: Kuzsma- Yes, Gauthier- Yes, Behm- Yes, Gruzdien-Yes,**
270 **Conklin- Yes, Grondstra- Yes, Facey- Yes, Coughlan- Yes, Taylor-Yes, Torres- Yes,**
271 **Grund- Yes, Glover- Abstain, Lawrence- Yes, Eckhoff- Yes, St. Denis- Yes (15 in favor, 1**
272 **abstention, 1 not present)**

273 Ms. Taylor read her following changes into the 09 14 2020 Draft Minutes.

274 Line 87. Mr. Chen inquired about the cost being 75 million dollars and what the next cost
275 estimate will be.

276 Line 115 Ms. Taylor inquired about the additional data. Since AP metrics are used in high
277 school rankings, can we add % students taking AP classes, % student taking AP tests, and %
278 students scoring a 3 or higher on an AP test to the assessment plan?

279 Line 118 add a line Ms. Grund asked if NWEA and other assessments for remote learners added
280 costs? Ms. Landwehrle replied remote NWEA does not change the cost.

281 Line 126 ...submitting to the state.

282 Line 129 add a line Mrs. Taylor asked if he could provide how many part time students are
283 attending the high school. Mr. Steel said he did not have how many students were part time with
284 him.

285 Line 223 add a line Ms. Taylor thanked the principal for the helpful report. She expressed her
286 gratitude for having a full-time principal at the school. She said your report speaks of student
287 implementing Individualized Plans in a year. Can you describe them? What are you
288 accomplishing with them? Mr. Berry wants to personalize the pathways to graduation. He would
289 like Souhegan to offer varying opportunities to succeed.

290 Add a line 228 Ms. Taylor wanted clarification that the students will only be graded by teachers
291 working with them? Mr. Berry replied yes.

292 Line 436 change GCBE to GCEB. Add a line Mr. Chen noted that the superintendent is hired by
293 the SAU. GCEB allows individual boards to be involved in the selection of their principals.

294 Line 479 add a line. Mrs. Taylor said we owe detailed policy discussions to our community and
295 students. Should we be passing important policy on grading in a state of emergency? Grading
296 also falls under Community Council and this policy might conflict.

297 *Line 488 add two lines Mr. Coughlan said he did not like editing policies with a group of 17. Mr.*
 298 *O'Keefe stated this shouldn't be a working session.*

299 *Line 489. Mr. O'Keefe call a roll call to move Policy IKA, Grading and Reporting, down the*
 300 *other Boards:*

301 *Line 494 add a line. Ms. Taylor asked if the Board should be put in a position of passing policies*
 302 *that don't align with NH state law.*

303 *Line 497 add two lines. Ms. Kuzsma said the RSA said, "medically capable." Mr. Steel said*
 304 *"medically capable" is being mentally able.*

305 *Line 498 add a line Ms. Taylor said the RSA did not support mental health.*

306 *Line 499 add a line Mr. O'Keefe I am comfortable with this policy coming from NHSBA.*

307 *Line 512 add a line Ms. Grund said the interview process should include the board. All of that*
 308 *was taken out of the new proposed GCEB. The new proposed GCEB takes out community*
 309 *involvement and everyone but the Superintendent.*

310 *Line 516 add a line Mr. Chen said the Board was not part of the selection or job description of*
 311 *the new principal. The Souhegan Board needs the power to control their policies. The principal*
 312 *selection process should not be casual.*

313 *Line 520 correction Ms. Grund asked do the Board Members not want board and community*
 314 *involvement.*

315 *Line 520 add a line Ms. Taylor supported Stephanie's statements. She added, the reason we have*
 316 *a policy is to keep the Board involved in the process of selecting a principal, the important*
 317 *leader of a school.*

318 *Line 538 add a line the requests submitted to the Superintendent are approved or disapproved by*
 319 *the Superintendent.*

320 *She added that she reviewed the video very closely.*

321 **Ms. Taylor motioned to accept these changes to the 09 14 2020 Draft Minutes. Ms. Grund**
 322 **seconded the motion.**

323 *Ms. Kuzsma mentioned that they received these changes an hour and a half before this meeting.*
 324 *She did not have ample time to watch the meeting. Typically, the meeting minutes are not typed*
 325 *verbatim. She is not comfortable approving those changes.*

326 *Ms. Lawrence added that she did not have time to watch the meeting and she cannot say if that is*
 327 *accurate or not. It is different from the way that are taken in the past.*

328 *Mr. O'Keefe referenced the NH Municipal Association. He is personally opposed to these*
 329 *modifications.*

330 Ms. Taylor inquired if the board members have read the minutes. You either remember it or you
331 don't.

332 Ms. Lawrence added that she feels that the minutes accurately reflected what happened in the
333 meeting.

334 Ms. Kuzsma mentioned that the changes that Ms. Taylor is requesting are so similar. It is not
335 verbatim, and the meetings are recorded.

336 Ms. Taylor noted that the discussions are very important. Even Mr. O'Keefe stating that it should
337 not be a working session, that is an important thing that should be recorded. The point of their
338 meetings is for discussion.

339 She asked if they can be attached.

340 Mr. O'Keefe replied, that is why he asked her to read them into the record.

341 **Mr. O'Keefe called a Roll Call: Kuzsma- No, Gauthier- No, Behm- No, Gruzdien- No,**
342 **Conklin- No, Grondstra- No, Facey- No, Coughlan- Yes, Taylor- Yes, Torres- No, Grund-**
343 **Yes, Glover- Abstain, Lawrence- No, Eckhoff- No, St. Denis- Abstain and O'Keefe- No (2**
344 **abstentions, 3 in favor, 1 not present, 11 not in favor) Motion does not pass.**

345 Mr. O'Keefe asked for other Board questions for #1.

346 He asked for questions for #2 2020-21 Summer Withdrawal Data.

347 Ms. Kuzsma noted her concern with possible learning gaps and questioned what the
348 administration is planning on doing. She asked if they were going to use NWEA and if they can
349 test in the spring.

350 Mr. Steel replied that they are going to do some NWEA testing. They will evaluate and fill in the
351 gaps. They are just starting on figuring out what that means. They are going to see what happens
352 and have funds set aside. They may give parents an additional option, but it is too early to tell.

353 Ms. Kuzsma inquired about retention with one subject.

354 Mr. Steel responded there are other things to evaluate such as social and emotional growth. They
355 should be creative and think outside the box.

356 Mr. Glover asked for the totals on the charts. He would like to see a 5-year history. It is nice
357 metric to see.

358 Ms. Gruzdien mentioned it is difficult to find out about the home school students.

359 Mr. O'Keefe added that they had that issue at the MVVS and due to privacy issues were told not
360 to have that conversation.

361 Mr. Steel mentioned that there are significant restrictions around what the public-school system
362 can look into homeschool.

363 Ms. Gruzdien suggested that they not look at it as a hurdle and she will be happy to help.

364 Ms. Grund inquired about the enrollment in the high school.

365 Mr. O’Keefe moved on to #4 Facilities Update.

366 Ms. Grund questioned the when the truck was purchased and if it was under Souhegan. She has
367 not seen it on the Manifest.

368 Mr. Steel replied that it is under Souhegan and was ordered 6 or 9 months ago. It was not
369 delivered until after July 1st.

370 Ms. Taylor inquired about the full time vs. part time students. She asked at the last meeting.

371 Mr. Steel asked Principal Berry if he can provide that data for Ms. Taylor.

372 Mr. Conklin thanked SAU Facilities Director, Mr. Roger Preston, for his helpful report.

373 Ms. Taylor questioned the security upgrades.

374 Mr. Steel replied that he will be happy to discuss those in Non-Public Session.

375 Ms. Behm thanked Mr. Preston as well. He has hit the ground running. She requested to have a
376 facilities update on a more regular basis, and it is in the packet with the minutes and the
377 community can read it.

378 Mr. Steel replied, yes, it will be monthly.

379 **Ms. Kuzsma motioned to accept the Consent Agenda items 2. 2020-21 Summer**
380 **Withdrawal Data Withdrawal Summary, 3. 2020-21 Enrollment Data Enrollment**
381 **Summary, 4. SAU #39 Facilities Update, 5. Aug 2020 Treasurer’s Report. Ms. Grund**
382 **seconded the motion.**

383 **Kuzsma- Yes, Gauthier- Yes, Behm- Yes, Conklin- Yes, Grudzien- Yes, Grondstra- Yes,**
384 **Coughlan- Yes, Taylor- Yes, Torres- Yes, Grund- Yes, Glover- Yes, Eckhoff- Yes,**
385 **Lawrence- Yes, St. Denis- Yes, O’Keefe- Yes. (16 in favor, 1 absence) Motion passed.**

386 Mr. Glover inquired about item #3. This data does not match with the Principal’s data. Some
387 numbers do match, but some do not.

388 VI. Joint Facilities Advisory Committee

389 Chair of the Joint Facilities Advisory Committee, Ms. Amy Facey, discussed that the JFAC has
390 been meeting for many, months and tonight’s recommendation represents a culmination of that
391 work. She thanked all the volunteers for their time, including JFAC Vice-Chair, Ms. Shannon
392 Gascoyne, Ms. Victoria Parisi and Mr. Brian Coogan.

393 At their last meeting they have voted unanimously to approve the recommendation that they are
394 hearing tonight. They will be attending the individual board meetings for further discussion. She
395 encouraged anyone with questions to reach out to her.

396 Ms. Shannon Gascoyne mentioned that the JFAC, is composed of a number of community
397 volunteers, SAU Administration, and a member of the Amherst Board of Selectmen. As a

398 reminder, the SAU JFAC has been tasked with conducting an analysis of the state of public
399 education facilities in Amherst.

400 Encompassed in the charge are the following facilities:

- 401 • Clark Wilkins
- 402 • Amherst Middle School
- 403 • Souhegan High School

404 She reviewed the timeline: In 2017, Capital Needs Assessment were created, March 2018- voters
405 support warrant article to fund Souhegan 2.0 design phase, Fall 2018- SAU establishes JFC,
406 March 2019- voters reject warrant article to fund A & E fees for ASD Design Phase, Fall- 2019-
407 Facilities Summit held to discuss SAU wide facilities, Jan 2020- JFAC reconvened, March 2020-
408 Voters support school budgets and all associated articles related to capital maintenance in ASD
409 and SCSD and Summer 2020- Lavallee Brensinger Professional Architects, Manchester NH,
410 begins ASD study.

411 She displayed the process and the chart of School Building Conditions.

412 Ms. Gascoyne showed pictures of a teacher on a cart, explaining that there is a loss in
413 instructional time. Additional photos include a bathroom in the portables, triangle shaped
414 classrooms at AMS with movable walls, cramped office space at AMS and the poor conditions
415 with the roof when it leaks into the building.

416 Mr. Lance Whitehead, Lavallee Brensinger Professional Architects, Manchester NH, noted that
417 all mechanical systems at Wilkins and Clark are at the end of life. All plumbing systems there
418 are also at the end of life and should be replaced with code complaint systems. Electrical systems
419 are inadequate for a modern technology rich school environment and should be replaced.
420 Emergency electrical systems are inadequate as there is no generator. Lighting is end of life and
421 energy efficient lighting should be added.

422 Additionally, Through- wall unit ventilators at AMS are inefficient and nearing end of life 5-7
423 years max and should be replaced with modern ducted air systems. New systems to be healthy,
424 changes air per hour, UV light filtered and dehumidified for comfort. Boilers at AMS are 10
425 years old and can be re- used for another 15 years. Fire Protection, sprinklers, at AMS are
426 inadequate.

427 The water system at AMS is adequate. All electrical systems, emergency systems and are end of
428 life and should be replaced. Lighting is end of life and should be replaced.

429 Ms. Gascoyne reviewed the ASD class size rankings and targets. The targets were determined
430 with the Board and Administration using the Tennessee Star Study. Students in small classes
431 outperform students in larger classes by substantial margins on standardized tests. Students in
432 small classes have higher performance than larger classes in all locations and at every grade
433 level. There is solid experimental evidence of a “class size” effect, its longevity, its academic and
434 non-academic benefits, and the continuing growth of students who start schooling in small
435 classes (15 or 18:1) in K or grade one.

436 She noted the ASD Enrollment Projections for FY 20- FY 24.

437 They have completed a survey and she noted the staff responses. The community survey top
438 three are 1. Aging and inefficient facilities, 2. Increasing enrollment and large class sizes and
439 growing teacher/ student ratio, and 3. Safety and security.

440 Ms. Gascoyne read a community response “These buildings are old, dated, in need of repair and
441 too crowded in many grades. I went to Clark-Wilkins 30 years ago and the facilities my kids go
442 to are essentially the same. (Just older and more crowded). Band aids like portables at Wilkins
443 have to go if for no other reason than they are unsafe for many reasons. As currently situated,
444 these buildings are not adequate to meet the needs of today's students. Failure to do something
445 soon is going to impact the quality of education, the well-being of our kids and at some point,
446 everyone's property values.”

447 She explained that the committee landed on 3 options, they will start with Amherst Middle
448 School.

449 Mr. Whitehead reviewed the different options: 1. Kick the Can- \$30,600,000 2. Renovate and
450 Refurbish- \$31,680,000 and 3. Build a New Middle School \$59, 000,000.

451 He explained Renovate and Refurbish:

- 452 • Addresses all items in the
- 453 “Kick the Can” Scenario
- 454 • Renovates the Triangle Classrooms to usable adequately sized classrooms
- 455 • Creates Great Education Space
- 456 • Creates “Like New” facility
- 457 • Creates Missing Special Educ. Areas
- 458 • Creates Missing Collaboration Areas
- 459 • Creates Secure Entrance
- 460 • Relocates 5th Grade to Elementary School
- 461 • Can be Phased with Elementary School project

462 Ms. Gascoyne added that the JFAC Committee recommends the Renovate and Refurbish option.

463 Mr. Whitehead went over the layout of the Middle School. He explained a side by side
464 comparison, existing and proposed. He noted some other proposed items:

- 465 • Add Common Area in Center of Building
- 466 • Integrated Special Education Case Manager spaces into each Team (one per team)
- 467 • Integrated Small Group Learning Areas (Breakout Spaces) into each Team (one per team)
- 468 • Re-locate Main Office to create secure entrance sequence (new main entrance)
- 469 • Replace end-of-life HVAC systems with healthier, more efficient systems

- 470 • Replace end-of-life Electrical and Technology Systems to match modern needs
- 471 • Re-pave all parking/roads on site (end of life)
- 472 • Replace all end-of-life windows
- 473 • Replaced end-of-life Roof

474 He further explained the reasoning for renovation and refurbish at AMS.

- 475 • Clark Wilkins

476 Ms. Gascoyne went to Clark Wilkins.

477 Mr. Whitehead reviewed the options of Kick the Can- \$23,500, 000, Renovate and Refurbish-
478 \$64,500,000 and Build New- \$66, 038,000.

479 He explained the options, below is the New Construction option.

- 480 • Creates State of the Art Ideal Space
- 481 • Allows for Consolidation to 1 Elementary School Site
482 (lowers operating expenses)
- 483 • Costs are similar to Renovation / Addition Option
- 484 • Potential for the Most Energy Efficient Facility
- 485 • Simplest Construction Phasing

486 Ms. Gascoyne added that their recommendation was to build a new elementary school.

487 Mr. Whitehead completed a side by side comparison of the elementary. He noted the existing
488 and the proposed.

489 They discussed the location of the building and they would build it on the back field and keep
490 Wilkins up and running.

491 Ms. Gascoyne noted that the Clark school long term decisions will need to be determined.

- 492 • Souhegan 2.0

493 Ms. Parisi covered the costs at SHS. A complete renovate and refurbish at SHS is \$35,000,000
494 and a partial renovate and refurbish is \$2,500,000.

495 The JFAC is suggesting a \$2,500,000 partial renovate and refurbish.

496 The subcommittee identified 4 priorities, including the HVAC System, Science Labs in Annex,
497 Secure Main Entrance and Locker Rooms.

498 She explained the layout of the Science Labs in the Annex.

499 The other areas of renovation include the science labs, locker rooms and a secured main
500 entrance.

501 They have discussed different funding mechanisms but that is for the SCSB to decide on.

502 Mr. Brian Coogan, discussed that the bond payments do not operate like a traditional mortgage.
 503 He explained how municipal bonds operate. As the bond payments decrease, the valuation
 504 typically increases. Planning will provide the taxpayers with a consistent tax rate.

505 They are in a period of time where the interest rates are some of the lowest in history. If they did
 506 this 5 years ago it would have been \$10m less, if they do it ten years from now it would be \$20m
 507 more.

508 He reviewed some financial statistics and comparable construction costs.

509 Ms. Gascoyne asked Mr. Whitehead if they got it approved by the voters in March 2021.

510 Mr. Whitehead reviewed the timeline.

511 Ms. Facey covered the extended timeline that Ms. Gascoyne had displayed earlier. At this time,
 512 they are turning the decision over the individual boards. As a reminder, this presentation and
 513 with supporting documents are located in the Trello.

514 Mr. O'Keefe asked for board questions.

515 Mr. Torres inquired about the wetlands in the area and if there are environmental issues.

516 Ms. Whitehead replied that they did go out and take a look. They are staying clear of the wetlands.
 517 They will be working with a Civil Engineer and Wetland Scientist in the future.

518 Ms. Taylor inquired about the challenges with Wilkins.

519 Mr. Whitehead explained that the location makes the scale smaller, they are pushed back into
 520 their site.

521 Ms. Gruzdien questioned the number of classrooms for K-3.

522 Mr. Whitehead responded that they took the class sizes and projected enrollment.

523 Ms. Gruzdien added that the ASB should review the numbers again.

524 Mr. O'Keefe thanked the Committee and Mr. Whitehead and wished them the best of luck.

525 VII. Policy DID

526 Mr. Coughlan explained that this is a new and improved Policy DID and they want to get it to the
 527 individual boards. It was reviewed by the Policy Committee and SAU #39 Director of Finance,
 528 Ms. Katie Hannan.

529 **Ms. Kuzsma motioned to move Policy DID to the individual Boards. Mr. Coughlan**
 530 **seconded the motion. The vote was unanimous, motion passed**

531 **Mr. O'Keefe called a roll call: Kuzsma- Yes, Gauthier- Yes, Behm- Yes, Conklin- Yes,**
 532 **Grudzien- Yes, Grondstra- Yes, Coughlan- Yes, Taylor- Yes, Torres- Yes, Grund- Yes,**
 533 **Glover- Yes, Eckhoff- Yes, Lawrence- Yes, St. Denis- Yes, O'Keefe- Yes. (16 in favor, 1**
 534 **absence) Motion passed.**

535 VIII. SAU #39 Budget

536 Superintendent Steel mentioned that he has provided a memo to the Board ahead of time.

537 The proposed FY22 SAU operating budget is \$2,725,521. This is an increase of \$174,064, or
 538 6.8%. Although an overall FTE reduction of 0.2 is the net of all changes in the budget, a second
 539 assistant superintendent position is included after a consolidation of two previously budgeted
 540 positions. Also, because of turnover, the overall salary lines account for the majority of the
 541 budgetary increase.

542 Our top priority is in the area of recruiting and retaining skilled talent to ensure high levels of
 543 support to the schools and to move the SAU-wide vision forward. Items that will have a
 544 significant impact on the budget include:

- 545 1. Inclusion of the 2nd Assistant Superintendent position for hire 1/1/21
- 546 2. NHRS rate increases of 2-3%;
- 547 3. Medical Insurance Rate increase of 6.3%;
- 548 4. Preventative maintenance budget in facilities being established, and
- 549 5. Proposal for the purchase of a generator for the Brick Building – SAU Office.

550 Mr. Steel added that the Budget Reconciliation and Staffing Levels are included. You will see
 551 that there is a decrease in FY'22 Staffing.

552 The apportionment formula is included as well as the change year over year. Additionally, there
 553 are increases and decreases due to enrollment shifts.

554 This Board, after the budget Committee reviews this, will be requested to adopt this at the next
 555 SAU meeting.

556 He encouraged the Board to reach out to him for questions.

557 Ms. Grund asked how the Data Coordinator role come about.

558 Mr. Steel replied that he will get back to her.

559 Ms. Grund inquired about the roles in the SAU.

560 Mr. Steel added that this new position will focus on the middle and high school and that
 561 connection

562 Mr. Steel explained that they still have the same number.

563 Ms. Gruzdien added that to create that bridge from the middle school to the high school that they
 564 have been looking seeking for years.

565 Mr. Gauthier inquired consolidating staff and if they will be asking for more staff in the next
 566 coming years.

567 Mr. Steel replied that he has no plans to do that.

568 Ms. Taylor mentioned that some members of the public inquired how many employees the SAU
569 had 10 years ago and what was the budget.

570 Mr. Steel responded that he will get her that information.

571 Ms. Taylor inquired about the 3 ASD Facilities Staff.

572 Mr. Steel replied that there are three of those people that are under the ASD and they get
573 reimbursed for their time. Mont Vernon did not want to be a part of that prorated share.

574 Ms. Taylor inquired about the savings and if they are currently working in Wilkins.

575 Mr. Steel replied yes, throughout the ASD and at Souhegan.

576 Ms. Behm added that this speaks to one of the goals. She reminded the Board that they have
577 committed to working as if they were one district. This speaks to one of the goals that they have
578 and committed to. They have had higher quality projects completed with the 3 Facilities Staff
579 and have saved money. They have helped on the facilities To Do list and been going through it at
580 a phenomenal rate.

581 The SAU Budget committee will be meeting with Ms. Croteau soon to dive deeper in the line
582 items. He suggested that they get vetted at the committee level.

583 IX. 5- Year Curriculum Presentation

584 Assistant Superintendent, Ms. Christine Landwehrle, explained the Program Review Process. It
585 begins with Phase One Study- Evaluate Program Effectiveness and Review Current Best
586 Research & Standards, Phase Two- Develop Program Improvement Plan- Create Program Based
587 on Research and Data, Phase Three Implement- Implement New Program, Curriculum, and
588 Materials, and Phase Four Review and evaluation- Collect Data on Program Effectiveness.

589 In looking, it is deep work, they are looking at spacing out their purchases from 2020 to 2025.
590 There is more detailed information by grade level in the document.

591 She is happy to answer questions.

592 Mr. Conklin thanked Ms. Landwehrle and inquired about the Fine Arts and Languages.

593 Ms. Landwehrle replied that they did a deeper review of the Arts a few years ago. Math was a
594 big need and Social Studies hasn't been completed in 10 years. They have good work with their
595 Grading and Reporting. It is not up for deep review, but something she wants to review.

596 Ms. Grund asked about the overarching story and foreign languages.

597 Ms. Landwehrle replied that the when ever they make changes to the curriculum they get sent to
598 the board for approval. They have made adjustments, but the comprehensive ones get sent to the
599 Board.

600 Ms. Taylor added that the link was not working.

601 Ms. Landwehrle replied that she will fix it and add it to the Trello.

602 Mr. Coughlan asked about the 7th curriculum area.

603 Ms. Landwehrle added that she can dig into old files to figure it out. She thinks it might be PE.
604 She will look more deeply so that it is more detailed.

605 Ms. Taylor inquired if the Math Curriculum Review is included.

606 Ms. Landwehrle replied, yes, that it is included here.

607 The Board thanked Ms. Landwehrle.

608 X. Public Comment II of II

609 Ms. Victoria Parisi, 3 Church Street, Amherst NH noted that she has attended numerous school
610 start time meetings. She commended the Superintendent in suggesting the should decide soon.

611 Mr. Seth Smiley, 20 Holly Hill Drive, Amherst NH mentioned that his wife, Julie Smiley has
612 been trying to get the start times changed for three years. He gave his support in making that
613 happen.

614 Ms. Shannon Gascoyne, 5 Parker Farm Lane, Amherst NH, supported Superintendent Steel in
615 suggesting that the Board decide soon.

616 The Board thanked Ms. Parisi, Mr. Smiley and Ms. Gascoyne.

617 XI. Board Goals

618 The Board went into their Breakout Rooms to discuss Board Goals at 9:27PM. They resumed
619 Public Session at 9:38PM.

620 Ms. Lawrence mentioned that Communication was the real focus. **To continue with consistent**
621 **timely updates and communication in the form of a weekly or biweekly board update. With**
622 **a secondary request, more time with the Superintendent's Report.** She asked if that could be
623 with the agenda packet or a few days before a meeting so that the Board can have more time to
624 review that prior to a meeting.

625 Ms. Kuzsma noted that they had Communication with the public. **Maintain the existing level of**
626 **messaging you have with the community and expand the electronic messaging platforms.**
627 Right now, it is Nixle and Facebook. She suggested to create a Superintendent page on the SAU
628 Website.

629 Ms. Grund noted that they had Educational Leadership. They added that Every student achieves
630 a year of growth and how do they measure it and streamline to process of measuring it. They
631 have different modalities and budgeting for summer work. She inquired if they can use the State
632 Covid dollars.

633 Mr. O'Keefe asked Ms. Grund to put it in a sentence for the record.

634 **How to streamline the process and the funding to measure for every student's year of**
 635 **growth for this pandemic year.**

636 Mr. Glover added that it is to ensure that they get a year of growth and how do they measure it.
 637 Maybe there are alternative ways for a student to get back on track such as using the Governor's
 638 dollars for Education. They could not work all the details in 10 minutes. How do you measure it
 639 and how do you remediate the problems that you find to ensure a year of growth.

640 Ms. Facey asked for clarification on the goal statement.

641 Ms. Grund replied that the goal is that there is a process put in place. If they were to shrink it into
 642 a sentence it would be that **Superintendent Steel to come up with a process to ensure that**
 643 **every student receives a year of growth.**

644 Mr. Conklin they were looking at the facilities. **Work with the Board to manage,**
 645 **communicate, and implement our identified facilities needs, specifically performing**
 646 **community outreach on the large scale and long-term plans set forth by JFAC**
 647 **recommendations.**

648 Mr. O'Keefe asked for questions

649 He added that they had the Strategic Vision. To show marked progress towards accomplishing
 650 our district's ranking within the top 5 *US News and World Report* or the Dept. of Education
 651 prior to the end of the school year.

652 Ms. Facey asked why did he choose the US News and World Report.

653 Mr. O'Keefe inquired if she wanted to switch it.

654 Ms. Facey replied that she would want to look at multiple data points. She suggested making it
 655 more vague and perhaps there is a rubric. It is just a thought.

656 Ms. Grund added that she knows where she is coming from. She inquired what is he able to
 657 change by June. Have they given him something that he cannot achieve.

658 Mr. O'Keefe replied that they want to hear about progress.

659 Ms. Gruzdien commented that she would love to see a rubric that goes out to parents and
 660 teachers and that our district is measured internally.

661 Mr. Glover discussed that the pieces and elements are there. It will be a combination of items
 662 that will help their test

663 Mr. O'Keefe revised his goal statement. To show their progress in becoming a top ranked school
 664 in NH and be a little more generic. **To have Superintendent Steel report back to them by the**
 665 **end of the year on his progress on how they are moving towards becoming one of the top**
 666 **ranked public-school systems in the State of NH.**

667 Ms. Taylor commented that the *US News and World Report* looks at how ready the students are
 668 for college.

669 Ms. Kuzsma remarked that the *US News and World Report* looks at more than that.

670 Mr. Grondstra mentioned that they need to be SMART goals, specific, measurable, attainable
671 relevant and time- based.

672 Mr. Steel commented that he believes that they have solved the last one as a Board already. They
673 use the SAT score, Statewide testing, and NWEA growth. And, SAT and NH SAS can measure
674 compared to their peers.

675 He added that he can formulate and work on it. He appreciates the work from the Board.

676 **Ms. Kuzsma motioned to approve the 5 Board Goals as stated. Mr. Gauthier seconded the**
677 **motion. The vote was unanimous, motion passed.**

678 **Mr. O'Keefe called a roll call: Kuzsma- Yes, Gauthier- Yes, Behm- Yes, Conklin- Yes,**
679 **Grudzien- Yes, Grondstra- Yes, Coughlan- Yes, Taylor- Yes, Torres- Yes, Grund- Yes,**
680 **Glover- Yes, Eckhoff- Yes, Lawrence- Yes, and O'Keefe- Yes. (15 in favor, 2 absences)**
681 **Motion passed.**

682 XII. Non- Public Session

683 **Ms. Kuzsma motion to enter Nonpublic Session RSA 91-A: 3 II (c) at 10:00PM. Ms. Facey**
684 **seconded the motion. The vote was unanimous, motion passed.**

685 **Mr. O'Keefe called a roll call: Kuzsma- Yes, Gauthier- Yes, Behm- Yes, Conklin- Yes,**
686 **Grudzien- Yes, Grondstra- Yes, Coughlan- Yes, Taylor- Yes, Torres- Yes, Grund- Yes,**
687 **Glover- Yes, Eckhoff- Yes, Lawrence- Yes, and O'Keefe- Yes. (15 in favor, 2 absences)**
688 **Motion passed.**

689 Members Present: Stephen O'Keefe, Sarah Lawrence, Peter Eckhoff, Jessica Hinckley – Not
690 present, Scott St. Denis – No present, Pim Grondstra, Steve Coughlan, Amy Facey, John Glover,
691 Stephanie Grund, Laura Taylor, George Torres, Elizabeth Kuzsma, Terri Behm, Joshua Conklin,
692 Tom Gauthier, and Ellen Grudzien

693 Other persons present during nonpublic session: Adam Steel, Superintendent

694 Description of matters discussed, and final decisions made: Superintendent Evaluation

695 XIII. Public Session

696 **Mr. Coughlan motioned to leave Non-Public Session and return to public session at 10:40**
697 **PM. Mr. Glover seconded the motion. The vote was unanimous, motion passed.**

698 **Mr. O'Keefe called a roll call: Kuzsma- Yes, Gauthier- Yes, Behm- Yes, Conklin- Yes,**
699 **Grudzien- Yes, Grondstra- Yes, Coughlan- Yes, Taylor- Yes, Torres- Yes, Grund- Yes,**
700 **Glover- Yes, Eckhoff- Yes, Lawrence- Yes, and O'Keefe- Yes. (15 in favor, 2 absences)**
701 **Motion passed.**

702 **Ms. Kuzsma motioned to seal the minutes. Mr. Eckhoff seconded the motion. The vote was**
703 **unanimous motion passed.**

704

705 Motion made because it is determined that divulgence of this information likely would...

706 ☒ Affect adversely the reputation of any person other than a member of this board707 ☐ Render a proposed action ineffective708 ☐ Pertains to preparation or carrying out of actions regarding terrorism709 **Mr. O'Keefe called a roll call: Kuzsma- Yes, Gauthier- Yes, Behm- Yes, Conklin- Yes,**710 **Grudzien- Yes, Grondstra- Yes, Coughlan- Yes, Taylor- Yes, Torres- Yes, Grund- Yes,**711 **Glover- Yes, Eckhoff- Yes, Lawrence- Yes, and O'Keefe- Yes. (15 in favor, 2 absences)**712 **Motion passed.**

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SAU #39 2021-2022 School Calendar - DRAFT

JULY, 2021				
M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

5 July 4th (Observed) - Offices Closed

JANUARY, 2022				
M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

20

11 Late Start

17 Martin Luther King Jr. Day - No School

AUGUST, 2021				
M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

31 Teacher Welcome Back Day

FEBRUARY, 2022				
M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28				

15

8 Late Start

21-25 February Vacation - No School

SEPTEMBER, 2021				
M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

18

1 In Service Day

6 Labor Day - No School

7 First Day of School

14 Late Start

MARCH, 2022				
M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

23

8 Late Start

OCTOBER, 2021				
M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

19

8 In Service - No School

11 Columbus Day - No School

12 Late Start

28 Early Release - MVVS Only

APRIL, 2022				
M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

16

12 Late Start

25-29 April Vacation - No School

NOVEMBER, 2021				
M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

17

9 Late Start

11 Veterans Day - No School

12 Conference Day - No School

24-26 Thanksgiving Break

MAY, 2022				
M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

21

10 Late Start

30 Memorial Day - No School

DECEMBER, 2021				
M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

17

14 Late Start

24 Holiday Break Begins

JUNE, 2022				
M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

9

3 Souhegan Graduation

7 Late Start

13 Projected Last Day of School*

Key

31 First/Last Day

15 No School

8 Late Start

175

* Subject to Change

Consent Agenda Item #3

SAU #39

11/2/2020

Souhegan High School

October Facilities Update

Vendor Maintenance Completed

- Building Management System upgrades
- Repaired irrigation PVC manifold
- Installation of three tents
- Boiler inspection
- Replacement of failed boiler pressure relief valves
- Repair and installation of boiler main hot water pump
- Weekly temporary custodial services
- Waste management services weekly schedule

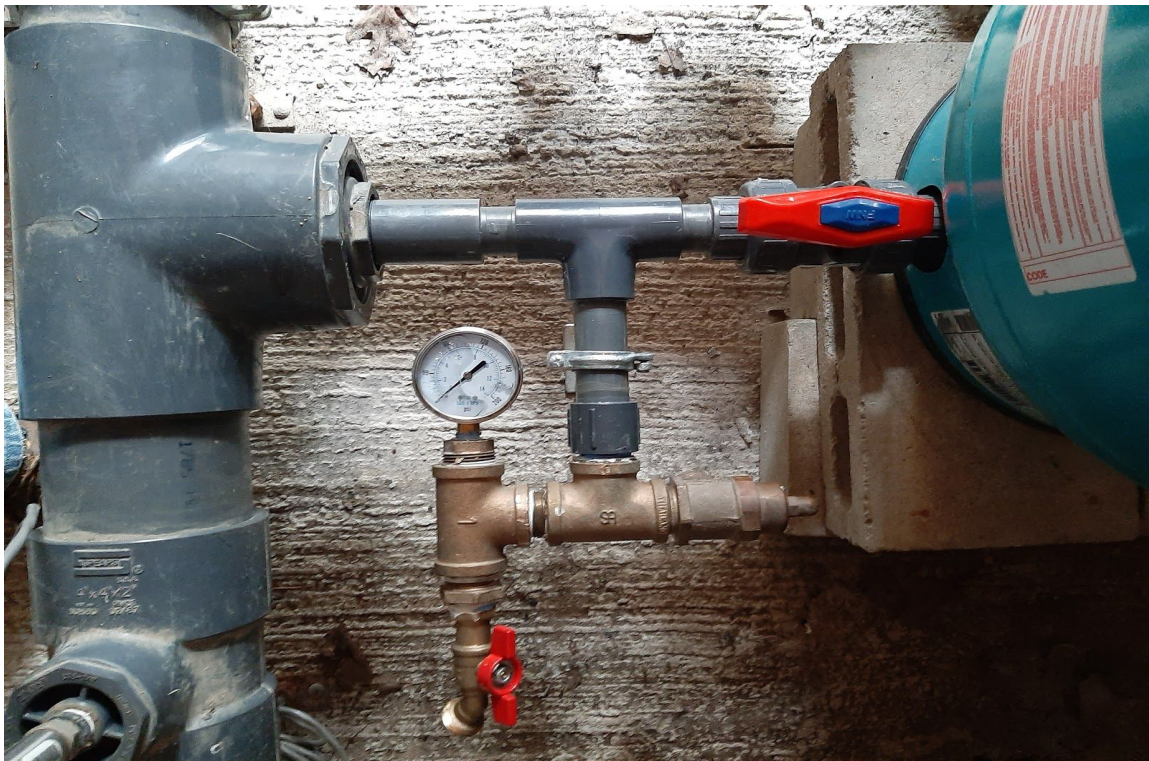
SHS Facilities Staff Projects Completed

- Purchased three new vacuums
- Adjusted movable wall in A208
- Replaced four touchless faucets
- Snow removal and ice treatment
- Daily water meter readings are being recorded
- Monthly AED maintenance check (nurse's complete this work and we are using the preventative maintenance program to document)
- Landscaping of the grounds continues to be completed weekly
- Daily cleaning and disinfecting

Upcoming Work

- Repair of failed Auditorium fire curtain
- Installation of furniture outlets
- Repair of Main Building exterior door closer and mullion
- Repair of the unit ventilators
- Security upgrades approved from UFB
- Boiler cleaning

Irrigation Valve Repair



New Boiler Pressure Relief Valves



New Hot Water Pump 2



New Hot Water Pump 2 Contactor and Relay



Amherst Middle School

October Facilities Update

Vendor Maintenance Completed

- Building Management System upgrades
- HVAC service call for cold wing
- Removal and installation of lockers
- Installation of six tents
- Boiler inspection
- Weekly temporary custodial services
- Waste management services weekly schedule

AMS Facilities Staff Projects Completed

- Removal and repair of HVAC hot water pump
- Installed bulbs for entry sign
- Installed entry light for safety
- Daily heating issues
- Snow removal and ice treatment
- Daily water meter readings are being recorded
- Weekly fuel readings are being recorded (generator and propane)
- Monthly AED maintenance check (nurse's complete this work and we are using the preventative maintenance program to document)
- Landscaping of the grounds continues to be completed weekly
- Daily cleaning and disinfecting

Upcoming Work

- Boiler cleaning
- Replacement of stairwell heater
- Replacement of outdoor light lense
- Main Breaker replacement approved from UFB

Welcoming Main Lobby



and Hallway



Exterior Entry Sign Light



Exterior Entry Door Light



New Lockers







Wilkins Elementary School

October Facilities Update

Vendor Maintenance Completed

- Vegetation control for walkways and curbs
- Installation of four tents
- Winterized irrigation system
- Repaired door strike for entry system
- HVAC service call for cold wing
- Boiler inspection
- Weekly temporary custodial services
- Waste management services weekly schedule

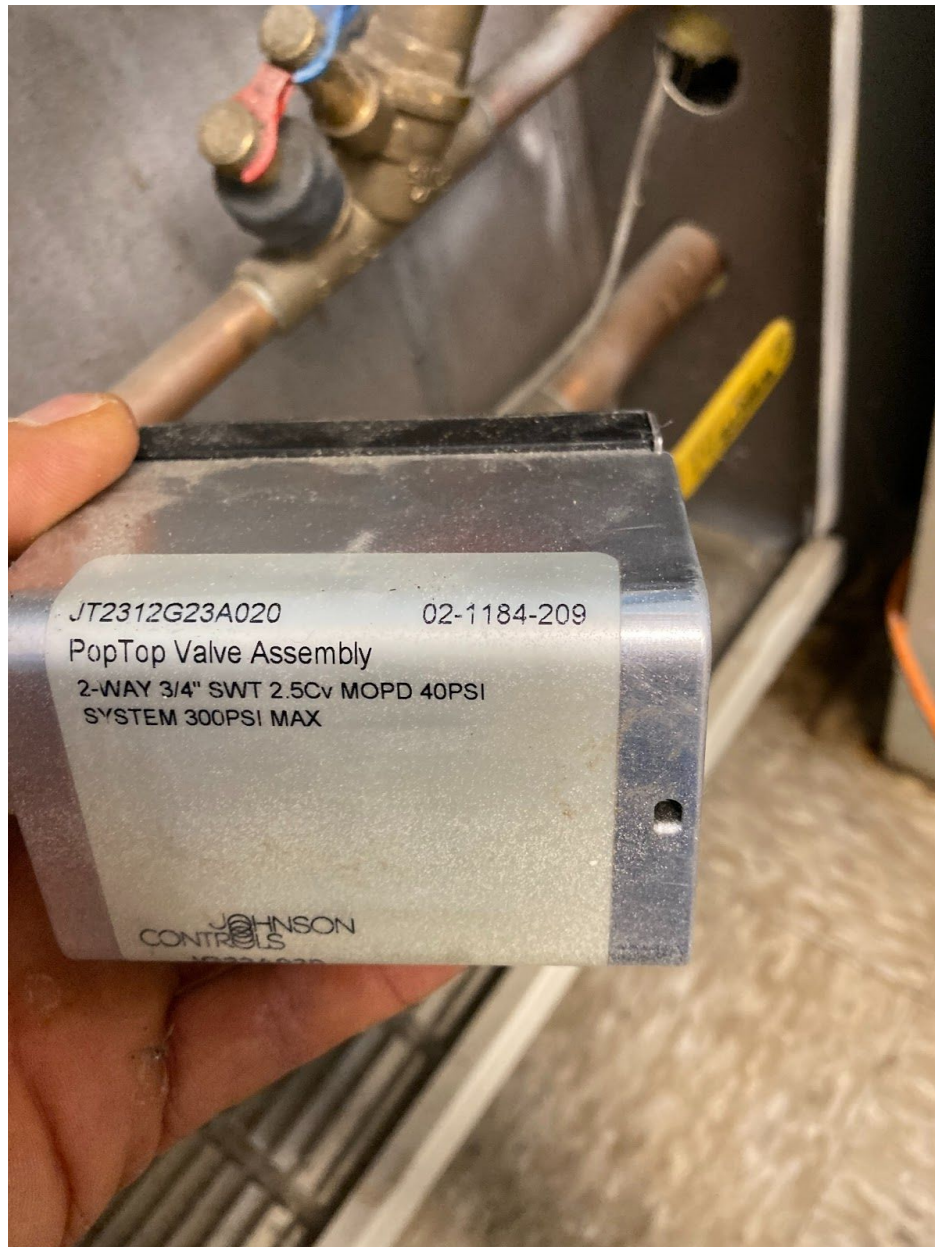
Wilkins Facilities Staff Projects Completed

- Repaired heat actuator in room 27
- Measured 50 window balances for warranty repair
- Snow removal and ice treatment
- Daily water meter readings are being recorded
- Weekly fuel readings are being recorded (building fuel)
- Monthly AED maintenance check (nurse's complete this work and we are using the preventative maintenance program to document)
- Landscaping of the grounds continues to be completed weekly
- Daily cleaning and disinfecting

Upcoming Work

- Window balance repair for 50 windows
- Underground storage tank inspection
- Chimney cleaning

Heat Actuator Repair



Window Warranty



Clark Elementary School

October Facilities Update

Vendor Maintenance Completed

- Vegetation control for walkways and curbs
- Installation of one tent
- Repaired screens for Multi Purpose Room
- Service call for clogged toilet
- Service call for leaking waste piping
- Replaced first floor failed waste piping
- Boiler inspection
- Weekly temporary custodial services
- Waste management services weekly schedule

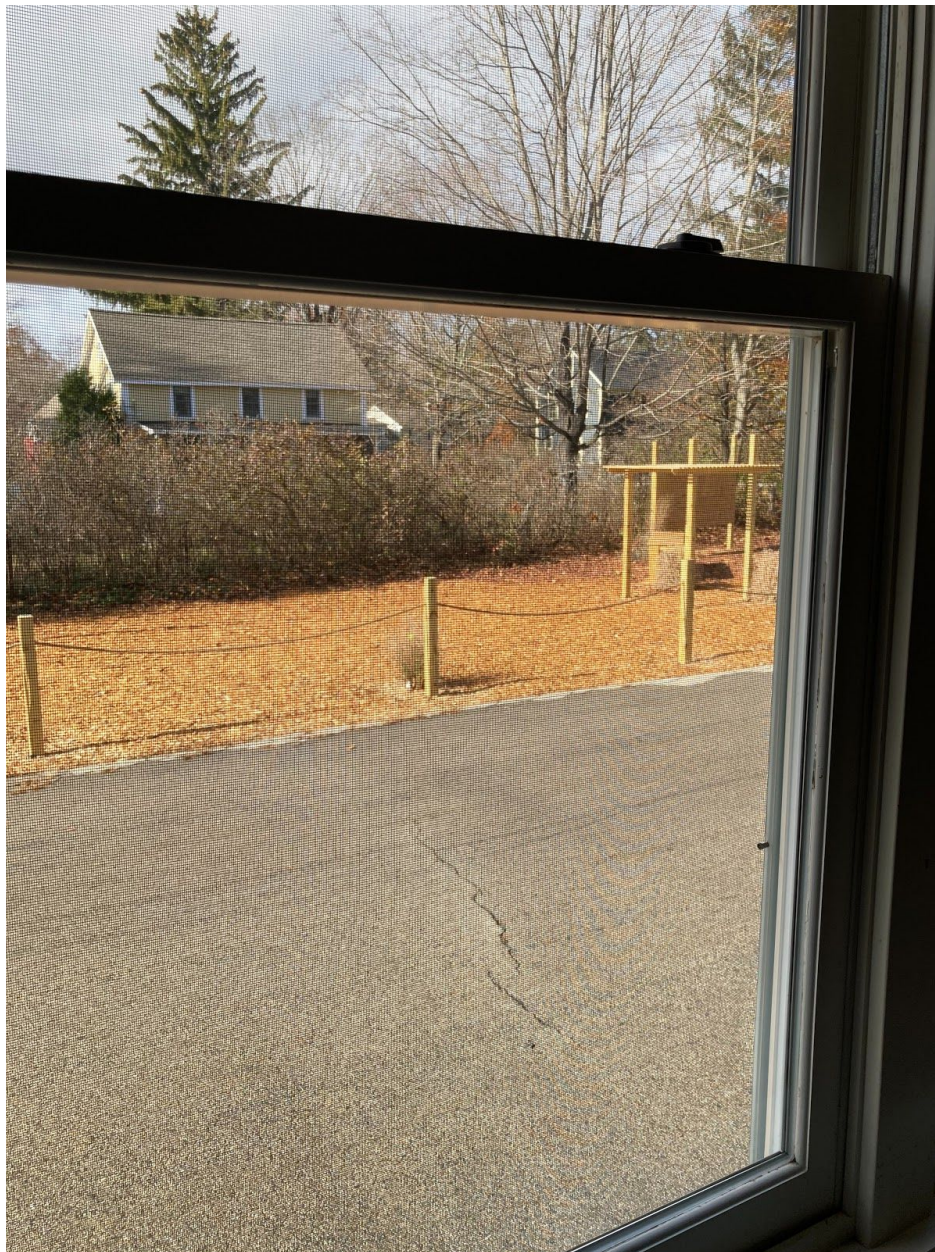
Clark Facilities Staff Projects Completed

- Repaired flooring underneath second floor toilet
- Replaced failed auto-scrubber batteries
- Measured 2 window balances for warranty repair
- Snow removal and ice treatment
- Daily water meter readings are being recorded
- Weekly fuel readings are being recorded (building fuel)
- Monthly AED maintenance check (nurse's complete this work and we are using the preventative maintenance program to document)
- Landscaping of the grounds continues to be completed weekly
- Daily cleaning and disinfecting

Upcoming Work

- Aboveground storage tank inspection
- Repair of three classroom window balances
- Roof drain in need of repair
- Video inspection of chimney prior to cleaning

New Multi-Purpose Room Screens



New Waste Piping





Mont Vernon Village School

October Facilities Update

Vendor Maintenance Completed

- Vegetation control for walkways and curbs
- Repaired water filter cartridge on floor machine
- Boiler inspection
- Weekly temporary custodial services
- Waste management services weekly schedule

MVVS Facilities Staff Projects Completed

- Pressure washed building and entry concrete
- Attic condition status
- Repaired loose connection of office HVAC split system (E6 code)
- Snow removal and ice treatment
- Daily water meter readings are being recorded
- Weekly fuel readings are being recorded (building fuel and generator)
- Monthly AED maintenance check (nurse's complete this work and we are using the preventative maintenance program to document)
- Landscaping of the grounds continues to be completed weekly
- Daily cleaning and disinfecting

Upcoming Work

- Video inspection of chimney prior to cleaning
- Repair of two failed actuators for boiler room
- Building Management System upgrade
- Underground storage tank inspection
- Roof consultant design services
- Quote for replacement of failed domestic pressure tank

Water Filter Cartridge Replacement



Pressure Washed Building

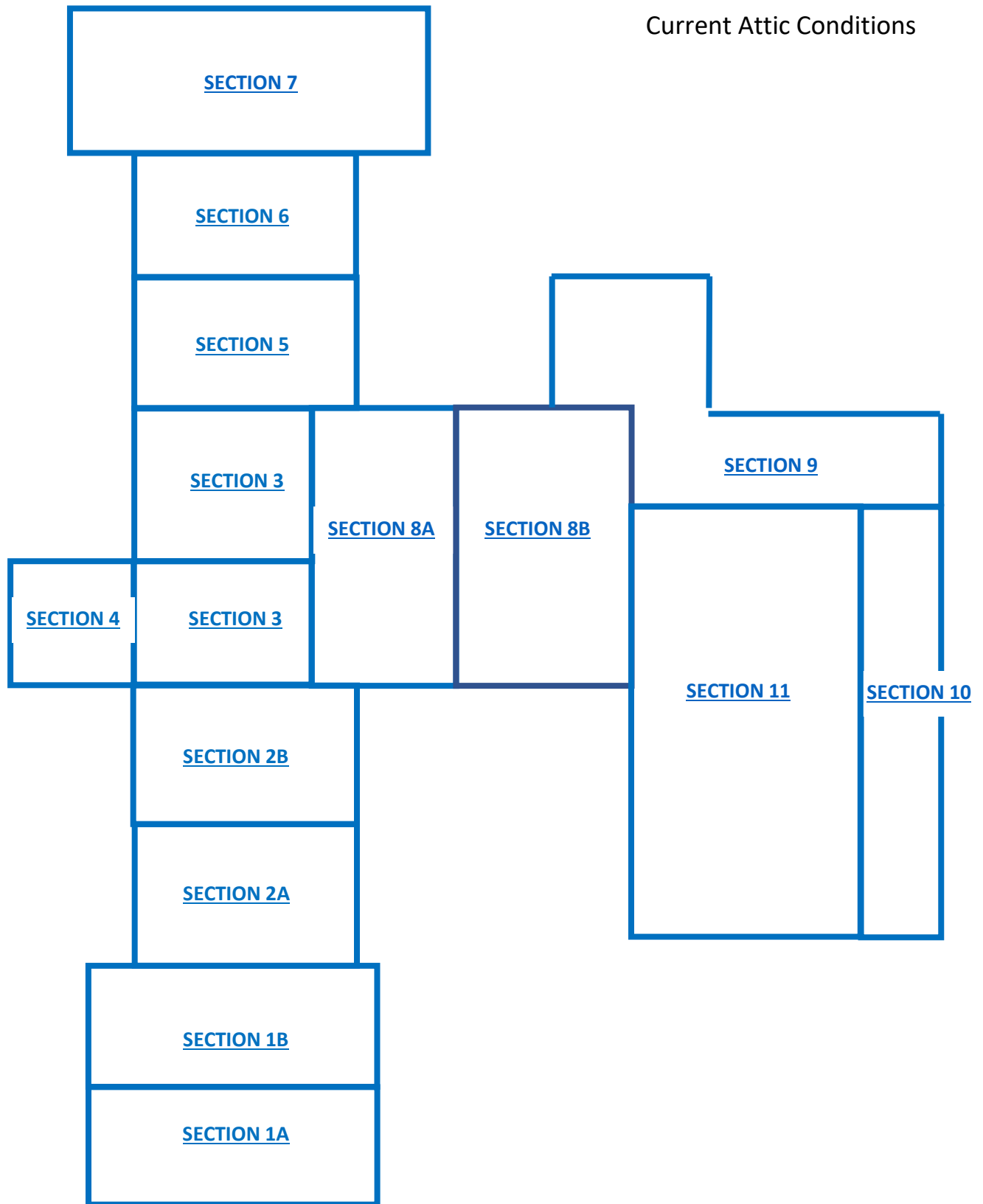


HVAC Split System Repair



10/27/2020

Current Attic Conditions



SAU #39

11/2/2020

Brick School

October Facilities Update

Vendor Maintenance Completed

- Weekly custodial services
- Waste management services weekly schedule

Facilities Staff Projects Completed

- Snow removal and ice treatment
- Monthly AED maintenance check (Director of Life Safety complete this work and we are using the preventative maintenance program to document)
- Landscaping of the grounds continues to be completed weekly
- Daily cleaning and disinfecting

Upcoming Work

- Removal of bats from the attic
- Repair of building trim (bat access)
- Troubleshoot IT closet AC unit

SCHOOL ADMINISTRATIVE UNIT #39 TOWNS OF AMHERST, NH and MONT VERNON, NH Treasurer Report

Consent Agenda Item #4

September-2020

School Administrative Unit #39		
Town of Amherst, NH		
Monthly Report of the Treasurer		
as of 9/30/2020		
Cash on hand	9/1/2020	\$314,217.84
Deposits		\$276,666.90
AP-PR		(\$341,799.56)
Balance on hand	9/30/2020	\$249,085.18

Filename: 2020-09-SAU39 Treasurer Report.xlsx
Month 9/1/2020

SAU#39
Monthly Reconciliation Report
Combined Accounts

September-20	Peoples United	Peoples United	TOTAL
	*1191	*760	
	Cash Management	Municipal Checking	
9/30/2020	\$363,325.60	\$10,000.00	\$373,325.60
Deposits in Transit: (add)			
Outstanding Checks: (subtract)			
a) Accounts Payable		\$(74,173.65)	
b) Payroll		\$(50,066.77)	
c) Payroll Direct Deposit & IRS			
Total Outstanding		\$(124,240.42)	\$(124,240.42)
Reconciled Book Balance			\$249,085.18
Balance from Treasurer's Journal			\$249,085.18
Difference			-

School Administrative Unit #39
Towns of Amherst, NH and Mont Vernon, NH
Treasurer's Cash Journal

Date	Deposits Description	Deposit Total	Date	Expenditures Description	Amount	Balance
9/1/2020	Beginning Balance		9/1/2020	Beginning Balance		\$314,217.84
9/9/2020	Deposit Ref: 8677068130	\$251,463.00	9/1/2020	Payroll Direct Deposit pp5 v6282	(\$43,498.29)	\$522,182.55
9/21/2020	Deposit Ref: 8696796980	\$233.34	9/1/2020	Payroll Direct Deposit pp5 v6283	(\$6,463.45)	\$515,952.44
9/30/2020	Deposit Ref: 8712155270	\$2,901.74	9/16/2020	Payroll Direct Deposit pp6 v6287	(\$6,454.43)	\$512,399.75
			9/16/2020	Payroll Direct Deposit pp6 v6288	(\$43,741.87)	\$468,657.88
			9/29/2020	Payroll Direct Deposit pp7 v6293	(\$6,457.02)	\$462,200.86
			9/29/2020	Payroll Direct Deposit pp7 v6294	(\$43,820.46)	\$418,380.40
			9/3/2020	Payroll IRS pp5 v6285	(\$8,129.49)	\$410,250.91
			9/17/2020	Payroll IRS pp6 v6290	(\$8,151.99)	\$402,098.92
			9/4/2020	Payroll 457 pp5 v6284	(\$2,031.75)	\$400,067.17
			9/18/2020	Payroll 457 pp6 v6289	(\$2,031.75)	\$398,035.42
			9/3/2020	Payroll v5 ck400697-400697	(\$332.46)	\$397,702.96
			9/17/2020	Payroll v6 ck400711-400711	(\$498.69)	\$397,204.27
			9/3/2020	Payroll Ded v6286 ck400698-400699	(\$493.25)	\$396,711.02
			9/17/2020	Payroll Ded v6291 ck400712-400713	(\$509.75)	\$396,201.27
			9/28/2020	Payroll Ded v6292 ck400743-400744	(\$49,568.08)	\$346,633.19
			9/30/2020	Payroll Ded v6297 ck400746	(\$197.80)	\$346,435.39
						\$346,435.39
			9/10/2020	Expense v1740 ck400700-400710	(\$36,371.84)	\$310,063.55
9/30/2020	Heartland Payment Services	\$22,035.80	9/24/2020	Expense v1741 ck400714-400742	(\$83,047.19)	\$249,052.16
						\$249,052.16
9/30/2020	Interest - Cash Management	\$33.02				\$249,085.18
						\$249,085.18
						\$249,085.18
9/30/2020	Ending Balances	\$276,666.90			(\$341,799.56)	\$249,085.18
				Payroll Direct Deposit	(\$170,780.50)	
				Payroll	(\$51,600.03)	
				AP	(\$119,419.03)	

SAU39 Treasurer's Report
Unreconciled Check Register

Uncleared Transactions
SAU39 Checking 0760

Num	Date	Payee	C Memo	Category	Amount
Expense Categories					
Payroll Ded					
400743	9/28/2020	HEALTHTRUST, INC.	6292 Payroll Ded		(\$28,548.03)
400744	9/28/2020	NEW HAMPSHIRE RETIREMENT SYSTEM	6292 Payroll Ded		(\$21,020.05)
Total Payroll Ded					(\$49,568.08)
Payroll					
400711	9/17/2020	Marotta, Danae A.	6 Payroll		(\$498.69)
Total Payroll					(\$498.69)
Expense!					
400639	7/16/2020	Steel, Adam A.	1736 Expense!		(\$49.00)
400671	8/13/2020	Fazlic, Amina	1738 Expense!		(\$50.00)
400689	8/27/2020	LANDWEHRLE, CHRISTINE	1739 Expense!		(\$18.96)
400715	9/24/2020	ASAP FIRE & SAFETY CORPORATION	1741 Expense!		(\$392.00)
400716	9/24/2020	AXIS BUSINESS SOLUTIONS	1741 Expense!		(\$35,176.00)
400717	9/24/2020	BALSAMA, RICHARD	1741 Expense!		(\$950.00)
400718	9/24/2020	BUCKLEY DISPOSAL SERVICES	1741 Expense!		(\$38.00)
400719	9/24/2020	BUSINESS FORMS, INC.	1741 Expense!		(\$128.50)
400720	9/24/2020	CANON SOLUTIONS AMERICA, INC.	1741 Expense!		(\$73.56)
400721	9/24/2020	CONSOLIDATED COMMUNICATIONS, INC	1741 Expense!		(\$3,084.49)
400722	9/24/2020	Croteau, Michele M	1741 Expense!		(\$455.66)
400723	9/24/2020	DUDE SOLUTIONS INC	1741 Expense!		(\$3,672.82)
400724	9/24/2020	EDUCATION WEEK	1741 Expense!		(\$40.00)
400725	9/24/2020	EVERSOURCE	1741 Expense!		(\$593.71)
400726	9/24/2020	GOT INK 4U	1741 Expense!		(\$40.00)
400727	9/24/2020	JAY MCKENNA CLEANING, LLC	1741 Expense!		(\$995.00)
400728	9/24/2020	LANDWEHRLE, CHRISTINE	1741 Expense!		(\$3,581.75)
400729	9/24/2020	MBG CONSULTING, LLC	1741 Expense!		(\$250.00)
400730	9/24/2020	MONT VERNON SCHOOL DISTRICT	1741 Expense!		(\$90.00)
400731	9/24/2020	NARROW LINE STRIPING	1741 Expense!		(\$100.00)
400732	9/24/2020	NHSAA	1741 Expense!		(\$1,953.32)
400733	9/24/2020	ONE SOURCE SECURITY & AUTOMATION	1741 Expense!		(\$20.85)
400734	9/24/2020	PENNICHUCK WATER WORKS, INC.	1741 Expense!		(\$145.89)
400735	9/24/2020	SGS TURF CARE	1741 Expense!		(\$100.00)
400736	9/24/2020	SHRED-IT USA LLC	1741 Expense!		(\$162.71)
400738	9/24/2020	SOULE, LESLIE, KIDDER, SAYWARD	1741 Expense!		(\$484.50)
400739	9/24/2020	TREBRON COMPANY, INC.	1741 Expense!		(\$15,120.31)
400740	9/24/2020	TRELLO, INC	1741 Expense!		(\$6,299.48)
400741	9/24/2020	W.B. MASON CO., INC.	1741 Expense!		(\$107.14)
Total Expense!					(\$74,173.65)
Total Expense Categories					(\$124,240.42)
Grand Total					(\$124,240.42)

SCHOOL ADMINISTRATIVE UNIT THIRTY-NINE

Amherst, Mont Vernon, and Souhegan Cooperative School Districts

ADAM A. STEEL
Superintendent of Schools

CHRISTINE M. LANDWEHRLE
Assistant Superintendent

MARGARET A. BEAUCHAMP
Director of Student Services

MICHELE CROTEAU
Business Administrator



To: Stephen O'Keefe, SAU Board Chair
From: Adam Steel, Superintendent of Schools
RE: FY22 School Start Times

November 19, 2020

Dear Chairman O'Keefe,

Over the past five years (or more), there have been extensive studies into our school start times in an attempt to support scientific research that shows teenagers benefit from later school start times. There are several interconnected factors that affect this decision including bus transportation, athletics, after-school clubs, student jobs, staff availability, and tradition to name a few.

In my judgement, school start and end times should strike a balance between the needs of parents, students, and staff while being mindful of the disruption that occurs with any change. With that said, I am recommending school start times of 8:00 AM for MVVS and Clark-Wilkins and 8:45 AM for AMS and Souhegan. These school start times will allow our bus transportation costs to remain in line with current costs while not disruption elementary times significantly.

I suggest the SAU board take action to adopt these start times now to allow parents, staff, and the community to have plenty of time to prepare for the change next fall.

Suggested Action: Motion to approve school start times of 8:00 AM for MVVS and Clark-Wilkins and 8:45 AM for AMS and Souhegan for the 2021-2022 school year and to authorize the superintendent to take any other action necessary to carry out this change.