#### SCHOOL ADMINISTRATIVE UNIT THIRTY-NINE

Amherst, Mont Vernon, and Souhegan Cooperative School Districts

ADAM A. STEEL Superintendent of Schools CHRISTINE M. LANDWEHRLE MARGARET A. BEAUCHAMP **Assistant Superintendent** 

**Director of Student Services** 

MICHELE CROTEAU **Business Administrator** 



### **SAU #39 Board Meeting**

Thursday, October 29th, 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/85272485117?pwd=ZFk2TmgyQTJmRWExTzVrWjlLeHhjUT09

Agenda Item	Time	Desired Action	Backup Materials
Call to Order	6:00 PM	Chair of the SAU #39 Board, Mr. Stephen O'Keefe, to call the meeting to order.	None
Public Comment I of II	6:00 PM		None
Superintendent's Report	6:05 PM	Mr. Adam Steel to present his Superintendent's Report	None
Principal's Reports	6:25 PM	Board to review Principal Reports from Clark/Wilkins, Amherst Middle School, Souhegan HS and the Mont Vernon Village School	C/W Oct. Principal's Report AMS Oct. Principal's Report SHS Oct. Principal's Report MVVS Oct. Principal's Report
Consent Agenda	6: 35 PM	<ol> <li>Sept. 14<sup>th</sup>, 2020 Draft Minutes</li> <li>2020-21 Summer Withdrawal Data</li> <li>2020-21 Enrollment Data</li> <li>SAU #39 Facilities Update</li> <li>Aug 2020 Treasurer's Report</li> </ol>	09 14 2020 Draft Minutes Withdrawal Summary Enrollment Summary SAU #39 Facilities Update Aug. 2020 Treasurer's Report
JFAC Presentation	6:40 PM	The Joint Facilities Advisory Committee to present their recommendations to the Board	None
First Reading Policy- DID	7:10 PM	Board to review Policy DID- Fixed Assets as a first reading.	Policy DID
FY' 22 SAU Budget	7:15 PM	Board to receive and discuss the FY' 22 proposed budget	None
Curriculum 5- Year Review	7:30 PM	SAU #39 Assistant Superintendent, Ms. Christine Landwehrle, to present the 5-Year Curriculum Plan	5-Year Curriculum Plan
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Board Goals	7:40 PM	Board to discuss SAU #39 Board Goals	None
Public Comment II of II	7:50 PM		
Non-Public Session	7:55 PM	RSA 91 A:3 II ( )	None
		10A 91 A.3 II ( )	Notice
Meeting Adjourned	8:00 PM		



# Clark-Wilkins Elementary School Principal's Report - November 2020

#### **Current Enrollment**

	Segme	ent One	Segme	ent Two	Segmer	nt 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**

As we get ready to start segment 4 on October 26th at Clark-Wilkins, we continue to see a shift in our in-person numbers. We have seen an increase of 37 students over the past two segments coming back to school. With the number changes, we are making two shifts in this segment and are bringing two teachers back in person from remote. In addition, in Kindergarten and Gr. 2, bring two teachers back into the singular roles of Special Education for the grade level in order to meet the needs of the special education needs in those grades. Our numbers for in-person range from 12-16 students and most remote grade level numbers are around 16-18.

We are planning to pivot for any possible changes in status from yellow, to orange and red. We have prepared plans for all of these status changes. The changes will be reviewed by the District Leadership Team, building leadership, staff and the SAU#39 Opening Task Force Committee. I need to express to the board, though it is very stressful, the staff's willingness and adaptability to pivot with the changes of the segments and status changes. It is a collaborative effort as we continue to navigate the journey this year.

#### Goals for 2020-2021

As we are completing segment 3, our 7th week of school, and are preparing for the next segment, it's important to reflect and review the goals for the year, especially in our current learning environment. The administrative team is committed to staying focused on these goals

moving forward to build upon the work done during the 2019-2020 school year. These goals have shifted with the nuances and the reality of the school year. We will continue to pivot, but use these as our beacon to reflect each month.

#### 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.

#### **Collaborative Team Time**

In-person and remote teachers have been meeting on an on-going basis during our collaborative planning time each morning. Teachers have been able to hold student consult meetings, POD meetings, and full grade level meetings. This has been essential in our ability to remain aligned and allow for a seamless transition between remote and in person students based on segments and/or guarantine requirements.

#### **Curriculum Experiences**

Teachers at Clark-Wilkins continue to provide students with engaging instruction focused on the critical standards and key foundational skills at their grade levels. We are implementing our math and readers workshop, dedicated phonics instructional block, and daily phonemic awareness for all students in K-1. Students in grades 2 and 3 receive daily math and readers workshops and dedicated phonics instruction. In grade 4, students participate in STEM and humanities on a daily basis. Students receive small group instruction during the workshop times in literacy and math. Additionally, all students at Clark-Wilkins are provided with access to the specialists in a virtual format and receive Science instruction through a phenomena based approach on a regular basis.

Teachers have been able to leverage the skills they learned in recent professional development during our August and October in-service days, specifically in the area of literacy, to improve their instruction. For example, we had a virtual training session with a reading specialist from our research based phonemic awareness program in August for all K-2 teachers and on the October 9th in service day, our school based reading specialist provided training for new teachers on structuring intervention groups within the classroom.

#### **NWEA**

The Fall window for NWEA closed at the beginning of October and student reports were sent home with in person students and mailed to remote families on Thursday October 14th. Teachers were able to attend optional professional development sessions focused on understanding and utilizing NWEA data to drive instruction and many spent time working within their PODs on October 9th reviewing data and planning for targeted groups. A scaling completed in NWEA which impacts the ability for K-2 tests to be compared to previous tests. This information has been shared with families and additional information is available on the SAU Parent NWEA Page.

#### Conferences

Parent teacher conferences will be held on Monday November 2nd during the day and Thursday November 5th in the evening. Teachers will be setting up individual conferences for their students with families and all conferences will be held over Zoom. This will be an opportunity for teachers to share more information with families regarding their child's progress and development.

#### **Progress Reports**

Progress Reports will be sent home to families 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.

This continues to be a vital focus for the year, in and out of the building. We will be focusing on this goal this week with three separate groups: Teacher Leadership, Culture Club and a full staff meeting. Climate, culture and safety are always important, but they rise to a level of urgency with each segment and potential status change. Change is difficult and we continue to ask staff to change potentially 11 times this year with the segment structure. In addition, we add the variable of potential status changes. In our typical model, teachers plan for their school year and minimal changes are made throughout the year. This year, teachers are responding quickly to significant shifts that impact the dynamic of their classrooms and plans for instruction. It is critical that we focus on having a positive school climate in the midst of these changes.

We embrace the changes together and with the support of teams and committees. Each team has a focus in order to leverage and move us to a positive risk-taking community with students as our center. These teams are also a continuous feedback loop between the staff and administration throughout the year.

The Teacher Leadership Team assists Clark-Wilkins as a governance body and leading voice for the school. There are representatives from all grades and specialist teams and they help us move forward as a school community by providing feedback, concerns, and changes to our plans.

The Culture Club, with representatives from both buildings and in person and remote settings, seeks to provide opportunities for the staff and students to increase a positive school culture. Our primary focus this Fall has been on keeping remote teachers and students connected to the in-person learners and staff. We have started a Whoolu Channel, promoting our mascot Hootie,

where all staff can provide videos for all students in order to stay connected via Google Drive. There are staff reading books, telling jokes, joining lunch bunches, etc. We are also keeping our OWL expectations similar for in-school and remote learners. We will continue to use Hootie stickers, Hootie Shout Outs, and Hootie visits and focus on how to better support connectedness amongst all learners and staff.

Safety continues to be a number one priority this year and we feel our protocols and expectations support our goals for safety. We are in constant communication with staff, especially the nursing team on how we continue to keep our expectations high and effective. Students have been wearing masks and our POD model provides for smaller class sizes and restricted movement within the building.

#### Wellness and Social-Emotional Learning

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

We committed to a major focus on social emotional learning and wellness for our students and staff members this year. Coming back from a lengthy period of remote learning for all, we were concerned about the adjustment back into school for students and staff with all of the new safety procedures and protocols in place. To the best of our ability, students were grouped with familiar peers from last year. This allowed for our teachers, both remote and in person, to begin establishing anchoring adult relationships with their students, knowing there were already established relationships between and among the students in their pods. As was the case in previous years, using Responsive Classroom practices, morning meetings are held daily to foster positive culture, relationships and communities of learners.

With the classroom pod structure we created this year, staff have taken on additional duties to maximize supervision and support of our students at different times throughout the day, particularly at lunch and recess. Our guidance counselors and social workers have spent a tremendous amount of time with students during these recess times to help with supervision and management and have been able to use this time to get to know all students and engage as needed. This year, guidance is once again considered a "special" and lessons are provided via pre-recorded lessons viewed by classes at Wilkins and delivered in person at Clark School using the Second Step curriculum. At Wilkins, guidance is also incorporating lessons from Michelle Garcia Winner's Social Thinking curriculum as well as the Choose Love curriculum developed by the Jesse Lewis Choose Love movement. We will continue to focus on improving our tier 1 and 2 social emotional learning and supports throughout the year.

Thus far this year, we have been encouraging teachers to take their classes outside for more than just mask breaks. Many have taken advantage of the beautiful fall weather to gather outside and engage in various learning activities. At Clark School, teachers have been able to utilize the amazing outdoor classroom built by a dedicated team of volunteers just prior to school opening. They have engaged their students in literacy, art and play lessons and

activities. We are currently working on developing a timeline for the Wilkins Outdoor Classroom build. On October 15, we issued a challenge to both Clark and Wilkins teachers to take advantage of the summer-like weather to get their students outside for learning. <a href="Outdoor Education Day">Outdoor Education Day</a> is on November 5th; Clark Wilkins has been signed up to participate! We will be planning activities and encouraging teachers to utilize outdoor spaces on that day and beyond. We will challenge our remote classes to find ways to participate in outdoor learning opportunities on this day as well.

### **Upcoming Dates**

October 19th	PTA Meeting
October 20th	Staff Meeting
October 22nd	Open House
October 29th	SAU Board Meeting
October 30th	Halloween Celebrations
November 2nd	Conferences - Day Time
November 3rd	Election Day - In Service Day for Staff
November 5th	Outdoor Classroom Day
November 5th	Conferences - Evening

# PRINCIPAL'S REPORT

# **Amherst School District**

Amherst Middle School October 15, 2020 Bethany Bernasconi, Ed.D., Principal

#### Middle School Excellence

October has been a busy month at Amherst Middle School! We pride ourselves on being an inclusive school where students and staff alike, help to shape our culture and decisions. Administration has been meeting with students to hear their feedback, improve recess offerings, and discuss ways in which students are interested in contributing to our community of learners whether they are learning remotely or on campus. Our Teacher Leadership Committee has begun meeting and provides important feedback on everything from parent teacher conferences to culture building staff activities. Stay tuned in the coming weeks for updates on Red Ribbon week, a focus on our Veterans during the month of November, and opportunities for AMS students to design some of our learning spaces!

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

- Launchpad and Morning Meeting- Students at AMS begin each day in Morning Meeting (grade 5) and Launchpad (grades 6-8). As part of our schedule design process, several conversations were had about where to include this important time for connecting, building community, and strengthening social emotional competencies. Options considered included starting the day with EAGLE and also placing the Launchpad time closer to lunch. Ultimately, the decision to begin the day with Launchpad was supported by visits and conversations with students and faculty at other middle schools, as well as our firm belief in the whole child. Beginning the day this way, places a value on connections and well being, ensuring that students are ready and available to learn, and providing additional proactive support if needed.
- 2021/2022 Schedule- In order to support a healthy safe community during this exceptional year, the
  AMS bell schedule was modified. As we think ahead to next school year, our goal is to gather feedback
  and learn from this year as well as previous years schedules. Administration will be asking for feedback
  from staff and students about our current schedule, as well as using research and instructional best
  practices, in order to build a proposed schedule for the following year.
- Personalized Learning, Supports and Extensions- In order to meet the needs of all learners this year and to provide personalized support as well as extension, we have been revisiting EAGLE and a newly added "SMART" lunch. During EAGLE, students work on a variety of activities that are personalized to their success. Activities range from time to revise a writing piece, participate in an extra help session for math, hone their reading skills with a reading interventionist, or engage in a variety of content specific extension opportunities. Students are guided in planning their time by their Core teachers as well as Launchpad instructors, with the goal of helping students take greater ownership of their learning, not just engagement. Teachers are designing a variety of extension opportunities for students to choose from, not limited by grade level, which are housed on an internal website that all students have access to. Both, online and on-campus students can take advantage of all of these same opportunities. Regardless of location, students also have the opportunity to zoom with teachers for extra support

during this time. During "SMART" lunch, students have a longer lunch and recess time to help refuel their bodies through activity, time off screens, and plenty of time to eat lunch. Students have been enjoying the beautiful weather and have been able to have lunch outside nearly every day at designated locations around our campus. During the other portion of "SMART" lunch students are participating in directed study. Directed study has set learning activities targeted to support students growth over this year including Dreambox math, Membean vocabulary practice, independent reading, and a variety of wellness activities. "SMART" lunch supports both our online and on-campus learners. It provides flexibility and time off screens especially for our online students.

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

- Student SEL and Wellbeing- Each morning students have been completing a daily check in to communicate how they are feeling coming into the building that day. That information is communicated to our social-emotional learning (SEL) team made up of school counselors, school social worker, behavior coach, and school psychologist who then address any needs and provide support. Additionally, students have been engaging in social-emotional learning and wellness activities twice a week during their Directed Study. The SEL team has been regularly updating activities on the SEL Google Classroom and Eagle Extension site. Counselors will be pushing in to Directed Study in the next few weeks and going forward to provide grade and developmental specific lessons.
- Staff SEL and Wellbeing- Staff will begin participating in *Coffee with Kim*, our school social worker, on Monday, 10/19. This time will provide staff an opportunity to connect with and support one another, while accessing resources and tools provided by the SEL team. Staff are also provided an optional daily check in with an SEL team member and/or support. The SEL team has been together weekly resources and tools for staff to support practices of self-care.
- School Wide Behaviour Expectations (SOAR)- Our school wide positive expectations of S-success,
   O-ownership, A-acceptance, and R-respect have kicked off with students and staff being recognized for
   their SOARing behavior. Notes of recognition have been floating around the school to spread kindness
   and positivity to our SOAR recipients. On the week of 10/26, the school will kick off SOAR challenges
   with a spirit week. Assistant Principals, Heather Jennings and John Schuttinger, have held Town Hall
   Meetings and Q&A Sessions with both in person and remote students during segment 3. These
   meetings allow administrators to proactively engage students in conversations about shaping their
   community into a positive inclusive environment for all through their actions.

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

- Mastery Learning- SAU39 continues to use Empower Learning (<a href="https://empower.sau39.org/">https://empower.sau39.org/</a>) to communicate student learning with both students and families. Students can use their school credentials to log into Empower (through the sign in with Google option) to monitor their progress in standards for each of their courses. Parents are encouraged to log in Empower throughout the year to monitor their students progress. The first progress reporting period of the year is approaching in mid-November. On October 18th, both parents and students will be able to print a progress report directly from Empower. This will provide an opportunity for families to discuss the need for a parent teacher conference during the scheduled days of 11/2 and the afternoon/evening of 11/5.
- **NWEA-** This fall the NWEA was administered to all students in grades 5-8. Reports were sent home with in-person students and mailed home to remote students on October 15th. This data will be a key metric as we work to meet our goal of every student achieving a year's worth of academic growth over the course of this school year.

The NWEA data will aid the Multi-Tier Systems of Support (MTSS) team in kicking off grade level MTSS monthly meetings. The NWEA data, along with behavior, attendance, and classroom performance data, is organized into digital data walls for each grade. These data walls are reviewed at least every five weeks to identify school, grade, and groups trends in performance, as well as identify groups of and/or individual students that may be in need of intervention or extension. The team meets to problem solve needs and design plans to meet students' needs. Approximately every five weeks the team reconvenes to determine the effectiveness of the plan and what changes may need to be made.

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

- Outdoor spaces- The students and staff have been enjoying the gorgeous fall weather this year and taking advantage of all our outdoor spaces. We have created designated areas and a digital sign up document for all staff to access. This digital format allows all staff to see what areas are available any given day or time and the ability to reserve an area for their classes. These areas make use of all areas outside of the school facility with enough space to spread out. All areas are outfitted with six foot folding tables and approximately 50 chairs allowing students the flexibility to use the environment as they see fit to meet their needs and learning style. Six large tents are also available for outdoor learning!
  - Most frequently staff and students enjoy the outdoors for a mask break. Staff routinely take students outside for a walk around the campus to get some fresh air, walk at a safe social distance and get some exercise walking around the school facility.
- AMS student furniture- With the approved use of unexpended funds we have been able to purchase additional desks and outfit several additional classrooms. The new desks are a smaller trapezoid shape giving students ample space to work and more room to move between desks in a socially distanced classroom.

### Facilities, Finance, and Operations

#### 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)	86 (15)	48 (24)
7	133 (22)	53 (13)	138	47 (12 or	141	44 (11 or	143	41 (11 or
			(17-25)*	24)**	(17-25)*	22)**	(17-25)*	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

<sup>\*</sup> Class size is dependent on room size. \*\*Science and Soc. Studies have 1 remote section of 22.

### **Upcoming Events**

Monday, October 19: Open House, grades 5/6 & Life Skills Session

Wednesday, October 21: Open House, grades 7/8

Wednesday, October 21: Outsiders Day, grade 7

Monday, October 26: Segment 4 begins

Wednesday, October 28: Tentative day for Picture Re-takes

Monday, November 2: Parent Teacher Conferences, No School

Tuesday, November 3: In-service day/Election Day, No School

Thursday, November 5: Evening Parent Teacher Conferences

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



#### PRINCIPAL REPORT-OCTOBER 2020

Hope all is well.

I Appreciate the opportunity to update the Souhegan school board. The summer has been productive as we have planned for the reopening of Souhegan High School. I am pleased with the efforts of the leadership team and staff as we begin the school year. 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 10/14/20)

- 1. In the process of scheduling meetings with former principals of Souhegan High School to gain perspective and history.
- 2. Met with members of the senior class during September and October
- 3. During advisory time I have been meeting with advisories from various grade levels.
- 4. Hold regularly scheduled meetings with Faculty Senate, Coordinators, team captains, community council executive council and PPC
- 5. Will be organizing a plan to meet with parents of Souhegan current and former students.

### **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.

#### <u>Update:</u> (As of 10/14/20)

- 1. Per Governor's Executive Order #48 declaring an IEP meeting take place within the first 30 days of school to determine if compensatory education is required due to the covid-19 and remote learning in the spring have been completed. For Souhegan, that meant 101 IEP meetings.
- 2. We have had to change the systems and structures to accommodate students and families to choose which modality that works best. Students and families have been cooperative and flexible, which has been appreciated.

#### **Remote Teachers**

- Segment one 28 teachers
- Segment two 31 teachers
- Segment three 22 teachers
- Segment four 21 teachers



### **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								
10	178	178								
11	190	190								
12	179	179								
Total	711	710								

#### **Remote Learners**

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

#### **Homeschool Students**

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

### 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.
  - o Souhegan Areas of Focus for 2020-2021
    - Relationships

Coallition Essentia Schools

- Collegiality
- Optimism
- Genuine
- Improving our craft individually and organizationally
  - 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 10/14/20)
    - The budget that will be presented later this month will reflect the process that we have gone through in this area.
    - We have conducted that audit of Administrative Assistants roles and responsibilities involving them in the process.
    - We are in the process of conducting and 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 10/14/20)

- 9th and 10th grade students completed the NWEA assessment in September.
- Hosted the PSAT and SAT this Fall.
- Dean of Faculty Natalie Berger is meeting with all senior advisories for Empower student portal training and to answer questions about assessment, grading, and reporting. These sessions began on 10/15 and will be completed by 10/23.
- 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.
- Throughout the month of October students have been introduced to the honors option for each year-long, full-credit course.

#### **CALENDAR EVENTS**

October--



10/14 - PSAT (Juniors)

10/15 - Junior Book Awards

10/20 - Souhegan Virtual Open House

#### November--

11/2 - Parent Teacher Conferences

11/3 - In Service/Election Day

11/4 - Parent Teacher Conferences

11/10 - School Picture Makeup Day

11/11 - Veterans Day

11/25-11/26 - Thanksgiving Break

Respectfully Submitted,

Michael Berry



# **MVVS Board Update**

October 2020

### **MVVS Academics**

Students in **kindergarten** are adjusting well to school procedures and expectations. In math, we are working on number sense to ten. We have practiced writing, counting, and showing numbers to ten. Kindergarteners are working on creating and naming patterns. We are becoming subitizing



pros! In language arts we are working on lowercase letters t, b, f, m, n, u and i. We are 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 and end with punctuation. We are working on understanding characters and settings of books. We are also working on being able to retell a story starting at the beginning, telling about the middle, and the end. In science we are weather watchers! We are looking at the weather and we can notice seasonal patterns.

Students in **first grade** have begun the school year working on building good reading habits. Students are learning all about things that good readers do before, while, and after reading a book. They are working on reading independently every day and building their reading stamina. During Fundations, students have been working on proper letter formation and learning/reviewing letter sounds. First-grade math instruction has been focused on building students' number sense. Students are representing numbers in many ways, ordering numbers, comparing numbers, and talking about place value as they work to extend the counting sequence, understand place value and eventually apply this knowledge to help understand the properties of addition and subtraction. Students have begun our science instruction with Mystery Science and the focus of the first few lessons have been to learn about being a scientist. Students have worked on observing and asking questions, as well as inventing and engineering. They love their science lessons and are already problem solvers that persevere through first time failures.

Students in **second grade** are reviewing addition and subtraction strategies to add and subtract within 20 using mental strategies fluently. During morning meeting, students are reviewing calendar skills. They are also working on setting up the reader's workshop. Students will enjoy works of fiction in the next few weeks. Morning work activities include journal prompts and narrative writing vignettes.

Students in third grade are working on building successful reading skills at home and in the classroom. They are practicing their best reading strategies like choosing a good reading spot, talking about books, studying reading patterns, and "reading like gold." Students are also working on strategies to help us understand the stories we read and to tackle more challenging texts. In math, students have reviewed place value and are working to solve twostep word problems that involve addition and subtraction, as well as adding and subtracting numbers within 1000.

Students in fourth grade are working on understanding the importance of place value by comparing whole numbers, as well as adding and subtracting multi-digit numbers. In science, students are investigating the human body and how body systems work together.

Students in **fifth grade** are practicing making inferences and citing evidence from a text. They are currently reading Pedro's Journal and analyzing how the character changes throughout the story. Students are also learning about figurative language. In math, students have been reviewing place value and have begun working with decimals. In Science, students are learning about astronomy. They have been introduced to the solar system and the eight planets and their characteristics. They are learning about the difference between revolution and rotation and what causes the seasons.

Students in sixth grade Humanities are working on an informational unit about bees and their struggle with Colony Collapse Disorder. Through this unit, students are doing informational reading, learning how to pull out main ideas and supporting details, and how to provide effective evidence to support our claims. In Social Studies, students are learning the Five Themes of Geography and how they play a role in all areas of Social Studies. Students are reviewing fractions during math sessions, including finding equivalent fractions and comparing fractions, as well as adding, subtracting, multiplying, and dividing whole numbers by fractions. In science, we are starting our Earth systems unit. We will begin by studying the geosphere changes, including weathering, erosion, deposition, plate tectonics, and the rock cycle. The WIN block is tailored to individual student needs. WIN activities include Dream Box, vocabulary building, geography projects, science projects, math projects, writing, and small group support.

### Remote K-4

Remote math classes started the year with two new math routines. "Would you rather?" involves students looking over two situations or scenarios and making a choice between them. Then, they justify their choices using mathematical thinking. Through discussions, we work on flexibly knowing numbers as well as many other mathematical concepts. Our next new routine is called "Which one doesn't belong?' In these activities, students look at 3 or 4 sets of something and decide which one doesn't belong in the group. They make an argument and share the reason behind their choice. Both routines allow us to practice many kinds of math each day. We are also learning a variety of content, vocabulary and problem-solving strategies. All the while, we are also growing in exhibiting our mathematical practices of reasoning abstractly and quantitatively as well as constructing viable arguments and critiquing 20 the reasoning of others.

Students have also worked on patterns (in both number sequences and shapes) as well as subitizing and mental math computation. Kindergarten is currently working on number recognition up to ten, and first graders are building and recognizing numbers with tens and ones. Our second graders are learning to add large numbers quickly by making tens while our third and fourth graders are exploring place value concerts (including ordering and comparing numbers and flexibly knowing numbers such as 370 can also be known as 37 tens). These kids are amazing mathematicians!

Remote K-4 ELA/Humanities classes started the year with a short series of lessons and stories about how letter writing can be a great way to share our lives. Some classes wrote to Mrs. Brown, others wrote to Mr. Schuttinger, and kindergarten co-wrote an invitation to a dog party at my house! We had fun with our letter writing.

In Segment 2, we moved into discussions about our 5 senses, and how noticing the sights, sounds, and smells around us can help us use more interesting language when we speak and write. For older students, this will translate into using more descriptive words in writing to create pictures in the minds of our audience. In grade 4 we have begun reading Because of Winn-Dixie, a novel set in the Southeast. We are talking and writing about character traits and learning a bit about the Southeastern region of the US along the way. Grade 3 has begun an author study of Patricia Polacco, whose own life and family have influenced her stories, as a bridge to doing some writing about their own lives.

All classes are working on various phonemic and phonics concepts. Grades K-3 are following the Fundations curriculum. In grade 4 we are reviewing key concepts including syllabication rules and syllable classification. These skills are critical for decoding the increasingly complex vocabulary in grade 4. This work will set the stage for our study of morphology as the year progresses. I am also setting up times to assess students individually in reading, to make sure I am planning appropriately to meet their learning needs. This data and the NWEA results will assist me in creating small groups for targeted literacy instruction.

# Remote 5-6

Students in fifth and sixth grade remote classes are closely following what the in-person classes are doing. **Fifth grade** is working on making and supporting claims about character growth and development in ELA; developing an understanding of place value with whole numbers and decimals in math; and solving mysteries around why the seasons change in science. **Sixth grade** is working on identifying conflict in literature and analyzing its effects on characters in ELA; performing operations with fractions in math; and analyzing how the Earth changes because of erosion in science. Students have been having a lot of fun and doing a lot of learning on this remote journey!

#### Enrollment 20-21

#### MVVS (\* DENOTES ONE CLASSROOM AT THAT GRADE LEVEL)

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

#### Remote

K-4		27	29				
Gr.5-6		14	12				
Homescho	ol Studer	nts					

[	K-6	11	11				

# **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

Special education teachers and paraprofessionals have been working hard to establish relationships with students. They are scheduling meetings with parents and checking in with teachers to meet student needs. They are also building schedules and helping out with classroom routines for identified students. They have delivered services for identified students both in person and remotely. They have also gone out of their way to help out at lunch in a continued effort to establish and sustain relationships with students. They have taken charge of parent pick up, and they are working to expedite the process as much as possible.



Music class is kicking off the year with an exploration of rhythm. The younger grades are focusing on finding the steady beat within music and moving their bodies in different ways to match the beat. The middle grades are reviewing the basics of rhythmic notation while learning to identify if music they hear is grouped in double or triple beat patterns. The upper grades are reviewing more complex rhythmic notation and learning intricate desk and body percussion routines. The students will be building on these skills with improvisation and rhythmic composition activities in the weeks to come.

# PE Update from Mrs. Knickle

K-2 PE: We have been working hard on practicing our locomotor skills. So far, we have practiced running, skipping, sliding, galloping, and hopping on one foot. We are focusing on spatial awareness and how to move around without bumping into other students. 3-6 PE: We have been building our cardiovascular fitness by running a lap around the field without stopping. We will soon begin running 2 laps. Students have been practicing their frisbee throwing skills by participating in a variety of activities like frisbee bocce and frisbee baseball.

# Hispanic Heritage Month

We are celebrating Hispanic Heritage Month at MVVS! Each year, Americans observe National Hispanic Heritage Month from September 15 to October 15 by celebrating the histories, cultures and contributions of American citizens whose ancestors came from Spain, Mexico, the Caribbean and Central and South America.





# Spanish Update from Mrs. Guarrera

In all grades, we began the year with some games to get to know one another, and we learned about classroom expectations. Kindergarten and first grade have been working on greetings and colors using songs, and second grade has reviewed these topics, as well as beginning to learn the days of the week. Third and fourth graders are focusing on the alphabet and practicing spelling and pronunciation. Fifth and sixth graders are beginning to see that we are more academically focused this year in anticipation of moving up to middle school. We are studying a vocabulary list for greetings and introductions, practicing conversations, and learning about formal vs. informal speech in preparation for our first assessment. All students were invited to explore our bitmoji classroom with links to access technology tools. Our  $_{23}$ cultural topic for the month is Hispanic Heritage and we have

been exploring the contributions of famous Spanish speakers in a variety of areas including art, music, sports, government, science, and many more.



# Our New Paraprofessionals

We are thrilled to have our new paraprofessionals, Mrs. Redway and Mrs. Whitney. They have been making parent phone calls to check in with families and gather feedback about our remote and in-person learning programs. They are also able to troubleshoot issues, and direct parents to people who can help.

Additionally, Mrs. Redway and Mrs. Whitney have been a tremendous help to all classroom teachers, specialists, and remote teachers. They have played a vital role in supporting teachers during the administration of NWEA and other K-2 reading assessments.

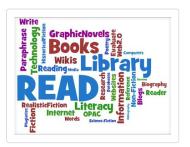
They have played a vital role in holding lunch in the classroom in grades 3 and 4. Additionally, they have each been assigned to recess duties for their assigned grade levels.

They have also jumped right into arrival and dismissal duties. You can find them out front of the building waving to cars and escorting students to and from cars in the morning and in the afternoon.

## School Counselor Update

Miss O'Keefe, our school counselor, has been teaching second step lessons. The lessons have been very successful. She notes that parents have been getting home links and returning them, which indicates parents are doing the lessons at home with children. This is very exciting news. Miss O'Keefe has also been holding sessions remotely and in person. She has a few remote students who are also coming into the building for counseling services. She has created a community resource pamphlet that is available to all parents, and she has also created a pamphlet for grandparents who acts as guardians for our students.





# Library-Media Update

Library and Technology resources are available for both remote and in-person MVVS students. Remote students receive lessons both live and via Google Classroom every week. In-school students are invited to their own Google Classrooms for their lessons. Topics covered in segments 1-3 include digital citizenship, such as internet safety and media balance, study of New Hampshire award books, typing, coding, research, online library resources, and various readalouds, and discussions. Books will also be available for checkout next week. Tech integration, teacher tech support, and introducing new technology tools to students are focused areas and opportunities for collaboration are encouraged.







Miss Bell, Grade 4 In-Person

Mrs. Guarrera, Spanish

Miss Anderson, Remote 5-6



# **Emergency Management Meetings**

We have held two emergency management meetings. We are grateful to have community partnerships with the fire and police departments. Both departments were very helpful during our fire drills. Both departments have gone over numerous safety procedures, and they have offered feedback to improve our emergency response. We will continue to hold emergency management meetings every month. Miss Lawrence and Mrs Lavoie will join the meetings.

NWEA Data

Our students are in the process of taking the NWEA assessments. We are offering in-person and remote testing sessions. After all of the Reading & Math data is uploaded to our data dashboard, we will disaggregate the results for each classroom to identify high achievers with high growth, high achievers with low growth, low achievers with high growth, and low achievers with low growth. Additionally, we will examine relative areas of strength and relative areas of unfinished learning. In addition to preliminary reports that are being sent to each teacher, we have scheduled grade-level monthly data meetings to discuss how to use our WIN (What I Need) block to best meet the needs of each student.

#### **NWEA Normative Data**

NWEA has recently updated the normative data. According to the NWEA MAP website, over the past few years, differences in growth norms have been observed. Most notably, student achievement has declined in recent years across subject areas. There are also differences in the magnitude of growth observed between test events. On average, in mathematics and reading, the 2020 growth norms show slightly lower means in the earlier grades and slightly greater means in the upper grades. Drops in the average mathematics and reading achievement for grade four are consistent with recent declines reported on the National Assessment of Educational Progress (NAEP). Moving forward, we will be using the 2020 normative data to track student achievement and growth.

\_\_\_\_\_

Our K-4 remote humanities teacher, Maggie Holm, created an internal data dashboard that will allow us to have a snapshot of each student's growth using multiple data points. The dashboard will be analyzed during our monthly data meetings in an effort to consistently and effectively progress monitor. The goals for our monthly data meetings include:

- 1. evaluating student achievement and growth
- 2. individualizing instruction
- 3. setting achievement and growth goals for students or groups of students
- 4. supporting conversations about achievement patterns







9-No school—PD for teachers

12-Columbus Day-No School

15-MVSB Meeting 6-8pm

16-MVSB & Budget Committee Meeting 5-7pm

21-Picture Day MVVS

29-MVVS Early Release MVVS ONLY

30-Fall Costume Parade (students only)

### Consent Agenda Item #1

1	SAU #39 Board
2	Monday, September 14 <sup>th</sup> , 2020
3	Meeting Minutes- Not Approved
4	Attendees:
5 6 7 8	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 Mike Berry- Principal SHS, Roger Preston- Director of Facilities.
9 LO	Amherst School Board: Chair- Elizabeth Kuzsma, Vice Chair- Tom Gauthier, Secretary- Ellen Gruzdien, Terri Behm and Josh Conklin.
L1 L2	Mont Vernon Village School Board: Chair- Sarah Lawrence, Vice Chair- Peter Eckhoff, and Stephen O'Keefe.
L3 L4	Souhegan Cooperative School Board: Chair- Pim Grondstra, Vice Chair- Amy Facey, Secretary Stephanie Grund, Steve Coughlan, George Torres, Laura Taylor and David Chen.
L5	
L6	Public: Amherst and Mont Vernon Community Members
L7	Board Minutes: Danae A. Marotta
L8	I. Call to Order
L9	Chair of the SAU 39 Board, Mr. Stephen O'Keefe, called the meeting to order at 6:18 PM.
20	Today, we will be conducting a school board meeting of the SAU #39 Board.
21 22 23 24	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.
25 26 27 28 29 30	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.
32 33	In accordance with the Emergency Order, I am confirming that:
34 35 36 37	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

40 41 42

38 39

2. We have provided public notice of the necessary information for accessing the meeting.

43 44

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 <a href="mailto:awallace@sau39.org">awallace@sau39.org</a>.

46 47 48

45

4. In the event the public is unable to access the meeting will be adjourned and rescheduled.

49 50 51

5. Please note that all votes taken during this meeting shall be done by roll call vote.

52 53

54

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.

55 56

- Kuzsma- home and alone, Gauthier- home and alone, Behm- home and alone, Gruzdien- home
- and alone, Conklin- home and alone, Grondstra- home and alone, Facey- home and alone, Chen-
- 59 home and alone, Taylor-home and alone, Torres-home and alone, Grund-home and alone,
- Lawrence- home and alone, Eckhoff- home and alone, and O'Keefe- home and alone.
- 61 II. Public Comment I of II
- He asked the participants to state their address with a 3-minute allowance.
- There was no public comment.
- 64 III. Superintendent's Report
- Superintendent, Mr. Adam Steel, noted that they have been sending out a lot of information.
- There is a Covid- 19 webpage as well as the resources and documents. He recently hosted a live
- Question and Answer webinar and will continue with it as there is a lot going on. They posted
- their Covid 19 Protocol, it is important so please review. He emphasized that their nurses have
- 69 gone above and beyond, and they are grateful for them.
- 70 Also, the school calendar document has been updated and the late starts have been removed. He
- added that there are some no school days and the start of the new segments are in red.
- With the use of UV robots, they have had a demonstration of the product and the technology and
- they will begin with a pilot at one school. Many thanks to Mr. Roger Preston.
- Segment 3 will remain in status "Yellow". There are some factors that can warrant going to a
- different status, such as green or orange. The cases in NH are Durham, Manchester and
- Windham and some in Nashua which is close. There is some thought to refining the orange and
- 77 green statuses to find more interim solutions.

- 78 Principal's Reports include more information and they will be happy to answer any questions
- 79 they may have.
- 80 The Board thanked Superintendent Steel.
- 81 IV. Committee Updates
- Ms. Amy Facey, Chair of the Joint Facilities Advisory Committee, commented that the JFAC
- committee will have their next meeting on Thursday, Sept 17th and will have some good
- information on the costs of the proposed renovations and possible new building. They have a
- 85 great volunteer that is working to set up a JFAC website. It will be a place to house all of their
- 86 information.
- Mr. Chen inquired about the cost and what the next cost estimate will be.
- Ms. Facey replied that they have not worked with a cost estimator yet, no dollar amounts are
- 89 being circulated yet. They should have more information for Thursday.
- 90 Ms. Gruzdien also noted that the numbers have not been discussed yet.
- 91 Ms. Taylor asked for the timeframe for putting this on a ballot.
- Ms. Facey replied; it hasn't been determined. There is a lot more work that has to be done. It will
- be the Board's decision not the committee.
- The Board thanked Ms. Facey.
- 95 V. Consent Agenda
- 96 Ms. Kuzsma motioned to accept Consent Agenda items 1. August 27th, 2020 Draft Minutes,
- 97 2. 5-Year SAU #39 Assessment Plan, 3. SAU #39 Anti-Discrimination Plan, and 4. SAU #39
- 98 Enrollment Report. Mr. Coughlan seconded the motion.
- 99 Ms. Taylor asked about #4. Enrollment Report.
- Ms. Kuzsma amended her motion to accept Consent Agenda items 1. August 27th, 2020
- Draft Minutes, as amended and 2. 5-Year SAU #39 Assessment Plan, and 3. SAU #39 Anti-
- 102 Discrimination Plan. Mr. Coughlan seconded the amended motion.
- Mr. Coughlan noted the amendment to Ms. Kelli Braley's name. From "Kelly Bralee" changed
- to "Kelli Braley".
- He commented that the #3. SAU Anti- Discrimination plan could be better, and he would like to
- pay more attention to it again soon.
- 107 Ms. Taylor asked about the #2. Assessment Plan.
- 108 Ms. Kuzsma amended her amended motion to accept Consent Agenda items 1. August
- 27th, 2020 Draft Minutes, as amended and 3. SAU #39 Anti-Discrimination Plan. Mr.
- 110 Coughlan seconded the amended motion.

- 111 Mr. O'Keefe called a roll call: Kuzsma-Yes, Gauthier- Yes, Behm- Yes, Grudzien- Yes,
- 112 Conklin-Yes, Grondstra- Yes, Facey-Yes, Chen-Yes, Coughlan- Yes, Taylor- Yes, Torres-
- 113 Yes, Grund-Yes, Lawrence-Yes, Eckhoff-Yes, and O'Keefe-Yes.
- Mr. O'Keefe noted that they will move on to item #2. 5-Year SAU #39 Assessment Plan.
- 115 Ms. Taylor inquired about the additional data.
- Assistant Superintendent, Ms. Christine Landwehrle, added that she can add AP information to
- the overview assessment plan.
- 118 Ms. Grund asked about the academic integrity with the remote assessments.
- Ms. Landwehrle replied that they are reminding families not to help their students, it is a district
- assessment meant to help their students.
- Ms. Grund questioned if they need to be in person for the SAT's.
- Ms. Landwehrle replied that Ms. Karen Chininis, SHS Director of Guidance, has taken the lead
- with the SAT and she believes that it is meant to be in person.
- Ms. Taylor asked with item #4. SAU #39 Enrollment Report if they are full time students and are
- the official numbers from October 1<sup>st</sup>. She asked if these were the numbers that they would be
- submitting.
- Mr. O'Keefe commented they are not at Oct 1st.
- Mr. Steel replied that there is a specific process where they will submit the numbers on October
- 129 1st. When they report the numbers, it is calculated whether they are full or part time.
- 130 Ms. Grund questioned why the numbers have changed, it is a significant drop for the high
- 131 school.
- Mr. Steel responded that there were a large number of homeschool requests and it is happening
- across the state as a result of Covid-19. They do not reach out to families that have left to go to
- private school, but they do track it.
- Mr. Chen remarked that he does not know what the original number was.
- 136 Ms. Grund replied it was 749 to 711.
- 137 Mr. Chen asked about the homeschooling numbers across all grades.
- Mr. Steel replied that there were homeschool requests across the SAU #39. He is thinking that a
- big majority is the elementary school and middle school than at the high school level.
- Mr. O'Keefe mentioned that they were advised not inquire about homeschooling families out of
- 141 privacy concerns.
- Mr. Steel agreed that the State Law is very clear.
- Mr. O'Keefe noted that they are going to open up #5 C/W Principal's Report for questions.

- Ms. Kuzsma gave her support for the Report. She asked about the Culture Club and how are they
- identifying who will be participating.
- Principal Parrill replied that it is an adult club that helps guide what is happening. A big goal this
- year will be how do we keep students and staff engaged and feeling part of CW while some are
- remote and others are in-person. They will find different ways to continue to support this effort
- and build Hootie spirit throughout the year
- Ms. Grudzien thanked them for the donation for the tents and asked how they will be utilized.
- Principal Parrill replied if they can see both of the schools the students are coming in and out all
- day long. There is the beautiful wood structure and have 6 tents total coming and geographically
- locating the tents.
- Mr. Conklin spoke about feedback regarding the Amherst FB Remote group. There is a general
- sense that remote learning is better than the spring and people are impressed with the efficiency
- of learning at home. Hootie was a good morale booster. There was a criticism about split learners
- with different modalities some remote learners are feeling left out, and some would like to see a
- little less screen time. One complaint is the challenge, of differing schedules. A few people
- mentioned challenges with the specials getting them up and running.
- Mr. Gauthier asked how much more capacity do they have in the classroom. He is concerned
- that they will not be able to take them in.
- Principal Parrill replied that the averages are 12 or 14 per classroom. With Clark, they have two
- teachers go remote and two classrooms there, they still have 4 classrooms at Wilkins if they had
- to shift people back into the building.
- Mr. Gauthier inquired when they are going to go into the green status.
- 166 Mr. O'Keefe asked for Mr. Steel to comment.
- Mr. Steel commented that status yellow is where they need to be right now. You can make a case
- to go to a different status where masks are not required but recommended and there would be
- some nullification. They are in their third week of school and have not yet seen the impact of
- their schools being open. That is a good sign. If they are looking at a year from now, there is a
- 171 cost to be had the way that they are operating, not just financially. They would need to shift.
- Mr. Gauthier commented to be flexible with the statuses and still make masks mandatory.
- Mr. Steel agreed with Mr. Gauthier and noted that there is inconsistency between the State and
- 174 Federal guidance. On speaking to many parents, there is a wide variety of thoughts.
- Mr. O'Keefe mentioned that he would like to discuss Consent Agenda item #6. Mont Vernon
- 176 September Principal's Report.
- He inquired about Math and English education K-4 and the equity between 5 and 6.
- Principal Sarfde explained that when they made this plan the teachers requested to teach K-6 and
- they compromised on K-4. With the numbers that they have it makes the most sense for those

- teachers to be in those positions, and they will have to reevaluate as time goes on. They have
- hired two new paras and they are able to assist the remote teachers as well as MVVS Library
- Media Specialist, Ms. Pat Garrity. They have a lot of help and there is a lot of time to help with
- the one on one instruction.
- 184 Mr. O'Keefe asked about the revaluating that approach.
- Principal Sarfde replied that they do not have the Math Interventionist, however, they do have
- smaller class sizes.
- Mr. O'Keefe noted that his concern that the intervention is so important with Math curriculum.
- Principal Sarfde replied that they do have a designated intervention block.
- Mr. O'Keefe asked about Parent Teacher Night with meeting their teachers over Zoom.
- 190 Principal Sarfde replied that they did do that and broke it up into two one-hour sessions with
- introductions and a Q and A session. Every Monday she sends out a newsletter for parents and
- this week they will feature the remote teachers.
- 193 Mr. O'Keefe went to AMS Principal's Report
- Mr. Conklin inquired about the Launchpad issues and if they are dealing with them.
- Principal of AMS, Dr. Bethany Bernasconi, replied that they do have technology issues and they
- are looking at different pieces. They are looking at different microphones and giving teachers
- 197 some freedom.
- 198 Ms. Gruzdien applauded the Principals and Superintendent for all of their work and sleepless
- nights. She is hopeful that the tents do not stay empty and classrooms can be outside. In the
- spring and fall they can be set up. She encouraged them to reach out to her for other situations
- that they need help with.
- Mr. O'Keefe asked about the kinds of check ins that they are doing with the students.
- 203 Principal Bernasconi discussed that every morning they have designed a check in through a
- 204 google form that is kid friendly. That team is following up whether it is remote or in person.
- 205 Mr. Conklin asked about the integrated arts specials. He is concerned about the burnout for those
- teachers that are doing remote and in person and how can they support the teachers.
- 207 Principal Bernasconi replied that the IA program for remote learners is asynchronous but it is
- 208 designed to mirror the in-person learning.
- 209 Ms. Grund questioned if all the 9<sup>th</sup> graders have computers.
- 210 Principal of SHS, Mr. Mike Berry, replied yes.
- Ms. Grund remarked that she has heard that there is a disconnect between the in person and
- 212 remote students with Advisory.

- 213 Principal Berry replied that they are aware of that and they are looking at how to better serve the
- 214 students in Advisory and other classes as well.
- 215 Ms. Grund asked who is monitoring the classrooms where the teacher is remote.
- 216 Principal Berry replied that they are using a combination of Teachers, Paraprofessionals and
- 217 Learning Specialists.
- 218 Ms. Facey thanked the Principals for their great reports. She inquired about the increased number
- of teachers that are electing to teach remotely.
- 220 Principal Berry responded that is a concern that they have been grappling with. They were
- initially working with rough data. The reality is that for segment 2, 75% of families have chosen
- 222 to be in person, which does not match the staff. He is confident that they can close that gap.
- 223 Ms. Taylor asked about the data that they are collecting.
- 224 Principal Berry replied that it was started in March and they started looking for themes and
- trends and making notes and what do they want to work on. This was in addition to Covid, and
- he still wants to remain true to that.
- Mr. Gauthier asked about the increase of teachers for 3 remote, and 3 for in person.
- 228 Principal Berry replied they had movement around, they did not add teachers.
- Ms. Behm commented that her 9<sup>th</sup> grade student is remote and overall has gone really well. She
- is able to follow along and feels like she is connecting with the teachers. She requested more
- breakout sessions so she can talk to other students. It would make for more natural conversation.
- 232 She thanked everyone for all of their efforts, they have been amazing.
- 233 Ms. Grund asked if there was notice for students based on where their teachers are located. She
- asked for a copy of the Master Schedule.
- 235 Principal Berry explained they are just getting settled and yes, he can provide her with a Master
- 236 Schedule.
- Ms. Kuzsma asked about how many remote teachers are teaching a class in person.
- 238 Mr. Steel replied not in the elementary schools, and 3 permanent cases in the middle school.
- 239 Principal Berry replied that he will get back to the Board.
- 240 Ms. Taylor asked to see a copy of the Master Schedule.
- Ms. Landwehrle explained that the scores come together through their grading system.
- 242 Ms. Taylor asked about the competencies being measured.
- 243 Principal Berry replied that he would like to get some consultation from other administration. He
- will get back to her.
- 245 Mr. Eckhoff inquired if the remote students are lacking for internet service.

- 246 Mr. Steel replied that he is not aware of any families that are lacking internet service.
- 247 Ms. Facey asked about having tents for the high school.
- 248 Principal Berry replied that they have ordered some tents and are working on it.
- 249 Ms. Lawrence asked about the bussing in each school.
- 250 Mr. Steel noted there are some kinks that remain. He was late in getting information to them for
- segment 2 and they are still being worked on as they speak. They do have a 4<sup>th</sup> bus in MV due to
- capacity. They are working with spacing and the there is a capacity. He thanked the parents for
- 253 their patience.
- Ms. Kuzsma commented that she is very familiar with bus company operations.
- 255 Mr. Coughlan motioned to approve Consent Agenda Items 2. 5-Year SAU #39 Assessment
- Plan, 4. SAU #39 Enrollment Report, 5. CW Sept. Principal's Report, 6. MV Sept.
- 257 Principal's Report, 7. AMS Sept Principal's Report and 8. SHS Sept. Principal's Report,
- 258 Ms. Kuzsma seconded the motion. The vote was unanimous, motion passed.
- 259 Mr. O'Keefe called a roll call: Kuzsma-Yes, Gauthier- Yes, Behm- Yes, Grudzien- Yes,
- 260 Conklin-Yes, Grondstra- Yes, Facey-Yes, Chen-Yes, Coughlan- Yes, Taylor- Yes, Torres-
- Yes, Grund-Yes, Lawrence-Yes, Eckhoff-Yes, and O'Keefe-Yes.
- 262 VI. Appointment
- 263 Ms. Kuzsma motioned to appoint Mr. Jeff Candito to the SAU Budget Committee. Ms.
- Taylor seconded the motion. The vote was unanimous, motion passed.
- Mr. O'Keefe called a roll call: Kuzsma-Yes, Gauthier- Yes, Behm- Yes, Grudzien- Yes,
- 266 Conklin-Yes, Grondstra-Yes, Facey-Yes, Chen-Yes, Coughlan-Yes, Taylor-Yes, Torres-
- Yes, Grund-Yes, Lawrence-Yes, Eckhoff-Yes, and O'Keefe-Yes.
- 268 VII. Policy Committee Presentation
- Ms. Elizabeth Kuzsma, Chair of the Policy Committee, noted that she will review the feedback
- 270 that she has received and may request an administrator for more information. She pulled out the
- 271 policy about Therapy Dogs due to Principal Parrill adding her feedback. She explained that there
- are three different types of categories for therapy dogs. Therapy dogs provide a service for
- 273 multiple people in locations such as libraries, and hospitals. Principal Parrill has a lot of
- 274 experience as her previous school district.
- 275 Principal Parrill noted that Therapy Dog Hadley was one of the most impactful things that has
- ever happened in her career. She further explained that the impact that Hadley had on the school,
- students and staff, emotionally and socially. Hadley was owned by a first-grade teacher, so she
- would bring Hadley to school. They trained all staff, and everyone had access to Hadley. They
- started out with Hadley working with only special needs students but that quickly changed.
- Hadley went into all classes and worked with the nurse.

- Ms. Kuzsma commented that there were a few committee members with concerns. She added
- 282 that the policy was written with a 4-month trial and there is extensive research out there with the
- benefits of a therapy dog. She asked Principal Parrill to speak about the insurance.
- 284 Principal Parrill replied that the trainer took Hadley under his insurance. She believes that it is
- around \$500 per year.
- 286 Mr. O'Keefe suggested that they go through the entire packet and come back and revisit for
- 287 questions.
- Ms. Kuzsma commented that JLDBB-Suicide Prevention, has are some grammar and spelling
- corrections. It is not present in any district, but it is a required policy.
- 290 JLCDF F1-F3 are forms for administering medications in school or forms for self-administration
- of an epi-pen and inhaler. JLCD-R is the procedures for administering medication to students.
- All forms and procedures line up with current procedures and have been asked for and supported
- by our school nurses
- 294 EHAB- No questions
- 295 AD- No questions and this reconfirms that nothing has changed.
- 296 KLG- Cooperation with Police Authorities, the policy should more clearly identify the role of the
- SRO's and how they become enforcing school behavior issues.
- 298 KL- The Legislative Representative, there is a feel that they should have more defining
- information to the Board. There should be additional work there.
- 300 KI- Visitors in Schools-
- 301 KFD- Use and Location of Automated External Defibrillators (AED's) New for all districts, Uses
- 302 Model and Needed in 3 districts + SAU.
- 303 KF Use of School Buildings and Facilities- Updates existing policies, bringing consistency
- across districts. No significant changes. KF-R in Souhegan to be rescinded and its contents
- moves to SAU Facilities Use Manual. Also needed in SAU for use of Brick School
- 306 KED Facilities or Services-Grievance Procedure (section 504) Replaces existing home-grown
- version with Model, harmonizes with AC, also needed in SAU.
- 308 KD-R- School District Media Websites-Regulations, Existing version in the districts generalized
- 309 to any current or future social media, also to be adopted in the SAU. There was a thought about
- posting -Fs and -Rs with their parent documents. Keeping them separate is good but it would be
- easy to post them online under the same link.
- 312 KDCA -Use of Students in Public Information Program, differed in the districts, adopts model
- with useful language from old SHS version encouraging student participation in
- explaining/demonstrating to the public (with safeguards), also to be added in SAU.

- 315 KDC School District Publishing Online, replaces our current KD/KDC, untangling them, uses
- model language instead of our own custom language, reviewed by SAU #39 IT Director, Mr.
- 317 Alex Stone for consistency with current practice, also to be adopted in the SAU.
- 318 KDA -Public Information Program, old versions in districts didn't match, adopts current model
- across all, also to be added in SAU. They need to more clearly define where certain messages are
- posted. Social media should not be the only method of communication for events or notices
- 321 Social media should be one tool but maybe not the only tool for any type of communication.
- 322 KD- School District Social Media Websites, replaces their current KD/KDC, untangling them.
- 323 Uses model language instead of their own custom language, also to be adopted in the SAU.
- 324 There was the thought about posting -Fs and -Rs with their parent documents.
- 325 KCD Public Gifts/Donations, currently only exists in SCSD in old language, updates to use
- model across all Districts.
- 327 KB Parent Involvement with Education, adopting Model across 3 districts, upgrading from
- their 2008 versions.
- Mr. O'Keefe mentioned that they should focus on the policies that the Board had questions on.
- 330 JLF-Reporting Child Abuse and Neglect (required), adopted NHSBA sample policy because
- their old one was out of date. Sample brought it in line with legal updates etc. policy outlines that
- all adults with "reason to suspect" abuse or neglect are required to report themselves. They will
- discuss how they will ensure all volunteers, subs, etc. will be notified. She requested that Ms.
- Landwehrle speak to this for clarification.
- 335 Ms. Landwehrle replied that with a few of the policies they are required to do training and they
- have been doing this through Frontline, their professional development system. They are
- working on setting that piece up. It allows them to have policies added and they can push that
- out. Many of the teachers do the training that way as well.
- 339 JEC-- Change of School or Assignment- Manifest Educational Hardship (required). This policy
- allows for a parent/guardian to request a reassignment to a different school (either inside or
- outside of the district) because of educational hardship. This policy explains the procedure
- needed to follow by all parties when a request is made. The NHSBA sample made improvements
- to our current version but additional changes were made outside of the sample policy for clarity.
- 344 She questioned if the Superintendent giving his opinion first, in the hearing, give bias the board
- in anyway and should the order be switched.
- 346 IKA- Grading and Reporting, we should define "Where applicable" Otherwise, it will create
- confusion when challenged. (where applicable relates to "and Community Council (where
- applicable). On #2., what benefit is there in creating competencies and learning targets rather
- than measure proficiencies directly from state standards.
- 350 Ms. Landwehrle replied that they use the State Standards and is the learning target but sometimes
- it is too granular.

- Ms. Kuzsma inquired how does the draft IKA policy satisfy Ed 306.14 (a)(3) and(6).
- 353 Ms. Landwehrle replied that when they say policy it is procedure. This is the grading a reporting
- policy and it is more of the procedure in the school when they are ready to move on. When you
- look at the RSA around it, it is a grading and reporting policy. That was the same for Ed
- 356 306.314 A6.
- Ms. Kuzsma moved on to IHCD/LEB- Advanced Coursework (required), they are keeping our
- 358 current policy but making minor wording changes to match our language (ex-guidance changed
- to school counselor) and changing the grade levels to include sophomores. They would like a
- 360 discussion regarding the statement "the school will not be responsible for paying any costs"
- there was a request to have a discussion that the school will not pay for any costs. It is on page
- 362 140 of the packet.
- 363 Ms. Grund inquired who bears the cost.
- Mr. Coughlan added that the heading is advanced coursework but electives.
- 365 Ms. Landwehrle replied that she is not sure that the E start falls under that.
- 366 Ms. Grund added that it should be a full discussion and maybe a budget discussion.
- 367 Mr. O'Keefe added that it might be better pulled for discussion.
- 368 Ms. Kuzsma went to GCEB Principal Search, they are pulling the policy to review changes. This
- policy is optional, and the Superintendent presented and promoted this policy. The Policy
- expands power to the Superintendent beyond what is in the law. The Policy would have admin
- positions (especially principals) selections do not involve the goals and direction of the Board.
- 372 The Policy would create a process without the Board's approval of the necessity and objectives
- of the position, including the job descriptions. Superintendent Steel has broad approval to hire
- who he wants within this. He has drafted a policy that restricts his legal rights more. There are
- concerns that the Superintendent has presented it and it did not happen. It restricts him more than
- 376 the law allows.
- 377 GBGA-Staff Health, the old policy stated the pre-employment screening was to be paid by the
- 378 prospective employee. This policy is optional and would argue that since the contents of this
- policy is mandated in RSA that the policy is not really optional. Even if the policy didn't exist,
- they would be able to uphold any part of this policy. Housing the policy allows for easier access
- to the employees what is allowed by law. Law says US licensed physicians (RSA 200:36) and
- does not include "authorized healthcare providers". The law does not authorize mental health
- evaluations. The law says to review if the employee is medically capable. She is not sure which
- law permits this, since the one cited does not.
- "Inimical" is too broad and ambiguous to be used. Two meanings are "tending to obstruct or
- harm" and "unfriendly or hostile" to the welfare of pupils or other employees. The cost of such
- examination will be borne by the District.

- A Superintendent could use this to require evaluations of unfriendly employees or those not in-
- line with his policies. Tension and animosity could build between the administration and the
- employees. This situation should be avoided given the cooperative and collegial nature of their
- 391 schools.
- 392 200:36 Medical Examination of School Personnel. The local school board shall further require
- additional medical examinations at specific intervals or upon the request of the local
- 394 superintendent of schools during the period of employment. A written recommendation from the
- examining physician shall indicate that the employee is medically capable of performing his
- 396 designated assignment.
- 397 EBBC/JLCE- Emergency Care and First Aid- present in MV (2007) and Souhegan (2019).
- 398 Souhegan's is significantly different than the others even though it has a joint heading. The
- 399 NHSBA did a lot of work to clean up redundancies with this and other medical related policies.
- 400 The nurses like the sample policy. Wording around "Caution should be exercised not to
- 401 minimize or maximize any injury or illness". It sounds like we should not be doing anything to
- 402 minimize injury. RSA does not prevent a wording adjustment here. Email was sent to Deanna
- 403 Cordts to gain her opinion.
- 404 EBBB- Accident Reports- the old policy discusses the use of AED which requires it to be
- reported to NH Dept of Safety. Is this still true does this need to be stated in the policy. This is
- 406 policy KFD which talks about the use of AED and still requires the reporting. If the accident
- requires the use of an AED, then that policy would also go into effect.
- 408 DID- Pulled and will bring back.
- 409 DGA Authorized Signatures- Pulled for further discussion.
- DFA Investments- Requested to use more specific language, they do not have a Finance
- 411 Committee.
- Mr. Coughlan added that they should amend that. That power is held by the Treasurer.
- 413 CBI Superintendent Evaluation- there is a recommendation to approve it at the SAU or possibly
- 414 staying in the individual districts.
- Mr. Coughlan remarked that it makes sense to stay in the SAU because it is the SAU Board that
- 416 can make decisions on the Superintendent.
- 417 ACE- Procedural Safeguards: Non-Discrimination on the basis of Handicap /Disability. Adopts
- 418 Model, replacing their very complex and probably inconsistent with current laws and regs
- 419 current versions. A line was removed about Non-Discrimination in employment. Is the
- 420 Compliance Officer still the Director of Special Services and should that be listed explicitly. This
- 421 information was moved to policy AC.
- 422 Ms. Landwehrle added that the Anti-Discrimination Plan outlines this, it needs to be reviewed
- every two years.

- DK Payment there were questions about should they designate who signs at the student activity
- 425 level.
- 426 Ms. Grund asked if they want to be specific or not.
- 427 Mr. Coughlan added that he believes that it is also at the middle school.
- 428 Mr. Steel replied that the auditors extensively review student activity accounts and they are in the
- 429 general ledger reports. It is reviewed quite closely.
- 430 Mr. Chen questioned if the student activity funds are allowed to be over from year to year.
- 431 Mr. Steel replied that they are not an appropriation, so they do carry over.
- 432 Mr. O'Keefe mentioned that tonight they are moving policies forward it is not a working
- 433 meeting. He suggested that they vote on the bundled policies and note which policies that they
- want to pull back.
- 435 Mr. Coughlan replied DID and DFA should be pulled back.
- 436 Mr. Chen noted that he has a concern with GCBE.
- 437 Mr. O'Keefe remarked that they should vote on the policies, as a bundle, that the Board does not
- 438 have a problem with.
- 439 Mr. Coughlan motioned to adopt policies and move to the individual boards JLDBB-,
- 440 JLCD F3, JLCD F2, JLCD F1, EHAB, AD-Souhegan, AD-Mont Vernon, AD-Amherst,
- 441 KLG, KI, KFD, KF, KED, KD-R, KDCA, KCD, KDA, KD, KCD, KB, KAIJO, JLF,
- 442 JLCD-R, JLCD, JLCC, JLCB, JLC, JICD, JFABE, JFABD, JEC, JCA, IMGA, ILD,
- 443 IHCD LEB, IHAMA, IHAM, GBEC ADA, GADA, EHB, EBB, DGA, DBI, AE, ADD, ACE,
- ACAC, AC, AA and DK. The policies that were pulled are as follows: KL, IMGAA, IKA,
- 445 GCEB, GBGA, EBBC JLCE, DID, DFA, and CBI. Ms. Kuzsma seconded the motion the
- vote was unanimous, motion passed.
- 447 Mr. O'Keefe called a roll call: Kuzsma-Yes, Gauthier- Yes, Behm- Yes, Grudzien- Yes,
- 448 Conklin-Yes, Grondstra- Yes, Facey-Yes, Chen-Yes, Coughlan- Yes, Taylor- Yes, Torres-
- Yes, Grund-Yes, Lawrence-Yes, Eckhoff-Yes, and O'Keefe-Yes. (15-0)
- 450 Ms. Grund motioned to approve policy EBBC JLCE- Emergency Care and First Aid, with
- removal of the sentence "Caution should be exercised not to minimize or maximize any
- injury or illness". Ms. Gruzdien seconded the motion. The vote was unanimous, motion
- 453 passed.
- 454 Mr. O'Keefe called a roll call: Kuzsma-Yes, Gauthier- Yes, Behm- Yes, Grudzien- Yes,
- 455 Conklin-Yes, Grondstra- Yes, Facey-Yes, Chen-Yes, Coughlan- Yes, Taylor- Yes, Torres-
- 456 Yes, Grund-Yes, Lawrence- Yes, Eckhoff- Yes, and O'Keefe- Yes. (15-0)
- 457 Mr. Coughlan motioned to approve DFA-Investment, with the amendment to take out
- 458 Finance Committee to put in Treasurer. Ms. Kuzsma seconded the motion. (14-0) Motion
- passed. Mr. O'Keefe abstained.

- 460 Mr. O'Keefe called a roll call: Kuzsma-Yes, Gauthier- Yes, Behm- Yes, Grudzien- Yes,
- 461 Conklin-Yes, Grondstra- Yes, Facey-Yes, Chen-Yes, Coughlan- Yes, Taylor- Yes, Torres-
- 462 Yes, Grund-Yes, Lawrence-Yes, and Eckhoff- Yes (14-0)
- 463 Ms. Taylor asked about IMGAA therapy dogs at the high school.
- 464 Ms. Kuzsma motioned to approve policy KL-Legislative Representative, as written. Ms.
- 465 Facey seconded the motion. (15-0) motion passed.
- 466 Mr. O'Keefe asked for discussion
- 467 Ms. Grund added that she wants to make sure that they are soliciting feedback and then
- 468 communicating.
- 469 Mr. Coughlan added that she went to the NHSBA delegation.
- 470 Ms. Facey mentioned that they all do receive information from the NHSBA. If there is feedback
- 471 to be brought back to the NHSBA, she is on the Executive Board, and is happy to bring
- feedback. She believes that there is a constant flow of information.
- 473 Mr. O'Keefe called a roll call: Kuzsma-Yes, Gauthier- Yes, Behm- Yes, Grudzien- Yes,
- 474 Conklin-Yes, Grondstra- Yes, Facey-Yes, Chen-Yes, Coughlan- Yes, Taylor- Yes, Torres-
- 475 Yes, Grund-Yes, Lawrence- Yes, Eckhoff- Yes, and O'Keefe- Yes. (15-0)
- 476 Ms. Kuzsma motioned to approve policy IKA- Grading and Reporting, page 138 of the
- most recent agenda, as amended. Mr. Coughlan seconded the motion.
- 478 Mr. O'Keefe asked for discussion.
- Ms. Taylor commented that it needs to be a more detailed discussion. She is not sure that she is
- satisfied with Ms. Landwehrle's answers. She would like to have a deeper discussion with her.
- 481 Ms. Grund suggested that they needed clearer wording.
- 482 Mr. Coughlan recommended that they need to send it back to the Policy Committee.
- 483 Mr. Steel recommended that the wording change in the first sentence to "and the Community
- 484 Council as it applies to SHS only".
- 485 Ms. Grund replied, yes.
- 486 Mr. Steel replied, "Upon the leadership of the Superintendent, the School Administration,
- Faculty Staff and Community Council as it applies to Souhegan High School only will develop a
- 488 grading system".
- 489 Mr. O'Keefe called a roll call: Kuzsma-Yes, Gauthier- Yes, Behm- Yes, Grudzien- Yes,
- 490 Conklin-Yes, Grondstra- Yes, Facey-Yes, Chen-Yes, Coughlan- Yes, Taylor- No, Torres-
- 491 Yes, Grund-Yes, Lawrence-Yes, Eckhoff-Yes, and O'Keefe-Yes. (14-1)
- 492 Ms. Kuzsma motion to approve policy GBGA- Staff Health. Ms. Gruzdien seconded the motion.

- 493 Discussion
- 494 Ms. Taylor remarked that she is not sure of the legality of this motion.
- 495 Ms. Grund inquired about mental health being used.
- 496 Ms. Kuzsma added that the word "mental health" is not explicitly used. She is putting the link in
- the panel for the Board to review.
- 498 Ms. Taylor mentioned that she had a friend review this and also said that it was not legal.
- 499 Ms. Kuzsma remarked that it comes from the NHSBA.
- 500 Mr. O'Keefe called a roll call: Kuzsma-Yes, Gauthier- Yes, Behm- Yes, Grudzien- Yes,
- 501 Conklin-Yes, Grondstra- Yes, Facey-Yes, Chen-No, Coughlan- Yes, Taylor- No, Torres-
- Yes, Grund-No, Lawrence-Yes, Eckhoff-Yes, and O'Keefe-Yes. (12-3)
- Ms. Kuzsma noted that CBI should move to the SAU for approval.
- Mr. Coughlan unless they vote to rescind, it exists in the SAU and no place else now.
- There was no motion to rescind CBI.
- Mr. Coughlan added that policy, DID- Fixed Assets, needs work they cannot do that tonight.
- 507 Mr. Coughlan motioned to approve GCEB-Principal Search. Ms. Kuzsma seconded the
- 508 **motion.**
- 509 Mr. O'Keefe opened it up for discussion.
- Mr. Coughlan remarked that in early summer, this was the language that they had compromised
- 511 on.
- Ms. Grund questioned why that change was made in the procedure.
- Mr. Conklin added that this is an optional policy. In discussing this, in the Policy Committee,
- they are hiring an Executive to do Executive things. A good executive will keep them informed.
- 515 This is more restrictive than the sample policy.
- Mr. Chen mentioned that they were left out of the process for hiring the new SHS Principal.
- Mr. Coughlan commented that CBI is not about hiring and firing the Superintendent.
- Ms. Kuzsma noted that this policy puts more restrictions.
- Ms. Grund mentioned that it does not have to do with Superintendent Steel. She questioned why
- do they not want board and community involvement.
- Mr. Conklin replied that the Superintendent brings the nomination they can choose to accept it or
- not. They do have final say in the process.
- Ms. Gruzdien added that she was on three different hiring committees with three different
- superintendents. She has never felt strong armed at all.

- 525 Mr. O'Keefe called a roll call: Kuzsma-Yes, Gauthier- Yes, Behm- Yes, Grudzien- Yes,
- 526 Conklin-Yes, Grondstra- Yes, Facey-Yes, Chen-No, Coughlan- Yes, Taylor- No, Torres-
- 527 Yes, Grund-No, Lawrence- Yes, Eckhoff- Yes, and O'Keefe- Yes. (12-3)
- 528 Ms. Kuzsma motioned to approve policy IMGAA Therapy Dogs, the boards can approve it
- but ask for it not to be introduced this year with guidance from the administration. Mr.
- 530 Coughlan seconded the motion.
- Mr. Chen suggested that they table it for a better time.
- 532 Mr. O'Keefe gave his support to move it forward.
- Ms. Kuzsma added that there are a few people at their buildings that would like to get started
- Mr. Coughlan added that this enables and does not require. If a principal or school would make
- this happen that they would think that it was important for the school.
- Ms. Grund gave her support for therapy dogs, however, nowhere in here do they limit who has a
- 537 therapy dog.
- 538 Mr. Steel referenced section A (page 129).
- 539 Mr. O'Keefe called a roll call: Kuzsma-Yes, Gauthier- Yes, Behm- Yes, Grudzien- Yes,
- 540 Conklin-Yes, Grondstra- Yes, Facey-Yes, Chen-Yes, Coughlan- Yes, Taylor- Yes, Torres-
- Yes, Grund-Yes, Lawrence-Yes, Eckhoff-Yes, and O'Keefe-Yes. (15-0)
- 542 VIII. Public Comment II of II
- No Public Comment
- 544 IX. Non-Public Session
- Ms. Kuzsma motioned to enter into Non-Public Session RSA 91 A:3 II (a) and (c) at 9:56
- 546 PM. Ms. Grund seconded the motion. The vote was unanimous, motion passed.
- Mr. O'Keefe called a roll call: Kuzsma-Yes, Gauthier- Yes, Behm- Yes, Grudzien- Yes,
- Conklin-Yes, Grondstra- Yes, Facey-Yes, Chen-Yes, Coughlan- Yes, Taylor- Yes, Torres-
- Yes, Grund-Yes, Lawrence-Yes, Eckhoff-Yes, and O'Keefe-Yes. (15-0)
- Other persons present during nonpublic session: Amina Fazlic, SAU Director of Human
- 551 Resources
- 552 Description of matters discussed, and final decisions made. Discussion of Superintendent
- 553 Evaluation.
- 554 X. Resume Public Session
- 555 Ms. Gruzdien motioned to leave nonpublic session and return to public session at 10:36PM.
- Ms. Kuzsma seconded the motion. The vote was unanimous, motion passed.

557 558 559	Mr. O'Keefe called a roll call: Kuzsma-Yes, Gauthier- Yes, Behm- Yes, Grudzien- Yes, Conklin-Yes, Grondstra- Yes, Facey-Yes, Chen-Yes, Coughlan- Yes, Taylor- Yes, Torres- Yes, Grund-Yes, Lawrence- Yes, Eckhoff- Yes, and O'Keefe- Yes. (15-0)
560 561	Ms. Grund motioned to seal the minutes. Ms. Kuzsma seconded the motion. The vote was unanimous, motion passed.
562	Because it is determined that divulgence of this information likely would.
563	_X Affect adversely the reputation of any person other than a member of this board
564	Render a proposed action ineffective
565	Pertains to preparation or carrying out of actions regarding terrorism
566 567	Mr. O'Keefe called a roll call: Kuzsma-Yes, Gauthier- Yes, Behm- Yes, Grudzien- Yes, Conklin-Yes, Grondstra- Yes, Facey-Yes, Chen-Yes, Coughlan- Yes, Taylor- Yes, Torres- Yes, Grund-Yes, Lawrence- Yes, Eckhoff- Yes, and O'Keefe- Yes, (15-0)

Meeting Adjourned

Mr. O'Keefe adjourned the meeting at 10:36PM.

XI.

569

570

2020-21 Summer Withdrawals Consent Agenda Item #2 Summary by School-Grade

	PK*	K	1	2	3	4	5	6	7	8	9	10	11	12	Totals
Clark-Wilkins Elementary School	6	4	8	11	12	8									49
Mont Vernon Village School				3		4	1	4							12
Amherst Middle School							5	8	13	9					35
Souhegan High School											14	7	5	3	29
Total	6	4	8	14	12	12	6	12	13	9	14	7	5	3	

<sup>\*</sup> Most PK withdrawals were students that attended in 2019-20 but due to COVID restrictions 2020-21 PK numbers had to be reduced

2020-21 School Year Summary By School and Reason

	Mont Vernon Village School	Clark Wilkins Elementary School*	Amherst Middle School	Souhegan High School	Total
Transferred to a Non Public School (W3)	1	11	5	13	30
Transferred to another NH Public School (W4)	1	8	7	5	21
Transferred to Homeschool (W5)	10	24	22	7	63
Moved from State/Country (W14)		6	1	4	11
Total	12	49	35	29	

#### 2019-20 School Year

	Mont Vernon Village School	Clark Wilkins Elementary School	Amherst Middle School	Souhegan High School	Total
Transferred to a Non Public School (W3)		1	21	3	25
Transferred to another NH Public School (W4)	3	4	1	4	12
Transferred to Homeschool (W5)	2	2	4	1	9
Moved from State/Country (W14)		12	10	10	32
Total	5	19	36	18	

<sup>\*</sup> Most PK withdrawals were students that attended in 2019-20 but due to COVID restrictions 2020-21 PK numbers had to be reduced

## Consent Agenda Item #3

# Enrollment 2020-2021 School Year By Grade Level and School

## October

	Total	рК	K	1	2	3	4	5	6	7	8	9	10	11	12
Clark-Wilkins Elementary	645	19	109	104	144	126	143								
Mont Vernon Village School	205		27	28	27	32	31	27	33						
Amherst Middle School	621							131	138	186	166				
Souhegan High School	709											162	178	190	179
Total	2180														

## September

	Total	рK	K	1	2	3	4	5	6	7	8	9	10	11	12
Clark-Wilkins Elementary	645	19	110	104	143	127	142								
Mont Vernon Village School	205		26	29	27	32	30	28	33						
Amherst Middle School	618							130	137	185	166				
Souhegan High School	711			·		·						164	178	190	179
Total	2179														

# Enrollment 2020-2021 School Year Remote and In-Person

## October - Segment 3

	рK	K	1	2	3	4	5	6	7	8	9	10	11	12	Percentage
Clark-Wilkins Elementary In-Person	19	89	85	107	89	108									77.2%
Clark-Wilkins Elementary Remote	0	20	18	37	37	35									22.8%
Mont Vernon Village School In-Person		21	23	19	28	25	20	27							80.3%
Mont Vernon Village School Remote		6	5	8	4	5	7	5							19.7%
Amherst Middle School In-Person							93	90	141	111					70.4%
Amherst Middle School Remote							37	46	45	55					29.6%
Souhegan High School In-Person											136	131	145	128	76.2%
Souhegan High School Remote											26	47	45	51	23.8%

## September - Segment 2

	рK	K	1	2	3	4	5	6	7	8	9	10	11	12	Percentage
Clark-Wilkins Elementary In-Person	19	85	83	100	87	99									73.6%
Clark-Wilkins Elementary Remote	0	24	20	44	39	43									26.4%
<b>Mont Vernon Village School In-Person</b>		21	23	20	27	22	19	26							77.8%
Mont Vernon Village School Remote		6	5	7	5	8	8	6							22.2%
Amherst Middle School In-Person							92	90	138	111					69.9%
Amherst Middle School Remote							38	46	47	55					30.1%
Souhegan High School In-Person					·	·					131	131	144	126	75.0%
Souhegan High School Remote											31	47	46	53	25.0%

SAU #39 9/26/2020

#### **Souhegan High School**

#### July - September Facilities Update

#### **Vendor Maintenance Completed**

- Annual fire component inspection
- Replaced failed fire panel batteries
- Replacement of 3 smoke detectors
- Annual sprinkler inspection (currently does not include backflow testing, deficient 2015)
- Annual fire extinguisher inspection
- Semi-annual kitchen hood cleaning
- Monthly pest management service
- Kitchen grease tank clean out
- Semi-annual generator service (minor)
- Annual kitchen hood suppression system inspection
- Annual Elevator Inspection
- Annual Elevator Life Safety Recall Inspection
- Restriping of parking lot
- Replaced floor buffer motor
- Repaired sheetrock and cove base from water damage
- Monthly closed loop chemical treatment and heating system inspection
- Replaced leaking sprinkler head
- Locker room new lift installation
- Vegetation control for the walkways and curbs
- Removed and replaced carpet with VCT in 205, 206, and 207
- Building Management System upgrade in progress
- Tractor maintenance annual service
- Repiped kitchen 3-bay sink to code
- Purchased new Ford 450, towed 2001 Chevy to dealership
- Annual inspection of ropes course
- Snaked toilet in Athletic trainers office (2 times)
- Installed gas shut off valve for kitchen equipment
- Removal of dead tree and branches in side loop
- Restriping portion of the turf field
- Repaired gas leak on generator valve
- Repaired gas leak in Annex boiler room
- Repaired gas leak on kitchen oven
- Winterize irrigation system
- Waste management services has resumed weekly schedule

#### **SHS Facilities Staff Projects Completed**

- All rooms in the Main Building and Annex have been cleaned and disinfected
- All tile floors have been stripped and finished applied
- Gym floor has been refinished
- Painting has been touched up in multiple areas throughout both buildings
- Unit ventilators have been cleaned
- Replaced all card access door entry batteries

- Replaced irrigation pump filters
- Damaged ceiling tiles continue to be identified and replaced
- Locker room lift install (electrical and painting)
- Replaced 44 broken light lenses
- Installed 20 yards of mulch
- Upgraded 1489 lamps to LED at the Annex Lighting (classrooms and offices)
- Upgraded the boy's locker room lighting to LED
- Daily water meter readings are being recorded
- Landscaping of the grounds continues to be completed weekly
- Daily cleaning and disinfecting

#### **Upcoming Work**

- Repair of failed Auditorium fire curtain
- Repair and installation of boiler main hot water pump
- Repair of the unit ventilators
- Security upgrades approved from UFB
- Boiler cleaning

#### **Gym Floor Refinished**



## Classrooms





**New HVAC Control Components** 











## **New Ford Truck**





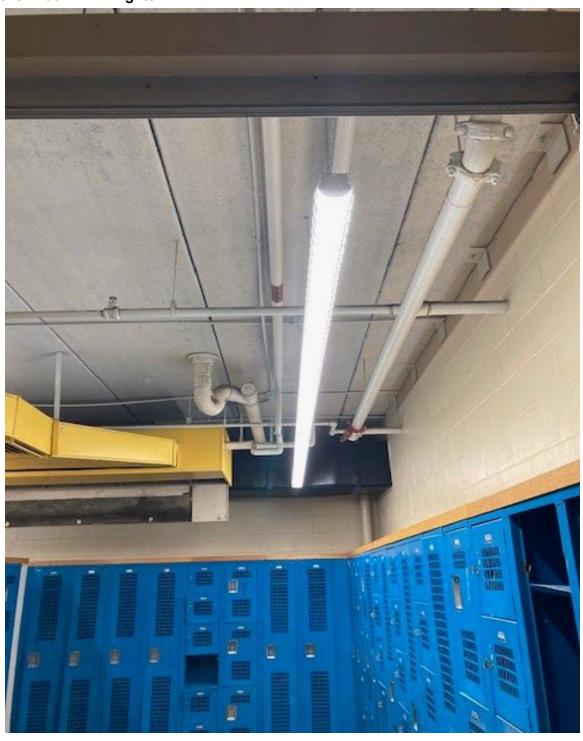
## **Dirty Smoke Detector**



## **Auditorium Fire Curtain**



# Locker Room LED Lights



SAU #39 9/27/2020

#### **Amherst Middle School**

#### July - September Facilities Update

#### **Vendor Maintenance Completed**

- Annual fire component inspection
- Service call for fire system troubleshooting
- Annual sprinkler inspection (currently does not include backflow testing, deficient 2015)
- Replaced leaking sprinkler pump packing
- Annual fire extinguisher inspection
- Semi-annual kitchen hood cleaning
- Access control training for entry system
- Annual Elevator Inspection
- Annual Elevator Life Safety Recall Inspection
- Replaced elevator door entry system protective devices and leveling system
- Restriping of parking lot
- Replaced one movable wall
- Semi-annual generator service (minor)
- Monthly closed loop chemical treatment and heating system inspection
- Ductwork cleaning Gym, Café, Library
- Masonry repair, re-pointing, cleaning, and soft joint repair
- Glycol replacement
- First power shutdown for switchgear main breaker measurements
- Sewing machines have been serviced
- Building Management System upgrade in progress
- Repaired damaged pavement at exit
- Replaced 200 amp fuse in main switch gear for rooftop AHU #1
- Vegetation control for the walkways and curbs
- Winterize irrigation system
- Waste management services has resumed weekly schedule

#### **AMS Facilities Staff Projects Completed**

- Deep cleaned all rooms and hallways
- 5 coats of floor finish have been applied to the classrooms and 7 coats of floor finish have been applied to the hallways
- 6 classrooms, 2 stairwells, 2 hallways, and 2 bathrooms were painted
- Damaged ceiling tiles continue to be identified and replaced
- Replaced AHU #1 failed compressor
- Replaced unit ventilator motors in room 204 and 205
- Repaired cafe door ADA access controls
- Built 250 new desks
- Installed mulch at main entrance
- Daily water meter readings are being recorded
- Landscaping of the grounds continues to be completed weekly
- Daily cleaning and disinfecting

#### **Upcoming Work**

Boiler cleaning

- Locker installation approved from UFB
- Main Breaker replacement approved from UFB

## **Duct Cleaning Setup**





**Gym Supply Duct Before** 



**Gym Supply Duct After** 



## **Gym Return Duct Before**



**Gym Return Duct After** 



## **Cleaning of Exterior Light Lenses**



Sprinkler System Pump Repacking

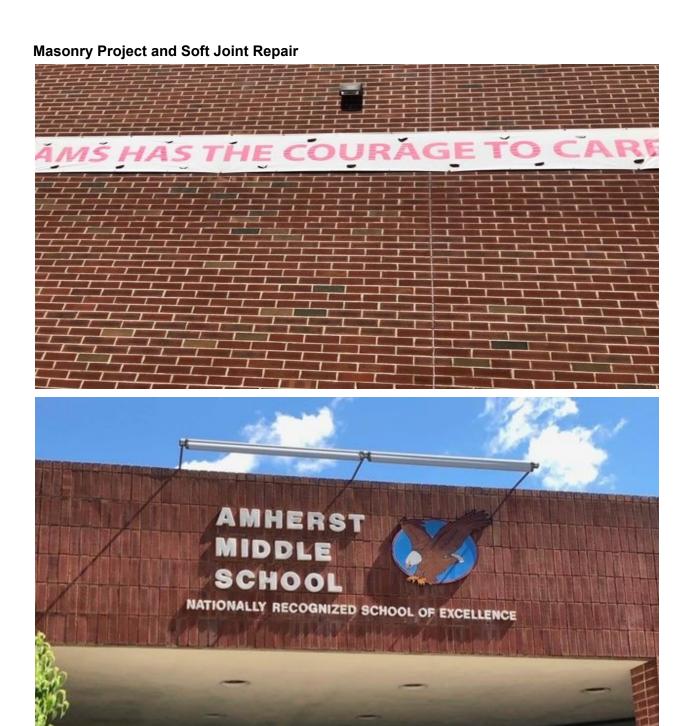


**Unit Ventilator Motor Repair** 

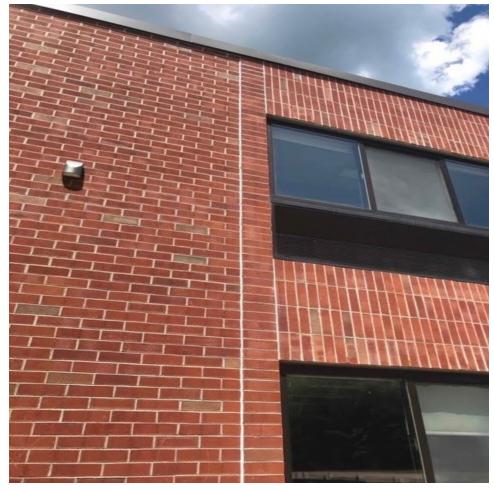


**New Desks** 









SAU #39 9/28/2020

#### Wilkins Elementary School

#### **July - September Facilities Update**

#### **Vendor Maintenance Completed**

- Semi-annual kitchen hood cleaning
- Annual fire component inspection
- Replaced fire panels batteries and fire phone dialer battery
- Annual sprinkler inspection (currently does not include backflow testing, deficient 2015)
- Annual fire extinguisher inspection
- Ductwork cleaning Multi-Purpose Room, Library, and Classrooms 1 6
- Annual oil-fired boiler cleaning and service (last cleaning 2018)
- Glycol replacement for heating system
- Monthly closed loop chemical treatment and heating system inspection
- Restriping of parking lot
- Swingset and ADA path installation
- New snowblower purchased/delivered
- New cafe tables purchased/delivered
- Waste management services has resumed weekly schedule

#### **Wilkins Facilities Staff Projects Completed**

- Deep cleaned, stripped, and applied 5 coats of finish to 31 classrooms
- Stage has been refinished
- MPR and 18 classrooms have been fully painted
- 13 classrooms were touched up with paint
- Office carpet and all classroom carpet have been cleaned
- Installed updated MERV 11 and 13 filters
- Repaired damaged flooring in portables bathroom
- Constructed half walls in classroom for instructional needs
- Repaired outdoor stairs to upper field
- Removed shrubs adjacent to outdoor stairs
- Landscaping of the grounds continues to be completed weekly
- Daily water meter readings are being recorded
- Daily cleaning and disinfecting

#### **Upcoming Work**

- Vegetation control for walkways and curbs
- Winterize irrigation system
- AST is non-compliant and requires registration and Class A/B operator
- Chimney cleaning

## Stage Refinished



## **Music Room**



## Classroom



**New Snowblower** 



## Outdoor Stairs to Field (Before)



Outdoor Stairs to Field (After)



## **New Swingset**





#### **Duct Cleaning MPR Duct Sock**





SAU #39 9/26/2020

#### **Clark Elementary School**

#### July - September Facilities Update

#### **Vendor Maintenance Completed**

- Annual fire component inspection
- Annual sprinkler inspection (currently does not include backflow testing, deficient 2015)
- Annual fire extinguisher inspection
- Glycol replacement for heating system
- Monthly closed loop chemical treatment and heating system inspection
- Ductwork cleaning Multi-Purpose Room, Library, and Art Room
- Boiler re-gasket and valve replacement (originally identified as failed boiler, installed new rope gasket and repaired leaking shut off valve)
- Annual oil-fired boiler cleaning and service (last cleaning 2018)
- Installed boiler high fire rod (existing disconnected)
- Playground monkey bar installation
- Restriping of parking lot
- Snaking of pre-school toilets (3 occasions)
- Installed electric strike control for entry to main vestibule
- Elevator Lift inspection and re-inspection (light out and phone line deficient)
- Waste management services has resumed weekly schedule

#### **Clark Facilities Staff Projects Completed**

- Deep cleaned, stripped, and applied 5 coats of finish to 11 classrooms and nurse's office
- 6 classrooms and hallways have been fully painted and 5 classrooms were touched up
- Art and music room floor has been refinished
- Office carpet and all classroom carpet have been cleaned
- Installed updated MERV 11 and 13 filters
- Daily water meter readings are being recorded
- Landscaping of the grounds continues to be completed weekly
- Outdoor classroom ground prep and shade installation
- Daily cleaning and disinfecting

#### **Upcoming Work**

- Vegetation control for walkways and curbs
- AST is non-compliant and requires registration. NHDES is not aware of aboveground storage tank on-site
- Roof drain in need of repair
- Video inspection of chimney prior to cleaning
- Repair of first floor plumbing

#### **Duct Cleaning Setup**





#### **Main Duct Before Cleaning**



**Main Duct After Cleaning** 



#### **Return Duct Before Cleaning**



**Return Duct After Cleaning** 



#### Refinished Flooring





#### **New Playground Equipment**





#### **Outdoor Classroom**













SAU #39 9/21/2020

#### **Mont Vernon Village School**

#### July – September Facilities Update

#### **Vendor Maintenance Completed**

- Semi-annual generator service (minor)
- Semi-annual kitchen hood cleaning
- Annual fire component inspection (last testing 2018)
- Annual kitchen hood suppression system inspection
- Annual fire extinguisher inspection
- Annual sprinkler backflow preventer testing/inspection
- Restriping of parking lot
- Annual oil-fired boiler cleaning and service (last cleaning 2018)
- Repair 2 oil pumps, install oil safety valves, pressure relief, and backflow valves (boiler system)
- NHDES water sampling schedule testing
- Water testing (Radon)
- Repaired fire pull station module on MPR entry door
- Replaced fire panel batteries and booster panel batteries (recommended 2017)
- Rekeyed 14 outside doors for outdoor classroom teacher access
- Repaired John Deere mower drive belt and mower belt
- Troubleshoot Building Management System
- Waste management services has resumed weekly schedule

#### **MVVS Facilities Staff Projects Completed**

- Deep cleaned all rooms and hallways
- 5 coats of floor finish have been applied to the classrooms and 7 coats of floor finish have been applied to the hallways
- 10 classrooms, 4 gang bathrooms, 4 single bathrooms, 83 door jams, staff area, and the office have been painted
- Small flooring (VCT) repairs have been completed in the kindergarten, foyer, and lower grade hallway
- Damaged ceiling tiles continue to be identified and replaced. 5 cases/50 tiles
- Daily water meter readings are being recorded
- Damaged wood siding has been repaired and painted outside of the library
- Crushed stone has been added to the underground storage tank area to provide better drainage and prevent water from entering the UST interstitial liquid sensor
- Purchased chainsaw to removed damaged tree from storm
- Purchased and replaced two group 27 batteries for walk behind machine
- Installed updated MERV 11 filters
- Coordination, setup, and breakdown of town election
- Uninterrupted power shutdown to upgrade transformers
- Adjusted MPR lights to extend on time from 5 30 min
- Landscaping of the grounds continues to be completed weekly
- Daily cleaning and disinfecting

#### **Upcoming Work**

- Vegetation control for walkways and curbs
- Video inspection of chimney prior to cleaning
- Repair of two failed actuators for boiler room
- Underground storage tank inspection
- Quote for replacement of failed domestic pressure tank

#### **Multi-Purpose Room**



#### Hallway



#### Classroom



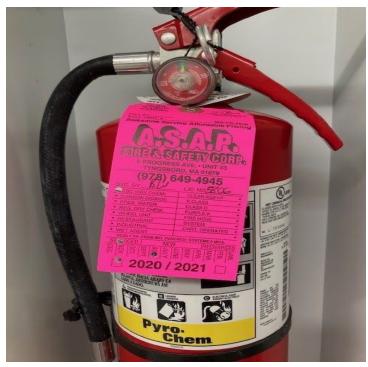
#### **Kitchen Hood Cleaned and Tested**



**Inspected Fire Alarm Panel** 



#### **Inspected Fire Extinguisher**



**New Electrical Transformers** 



#### **New Oil Safety Valve and Pump**



**New Pressure Relief and Backflow Preventer Valve** 



SAU #39 9/29/2020

#### **Brick School**

#### July - September Facilities Update

#### **Vendor Maintenance Completed**

- Annual fire component inspection
- Annual fire extinguisher inspection
- Restriping of parking lot
- Door access control system upgrade
- Vegetation control for the walkways and curbs
- Winterize irrigation system
- Contracted cleaning services continues 3 days per week
- Waste management services has resumed weekly schedule

#### **Facilities Staff Projects Completed**

- Sealed 2nd floor ceiling attic penetrations
- Landscaping of the grounds continues to be completed weekly
- Daily disinfecting

#### **Upcoming Work**

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

#### **Brick School**



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

**Consent Agenda Item #5** 

#### August-2020

School Adminstrative Unit #39				
Town of Amherst, NH				
Monthly Re	Monthly Report of the Treasurer			
as of 8/31/2020				
Cash on hand	8/1/2020	\$179,604.66		
Deposits		\$376,843.43		
AP-PR		(\$242,230.25)		
Balance on hand	8/31/2020	\$314,217.84		

Filename: 2020-08-SAU39 Treasurer Report.xlsx

Month 8/1/2020

## SAU#39 Monthly Reconciliation Report Combined Accounts

August 20	Peoples United Peoples United		
August-20	*1191 *760		TOTAL
		Municipal	
	Cash Management	Checking	
8/31/2020	\$392,622.19	\$10,000.00	\$402,622.19
Deposits in Transit: (add)			
Outstanding Charles (subtract)			
Outstanding Checks: (subtract)			
a) Accounts Payable		\$(36,838.21)	
b) Payroll		\$(51,566.14)	
c) Payroll Direct Deposit & IRS			
Total Outstanding		\$(88,404.35)	\$(88,404.35)
Reconciled Book Balance			\$314,217.84
Noochonea Book Bulanee			ΨΟΙ-Ψ,ΣΙΙΙΟΨ
Balance from Treasurer's Journal			\$314,217.84
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
8/1/2020	Beginning Balance		8/1/2020	Beginning Balance		\$179,604.66
8/24/2020	Deposit Reference 8650166530	\$200,976.34	8/4/2020	Payroll Direct Deposit pp3 v6270	(\$42,540.53)	\$338,040.47
8/31/2020	Deposit Reference 8660589170	\$145,622.00	8/4/2020	Payroll Direct Deposit pp3 v6271	(\$6,459.74)	\$477,202.73
8/19/2020	State of NH DOE USDA Meal Programs	\$15,921.60	8/18/2020	Payroll Direct Deposit pp4 v6276	(\$44,016.87)	\$449,107.46
8/24/2020	USAC TREAS 310 Rebate	\$13,696.00	8/18/2020	Payroll Direct Deposit pp4 v6277	(\$6,456.13)	\$456,347.33
			8/6/2020	Payroll IRS pp3 v6273	(\$7,969.44)	\$448,377.89
			8/20/2020	Payroll IRS pp4 v6279	(\$8,321.90)	\$440,055.99
			8/7/2020	Payroll 457 pp3 v6272	(\$2,031.75)	\$438,024.24
			8/21/2020	Payroll 457 pp4 v6278	(\$2,031.75)	\$435,992.49
			8/6/2020	Payroll pp3 v3 ck400662-400662	(\$387.87)	\$435,604.62
			8/20/2020	Payroll pp3 v4 ck400681-400681	(\$249.34)	\$435,355.28
			8/6/2020	Payroll Ded pp3 v6274 ck400663-400665	(\$1,047.53)	\$434,307.75
			8/11/2020	Payroll Ded v6275 ck400666-400666	(\$990.16)	\$433,317.59
			8/20/2020	Payroll Ded pp4 v6280 ck400682-400683	(\$483.53)	\$432,834.06
			8/31/2020	Payroll Ded v6281 ck400695-400696	(\$51,566.14)	\$381,267.92
						\$381,267.92
			8/13/2020	Expense v1738 ck400667-400680	(\$45,469.80)	\$335,798.12
			8/27/2020	Expense v1739 ck400684-400694	(\$22,523.34)	\$313,274.78
						\$313,274.78
8/31/2020	Heartland Payment Services	\$611.00	8/10/2020	Expense VOID ck400246	\$208.86	\$314,094.64
			8/10/2020	Expense VOID ck400518	\$106.71	\$314,201.35
8/31/2020	Interest - Cash Management	\$16.49				\$314,217.84
						\$314,217.84
						\$314,217.84
8/31/2020	Ending Balances	\$376,843.43			(\$242,230.25)	\$314,217.84
				Payroll Direct Deposit	(\$119,828.11)	
				Payroll	(\$54,724.57)	
				AP	(\$67,677.57)	

#### SAU39 Treasurer's Report Unreconciled Check Register

#### Uncleared Transactions SAU39 Checking 0760

Num	Date	Payee	C Memo	Category	Amount	
Expense Categories						
·	· ·					
Payroll De		NUTAL TUTBUOT, INC.	0004	D	(000 440 00)	
400695		HEALTHTRUST, INC.		Payroll Ded	(\$30,449.23)	
400696		NEW HAMPSHIRE RETIREMENT SYSTEM	6281	Payroll Ded	(\$21,116.91)	
Total Payr	oli Dea				(\$51,566.14)	
Expense!						
400639	7/16/2020	Steel, Adam A.	1736	Expense!	(\$49.00)	
400645	7/30/2020	ALICE TRAINING INSTITUTE, LLC	1737	Expense!	(\$10,000.00)	
400651	7/30/2020	) LANDWEHRLE, CHRISTINE	1737	Expense!	(\$1,233.92)	
400671	8/13/2020	Fazlic, Amina	1738	Expense!	(\$50.00)	
400672	8/13/2020	GOT INK 4U	1738	Expense!	(\$99.98)	
400674	8/13/2020	) MONT VERNON SCHOOL DISTRICT		Expense!	(\$820.25)	
400677	8/13/2020	POWERSCHOOL GROUP LLC		Expense!	(\$2,061.72)	
400684	8/27/2020	) BALSAMA, RICHARD	1739	Expense!	(\$500.00)	
400685		BUCKLEY DISPOSAL SERVICES		Expense!	(\$38.00)	
400686		EVERBRIDGE, INC.		Expense!	(\$5,500.00)	
400687		GRENIER, KERRY		Expense!	(\$332.15)	
400688		) JAY MCKENNA CLEANING, LLC		Expense!	(\$995.00)	
400689		) LANDWEHRLE, CHRISTINE		Expense!	(\$18.96)	
400690		ONE SOURCE SECURITY & AUTOMATION		Expense!	(\$909.00)	
400691		Preston, Roger C		Expense!	(\$83.20)	
400692		) SOULE, LESLIE, KIDDER, SAYWARD		Expense!	(\$765.00)	
400693		) W.B. MASON CO., INC.		Expense!	(\$289.13)	
400694		) WHALLEY COMPUTER ASSOCIATES, INC	1739	Expense!	(\$13,092.90)	
Total Expe	ense!				(\$36,838.21)	
Total Expense Categories					(\$88,404.35)	
Grand Total					(\$88,404.35)	

#### AMHERST, MONT VERNON, SOUHEGAN, and SAU39 POLICY

#### DID - FIXED ASSETS & DURABLE GOODS INVENTORIES

To serve the functions of conservation and control, a running inventory of fixed assets which exceed \$10,000 in purchase price and with a useful service life in excess of 5 years (excluding software licenses) will be maintained by the Superintendent's office.

An inventory of durable goods for each school (and the SAU) will be maintained. Changes in durable goods inventory will be maintained on an ongoing basis and shared with the Superintendent's office. Inventories shall be reviewed periodically for accuracy. Discrepancies shall be investigated.

Adopted: May 23, 2019 (SAU #39)

### PROGRAM REVIEW PROCESS

**SAU 39** 

Phase One - Study

Phase Four -Review and Evaluate Phase Two -Develop Program Improvement Plan

Phase Three - Implement



Evaluate Program Effectiveness and Review Current Best Research & Standards

- Analyze data to determine areas of strength and challenges in the current program
- Conduct a research review on best practices in the area of instruction, resources, and assessment
- Review national and or state standards for the content area

## PHASE 2: DEVELOP PROGRAM IMPROVEMENT PLAN

## Create Program Based on Research and Data

- Determine course content, sequence, and placement
- Develop curriculum for program including essential questions, enduring understandings, standards, and competencies
- Review materials, pilot, evaluate and and plan for purchase and implementation of new materials
- Plan deep teacher professional development for implementation of new program

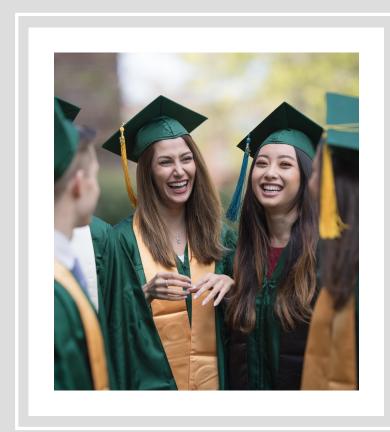
#### PHASE 3: IMPLEMENT

Implement New Program, Curriculum, and Materials

- Implement new program and materials based on developed plan
- Include ongoing professional development and time for teacher collaboration on daily lessons and assessment
- Create assessment maps and pacing guides







## PHASE 4: REVIEW AND EVALUATE

## Collect Data on Program Effectiveness

- Review data including student achievement and growth measures and survey data
- Adjust implementation as needed based on data

#### SUMMARY - 5 - YEAR CURRICULUM REVIEW PLAN

	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Math	Begin Program Review - Study	Develop Implementation Plan / Pilot	Purchase and Implement	Adjust pacing / assessment if needed	Evaluate and adjust program if needed
English Language Arts	Implement	Adjust pacing / assessment if needed	Evaluate and adjust program if needed	Adjust pacing / assessment if needed	Begin Program Review - Study
Science	Implement	Implement	Begin Program Review - Study	Develop Implementation Plan / Pilot	Purchase and Implement
Social Studies	Implement	Begin Program Review - Study	Develop Implementation Plan / Pilot	Purchase and Implement	Adjust pacing / assessment if needed