SCHOOL ADMINISTRATIVE UNIT THIRTY-NINE
Amherst, Mont Vernon, and Souhegan Cooperative School Districts

ADAM A. STEEL
Superintendent of Schools

CHRISTINE M. LANDWEHRLE
Assistant Superintendent

MARGARET A. BEAUCHAMP
Director of Student Services

MICHELE CROTEAU
Business Administrator

SAU #39 Board Meeting

Monday, June 14, 2021 – 6:45 PM

Daland Library – 5 N Main Street, Mont Vernon, NH 03057

This meeting is an in-person, outdoor meeting.
Public comments must be made in-person.

Board Organization Meeting	*6:45 PM*	*Board to organize including the election of the Chair, Vice-Chair, Secretary, and appointment of all committee responsibilities.*	FY22 Board Meetings Memo Treasurer Appointment Memo
Public Input I of II	*7:00 PM*		
Principal Reports	*7:05 PM*	*Board to review Principal Reports for Clark-Wilkins, Amherst Middle School, Mont Vernon Village School, and Souhegan High School*	C-W May Principal's Report AMS May Principal's Report MMVS May Principal's Report SHS May Principal's Report
Consent Agenda	*7:25 PM*	*1. Treasurer's Report- April 2021* *2. Treasurer's Report- May 2021* *2. Revised Anti-Discrimination Plan* *3. Grading Software Update* *4. Enrollment Update* *5. May 20, 2021 Draft Minutes* *6. April Facilities Report*	SAU #39 Treasurer Report- April SAU #39 Treasurer Report- May Anti-Discrimination Plan (Rev. May 2021) Grading Software Memo Enrollment Update Memo 05 20 2021 SAU 39 Draft Minutes Facilities Report – April 2021
Board Chair Updates	*7:40 PM*	*Chairperson from the Amherst School Board, Mont Vernon School Board, and Souhegan Cooperative School Board to deliver updates to the SAU 39 Board.*	None
Superintendent Report	*7:50 PM*	*SAU #39 Superintendent, Adam Steel, to give a verbal update to the board.*	None
21-22 Re-Opening Plan	*8:05 PM*	*Board to discuss the future plans for school re-opening in Fall 2021.*	None

K-1 Looping Presentation	*8:20 PM*	*Assistant Superintendent Christine Landwehrle to present plan to the board*	K-1 Looping Presentation
Public Input II of II	*8:35 PM*		None
Non-Public	*8:40 PM*	*RSA 91 A:3 II ( )*	None
Meeting Adjourned	*8:45 PM*		None

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To: Stephen O'Keefe, Chair, SAU 39 Board
Elizabeth Kuzsma, Chair, Amherst School Board
Sarah Lawrence, Chair, Mont Vernon School Board
Pim Grondstra, Chair, Souhegan Cooperative School Board

From: Adam Steel, Superintendent of Schools

RE: FY22 School Board Meeting Schedule

May 24, 2021

Dear Chairpersons of the SAU 39 Board, Amherst School Board, Mont Vernon School Board, and Souhegan Cooperative School Board,

Please find the proposed School Board Meeting dates for each district for FY22. The proposed schedule includes the Annual Meeting dates for each district, plus meetings with planning time for such events (Public Hearing, Deliberative Session, etc.) Special care was taken to ensure no board meetings conflicted with national holidays, school vacations, or religious observances.

A full school year calendar is provided on Page 4, in addition to the dates listed below by district.

SAU 39 Board Proposed Meetings Dates

SAU	FY22	
Meeting	**Day of Week**	**Date**
August	Thursday	8/19/2021
September	Monday	9/20/2021
October	Wednesday	10/13/2021
SAU Public Hearing	Thursday	11/18/2021
December	Thursday	12/16/2021
February	Thursday	2/17/2022
April	Thursday	4/21/2022
May	Monday	5/16/2022
June	Monday	6/6/2022

Amherst School Board Proposed Meeting Dates

ASB	FY22	
Meeting	**Day of Week**	**Date**
August	Wednesday	8/25/2021
September	Tuesday	9/7/2021
October	Monday	10/4/2021
November	Tuesday	11/2/2021
December	Monday	12/6/2021
Public Hearing Planning	Monday	1/3/2022
Public Hearing + Board Meeting + Deliberative Planning	Wednesday	1/12/2022
Deliberative Session	Tuesday	2/8/2022
February	Monday	2/14/2022
April	Monday	4/4/2022
May	Monday	5/2/2022
June	Monday	6/6/2022

Mont Vernon School Board Proposed Meeting Dates

MVSB	FY22	
Meeting	**Day of Week**	**Date**
August	Tuesday	8/24/2021
September	Tuesday	9/14/2021
October	Thursday	10/14/2021
November	Thursday	11/4/2021
December	Thursday	12/2/2021
Public Hearing + Board Meeting + Deliberative Planning	Thursday	1/13/2022
Deliberative Session/Board Meeting	Wednesday	2/9/2022
April	Thursday	4/7/2022
May	Thursday	5/5/2022
June	Monday	6/6/2022

Souhegan Cooperative School Board

SCSB	FY22	
Meeting	**Day of Week**	**Date**
August	Thursday	8/26/2021
September	Monday	9/27/2021
October	Monday	10/25/2021
November	Monday	11/15/2021
December	Monday	12/13/2021
Public Hearing Planning	Monday	1/3/2022
Public Hearing + Board Meeting + Deliberative Planning	Wednesday	1/12/2022
Deliberative Session	Monday	2/7/2022
February	Monday	2/21/2022
April	Monday	4/18/2022
May	Monday	5/23/2022
June	Monday	6/6/2022

Requested Board Action

1. Motion: Accept all proposed meeting dates.

SAU #39 2021-2022 School Calendar - DRAFT Meeting Dates

JULY, 2021

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

5 July 4th (Observed) - Offices Closed

AUGUST, 2021

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

1

19 SAU Board Meeting
24 Welcome Back Day/MVSB Meeting
25 In-Service Day/ASB Board Meeting
26 SCSB Board Meeting
31 First Day of School

SEPTEMBER, 2021

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

20

3/6 Labor Day - No School
7 ASB Meeting
14 Late Start/MVSB Meeting
20 SAU Board Meeting
27 SCSB Meeting

OCTOBER, 2021

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

19

4 ASB Meeting
8 In Service - No School
11 Columbus Day - No School
12 Late Start
13 SAU Board Meeting
14 MVSB Meeting
25 SCSB Meeting

NOVEMBER, 2021

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

17

4 Early Release (MVVS Only)/MVSB Meeting
9 Late Start
11 Veterans Day - No School
12 Conference Day - No School
15 SCSB Meeting
18 SAU Public Hearing
24-26 Thanksgiving Break

DECEMBER, 2021

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

17

2 MVSB Meeting
6 ASB Meeting
13 SCSB Meeting
14 Late Start
16 SAU Board Meeting
24 Holiday Break Begins

JANUARY, 2022

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

20

3 ASB/SCSB Public Hearing Planning
11 Late Start
12 SCSB & ASB Public Hearing/Board Meeting & Deliberative Planning
13 MVSB Public Hearing/Board Meeting and Deliberative Planning
17 Martin Luther King Jr. Day - No School

FEBRUARY, 2022

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

19

7 SCSB Deliberative Session
8 Late Start/ASB Deliberative Session
9 MVSB Deliberative Session/Board Meeting
14 ASB Meeting
17 SAU Board Meeting
21 SCSB Meeting
28 February Vacation - No School

MARCH, 2022

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

19

1-4 February Vacation
8 Late Start

APRIL, 2022

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

16

4 ASB Meeting
7 MVSB Meeting
12 Late Start
18 SCSB Meeting
21 SAU Board Meeting
25-29 April Vacation - No School

MAY, 2022

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

21

2 ASB Meeting
5 MVSB Meeting
10 Late Start
16 SAU Board Meeting
23 SCSB Meeting
30 Memorial Day - No School

JUNE, 2022

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

6

3 Souhegan Graduation
6 SAU 39/ASB/MVSB/SCSB Meeting
7 Late Start
8 Projected Last Day of School*
9-15 Potential Snow Make-Up Days (MVSD/SCSD)

175

Key

31	First/Last Day	15	No School	#	Board Meetings	8	Late Start

* Subject to Change

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To: Stephen O'Keefe, Chair, SAU 39 Board

From: Adam Steel, Superintendent of Schools

RE: Treasurer Appointment

June 9, 2021

Dear Chairman O'Keefe,

According to Policy BDC (Elected and Appointed Board Officials), the SAU 39 Board must appoint a District Treasurer in the event that no one is elected during the annual elections. As there was no candidate in the June 8, 2021 town elections, the board must appoint a Treasurer. The appointed treasurer shall appoint a deputy treasurer for the upcoming fiscal year. The role is effective from July 1, 2021 through June 30, 2022.

Requested Board Action

1. Accept nominations to the positions of Treasurer.
2. Motion: Vote to appoint candidates to position.

1 School Street P.O. Box 849 Amherst, NH 03031-0849 Phone: 603-673-2690 Fax: 603-672-1786

Clark-Wilkins Elementary School
Principal's Report - June 2021

Current Enrollment

	Segment 1		Segment 2		Segment 3		Segment 4		Segment 5		Segments 6 & 7		Segment 8	
Grade	R	I	R	I	R	I	R	I	R	I	R	I	R	I
PK	N/A	19	N/A	19	N/A	19	N/A	19	N/A	19	N/A	21	N/A	21
K	25	85	25	85	21	88	18	91	18	91	13	96	14	95
1	23	81	22	82	18	85	17	86	17	89	17	89	16	90
2	48	95	44	99	40	104	34	111	38	106	34	108	32	110
3	41	86	40	87	37	89	35	91	35	91	35	90	30	92
4	47	95	43	99	36	108	33	110	33	110	31	110	32	110
Total	184	461	174	471	152	492	137	508	141	506	130	514	124	518

	Segment 9		Segment 10	
Grade	R	I	R	I
PK	N/A	22	N/A	22
K	13	97	12	98
1	11	97	12	96
2	29	115	27	116
3	27	95	23	99
4	22	122	18	126
Total	102	548	92	557

Remote Learning Celebrations

We wanted to focus this month on the amazing work and learning that happened with our remote students and teachers. The students made great progress and gains both academically and socially with their new remote learning families. Teachers created communities of learners and each classroom had a feeling of belonging and family, creating strong bonds with each of their students. The students were resilient with their ever changing classrooms throughout the year as some students flexed in and out with quarantining and segment changes.

The teachers and the students were flexible this year with a growth mindset with challenges and changes that came their way. Their technology skills were broadened and they became great problem solvers. In the remote learning environment, students also developed skills in the area of self-direction, being more independent and taking initiative with their work and learning.

The parents were partners in the classroom, making a great team with the teachers. Students were ready for school everyday and with multiple zoom sessions throughout the day. It should be noted that many families were managing multiple students in their households with many zoom sessions throughout the day. We thank all of our remote learning parents for their support and flexibility.

The remote teachers also became a strong team together, providing each other with support and professional development both formally and informally throughout the year. We met with the remote teachers weekly in order to provide support, problem solve and to stay connected. The teachers were resilient, hardworking, problem solvers, and learners. We can not say enough about their drive and tenacity to be successful and effective with the students that the teachers exhibited. There were tears and challenges some days and weeks, but to hear the successes and celebrations at our weekly meetings I am in awe. The quote, " "If it **doesn't challenge you**, it **doesn't change you**." —Fred DeVito." Certainly the teachers were challenged this year and they are forever changed and better educators for the experiences they had. We thank them.

Field Days

It is amazing that we were able to complete all grade levels and remote learners in 6 days with only one available rain date. Thank you good weather fairies. The Specialists put together an amazing plan where each grade level had a day of fun activities in the morning and then they gathered in the afternoon to continue the fun. The day was different than in past years, but it was a great difference and everyone had a blast. Kindergarten had very excited parent volunteers helping our little guys this year on a picture perfect weather day. Hats off to the most amazing group of specialists who were spectacular this year in both remote and in-person learning.

Grade 3 Amherst History Walking Tours

On June 2nd and June 3rd, the 3rd grade set towards the Village Green to learn about Colonial times. The staff and students dressed in period attire and learned about the history of town and time with guided tours from the teachers. The students got to hear the bell of the school house as they made their way past The Brick School on their tour. It was a great learning experience for the students, they were captivated by the stories and history of the town. We were excited that all remote 3rd grade students were able to participate on the tours led by their teachers. This was the first time that the teachers, students and parents were coming together in person this year. It was great to see the students getting to experience this enrichment field trip this year. A special thank you to all of the 3rd grade teachers and tour guides for their hard work and preparation to make this happen for the students.

NHSAS
Students at Clark-Wilkins in grades 3 and 4 completed NHSAS testing this Spring. Third grade students completed testing the week of May 10th and 4th grade students completed testing the week of May 17th. Remote students were given the option to come into the building to complete NHSAS and we had some families elect for their child to do so to complete the assessment. Parents will receive copies of their child's results with progress reports on June 11th.

NWEA
All students, remote and in-person, in grades K-2 completed NWEA in Reading and Math this Spring. Students took the assessment either remotely or in person based on their modality between the dates of May 17th and May 28th. Parents will receive copies of their child's results with progress reports on June 11th.

Progress Reports
All families will receive progress reports on Friday June 11th. Progress reports will be sent home with in person students and emailed to the families of remote learners by the end of the day.

4th Grade Transition
We welcomed six 5th grade teachers on June 3rd to Wilkins to meet with our 4th graders. The teachers talked to the students in two groups, STEM and Humanities. We had the groups outside, in the front of the building. The students were excited to learn about AMS and had great questions for the teachers. Students have shared their excitement for their new journey to middle school. There will still be opportunities for families to visit the school prior to school starting for tours.

4th Grade Fond Farewell
The Fond Farewell Committee is putting the finishing touches on the events for Thursday the10th. This celebration will be unique and special for the class of 2029. A special thank you to our PTA who will be supporting the students with congratulatory lawn signs and an AMS swag bag. The 4th grade will start their day by walking to Clark where the Kindergarten teachers and students will start the traditional clap out. The students will walk back to Wilkins where the staff and Grades 1-3 students will continue the clap out. The parents will be seated in the rear of the building as the students arrive to be seated and the farewell will begin. Teachers, specialists, and administrators will acknowledge the students' effort and the celebration will conclude with a certificate, pictures, and a pizza lunch. Remote and in-person students will all be able to participate in the celebrations. We have made accommodations where needed in order to be inclusive of all. We are very grateful for an in person celebration this year.

Student Placement
The administration and staff have been working on class placement over the past month. We implemented a new process that we feel will support student needs with a great teacher fit. Parents have been able to provide us with helpful feedback. We will be providing staff with ehr

opportunity to share classroom/student information prior to the ending of the school year. We are expecting continued student registration that could mean some shifting of student placement so we will notify students of their class placement mid-August. On June 14th, all students, remote and in person, will get to meet the teachers of the next grade level virtually. The teachers will be introducing themselves and talking about the exciting opportunities that happen at the year level.

Kindergarten Visits to Wilkins

During the week of June 1st, we had each Kindergarten pod of students walk over to Wilkins to see the school, take a tour, meet the first grade teachers, see the classrooms and 1st grade hallway and of course, play on the playground. We had three perfect weather days for the tours. The kids were so excited for their new journey to Wilkins and are ready to be 1st graders. It was also exciting to see many siblings unite at the building during the tour.

Incoming Kindergarten Parent Night

On May 26th, we had an informational webinar format meeting with Incoming Kindergarten parents. It was in the middle of an electrical storm and we only lost a couple of parents during the session. Some of the presenters were the school board, SAU leadership, school leadership, PTA and teachers. We covered topics from the new kindergarten screening process, looping, Blast-off, Orientation Day, curriculum, a day in the life of a kindergarten student, play based learning and everything logistics. We recorded the meeting and have it posted for all of the parents that couldn't attend. We were able to answer questions throughout the meeting via the Q and A feature. We also directed parents to reach out if they had any further questions. We did get several emails just about kindergarten screening dates and times. We feel good about the process, format and presentation. Thank you Josh and Christine for presenting.

Summer Program Planning

We are excited to offer two summer Title I programs this year. The Summer Super Stars program will be offered to approximately 50 eligible students entering grades 1 - 4. The Blast off to Kindergarten program will be offered to approximately 12 eligible students entering kindergarten. We will have five teachers and two paraprofessionals working in the Summer Super Stars program and one teacher and one paraprofessional working in the Blast off to Kindergarten program. The Summer Super Stars program will run for five weeks, Tuesdays to Thursdays from 9:00 to 12:00, July 13th - August 12th. The Blast off to Kindergarten program will run for two weeks, Monday to Thursday, August 9th - 19th.

Culture Club

The staff has been exceptional this year and we have shared an amazing team effort to be successful through many challenges. Team Culture Club wanted to find a unique way to say we are grateful and appreciate the staff. Insert "Grateful Flocking." I'm sure you have seen our signs and flocking around the town (and other towns). The signs read, "You've been FLOCKED! Thank you from your flock at Clark-Wilkins. WE APPRECIATE ALL YOU DO!" Our goal is to get to all 130 houses prior to July 1st. We have flocking teams with specially designed Flocking hats. The flocking has done everything that we wanted...to make people smile and make their

day. The pictures have been awesome and we think the neighbors have also appreciated the flocking. I hope you enjoy some of the pictures that we have attached.

4th Grade Guest Wavers

Something amazing that has come out of this year is the excitement and joy at drop-off in the morning at Wilkins. It has been such an uplifting experience for staff, parents and students. We have music and dancing every Friday which is just a cherry on top. This past week, we have invited 4th grade students to join our mornings waving to parents and students that are being dropped off. This is something special for them to be a part of prior to leaving Wilkins for AMS. We will keep all of our practices and procedures next year for drop off and pick up. This is certainly something positive that came out of this year's challenges and changes.

Teacher Leadership

Teacher leadership is the group that is representative of all of our grade levels, special education, interventionists, counselors, and specialists subgroups that has helped lead our school over the past two years. This team has demonstrated a true commitment to our schools and students. They have been true leaders and team members, helping us be positive, effective, and successful this past year. I share all of this because we are bringing on a new team for the next two years, allowing others in our school the opportunity to work in this teacher leadership role. This is a voluntary commitment but vital to the success of the school and positive school culture.

Special Education Extended School Year Programming

Plans are underway for our Extended School Year (ESY) Summer Programming at Clark and Wilkins. Special programs ESY will run for six weeks from June 29 until August 12, three days a week from 9 am to 2 pm. Seventeen students associated with the SUNNS, little STARS, STARS programs are scheduled to participate. Pre-K and rising Kindergarten students will be at Clark School and rising grades 1-4 at Wilkins. The regular ESY program will run for 5 weeks from July 13 to August 12, three days a week from 9 am to 12 noon. Twenty-five students will be participating across rising grades 1-4. We have certified teachers, paraprofessionals, related service providers who will be working with students throughout the ESY program. Days will consist of a combination of academic support, social emotional learning, fun activities designed to maintain the skills students have worked hard throughout the year to learn. Additionally there are 8 students who will be “dropping in” to receive individualized direct instruction and or related services as needed.

Social Emotional Learning

This last month in Guidance classes, the kindergarteners continued to work on ways to solve problems, particularly in exploring prosocial ways to resolve social conflicts. They learned how to manage name calling and having things taken away from them by using an assertive voice, walking away or getting adult help. They continued to practice the skill of using coping strategies to calm down when experiencing a strong uncomfortable feeling. Students in grades 1, 2 and 3 have completed the Second Step Bullying Prevention Curriculum. They have

continued to focus on lessons on the character traits of Kindness, Confidence, Choice, Truth, Honesty, Perseverance, and Courage. The 4th graders have been working through and will complete the Second Step Bullying Prevention Curriculum by the end of the year. Our social workers have continued to be a great support to students and staff across all levels, providing individual and group

Retirees

We just wanted to thank our retirees for their years of service and dedication to the students of Clark-Wilkins. Terry April, Office Manager, Leslie Ashcraft, Para-educator, Barbara Cady, Para-educator, Linda Madden, Para-educator, and Joan Berry, Para-educator. Enjoy your new journey, you deserve it!

Field Day with Kindergarten students at Clark!

Amherst History Walking Tour with Mrs. Snyder's Class

The CW
Culture Club - Flocking

Principal's Report
Amherst School District
Amherst Middle School
June 2021
Bethany Bernasconi, Ed.D., Principal

Middle School Excellence

NJHS 2020-2021

Although we got a late start this year, the students put all their efforts into their proposed service projects. Led by NJHS President, Maeve Mcnamara, students quickly organized into committees to get to work.

The Mural Committee headed by Kasen Fox, drafted, designed, and painted a beautiful mural in the upstairs wing that captures the communities of Amherst and Mr. Vernon. When starting the design, Kasen was adamant about creating art for everyone to enjoy after a difficult year, and specifically creating a piece that displayed who and what makes up this school.

The Community Clean-Up Committee has been busy each week pitching in around and inside the building to ensure the AMS community remains in tip-top shape.

The Charity Raffle Committee held sales for 2 weeks and raised over $1500 to donate to St. Joseph's Hospital. The money is being used to purchase charging stations to outfit waiting rooms and tablets preloaded with games and activities for kids in the ER. Donations of hygiene items were also collected in exchange for raffle tickets. Those items are being donated to area shelters.

The Mentorship Committee created outreach activities to implement with 5th grade launchpad classes. With COVID restrictions it was difficult to mix cohorts, but the seeds have been sown for more interaction next year.

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

- **2021/2022 Bell Schedule-** AMS is excited to share out our final bell schedule for next year!

Sample Student Schedule 5th

Monday	Tuesday	Wednesday	Thursday	Friday
Morning Mtg (8:30-8:50am)	Morning Mtg (8:30-8:50am)	Morning Mtg (8:30-8:50am)	Morning Mtg (8:30-8:50am)	Morning Mtg (8:30-8:50am)
STEM (8:50-10:20am) 90	Humanities (8:50-10:20am) 90	STEM (8:50-10:20am) 90	Humanities (8:50-10:20am) 90	STEM (8:50-10:20am) 90
iCAN (10:20-11:00m) 40	iCAN (10:20-11:00m) 40	iCAN (10:20-11:00m) 40	iCAN (10:20-11:00m) 40	iCAN (10:20-11:00m) 40
Recess (11:00 -11:20am) 20	Recess (11:00 -11:20am) 20	Recess (11:00 -11:20am) 20	Recess (11:00 -11:20am) 20	Recess (11:00 -11:20am) 20
Lunch (11:20-11:45) 25	Lunch (11:20-11:45) 25	Lunch (11:20-11:45) 25	Lunch (11:20-11:45) 25	Lunch (11:20-11:45) 25
Humanities (11:45-1:20pm) 95	Humanities (11:45-1:20pm) 95	Humanities (11:45-1:20pm) 95	Humanities (11:45-1:20pm) 95	Humanities (11:45-1:20pm) 95
iCAN (1:20-2:00pm) 40	iCAN (1:20-2:00pm) 40	iCAN (1:20-2:00pm) 40	iCAN (1:20-2:00pm) 40	iCAN (1:20-2:00pm) 40
Wellness (PE or Health) (2:00-2:40pm) 40	Wellness (PE or Health) (2:00-2:40pm) 40	Wellness and Music alternate weeks(2:00-2:40pm) 40		
Music (Band, Chorus, or General Music) (2:40-3:24pm) 44	Music (Band, Chorus, or General Music) (2:40-3:24pm) 44	Art, FACS, I&D, or Computer (2:40-3:24pm) 44	Art, FACS, I&D, or Computer (2:00-3:24pm) 84	Art, FACS, I&D, or Computer (2:00-3:24pm) 84
Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

Sample Student Schedule 6th

Monday	Tuesday	Wednesday	Thursday	Friday
8:25	Bell rings,	Students report		to class.
Morning Mtg (8:30-8:50am)	Morning Mtg (8:30-8:50am)	Morning Mtg (8:30-8:50am)	Morning Mtg (8:30-8:50am)	Morning Mtg (8:30-8:50am)
Humanities (8:50-10:20am) 90	STEM(8:50-10:20am) 90	Humanities (8:50-10:20am) 90	STEM(8:50-10:20am) 90	Humanities (8:50-10:20am) 90
iCAN (10:20-10:55m) 35	iCAN (10:20-10:55m) 35	iCAN (10:20-10:55m) 35	iCAN (10:20-10:55m) 35	iCAN (10:20-10:55m) 35
Lunch (10:55 -11:20am) 25	Lunch (10:55 -11:20am) 25	Lunch (10:55 -11:20am) 25	Lunch (10:55 -11:20am) 25	Lunch (10:55 -11:20am) 25
Recess (11:20-11:40am) 20	Recess (11:20-11:40am) 20	Recess (11:20-11:40am) 20	Recess (11:20-11:40am) 20	Recess (11:20-11:40am) 20
STEM (11:40-12:40pm) 60	Humanities(11:40-12:40pm) 60	STEM (11:40-12:40pm) 60	Humanities(11:40-12:40pm) 60	STEM (11:40-12:40pm) 60
Wellness* (12:40-1:20pm) 40	World Language* (12:40-1: 20pm) 40	Wellness (12:40-1:20pm) 40	World Language (12:40-1: 20pm) 40	Wellness (12:40-1:20pm) 40
Music* (1:20-2:00pm) 40	Art, FACS, I&D, or Computer* (1:20-2:00pm) 40	Music (1:20-2:00pm) 40	Art, FACS, I&D, or Computer (1: 20-2:00pm) 40	Music (1:20-2:00pm) 40
STEM (2:00-2:50pm) 50	Humanities (2:00-2:50pm) 50	STEM (2:00-2:50pm) 50	Humanities (2:00-2:50pm) 50	STEM (2:00-2:50pm) 50
iCAN (2:50-3:24pm) 34	iCAN (2:50-3:24pm) 34	iCAN (2:50-3:24pm) 34	iCAN (2:50-3:24pm) 34	iCAN (2:50-3:24pm) 34
Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

*Specials operate on a Red Day/White Day alternating schedule

Grade 7 Sample

Monday	Tuesday	Wednesday	Thursday	Friday
8:30-8:50 Launchpad	8:30-8:50 Launchpad	8:30-8:50 Launchpad	8:30-8:50 Launchpad	8:30-8:50 Launchpad
8:50-9:40 Core 1	8:50-9:40 Core 4	8:50-10:30 Core 4	8:50-10:30 Core 3	8:50-9:40 Core 1
9:40-10:30 Core 2	9:40-10:30 Core 1			9:40-10:30 Core 2
10:30-11:20 Special	10:30-11:20 Special	10:30-11:20 Special	10:30-11:20 Special	10:30-11:20 Special
11:20-12:10 Special	11:20-12:10 Special	11:20-12:10 Special	11:20-12:10 Special	11:20-12:10 Special
12:10-12:40 Lunch	12:10-12:40 Lunch	12:10-12:40 Lunch	12:10-12:40 Lunch	12:10-12:40 Lunch
12:40-1:30 Eagle	12:40-1:30 Eagle	12:40-1:30 Eagle	12:40-1:30 Eagle	12:40-1:30 Eagle
1:30-2:25 Core 3	1:30-2:25 Core 2	1:30-3:24 pm Core 2	1:30-3:24 Core 1	1:30-2:25 Core 3
2:25-3:24 Core 4	2:25-3:24 Core 3			2:25-3:24 Core 4

*Specials operate on a Red Day/White Day alternating schedule

Grade 8 Sample

Monday	Tuesday	Wednesday	Thursday	Friday
8:30-8:50 Launchpad	8:30-8:50 Launchpad	8:30-8:50 Launchpad	8:30-8:50 Launchpad	8:30-8:50 Launchpad
8:50-9:40 Special	8:50-9:40 Special	8:50-9:40 Special	8:50-9:40 Special	8:50-9:40 Special
9:40-10:30 Special	9:40-10:30 Special	9:40-10:30 Special	9:40-10:30 Special	9:40-10:30 Special
10:30-11:20 Core 1	10:30-11:20 Core 4	10:30-12:10 Core 4	10:30-12:10 Core 3	10:30-11:20 Core 1
11:20-12:10 Core 2	11:20-12:10 Core 1			11:20-12:10 Core 2
12:10-1:00 EAGLE	12:10-1:00 EAGLE	12:10-1:00 EAGLE	12:10-1:00 EAGLE	12:10-1:00 EAGLE
1:00-1:30 Lunch	1:00-1:30 Lunch	1:00-1:30 Lunch	1:00-1:30 Lunch	1:00-1:30 Lunch
1:30-2:25 Core 3	1:30-2:25 Core 2	1:30-3:24 Core 2	1:30-3:24 Core 1	1:30-2:25 Core 3
2:25-3:24 Core 4	2:25-3:24 Core 3			2:25-3:24 Core 4

*Specials operate on a Red Day/White Day alternating schedule

- **Before School Program Update**- AMS is proud to be partnering with the YMCA to offer "Before the Bell" a before school program that will run from 7:00-8:00am each morning at AMS. Check out the program description and registration information. Several families have also inquired about extended before school care for our monthly late starts. The YMCA will be working with us to offer extended coverage for these mornings and also open care to families for just the late starts as well. This will be limited in the number of students, and we will continue to work to ensure we are meeting the needs of our

families. Register now for the daily "Before the Bell" program and stay tuned for more information when we get closer to our first late start.

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

- **Thank you! -** A special shout out and thank you to our staff that are retiring or taking on new roles beyond AMS next year! Amazing paraprofessionals Sherry Francoeur, Debra Elliot, Joan Brault, and Cathy Powers are all retiring at the end of this school year. In addition, Officer Knox, who has been an incredible member of our school community is concluding his time as our School Resource Officer this school year. These members of our community of learners have touched countless lives and have all contributed to the very special place that is AMS. Thank you for your service and you will all be missed!

- **Physics, Space Science, and ROCKETS-** In the final part of the year, 8th graders applied their knowledge of forces and motion to design and construct water rockets scheduled to take flight later this week for the last activity of our astronomy unit. This activity concludes a great year that took us from understanding climate change all the way to exploring how the Mars helicopter, "Ingenuity," overcame the challenges of different gravitational pulls and complex orbital timing to land successfully on Mars. Our 8th graders did an awesome job overcoming the challenges they faced this year and will soon complete an outstanding year of science.

- **Touring our National Parks!-** In Humanities, all fifth grade students have been becoming experts on one of our National Parks. They used their researching skills to learn about the history, tourism and geography of their chosen park and presented their findings in a research paper format. Students created a model representing an aspect of their park. In addition to presenting to their class, they participated in a grade wide museum exhibit where they were able to see the other projects that had been created. All teachers were impressed with the level of planning, determination, excitement and creativity from the students.

- **Squid Week!!!!-** Fifth graders participated in the first annual Squid Week! As part of our Earth Systems unit, students learned about squid and their ecosystem through a variety of hands-on activities. They worked together to save their plastic squid from an oil spill, camouflaged their squid in various ocean backgrounds, and played Predator and Prey. Students learned many facts about squid, created squid hats and wrote poems about squid. The week culminated with the squid dissection, a smelly but exciting exploration of squid anatomy.

- **6th Grade Happenings!-** As the 2020-2021 school year comes to an end, Grade 6 is set for an exciting final week of school. Students will engage in a variety of team building STEM activities that will require them to implement many of the skills they have developed over the course of the year. In addition, grade 6 students will participate in the annual "Agora Marketplace" where students replicate what life was like in Ancient Greece. To conclude the final novel study of "Wonder", students will travel to the Souhegan auditorium to view the motion picture. Finally, the 6th grade team felt that it was important to provide students with the opportunity to give back to our community. After careful planning, 6th grade setup a walkathon to raise money for the Manchester VA. Students have been making generous donations that will go to a worthy cause.

- **Global Issues and Human Rights-** Our AMS 7th graders are in the midst of an NGO investigation where students use real world charity evaluator sites to select a non-governmental organization which helps to bring change to the world. Once a student selects a human rights or global issue and NGO, they will

create personalized t-shirts which they will wear on Tuesday, June 7th to become walking infomercials to help raise awareness as civic minded individuals about their global issue.

- **Expanding our Ecology School Partnership-** AMS 6th and 8th graders attend a week long overnight program at the Ecology School in Saco, ME. AMS and the Ecology School are excited to expand our partnership to provide programming to our 7th grader students on the AMS campus this year, and both 5th and 7th in subsequent years. Staff from the Ecology School came to AMS over the course of a week to work with 7th graders in collecting data on the biodiversity and relative nutrient levels of the surrounding area. Students got to practice using soil corers and learned how to set up a field quadrat. Thank you to the Ecology School staff for a fun day learning outside!

- **Connecting and Closure-** On June 2nd, AMS held its final staff meeting of the year…. entirely in-person! This final meeting brought together all our teachers and support staff to wrap-up our year. During the meeting, staff met in small groups and had our own Launchpads. They engaged in activities to acknowledge the challenges of this year (Snowball fight!), celebrate the silver linings and things we've learned (Found Poetry), and finally set goals for the future as we work to write the next chapter in our stories. In turn, Launchpad leaders will be leading the same activity during the final Launchpad of the year with students. After the meeting, many staff stayed to socialize and catch up with cool treats on the AMS porch.

- **Transitions-** While step-up day offers an opportunity for many students to preview the next grade level, this year we are unable to bring the entire 4th grade onto the AMS campus for this event. So teachers and administration at both schools have gotten creative! On Thursday, June 3rd, 5th grade AMS teachers traveled to CW to visit with students! They spoke about what students could expect in 5th grade and were able to answer a number of student questions. This reverse step-up day allowed students to begin to put faces and names to teachers they'll meet next year. We will also be planning tours for our incoming 5th grade students this summer. Stay tuned!

- **End of the Year planning-** Many families are taking advantage of the end of the year activities as an opportunity for remote students to come to AMS and participate in person. From the 6th grade walk-a-thon to Museum walks and step-up day, we are working to offer a variety of choices for families.

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

- **Final Report Cards-** As the year draws to a close, teachers are working to prepare final report cards for all students. These reports will show the students final score for each competency in all of the courses they have completed this year. They will also include comments about student performance for all year-long courses and specials that have concluded since the 3rd progress report back in April.

- **Title 1 and Summer ESY-** Extended School Year for our specialized program is set to begin on June 29th, while our Extended School Year and Title I Summer Programming will kick off on July 13th. Eligibility for these programs was determined by student teams who examined NHSAS, NWEA, classroom performance, and progress on individualized goals. Our instructional teams of teachers are currently planning for the summer programs. The programs will target individualized goal areas, grade level standards, and readiness skills to progress to the next grade level. Incoming 5th grade students through rising 8th graders will participate in AMS's summer programs. Programs will conclude on August 12th.

- **Competency Recovery Update-** AMS's competency recovery after school program, Keep it Going, concluded on June 3rd. Twenty four students participated in the program's second round. Instructional

staff from the Keep it Going program collaborated with students' Core teachers to monitor and mark student progress toward grade level standards. Of the students participating in the program, students either graduated from competency recovery by demonstrating competency of grade level standards or were recommended to continue on to the summer Title I programming for continued support in grade level skills and readiness skills for their next grade level.

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

- **Outdoor campus-** As the weather warms up, many AMS classes continue to take advantage of our extended campus to take classes outside. From Shakespeare on the outside stage, to squid week activities under the tents, AMS teachers prove that class doesn't need to occur within 4 walls to be meaningful. We also continue to have lunch and recess outside as long as the weather permits. Outdoor lunches have been a wonderful addition this year and we plan to look for ways to continue this into subsequent school years.
- **Facilities Planning-** Over the past month, Banwell Architects held focus groups at AMS for all faculty and staff to better understand the space and instructional needs of our building. The Architects have toured the space, visited classrooms, and worked with administration to better understand what is currently working and what improvements need to be considered in a redesign of AMS. This iterative process will be critical in truly identifying needs and preparing a proposal for consideration. In future meetings, we are looking for avenues for students to also provide feedback and insight into their optimal learning environment.

Facilities, Finance, and Operations

- **Safety and Drills-** Evacuation drills continued to be practiced in May and June. Our June drill was our quietest and fastest for accountability this year. We have set a goal to exit the building silently and accounted for in under six minutes next fall. We also received our two-way radio order and delivered those radios in 35 classrooms. We hope to purchase the remaining radios to outfit each professional with a radio within the next two years. These radios have the capacity to communicate on a separate operating channel from administration or switch to the administration channel in case of an emergency.
- **Building and Planning for the Future-** True teams are returning to AMS next school year. In order to meet the needs of all learners this year, we had to move away from traditional teams most notably in 7/8th grades and instead move to content teams of teachers. In the coming school year, we plan to reinstate true 7/8th grade teams and a number of room moves will be occurring this summer to better support this model. Grade level teams, especially at the middle school level, provide for a group of teachers to work deeply and more effectively with a student and their family through this critical period of academic and social growth.

- **Enrollment-**

Grade	Segment 1 On-Campus (ave. class size)	Segment 1 Remote (ave. class size)	Segment 2 On-Campus (ave. class size)	Segment 2 Remote (ave. class size)	Segment 3 On-Campus (ave. class size)	Segment 3 Remote (ave. class size)	Segment 4 On-Campus (ave. class size)	Segment 4 Remote (ave. class size)	Segment 5 On-Campus (ave. class size)	Segment 5 Remote (ave. class size)
5	91 (15)	38 (19)	91 (15)	39 (19)	94 (16)	36 (18)	92 (16)	37 (18)	90 (15)	38 (19)
6	90 (15)	46 (23)	90 (15)	46 (23)	90 (15)	46 (23)	89 (15)	44 (22)	89 (15)	45 (23)
7	133 (22)	53 (13)	138 (17-25)*	47 (12 or 24)**	141 (17-25)*	44 (11 or 22)**	142 (17-25)*	43 (11 or 22)**	123 (17)	62 (19)
8	114 (19)	53 (13)	111 (19)	55 (14)	112 (19)	53 (13)	114 (19)	53 (13)	84 (14)	83 (20)
Total	428	190	430	187	438	179	435	179	386	228

**Science and Soc. Studies have 1 remote section of 22.

* Class size is dependent on room size. The largest classes are currently capped at 24.

Grade	Segment 6/7 On-Campus (ave. class size)	Segment 6/7 Remote (ave. class size)	Segment 8 On-Campus (ave. class size)	Segment8 Remote (ave. class size)	Segment 9 On-Campus (ave. class size)	Segment 9 Remote (ave. class size)	Segment 10/11 On Campus (ave. class size)	Segment 10/11 Remote (ave. class size)
5	92 (15)	37 (19)	93 (16)	36 (18)	106 (16)	26 (25)	109 (16)	23 (22)
6	90 (15)	42 (21)	96 (16)	36 (18)	108 (16)	24 (24)	116(17)	16 (16)
7	124 (17)	58(14)	126 (18)	56 (16)	145 (18)	39 (20)	152 (19)	32 (16)
8	102 (14)	68 (17)	109 (18)	61 (15)	118 (18)	50 (17)	132 (17)	36 (18)
Total	408	205	425	188	477	139	509	107

Upcoming Events

June 8: Grade 7 SEL “Rock Walk”

June 11: Fun Friday, Fancy Dress Up Day

June 11: Last day of school for AMS 8th graders, step up at SHS from 12:30-2pm

June 11: 8th Grade Graduation, 6pm

June 11: 8th Grade Dance, 7-9pm

June 14: Last day of school, grades 5-7, step up day from 12:30-2pm

MVVS Board Update

June 2021

Classroom Visits

Total Classroom Visits: 280

Observations Recorded in Frontline: 8

ENROLLMENT

MVVS

Grade	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.
K		21	21	21	20	20	21	21	21	21	21
1		23	23	23	22	23	23	23	23	23	23
2		20	19	19	18	18	18	21	24	24	24
3		30	28	28	27	29	28	29	30	30	30
4		23	25	24	23	23	22	25	26	27	26
5		20	20	20	19	19	20	21	25	25	25
6		27	27	26	25	24	26	28	26	27	27
Total		164	163	161	154	156	158	168	175	177	176
Family		143	143	143	143	143	144	145	145	145	145

Remote

K-4		27	29	30	34	34	28	23	20	18	19
Gr.5-6		14	12	13	16	17	14	12	10	9	9

Homeschool Students

K-6		11	12	12	12	12	13	12	11	12	12

***UPDATED NUMBERS---5/18/21*

4th grade student transitioning to remote 5/31/21 till EOY

Read Across MVVS

All students celebrated Read Across MVVS in May with multiple read-aloud stories daily by Mont Vernon community members. This year's theme was *Celebrating Diversity with Multicultural Stories.* Students also completed author studies focusing on authors Patricia Polacco, Marty Kelley, Laura Numeroff, Mo Willems, and Jory John.

MVPD Presentation

We welcomed Chief Furlong from the Mont Vernon Police Department to present information about enhanced safety procedures. Chief Furlong discussed the importance of maintaining a secure campus and using critical thinking skills in an emergency situation. Feedback from staff members were overwhelmingly positive. We are grateful for the partnership with our local first responders. As a result of the presentation, we have also updated our emergency handbooks that can be found in every room at the Mont Vernon Village School.

Girl Scouts

Shoutout to the Girl Scouts!

We had mulch delivered at the school Saturday morning. We have some projects keyed in for this weekend and a few for the future. One example would be the pergola - It is a project we may or may not be completing this weekend. We have a contractor who is creating new benches that we will be painting. We also intend to add bird houses and other items in the near future.

We will continue to take pictures and send along to you!

Engaging Remote Families

The Mont Vernon Village School is committed to engaging remote families. At the request of the school board, we reached out to all of our remote parents to receive feedback about what

went well during remote learning and what we could have done better. We understand that feedback helps us to improve our practice. Although there is much to be proud of during this unprecedented year, we are committed to continuous improvement.

Here is the feedback we received:

Positives

- Loved it. Fantastic teachers.
- Very well; Great, education-wise; Teachers went above and beyond.
- Teacher was great, but we sent our child back to in-person school recently because she really needed the social interaction.
- Teachers were phenomenal.
- Miss Anderson is awesome and didn't miss a beat.
- MVVS has done a great job. Miss Anderson is amazing.
- 3rd grader chose not to return to in-person when discovered he wouldn't be taught by Mrs. Brown anymore, but will have no problem returning in the fall.
- It's been fine; No improvements needed.
- Remote learning has been great.
- Smaller groups in remote learning class was a benefit; more 1:1 time with teachers made for a better learning experience.
- She's thriving and engaged; Mrs. Brown & Mrs. Holm are amazing and they feel lucky to have had the remote option, as Mom is immunocompromised (and potentially daughter too); Felt we have done what is best for everyone with providing choices for remote and in-person learning; No complaints.
- Overall, experience with remote learning has been great; Advantages being the freedom of a more fluid schedule allowing more time together; the teachers have been great for the most part at teaching remotely.
- Really positive experience; Felt welcomed into the remote group.

Challenges

- A social challenge with no friends around.
- Both kids missed the social interaction with the larger mix of students.
- No social interaction; Engagement over remote/zoom was difficult.
- Socially, no connections were made with in-school students, eg. only 2 zooms with whole class; curriculum in-school vs remote was not the same, making it too difficult to transition back and forth between remote & in-person; Equitability was not the same as in-person, eg. no Spanish, science was self-taught; too much independent work time putting the burden on parent.
- Independent work was a struggle, especially with no parent home to help keep him on track, but he enjoys the flow.

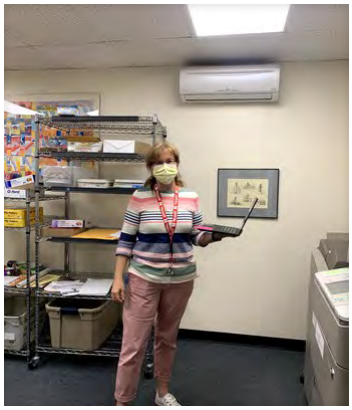
- Independent work style of remote was not the best fit for either student because they did not apply themselves.
- Daughter misses social interaction with peers.
- Wished for more time in zoom classes (longer periods).
- Getting a quick response from some teachers with questions she has regarding assignments; Internet issues/zoom issues seemed to happen at times, but for the most part we have really enjoyed remote learning.
- Not enough science or specials - family supplemented for these.

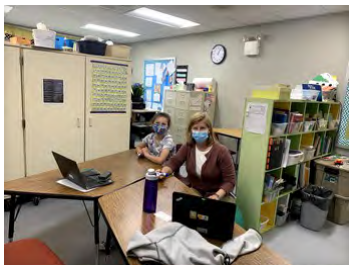
Suggestions for Return to In-Person Learning

- Tours of the schools would be helpful over the summer to mix with students.
- Some kids may feel "dropped back into school" and may need extra emotional support when returning to in-person.
- Worried about 6th grader transitioning to AMS due to missing out on connections with in-person peers.
- Concerned the energy level may be an issue when returning to in-person (getting back on track with the new routine); Suggests doing lots of group projects at the beginning of the year because the remote students will want as much time with their peers as possible to re-acclimate.
- Worried about 6th grader being able to transition to AMS, experiencing social anxiety after being remote for so long.
- Suggests meeting with teachers and classmates, and maybe touring the building, to familiarize before coming back in the fall.
- If no remote option in the fall, they will homeschool.
- Daughter does not want to go back to regular school next year; She is new here and she does not have friends yet.
- Hoping for emotional awareness and support for anxiety when returning to in-person school.

End of the Year Activities

Kindergarten screening - May 24 and May 27
Grade 6 Picture Day - May 25 at 10:00am
Memorial Flowers/Green Lawn Cemetery (Gr. 6) - May 26 (Rain date May 27)
Kindergarten Info. Meeting via zoom - June 1
Daland Memorial Library field trip - June 2 (Rain date June 4)
PMEC Hike (Gr. 6) - June 7 (Rain date June 8)
Field Day-June 9 (Rain date June 10)
GOTR 5K - June 12 at 8:00 - 9:30am
Step-up to AMS day (Gr. 6)- June 14 at 12:30 - 2:00
Promotion Ceremony (Gr. 6) - June 14 at 5:15 - 6:15pm.





Art Update

Grades 5-6
Students took part in the music/art integrated unit celebrating Jazz history month by looking at Cubism! Art created during the 1920's was greatly inspired by the Jazz movement spreading across the country, and influenced even international artists like Picasso! By looking at Picasso's "Three Musicians" painting we talked about it's style, and how it was created. We also looked at other cubism paintings by Picasso to inspire our own works of art. We are creating our own paintings with acrylics and learning about gradients and how value is made using white or black.

Grades 2-4
Printmaking on the art cart has happened! Students completed their jazz collagraphs and linocuts by inking their plates and printing them. They learned about brayers/rollers and how to correctly transfer their stamps. Mixed media collages were encouraged and various papers and materials were made available for students to visually represent jazz. Students also had the option to paint a background. Optional music note symbols and skat words were

demonstrated as an additional layer of visual texture to enhance their artwork and build the connection to our jazz theme.

Grades K-1
Our jazz lesson was completed by learning how to rip paper, and cut out music notes to create a collage for our background. Students cut out their watercolor instruments and glued everything together. Students also practiced writing, by using skat to respond to the instruments and the music being played. Doo be doooo be doo! We also moved into a spring inspired lesson and learned about Forsythias. To learn more about this plant, we went on a hunt for this yellow flowering bush and, once identified, we spent time with it to understand its shape, colors, even smell (not much) so we could better draw it. To finish this composition, students learned about warm and cool colors and practiced their knowledge by painting in their drawings. Next week we will complete the paintings and add the yellow flowers.

Library and Technology

Students celebrated Earth Day in April with a variety of activities including learning about the history of our National Parks and how they were established, read-alouds, and discussions about Reducing, Reusing, and Recycling, and how we can all be good stewards of the earth.

Kindergarten – 2nd graders completed several nonfiction research studies on endangered animals, narwhals, monarch butterflies, and foxes. They listened to read-alouds and utilized library technology sources such as PebbleGo and Worldbook Online to find information and report on their findings in class.

Learning how to use Google Drawing and detailed writing skills were developed by 3rd graders with the Monster Exchange Project. Students created a monster in Google Drawing, wrote a detailed description of the process of drawing their monster, then took turns drawing each other's monster by following the written directions. They will be learning about the story of the Statue of Liberty, and its symbolism and significance to the millions of immigrants who came to our country.

While completing a research project, 4th graders learned about the importance of crediting sources and citations. They studied female and male inventors including Margaret E. Knight, a young girl who worked in the Amoskeag Mills in Manchester more than 100 years ago and created 87 patents including safety equipment that saved lives in the mills and the flat-bottomed paper bag still used today.

Developing and expanding word choices, 5th graders completed a word challenge and learned how to use a Thesaurus to improve their writing. Wrapping up poetry month in April, 5th and 6th graders learned about how to create Blackout Poetry virtually using Google Slides and an online poetry generator. They will be working on more Google applied digital skills in the coming weeks.

In the study of different cultures, 6th graders learned about food choices, budgeting, and currency converting. They also learned how to create a simple budget in Excel and convert it into visuals such as pie and bar charts. In the coming weeks, students will be learning about cloud computing, and continue with their keyboarding, coding, research and technology skills.

School Psychologist Update

All special education evaluations are proceeding smoothly and in a timely manner. Evaluations are all expected to be completed before the end of the school year.

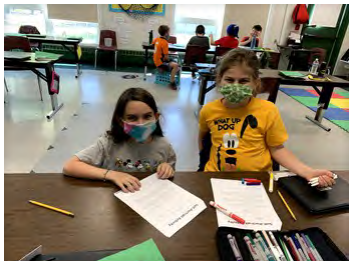
Special Education Update

The special education team has been working to ensure that all testing accommodations for NH SAS have been implemented, as outlined in student IEPs. As a result, NH SAS testing has gone smoothly, students are engaged, and there are very few make-ups that will need to happen in the coming weeks. The team has also met to map out accommodations for students taking NWEA, and have designed a schedule that offers minimal impact to instructional time. We are so proud of the effort our students have put forth, and are looking forward to seeing the results of their hard work.

Special education team members who work with 6th grade students have now completed all AMS transition meetings. Families of special education students were able to meet AMS team members, and were provided a clear description of all services that will take place at the middle school. Families had additional opportunities to have questions answered, and noted that they appreciated the efforts of both schools throughout this process. We will miss our 6th grade students, but are excited for the opportunities for growth that they will experience at Amherst Middle School.

With only a few weeks left of school, the special education team is wrapping up some evaluations for students, as well as continuing to provide services in both in-person and remote modalities. Looking ahead, the special education team has also been working to develop the plan for Extended School Year services here at MVVS. This program is offered to students who meet the qualifications of ESY, as determined by student teams, and will be offered from 7/13-8/12 at MVVS. Last year, the special education team noted increased engagement in ESY services, as the program was based around a theme and included project-based learning opportunities. To continue that pattern of engagement, this summer's program will follow a similar format, with opportunities for project based learning. This year's ESY theme is Roblox, and families are excited for their students to participate.

Grade K



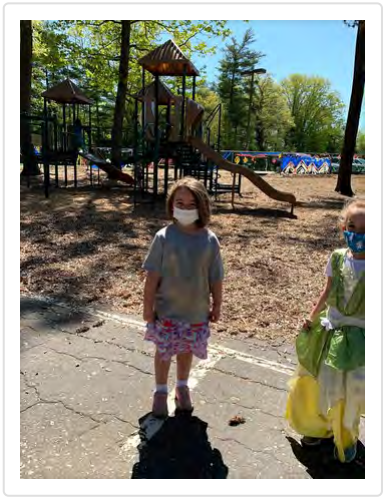
In kindergarten, we continue to work on our Plant Unit. We have planted seeds and are observing them as they grow. Students are listening to nonfiction texts and pulling information to be able to write about what they learned. In Math, we continue to measure using non standard measurements (cubes, bears, and paper clips). Students are also reviewing skills previously learned.
Students continue to build foundational phonics skills and are working on practicing on identifying digraphs and blends. Kindergarteners are writing complete sentences with three to five words and proper punctuation.

Grade 1

First grade readers continue the hard work of learning to comprehend and pay attention to the story elements of the books they are reading. We have been focusing strongly on studying our characters in books. We have done this by focusing on the main character, noticing their relationships, rereading and becoming our character. This has been a lot of fun as most students are now reading books with some silly and fun characters in them. Our last writing unit is off to a great start as students learn to write about their opinions. Students have learned and practiced skills such as stating their opinion and giving reasons, explaining their judgments in convincing ways, expecting disagreement, and bolstering arguments. They have enjoyed writing about some mini toy collections and awarding one toy a best in show prize. Unit 10 of Fundations has recently come to an end. Students learned how to segment and blend up to 5 sounds, add suffixes -s, -ing, and -ed to unchanging base words and closed syllables, and about the vowel team sounds: oa, oe, ou, ow, oo, ue, ew, au, aw. We have also begun our last math unit. Students are building on their knowledge of place value to add, subtract and compare numbers. They are focusing on the role of place value in the addition and subtraction of numbers to 120, as well as the addition and subtraction of tens and using familiar strategies to add two-digit and single-digit numbers.

Grade 2

Second graders have been enjoying reading and talking about characters in series books. The focus has been on understanding the main character(s) and noticing how there are similarities in characters across a series. In math, they finished up a unit on money which involved adding coins, calculating change, and solving word problems. They are currently working on identify fractions, partitioning shapes into halves, thirds, fourths, etc., as well as recognizing plane and solid shapes and their attributes. In science, students are writing animal research reports.



Grade 3

We completed our New Hampshire state assessments (NH SAS) last week in Mathematics, Reading, and Writing. Our students never cease to amaze us with the grit and great problem-solving skills they use during these tests. We are so proud of them!
Our math unit is Place Value and Problem Solving with Units of Measure. Students are learning strategies to calculate elapsed time. Students are also solving estimation problems using clues and rethinking the reasonableness of their answers based on each new clue.

Third grade is continuing our animal research unit in reading. This unit builds upon a prior unit this year – Reading to Learn. Students are using the strategies and tools they have acquired this year to research, compare, and contrast two animals. They are creating a booklet on an animal of their choice.

In Fundations, our main topics are the r-controlled vowels (ar, er, ir, or, ur) and r-controlled syllables. Students should be able to easily decode words with these patterns, however, spelling can be a challenge.

Our science unit is Animals Through Time – Animal Survival and Heredity. In this unit, students will develop an appreciation for how animals and the places they live (their habitats) are not constant – they have changed over time. Fossils give us a window to the animals and habitats of the past. Selective breeding shows us not only how some animals of the past became domesticated but allows us to imagine how they might look in the future.

Grade 4

Grade 4 has started working with decimals by relating them to fractions and place value. We have been practicing writing fractions in decimal form, as well as writing decimals in fraction

form. Students have started to compare decimals. In science, students have continued to investigate energy, motion, and electricity.

Grade 4 also took NHSAS assessments this week for reading, writing and math. Prior to that, students were focusing on an informational writing task. Students read two texts and viewed an informational video about archaeology and used the three sources to write an informational essay.

Grade 5

Math: Students are completing the fraction unit.

ELA: Students are working on various projects that review the skills that have been taught this year.

Social Studies: Students are continuing to learn about the American Revolution (the battles at Concord and Lexington, Declaration of Independence, Bunker Hill, and the contributions of women, children, and spies during the war).

Grade 6

In Language Arts, students have learned about the purpose of myths and how they are different from fables. They are learning about the 12 Olympian Gods and Goddesses and how myths are used to tell different types of stories, from heroes and the creation of the world to teaching about morals. They are seeing common themes in the myths and learning about narrative writing. They have been coming up with some unique narrative stories of their own. We are learning about the Hero's Journey and how we can find it in most novels and movies that we watch. They are learning how stories are created using the Hero's Journey Matrix. We are beginning our final novel study of the year- Percy Jackson and the Lightning Thief. As a culminating project, students will be creating a Greek Newspaper where they will create news stories about the various myths.

In Social Studies, students have been learning about the Ancient Greek culture, the governments and their influence on society today. They are learning about the uniqueness of the geography of Greece and how it plays a role in Greek society. They are entering the favorite topic of the Persian Wars and we will finish the year out with the students making a Travel Brochure to highlight their understanding of Ancient Greece.

In Math class, 6th graders finished their unit on rates and began learning about percentages. We have practiced converting between percents, decimals, and fractions, finding the percent of a quantity and solving real-world problems using percent. We also spent some time reviewing math concepts from the start of the year, including work with fractions and integers. We should be ready to take the assessment on percents within the next week and then we will move onto a study of basic algebra concepts.

In Science class, 6th graders finished up their ecology unit with a large, culminating project called Bio-Alert, where they were asked to create their own new animal species. They then spent a couple of days in class presenting their organisms to their peers. We have now moved onto our chemistry unit. The unit started with a basic overview of the properties of matter. We have now moved into a study of atoms and their particles, molecules and compounds, and covalent and ionic bonds.

Miss Anderson's Update

Remote and in-person 5th graders have been continuing to work hard. 5th graders took the NH SAS in math, reading, and writing last week, and this upcoming week, they will finish with the science assessment. I would like to praise them for their hard work and their perseverance. It is a long series of tests, but they powered through it. I admire their tenacity in tackling that challenge. In math, we are wrapping up our unit on operations with fractions, finishing with division of unit fractions by whole numbers and division of whole numbers by unit fractions. In ELA, we wrapped up our fairy tale unit, during which we focused on the use of visuals and audio in literature and interpretations of literature. Students enjoyed reading many different and diverse versions of Cinderella, Beauty and the Beast, The Princess and the Pea, and Rapunzel.

Remote 6th graders have been working on percentages in math class, including finding the percent of a whole number, determining the percent when given two quantities, and using percentages to make calculations based on real world examples. They have been fascinated learning about taxes (as well as tips and discounts at restaurants and stores). We will wrap up that unit shortly before moving on to algebraic expressions to finish off the year. In ELA, students have continued to read a variety of Greek myths and analyze the ways that the ancient Greeks interpreted the world. They studied the hero's journey, viewed as the monomyth of literature upon which many of today's stories are built. Next, we will wrap up the year by reading *Percy Jackson and the Lightning Thief*, which is always well-received. Hard to believe the year is almost done!

Music Update

The month of May brought the start of a new unit focused on music in movies. We discussed that there are two types of music in movies, the type that the characters are aware of (musicals where the characters begin singing, or when the characters attend concerts or hear music on the radio or tv) and examples of when the music is just for the viewer. We discussed the use of music to communicate emotions in the Pixar short “Piper”, and then watched how changing the music accompanying the opening scene of “The Lion King” completely changed the type of movie that you think you will be watching. Following that introduction, we will be exploring the music of John Williams, Hans Zimmer, Danny Elfman and others over the future weeks. In grades 3-6 we will talk about the composers, their most popular works, their frequent use of leitmotif (a constantly recurring musical phrase that connects with a particular person, place, or idea) in movie scores, and the composition and recording process. The great part of movie music is that many songs have become part of our larger culture (such as the two note Jaws theme), so they can provide a connection for students independent from the movie. They also provide a pathway for reviewing rhythmic, pitch, and instrument family concepts covered throughout the year in a fun, relatable way. Grades K-2 are continuing their quest to find the location of the Secret Chicken each week by decoding the rhythmic clues and learning about music from different locations around the world in the process.

Spanish Update

Kindergarten and first grade students finished a short unit covering springtime. We read a short story about a hibernating bear, decorated pots with vocabulary words and brought home seeds to plant in them. Hopefully our flowers are starting to grow! This month we began our animal unit which is a favorite! Students are learning vocabulary along with animal noises in Spanish and we enjoyed having a “zoo” full of stuffed animals visit classes. We used them to play a fun guessing game entirely in Spanish. It’s exciting to see how much students are able to understand.

Second grade students also participated in the springtime unit with similar activities. We made it a bit more challenging by having students listen to the hibernation story and then pictures of it in the correct order to retell the story. They did a great job. We have now moved on to the alphabet, starting with vowels. Students really enjoyed the song this unit and a fun game that combined elements of drawing and guessing the letters. We will soon move on to spelling our names and other simpler words in Spanish.

Third graders learned vocabulary for the home and some began learning some simple verbs associated with the rooms. For example, “I cook in the kitchen, I eat in the dining room, and I read in the living room.” We wrapped up the unit with a fun dream home project. Students were challenged to include more vocabulary words than the teacher and a few of them did! We have now moved on to our final unit of the year learning more about the culture of Mexico and Frida Kahlo, and shortly we will wrap up the year with a big review.

Fourth graders have been working diligently on their Spanish speaking countries project! Each student researched general information about their country, such as traditional foods, sports, tourist attractions, famous people, and important facts to know. The progress they made from

rough draft to final presentation is amazing and they are well prepared to move on to a higher level of Spanish next year.

Fifth and sixth graders have been working with vocabulary based on hobbies and pastimes, as well as the verb "gustar". We have practiced asking and answering questions about likes and dislikes and tried to guess who each classmate was based on descriptions of their interests. We have our final quiz of the year next week, and then we'll wrap up the year with a big review.

Souhegan High School

PRINCIPAL REPORT---June 2021

Hope all is well.

I appreciate the opportunity to update the Souhegan School Board. The purpose of this communication is to communicate the work towards evolving and improving Souhegan in both the short term and long term.

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. Opening Plan and Update
3. Facilities, Finance, Operations
4. 2020-2021 Initiatives 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.

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 a valuable support 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.

Update: (As of 06_04_21)

Vision for Learning
Overview/Purpose
We are engaging in a process to build a ground-up shared understanding of and vision for what learning looks like and feels like at Souhegan, given the Mission, the Souhegan 6, the Constitution, our history with CES, and the opportunity of Competency-based learning.

The desired outcome is to have a clearly articulated definition or vision of learning that will serve as our "North Star" for teaching and learning at Souhegan High School. What we articulate this spring will be a starting point. We expect it to evolve, but it's a good time to redefine and reground ourselves.

We are excited for the opportunity to come together as a staff and focus on our passions: learning and the student experience. We hope it reconnects us, reinvigorates us, and can be a launchpad for future discussions and decisions.

Now is the perfect time to renew and redefine our vision for learning. The Pandemic, the dissolution of CES as an organization, new SHS leadership, and our school-wide work on competency-based learning are all reasons for re-visiting our founding documents and establishing a clearer vision for learning going forward.

Create a Staff Steering Committee
Rationale: This began as a request from the Principal to a committee composed of the PPC and the Faculty/Staff Senate Executive Board. We are looking at our current structures we have in place through a lens of maximizing people's time by reducing the number of meetings happening, increasing transparency by having a clear structure for our work as a community, increasing voice and participation. As we began to move forward we gave ourselves this guiding question to check our work against. **"Does this structure allow for democratic voice, clear delineation of responsibilities, and equitable participation by all stakeholders?"** This group worked for roughly two months and from that work we are discussing this further at a meeting on June 14, 2021. After the June 14th meeting we will decide next steps in the process.

Facilities, Finance, Operations

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

Total Enrollment

Grade	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.
9	164	163	162	163	163	163	162	162	162	
10	178	178	179	179	179	179	179	179	179	
11	190	190	188	189	190	192	192	190	190	
12	179	179	179	179	179	179	179	178	178	
Total	711	710	708	710	711	713	712	709	709	

Remote Learners

Grade	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.
9	39	30	30	63	51	33	32	32	22	
10	46	49	49	95	87	45	45	43	34	
11	45	46	49	120	118	60	60	50	34	
12	45	52	57	82	88	61	61	55	39	
Total	175	177	185	360	346	199	198	180	129	

Homeschool Students

Grade	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.
9	3	2	2	2	2	2	3	4	4	
10	0	0	0	0	0	0	0	0	0	
11	1	1	1	1	1	1	1	1	1	
12	0	0	0	0	0	0	0	0	0	
Total	4	3	3	3	3	3	4	5	5	

Student Services Highlights: (06-04-21)

- AP testing was completed on 5/28. Testing was a combination of digital and paper/pencil testing this year.
- Tours of SHS were offered to 8th grade parents on 6/1.
- Summer school will begin on 6/21 and will run for 6 weeks.
- Intensive wellness and art courses are offered during the week of 6/21.
- Schedules are expected to be in counselors hands the week of 6/14. They will work on refining them before they are released to students at the end of June.

Student Life Highlight:

- Creating Friendships for Peace- Five Souhegan students were recently featured in The Nashua Telegraph and The Cabinet Press for their participation in a nine week seminar focused on conflict resolution, psychological aspects of good communication and global perspectives on international conflicts Cyprus and the Middle East. The program is part of the international organization that brings teenagers together

from opposing sides of conflict to live in the United States with host families and connect on a human level to better understand what we share in common and how to approach conflict resolution and peace.

- CFP students were recognized by Maggie Hassan for their dedication to programs that promote peace and conflict resolution.

Hiring update:

- We are still in the hiring process for the Spanish teaching and para positions.

2020-2021 Initiatives and Objectives

- Ensure the master schedule, administration organization and Faculty and Staff structure that fosters collaboration, teacher agency, student agency.

***After feedback from the Souhegan Cooperative School Board, conversation with the SAU leadership team and Souhegan Leadership team we have decided to work on connecting the Souhegan 2021-2023 initiatives, objectives, outputs and outcomes with the wider SAU 39-wide vision. The intention is to have these presented to school board in the Fall of 2021

CALENDAR EVENTS

June-

06/01 - Spring Concert
06/01 - 8th gr. Parent Tours
06/04 - Graduation
06/04 - Project Graduation (PTSA Event)
06/08 - Town Voting
06/11 - 8th Grade Step Up Day
06/14 - Tentative Last Day of School

Respectfully Submitted,

Michael Berry

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

April-2021

School Adminstrative Unit #39		
Towns of Amherst, NH and Mont Vernon, NH Monthly Report of the Treasurer		
as of 4/30/2021		
Cash on hand	**4/1/2021**	**$706,448.60**
Deposits		**$145,192.47**
AP-PR		**($211,442.49)**
Balance on hand	**4/30/2021**	**$640,198.58**

Filename: 2021-04-SAU39 Treasurer Report.xlsx
Month 4/1/2021

SAU#39
Monthly Reconciliation Report
Combined Accounts

April-2021	Peoples United	Peoples United	
	*1191	*760	TOTAL
	Cash Management	Municipal Checking	
4/30/2021	$700,391.52	$10,000.00	$710,391.52
Deposits in Transit: (add)			
Outstanding Checks: (subtract)			
a) Accounts Payable		$(15,918.25)	
b) Payroll		($54,274.69)	
c) Payroll Direct Deposit & IRS			
Total Outstanding		$(70,192.94)	$(70,192.94)
Reconciled Book Balance			$640,198.58
Balance from Treasurer's Journal			$640,198.58
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
4/1/2021	**Beginning Balance**		**4/1/2021**	**Beginning Balance**		**$706,448.60**
			4/13/2021	Payroll Direct Deposit pp21 v6372	($41,045.27)	**$665,403.33**
4/16/2021	Remote Deposit: 8036702420	$86,300.00	4/13/2021	Payroll Direct Deposit pp21 v6373	($4,577.83)	**$747,125.50**
4/30/2021	State of NH DOE USDA Meal Programs	$51,266.56	4/27/2021	Payroll Direct Deposit pp22 v6377	($42,252.87)	**$756,139.19**
			4/27/2021	Payroll Direct Deposit pp22 v6378	($4,554.90)	**$751,584.29**
			4/1/2021	Payroll IRS pp20 v6370	($7,923.94)	**$743,660.35**
			4/15/2021	Payroll IRS pp21 v6375	($7,935.63)	**$735,724.72**
			4/29/2021	Payroll IRS pp22 v6380	($8,170.84)	**$727,553.88**
			4/6/2021	Payroll 457(b) pp20 v6369	($1,411.00)	**$726,142.88**
			4/19/2021	Payroll 457(b) pp21 v6374	($1,428.20)	**$724,714.68**
			4/30/2021	Payroll 457(b) pp22 v6379	($1,411.15)	**$723,303.53**
			4/1/2021	Payroll pp20 v21 ck401132-401133	($1,155.40)	**$722,148.13**
			4/15/2021	Payroll pp21 v22 ck401144-401145	($797.11)	**$721,351.02**
			4/29/2021	Payroll pp22 v23 ck401170-401171	($914.57)	**$720,436.45**
			4/1/2021	Payroll Ded pp20 v6371 ck401134-401135	($493.25)	**$719,943.20**
			4/15/2021	Payroll Ded pp21 v6376 ck401146-401148	($765.75)	**$719,177.45**
			4/29/2021	Payroll Ded pp22 v6381 ck401172-401172	($5.50)	**$719,171.95**
			4/29/2021	Payroll Ded v6382 ck401173-401175	($54,018.42)	**$665,153.53**
						$665,153.53
4/30/2021	Heartland Payment Services	$7,585.41	4/8/2021	Expense v1756 ck401136-401143	($12,276.65)	**$660,462.29**
			4/20/2021	Expense v1757 ck401149-401169	($20,304.21)	**$640,158.08**
4/30/2021	Interest - Cash Management	$40.50				**$640,198.58**
						$640,198.58
						$640,198.58
4/30/2021	**Ending Balances**	**$145,192.47**			**($211,442.49)**	**$640,198.58**
				Payroll Direct Deposit	($120,711.63)	
				Payroll	($58,150.00)	
				AP	($32,580.86)	

Uncleared Transactions
SAU39 Checking 0760

Num	Date	Payee	Memo	Category	Amount
Expense Categories					
Payroll Ded					
401173	4/29/2021	HEALTHTRUST, INC.	6382	Payroll Ded	($25,762.30)
401174	4/29/2021	MONY LIFE INSURANCE COMPANY OF A	6382	Payroll Ded	($845.38)
401175	4/29/2021	NEW HAMPSHIRE RETIREMENT SYSTEM	6382	Payroll Ded	($27,410.74)
Total Payroll Ded					($54,018.42)
Payroll					
401171	4/29/2021	Marotta, Danae A.	23	Payroll	($256.27)
Total Payroll					($256.27)
Expense!					
400977	3/11/2021	BELANGER, JULIE	1754	Expense!	($355.00)
400978	3/11/2021	BELANGER, NORMAND	1754	Expense!	($116.27)
400997	3/11/2021	Fazlic, Amina	1754	Expense!	($50.00)
400999	3/11/2021	GALAN, CHERYL	1754	Expense!	($316.06)
401123	3/25/2021	MINER, JIM	1755	Expense!	($28.31)
401139	4/8/2021	MONT VERNON SCHOOL DISTRICT	1756	Expense!	($768.78)
401149	4/20/2021	AMHERST SCHOOL DISTRICT	1757	Expense!	($10,817.95)
401154	4/20/2021	BUCKLEY DISPOSAL SERVICES	1757	Expense!	($38.00)
401158	4/20/2021	LANDWEHRLE, CHRISTINE	1757	Expense!	($32.35)
401160	4/20/2021	MONT VERNON SCHOOL DISTRICT	1757	Expense!	($48.92)
401165	4/20/2021	SOUHEGAN COOPERATIVE SCHOOL DIST	1757	Expense!	($2,986.73)
401168	4/20/2021	WALLACE, ABIGAIL	1757	Expense!	($359.88)
Total Expense!					($15,918.25)
Total Expense Categories					($70,192.94)
Grand Total					($70,192.94)

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

May-2021

School Adminstrative Unit #39		
Towns of Amherst, NH and Mont Vernon, NH Monthly Report of the Treasurer		
as of 5/31/2021		
Cash on hand	**5/1/2021**	**$640,198.58**
Deposits		**$214,825.25**
AP-PR		**($280,429.38)**
Balance on hand	**5/31/2021**	**$574,594.45**

Filename: 2021-05-SAU39 Treasurer Report.xlsx
Month 5/1/2021

SAU#39
Monthly Reconciliation Report
Combined Accounts

May-2021	Peoples United	Peoples United	
	*1191	*760	TOTAL
	Cash Management	Municipal Checking	
5/31/2021	$621,338.48	$10,000.00	$631,338.48
Deposits in Transit: (add)			
Outstanding Checks: (subtract)			
a) Accounts Payable		$(11,444.76)	
b) Payroll		($45,299.27)	
c) Payroll Direct Deposit & IRS			
Total Outstanding		$(56,744.03)	$(56,744.03)
Reconciled Book Balance			$574,594.45
Balance from Treasurer's Journal			$574,594.45
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
5/1/2021	**Beginning Balance**		**5/1/2021**	**Beginning Balance**		**$640,198.58**
5/4/2021	Remote Deposit: 8065446010	$22,491.09	5/11/2021	Payroll Direct Deposit pp23 v6383	($42,601.90)	**$620,087.77**
5/4/2021	Remote Deposit: 8065458560	$154,688.94	5/11/2021	Payroll Direct Deposit pp23 v6384	($4,707.32)	**$770,069.39**
5/27/2021	Remote Deposit: 8103381130	$29,768.08	5/25/2021	Payroll Direct Deposit pp24 v6388	($40,786.37)	**$759,051.10**
			5/25/2021	Payroll Direct Deposit pp24 v6389	($5,339.83)	**$753,711.27**
			5/13/2021	Payroll IRS pp23 v6386	($8,181.13)	**$745,530.14**
			5/27/2021	Payroll IRS pp24 v6391	($7,765.97)	**$737,764.17**
			5/14/2021	Payroll 457(b) pp23 v6385	($1,261.23)	**$736,502.94**
			5/28/2021	Payroll 457(b) pp24 v6390	($1,261.11)	**$735,241.83**
			5/13/2021	Payroll pp23 v24 ck401186-401187	($904.61)	**$734,337.22**
			5/27/2021	Payroll pp24 v25 ck401208-401209	($699.00)	**$733,638.22**
			5/13/2021	Payroll Ded pp23 v6387 ck401188-401189	($498.75)	**$733,139.47**
			5/27/2021	Payroll Ded pp24 v6392 ck401210-401211	($493.25)	**$732,646.22**
			5/27/2021	Payroll Ded v6393 ck401212-401214	($44,600.27)	**$688,045.95**
						$688,045.95
						$688,045.95
						$688,045.95
			5/6/2021	Expense v1758 ck401176-401185	($7,878.10)	**$680,167.85**
			5/20/2021	Expense v1759 ck401190-401207	($113,766.60)	**$566,401.25**
5/31/2021	Heartland Payment Services	$7,836.51	4/19/2021	Expense VOID ck400999	$316.06	**$574,553.82**
						$574,553.82
5/31/2021	Interest - Cash Management	$40.63				**$574,594.45**
						$574,594.45
						$574,594.45
5/31/2021	**Ending Balances**	**$214,825.25**			**($280,429.38)**	**$574,594.45**
				Payroll Direct Deposit	($111,904.86)	
				Payroll	($47,195.88)	
				AP	($121,328.64)	

Uncleared Transactions
SAU39 Checking 0760

Num	Date	Payee	Memo	Category	Amount
Expense Categories					
Payroll Ded					
401212	5/27/2021	HEALTHTRUST, INC.	6393	Payroll Ded	($25,762.30)
401213	5/27/2021	MONY LIFE INSURANCE COMPANY OF A	6393	Payroll Ded	($544.98)
401214	5/27/2021	NEW HAMPSHIRE RETIREMENT SYSTEM	6393	Payroll Ded	($18,292.99)
Total Payroll Ded					($44,600.27)
Payroll					
401208	5/27/2021	Lillis, Erika S	25	Payroll	($657.44)
401209	5/27/2021	Marotta, Danae A.	25	Payroll	($41.56)
Total Payroll					($699.00)
Expense!					
400977	3/11/2021	BELANGER, JULIE	1754	Expense!	($355.00)
400997	3/11/2021	Fazlic, Amina	1754	Expense!	($50.00)
401191	5/20/2021	AXIS BUSINESS SOLUTIONS	1759	Expense!	($495.00)
401192	5/20/2021	BALSAMA, RICHARD	1759	Expense!	($500.00)
401193	5/20/2021	BUCKLEY DISPOSAL SERVICES	1759	Expense!	($38.00)
401194	5/20/2021	EDUCATION WEEK	1759	Expense!	($40.00)
401195	5/20/2021	EVERSOURCE	1759	Expense!	($1,153.77)
401196	5/20/2021	Fazlic, Amina	1759	Expense!	($1,881.00)
401200	5/20/2021	MONT VERNON SCHOOL DISTRICT	1759	Expense!	($6,298.08)
401202	5/20/2021	Preston, Roger C	1759	Expense!	($51.97)
401203	5/20/2021	RICOH USA, INC.	1759	Expense!	($300.04)
401206	5/20/2021	W.B. MASON CO., INC.	1759	Expense!	($255.05)
401207	5/20/2021	WALLACE, ABIGAIL	1759	Expense!	($26.85)
Total Expense!					($11,444.76)
Total Expense Categories					($56,744.03)
Grand Total					($56,744.03)

SAU 39 Anti-Discrimination Plan

SAU 39
PO Box 849
1 School Street
Amherst, NH 03031

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Introduction

According to NH RSA 193:38, no person shall be excluded from participation in, denied the benefits of, or be subjected to discrimination in public schools because of their age, sex, gender identity, sexual orientation, race, color, marital status, familial status, disability, religion, or national origin, all as defined in NH RSA 354-A.

SAU #39 and its School Districts ("District") are committed to ensuring that all students and staff have equal access to participation in the benefits of the District. The purpose of this document is to provide a coordinated and comprehensive plan to prevent, assess the presence of, intervene in, and respond to incidents of discrimination on the basis of age, sex, gender identity, sexual orientation, race, color, marital status, familial status, disability, religion, national origin, or any other class protected under state or federal law. It is the intent of the District that this plan shall be reviewed on ***no less than a bi-annual basis*** to ensure that it achieves the objectives set forth in NH RSA 193:38 and NH RSA 193:39. This Plan may be amended at any time to bring it into closer conformity with the law, or a change in the law.

This plan has been developed with the intent that it is in conformance with state and federal law, as well as the Board policies. Therefore, this plan should be interpreted in a manner consistent with the law and Board policies. To the extent this plan may deviate in any way from Board policies, the policies shall govern. To the extent that any Board policies deviates from the law, the law shall govern.

Notifications:

Notification of Antidiscrimination Policies

Under New Hampshire law and Board policy **AC Non-Discrimination, Equal Opportunity Employment and Anti-Discrimination Plan**, no person shall be excluded from, denied the benefits of, or subjected to discrimination in the District's public schools because of their age, sex, gender identity, sexual orientation, race, color, marital status, familial status, disability, religion, national origin or any other classes protected under RSA 354-A (including one's creed). Discrimination, including harassment, against any student in the District's education programs, or against a District employee, based on any of the above classes or a student's creed, is prohibited. Finally, there shall be no denial to any person of the benefits of educational programs or activities, on the basis of any of the above classes, or economic status.

Board policy **ACAC, Title IX Sexual Harassment Policy and Grievance Process** specifically governs the reporting, investigation, and resolution of complaints of discrimination and/or harassment on the basis of sex. Discrimination on the basis of disability is governed by Board policy **ACE Procedural Safeguards: Non-Discrimination on the Basis of Handicap/Disability** and Board policy **KED Facilities or Services – Grievance Procedure (Section 504)**. Harassment of students other than on the basis of any of the classes or categories listed above is prohibited under Board policy **JICK Pupil Safety and Violence Prevention**.

Equal Employment & Prohibition Against Discrimination in Employment

The School District and SAU 39 is an Equal Opportunity Employer. The District and SAU ensures equal employment opportunities without regard to age, color, creed, disability, gender identity, marital status, national origin, pregnancy, race, religion, sex, or sexual orientation. The District and SAU will employ individuals who meet the physical and mental requirements, and who have the education, training, and experience established as necessary for the performance of the job as specified in the pertinent job description(s).

Discrimination against and harassment of employees because of age, sex, race, creed, religion, color, marital status, familial status, physical or mental disability, genetic information, national origin, ancestry, sexual orientation, or gender identity are prohibited, and the procedures outlined herein are available to employees experiencing discrimination and/or harassment to the same extent they are available to students. Additionally, the District and SAU will not discriminate against any employee who is a victim of domestic violence, harassment, sexual assault, or stalking.

See policy AC – Non-Discrimination Equal Opportunity Employment and Anti-Discrimination Plan; see also Public Law 90–202, The Age Discrimination in Employment Act of 1967.

Notice Regarding the Rights of Parent/Guardians of Children with Disabilities

There are certain safeguards guaranteed to children and their families by Public Law 94-142, The Education for All Handicapped Children Act of 1975, and Section 504 of Public Law 93-122, The Vocational Rehabilitation Act of 1973 and the Individuals with Disabilities Education Act, reauthorized 2004.

The District and SAU will ensure that all students with a handicap or disability are provided all necessary procedural safeguards as are required by law. Such procedural safeguards are found in pertinent federal and state laws and regulations.

The District shall take measures to ensure that its Section 504 Grievance process, Notice of Section 504 Procedural Rights, including the right to request an impartial Section 504 hearing and file a complaint, are accessible to Parents, guardians, and adult students. At Section 504 Plan meetings, the 504 Coordinator shall disseminate this information to the parent, guardian, or adult student.

Finally, all staff, students, parents/guardians, and other interested persons will be provided the New Hampshire Department of Education Procedural Safeguards Handbook with regard to their protections under the Individuals with Disabilities Education Act, which is available at the following link: https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/2020-04/procedural_safeguards_handbook.pdf (last accessed May 27, 2021).

See Board policy **ACE Procedural Safeguards: Non-Discrimination on the Basis of Handicap/Disability,** Board Policy **KED Facilities or Services – Grievance Procedure (Section 504).**

Prohibition of Discrimination, Harassment, and Violence

General Statement of Policy

Under New Hampshire law and Board policy **AC Non-Discrimination, Equal Opportunity Employment and Anti-Discrimination Plan**, no person shall be excluded from, denied the benefits of, or subjected to discrimination in the District's public schools because of their age, sex, gender identity, sexual orientation, race, color, marital status, familial status, disability, religion, national origin, or any other class protected by NH RSA 354-A. Discrimination, including harassment, against any student in the District's education programs, on the basis of any of the above classes, or a student's creed, is prohibited. Finally, there shall be no denial to any person of the benefits of educational programs or activities on the basis of any of the above classes, or their economic status. The District will act to investigate all complaints, either formal or informal, verbal or written, of harassment or discrimination and to discipline or take appropriate action against any pupil, teacher, administrator, or other school personnel who is found to have violated this policy.

Procedures for filing a written complaint are outlined within this document.

Discrimination and Harassment Defined

Harassment generally includes, but is not limited to, physical contact, violence, or verbal statements relating to an individual's race, color, religion, gender identity, sexual orientation, national origin, age, disability, or actual or perceived status in any group protected by federal, state, or local law when the conduct:

1. Has the purpose or effect of creating an intimidating, hostile, or offensive working or academic environment.
2. Has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance, or
3. Otherwise adversely affects an individual's employment of academic opportunities.

Discrimination is the unjust or prejudicial treatment of an individual on the basis of their race, color, religion, gender identity, sexual orientation, national origin, age, disability, or actual or perceived status in any group protected by federal, state, or local law. Discrimination may include but is not limited to:

1. Harassing conduct that is physical, verbal, graphic, or written.
2. Injury to persons or property.
3. Conduct threatening injury to person or property.
4. Deprivation of access to a program or benefit for other than a legitimate, nondiscriminatory reason.

Sexual Discrimination / Harassment Defined (See Policy ACAC)

Discrimination and/or harassment on the basis of sex violates Title IX of the Education Amendments of 1972 and RSA 193:38. It is the policy of the School District to maintain a learning and working environment that is free from sexual harassment and violence. The School District will not tolerate any form of sexual discrimination, sexual harassment, or sexual violence. **See Board policy ACAC – Title IX Sexual Harassment Policy and Grievance Process.**

"Sexual harassment" prohibited under Title IX and by District policy *is conduct on the basis of sex* (including, without limitation, sex, sexual orientation, and/or gender identity), occurring in a school system education program or activity that satisfies one or more of the following:

1. A school district employee conditioning an aid, benefit, or service of an education program or activity on an individual's participation or refusal to participate in sexual conduct irrespective of whether the conduct is welcomed by the student or other employee;
2. Unwelcome sex-based/related conduct determined by a reasonable person to be so severe, pervasive, **AND** objectively offensive that it effectively denies a person equal access to the education program or activity (this standard requires consideration of all the facts and circumstances, including, but not limited to, the ages and disability statuses of the harasser and victim and the number of individuals involved and their authority); **OR**
3. Sexual assault, dating violence, domestic violence, or stalking as defined in state or federal law.

Behaviors that constitute sexual harassment may include, but are not limited to:

- Sexually suggestive remarks or jokes;
- Verbal harassment or abuse;
- Displaying or distributing sexually suggestive pictures, in whatever form (e.g., drawings, photographs, videos, irrespective of format);
- Sexually suggestive gesturing, including touching oneself in a sexually suggestive manner in front of others;
- Harassing or sexually suggestive or offensive messages that are written or electronic;
- Subtle or direct propositions for sexual favors or activities;
- Touching of a sexual nature or groping; and
- Teasing or name-calling related to sexual characteristics or the belief or perception that an individual is not conforming to expected gender roles or conduct.

Racial Discrimination / Harassment Defined

Racial discrimination and/or harassment in public schools violates Title VI of the Civil Rights Act of 1964 and RSA 193:38. Racial discrimination/harassment is present if a person is treated differently on the basis of race, color, or national origin in the context of an educational program or activity without legitimate nondiscriminatory reason so as to interfere with or limit the ability of the person to participate in or benefit from the services, activities, or privileges provided by the recipient.

Racial discrimination/harassment may include, but is not limited to, the following:

1. Treating an individual unfavorably because of their race, national origin, and/or skin color complexion;
2. Treating an individual unfavorably because the person is married to or associated with a person of a certain race or color;
3. Harassing conduct that is physical, verbal, graphic, or written, including the use of racial slurs, offensive or derogatory remarks about a person's race or color, or the display of racially offensive symbols;
4. Injury to persons or property; or
5. Conduct threatening injury to a person or property.

Racial discrimination can occur when the victim and the person who inflicted the discrimination are the same race or color.

Reporting

Complaint and Reporting Procedures

Any person who believes that he or she has been discriminated against, harassed, or bullied in violation of Board policy by any student, employee, or other person under the supervision and control of the school system, or any third person who knows or suspects conduct that may constitute discrimination, harassment, or bullying, should contact the District Human Rights Officer, or otherwise as provided in the policies.

Any employee who has witnessed, or who has reliable information that another person may have been subjected to discrimination, harassment, or bullying in violation of policy has a duty to report such conduct to his/her immediate supervisor, the District Human Rights Officer, or as provided in one of the policies or administrative procedures referenced below. Additionally, employees who observe an incident of harassment or bullying are expected to intervene to stop the conduct in situations in which they have supervisory control over the perpetrator, and it is safe to do so. If an employee knows of an incident involving discrimination, harassment, or bullying and the employee fails to report the conduct or take proper action or knowingly provides false information in regard to the incident, the employee will be subject to disciplinary action up to, and including, dismissal.

Investigations and resolution of any complaints shall be according to the policies below, as well as related administrative procedures or regulations.

1. Reports or complaints of sexual harassment or sexual violence (whether it be by students, employees, or third-party contractors) should be made and resolved under Board policy ACAC.

2. Reports or complaints of discrimination on the basis of disability should be made and resolved under Board policy ACE and/or KED, except for complaints regarding facilities accessibility

by disabled non-students or employees, which should be made and resolved under Board policy KED.

3. Reports or complaints of bullying or other harassment of pupils which do not relate to the pupil's age, sex, gender identity, sexual orientation, race, color, marital status, familial status, disability, religion, national origin, or any other class protected by NH RSA 354-A, should be made and resolved under Board policy JICK. ***Whenever the District receives a report of bullying or harassment under JICK, the investigator or other responsible individual under these policies is encouraged to assess whether the bullying or harassment involves a pupil's actual or perceived membership in a protected class so that the matter may be resolved under the appropriate policy.***

Any other complaints or reports regarding matters not covered in one or the other of those policies, but involve an individual's age, sex, gender identity, sexual orientation, race, color, marital status, familial status, disability, religion, national origin, or any other class protected by NH RSA 354-A, should be made to the District Human Rights Officer and should follow the procedures set forth below.

Filing the Complaint Form

Upon receipt of a complaint or report of discrimination or harassment, the complainant shall be asked to fill out the Complaint form attached as **Appendix A**. In filling out said form, the following instructions apply:

1. The complaint shall be signed by the complainant;
2. Shall describe in detail the specific incident(s), occurrence(s), decision(s), and other factual matters believed to constitute unlawful discrimination, harassment, or retaliation;
3. Shall name as the respondent(s) the individual, department, committee, or other body whom the complainant believes to have engaged in prohibited behavior; and
4. Shall include a brief statement describing the resolution, relief, or action requested by the complainant; and
5. Someone other than the complaining party can write the complaint if necessary.

Investigation Procedures

The building principal or superintendent, upon receipt of a report or complaint alleging discrimination and/or harassment (either verbal or written) shall immediately undertake or authorize an investigation. Subject to any applicable policy, the investigation may be conducted by the Building Principal, District's Human Rights Officer, Title IX Coordinator, 504 Coordinator or by a third party designated by the Superintendent or designee.

Title IX, the IDEA and Section 504 have specific processes for complaints and grievances which are explicitly set forth in both law and District Policy. When not more specifically addressed in another Board policy, the investigation should generally involve the following procedures:

1. The investigation, at a minimum, will consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods including retrieval and review of documents deemed pertinent by the investigator.

2. In determining whether alleged conduct constitutes a violation of this policy, the investigation should consider the surrounding circumstances, the nature of the behavior, past incidents or continuing patterns of behavior, the relationships between the parties involved, and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes a violation of this policy requires an objective determination based on all the facts and surrounding circumstances.

3. In addition, the principal, assistant superintendent or superintendent may take immediate steps consistent with state and federal law to protect the complainant, pupils, teachers, administrators, or other school personnel pending completion of an investigation of alleged discrimination/harassment.

4. The investigation will be completed as soon as possible, but within 20 business days of the date the complaint was received by the District, the superintendent will update the complainant and respondent on the progress of the investigation.

5. The investigator shall make a report to the Superintendent upon completion of the investigation.

6. If the complaint involves the Superintendent, the report may be filed directly with the School Board Chair.

There shall be the right for either party to request the Superintendent to reconsider decisions made with respect to the outcome of an investigation. Except for complaints under policies Title IX, and the IDEA, there is also the right to appeal the final decision of the Superintendent to the School Board, unless a corresponding District policy does not explicitly grant such a right. The complaining party may, at any time, pursue the matter through other state agencies or through the United States Department of Education, Office for Civil Rights.

Informal Resolution

Because of the personal nature of disclosures concomitant with making or responding to accusations of discrimination/harassment, the District will seek to support complainants and respondents who desire to resolve a complaint informally (in lieu of or before commencing formal proceedings).

Informal resolutions may be attempted by taking the opportunity to utilize facilitated mediation with a neutral party (e.g. HR Department Representative) This step is not mandatory and will require the consent of both complainant and respondent. Informal resolution is not available under Title IX for a complaint by a student against a staff member. Under no circumstances will the District suggest mediation where a complaint or report involves harassment of a student by a District employee.

Disciplinary Actions

Upon receipt of an investigation report which indicates that the complaint is valid, the Superintendent shall determine the appropriate disciplinary action if the individual(s) against whom the complaint is filed is an employee. Disciplinary action shall be appropriate to the severity of the discrimination/harassment and may include warning, referral of an employee to the Employee Assistance Program, suspension, or termination. Please note that the timing of a disciplinary decision may be different in the case of a Title IX complaint.

If a substantiated complaint is filed against a student, the building principal shall determine the appropriate disciplinary action. Parents shall be notified consistent with policies dealing with discipline and due process procedures. Disciplinary action shall be appropriate to the severity of the discrimination / harassment and may include warning, suspension, or recommendation to the superintendent for potential expulsion.

The results of the investigation and the disciplinary action taken will be reported in writing to the complainant by the principal within ten (10) working days following the receipt of the investigation report, which validated the complaint.

In all instances involving certified staff members, a substantiated complaint will result in the Superintendent immediately notifying the Department of Education's Office of Credentialing.

Alternative Complaint Procedures and Legal Remedies

At any time, whether or not an individual files a complaint or report pursuant to District policies, an individual may file a complaint with the Office for Civil Rights ("OCR"), of the United States Department of Education, or with the New Hampshire Commissioner for Human Rights.

1. **Office for Civil Rights, U.S. Department of Education**, 5 Post Office Square, 8th Floor, Boston, MA 02109- 3921; Telephone number: (617) 289-0111; Fax number: (617) 289-0150; Email: OCR.Boston@ed.gov

   Note: Complaints to OCR must be filed in writing no later than 180 days after the alleged act(s) of discrimination. OCR may waive its 180 day time limit based on OCR policies and procedures.

2. **New Hampshire Commission for Human Rights**, 2 Industrial Park Drive, Concord, NH 03301; Telephone number: (603) 271-2767; Email: humanrights@nh.gov

Notwithstanding any other remedy, any person may contact the police or pursue a criminal prosecution under state or federal criminal law.

Retaliation

No reprisals or retaliation of any kind will be taken by the Board or by any District employee against the complainant or other individual on account of his or her filing a complaint or report or participating in an investigation of a complaint or report filed and decided pursuant to this policy. Actions taken in response to materially false statements made in bad faith, or to submitting materially false information in bad faith, as part of a report or any investigation do not constitute retaliation.

False Claims of Non-Discrimination/Non-Harassment

The school district recognizes that not every advance or communication based on race, color, religion, gender identity, sexual orientation, national origin, disability, age or actual or perceived status in any group protected by federal or state law constitutes discrimination or harassment. Whether a particular action or incident is a personal, social relationship without a discriminatory/harassing employment or classroom learning effect requires a determination based on all the facts and surrounding totality of circumstances. False accusations of discrimination and/or harassment can have a serious detrimental effect on innocent parties and may result in disciplinary action.

Assessment and Prevention

It is important that all students and employees understand what constitutes discrimination and harassment and their right to report unwelcome behavior. Administration will educate those within their building regarding this policy annually and should be watchful for behavior which fits the description of discrimination or harassment. Employees who witness such behavior as a third party have a responsibility to report it.

Students will be provided age-appropriate education about discrimination and harassment on a regularly recurring basis through the District's social emotional learning curriculum, health/wellness curriculum, and/or anchoring adult/advisory program. Education will also occur on an as-needed basis from building leadership.

In addition, a required staff training plan will be developed each year to ensure staff receives appropriate training in all required areas. A combination of online training through platforms such as Primex and Frontline will be utilized in addition to live training during staff meetings and professional development time.

Finally, the District shall exercise care to regularly monitor the overall climate of its schools to determine whether there exists a culture which perpetuates discrimination and/or harassment in violation of District policies. In doing so, the District's Human Rights Officer will compile data from all complaints and analyze whether there exists patterns or practices which indicate a discriminatory or harassing environment. If the District has reason to believe that such an environment exists, it will take the appropriate steps to provide remedial action, which may include but is not limited to additional education to students and/or staff, disciplinary action, etc.

This plan will be approved by the SAU Board and posted to the SAU 39 Website.

Appendix A - Discrimination / Harassment Complaint Form

If you have experienced or been threatened physically or sexually with assault, harm, or injury, notify 911 immediately.

Directions:

Please fill out this form if you believe you have experienced or witnessed an act of discrimination, harassment (including bullying and other behaviors that lead to a hostile work environment), or retaliation. Please see pages 3-7 for information on different types of discrimination, harassment, or retaliation.

You may submit this form electronically or by hard copy to a trusted supervisor, administrator, or the Human Resources department. If you prefer to submit a complaint verbally, you may do so by contacting any of the previously mentioned staff members. If you prefer to submit this complaint anonymously, please mail to 1 School Street, Amherst, NH 03031 or send through interoffice mail to: Human Rights Officer – SAU Office.

Whether or not you file a complaint with SAU 39, you also have the right to file a complaint with an external agency. These include:

- **Office for Civil Rights**: **U.S. Department of Education**; 5 Post Office Square, 8th Floor, Boston, MA 02109-3921; Telephone - 617-289-0111; Email - OCR.Boston@ed.gov

- **N.H. Commission for Human Rights**, 2 Industrial Park Drive, Concord 0330, Telephone - 603-271-2767; Email – humanrights@nh.gov

- **N.H. Department of Justice, Civil Rights Unit**; 33 Capitol Street, Concord, NH 03301; Telephone – 603-271-1181

- **N.H. Department of Education, Commissioner of Education**; 101 Pleasant Street, Concord, NH 03301, Telephone – 603-271-3494; Email - info@doe.nh.gov

For additional information, please see: ***Policy AC – Nondiscrimination***

Harassment, Discrimination, or Retaliation Complaint Form

What type of complaint are you filing?

(Choose all that apply, please see definitions at end of form)

Discrimination (check all that apply)

- ❑ Age
- ❑ Creed
- ❑ Disability, presence or perception of
- ❑ Gender
- ❑ Gender Identity Gender identity
- ❑ Genetic information
- ❑ Marital status
- ❑ Military status
- ❑ National origin
- ❑ Pregnancy
- ❑ Race/ethnicity/color
- ❑ Religion
- ❑ Sexual orientation
- ❑ Other (please explain):

Harassment

- ❑ Hostile Work Environment
- ❑ Retaliation
- ❑ Sexual Harassment
- ❑ Other (please explain):

Please include any information that you are able to and/or comfortable including.

Please describe what happened. The more information and details you are able to provide, the more helpful it will be in our ability to follow-up. The type of information that is helpful includes: dates, times, locations, witnesses, and any details you are able to provide about the event(s), incident(s), and/or behavior(s). If you have included your name, the Office of Human Resources may follow up with you for more information.

Is there anything else you would like the Office of Human Resources to know?

SCHOOL ADMINISTRATIVE UNIT THIRTY-NINE
Amherst, Mont Vernon, and Souhegan Cooperative School Districts

ADAM A. STEEL
Superintendent of Schools

CHRISTINE M. LANDWEHRLE
Assistant Superintendent

MARGARET A. BEAUCHAMP
Director of Student Services

MICHELE CROTEAU
Business Administrator

To: Adam Steel, Superintendent of Schools

From: Christine Landwehrle, Assistant Superintendent

RE: Grading Software Committee Update

June 7, 2021

Executive Summary

The grading software committee was formed in the spring of 2020 based on feedback from a staff survey showing the need to review other grading software. Feedback from teachers indicated that our current system, Empower Learning, is not meeting teacher needs. The goal of the grading software committee is to review other standards-based grading and reporting software to determine if there is a program that fits our grading practices but is more user-friendly for teachers than Empower Learning.

The committee conducted a deep review of other standards-based grading software, determined software to pilot, developed pilot plans, and is currently gathering feedback from our second pilot this year of PowerTeacher Pro.

PowerTeacher Pro Pilot

We are currently piloting PowerTeacher Pro, a gradebook within the PowerSchool system and gathering feedback from pilot teachers to make a determination for next school year. During a mid-point check in, fourteen teachers responded to a feedback survey with 7 teachers indicating that they were using the tool on a weekly or biweekly basis and 7 teachers responding that they were not using it routinely. This survey also provided feedback on PD needs so we could continue to customize support for teachers throughout the pilot. In addition, about half of the pilot teachers were ready to provide feedback on the tool in mid-May while the other half needed more time to continue using it. In open survey comments, a few pilot teachers indicated the ease of use of PowerTeacher Pro.

Based on survey results, we provided teachers additional time to continue using the tool and sent out a final survey to gather feedback from teachers in early June. That survey will provide information to the Grading Software Committee to make a determination on a tool for next school year.

Committee Timeline and Work to Date:

Spring 2020 (Four Committee Meetings)

- An overview of our process and timeline was shared with the committee.
- Committee members engaged in demos of Schoology, Teacher Ease, Jump Rope, and Power Teacher Pro. They generated a list of warms and wonders on each program.

- The committee finalized software to pilot including Teacher Ease Semester 1 and a possible pilot of PowerTeacher Pro Semester 2. Committee members helped to develop a pilot plan for Teacher Ease which can be found here.

July and August 2020

- System set up and customization for pilot of Teacher Ease

September 2020 - January 2021

- Pilot teachers received training and support throughout the pilot while using the program for grading

February 2021

- Reviewed feedback from pilot teacher through a focus group. Feedback can be found here.

March – June 2021

- Reviewed PowerTeacher Pro, customized software for pilot, and developed pilot plans
- Provided professional development to pilot teachers on Tuesday, April 6, 2021
- Teachers piloted tool quarter 4
- Gather feedback from pilot teachers and make a determination on a grading software tool for next school year

June – August 2021

- Create implementation plan for new software
- Provide professional development to teachers on new software tool

Software Under Review during the 20-21 School year *(includes links to websites and videos)*

Teacher Ease website and overview video of teacher, parent, and student view

Power Teacher Pro website and intro document

Enrollment 2020-2021 School Year
By Grade Level and School

June 1, 2021

	Total	pK	K	1	2	3	4	5	6	7	8	9	10	11	12
Clark-Wilkins Elementary	650	23	110	108	143	122	144								
Mont Vernon Village School	202		26	27	24	33	31	27	34						
Amherst Middle School	615							131	132	184	168				
Souhegan High School	709											162	179	190	178
Total	2176														

May 1, 2021

	Total	pK	K	1	2	3	4	5	6	7	8	9	10	11	12
Clark-Wilkins Elementary	649	22	110	108	143	122	144								
Mont Vernon Village School	202		26	27	24	33	31	27	34						
Amherst Middle School	616							132	132	184	168				
Souhegan High School	709											162	179	190	178
Total	2176														

April 1, 2021

	Total	pK	K	1	2	3	4	5	6	7	8	9	10	11	12
Clark-Wilkins Elementary	650	22	110	108	144	122	144								
Mont Vernon Village School	205		26	28	25	33	32	27	34						
Amherst Middle School	616							132	132	184	168				
Souhegan High School	713											163	179	192	179
Total	2184														

March 1, 2021

	Total	pK	K	1	2	3	4	5	6	7	8	9	10	11	12
Clark-Wilkins Elementary	642	21	109	106	142	122	142								
Mont Vernon Village School	202		26	28	24	33	31	27	33						
Amherst Middle School	613							129	132	182	170				
Souhegan High School	713											163	179	192	179

Total	2170

February 1, 2021

	Total	pK	K	1	2	3	4	5	6	7	8	9	10	11	12
Clark-Wilkins Elementary	644	21	109	106	142	124	142								
Mont Vernon Village School	203		27	28	25	33	30	27	33						
Amherst Middle School	611							129	132	181	169				
Souhegan High School	711											163	179	190	179
Total	2169														

January 1, 2021

	Total	pK	K	1	2	3	4	5	6	7	8	9	10	11	12
Clark-Wilkins Elementary	648	21	109	106	144	126	142								
Mont Vernon Village School	203		27	28	26	32	30	27	33						
Amherst Middle School	616							129	135	183	169				
Souhegan High School	709											162	179	189	179
Total	2176														

December 1, 2020

	Total	pK	K	1	2	3	4	5	6	7	8	9	10	11	12
Clark-Wilkins Elementary	647	19	109	106	144	126	143								
Mont Vernon Village School	204		27	28	27	32	30	27	33						
Amherst Middle School	615							128	134	185	168				
Souhegan High School	708											162	179	188	179
Total	2174														

November 1, 2020

	Total	pK	K	1	2	3	4	5	6	7	8	9	10	11	12
Clark-Wilkins Elementary	643	19	109	104	144	124	143								
Mont Vernon Village School	204		27	28	27	32	30	27	33						
Amherst Middle School	617							129	134	185	169				

Souhegan High School	707											162	178	188	179
Total	2171														

October 1, 2020

	Total	**pK**	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
Clark-Wilkins Elementary	644	19	109	104	144	125	143								
Mont Vernon Village School	204		27	28	27	32	30	27	33						
Amherst Middle School	619							130	137	186	166				
Souhegan High School	709											162	178	190	179
Total	2176														

September 1, 2020

	Total	**pK**	**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
By Grade and School

Segment 10/11 (5/3-6/14/2021)

As of 5/3/2021	pK	K	1	2	3	4	5	6	7	8	9	10	11	12	Percentage
Clark-Wilkins Elementary In-Person	22	98	96	116	99	126									85.8%
Clark-Wilkins Elementary Remote	0	12	12	27	23	18									14.2%
Mont Vernon Village School In-Person		21	23	24	30	26	25	27							87.6%
Mont Vernon Village School Remote		5	4	0	3	5	2	6							12.4%
Amherst Middle School In-Person							109	116	152	132					82.6%
Amherst Middle School Remote							23	16	32	36					17.4%
Souhegan High School In-Person											139	145	154	135	80.8%
Souhegan High School Remote											23	34	36	43	19.2%

Numbers do not reflect students in Quarantine

Segment 9 (3/29-5/2/21)

As of 3/29/2021	pK	K	1	2	3	4	5	6	7	8	9	10	11	12	Percentage
Clark-Wilkins Elementary In-Person	22	97	97	115	95	123									84.5%
Clark-Wilkins Elementary Remote	0	13	11	29	27	21									15.5%
Mont Vernon Village School In-Person		21	23	22	30	25	24	27							84.7%
Mont Vernon Village School Remote		5	5	2	3	6	3	7							15.3%
Amherst Middle School In-Person							106	108	145	118					77.4%
Amherst Middle School Remote							26	24	39	50					22.6%
Souhegan High School In-Person											130	133	130	114	71.1%
Souhegan High School Remote											33	46	62	65	28.9%

Numbers do not reflect students in Quarantine

Segment 8 (3/1-3/28/21)

As of 3/1/2021*	pK	K	1	2	3	4	5	6	7	8	9	10	11	12	Percentage
Clark-Wilkins Elementary In-Person	21	95	90	110	92	110									80.7%
Clark-Wilkins Elementary Remote	0	14	16	32	30	32									19.3%
Mont Vernon Village School In-Person		21	23	21	29	25	21	28							83.2%
Mont Vernon Village School Remote		5	5	3	4	6	6	5							16.8%
Amherst Middle School In-Person							93	96	126	109					69.2%
Amherst Middle School Remote							36	36	56	61					30.8%

Souhegan High School In-Person											125	108	88	98	58.8%
Souhegan High School Remote											38	71	104	81	41.2%

numbers do NOT reflect those quarantining from vacation travel who will then return in person

Segments 6 & 7 (1/19-2/23/21)

As of 1/19/2021	pK	K	1	2	3	4	5	6	7	8	9	10	11	12	Percentage
Clark-Wilkins Elementary In-Person	20	96	89	108	90	110									79.8%
Clark-Wilkins Elementary Remote	0	13	17	34	35	31									20.2%
Mont Vernon Village School In-Person		21	22	19	27	24	20	25							77.8%
Mont Vernon Village School Remote		6	6	6	6	6	7	8							22.2%
Amherst Middle School In-Person							93	90	124	102					66.9%
Amherst Middle School Remote							36	42	57	67					33.1%
Souhegan High School In-Person											113	96	77	93	53.3%
Souhegan High School Remote											50	83	113	86	46.7%

Segment 5 (11/30-1/3/21)

As of 11/30/2020	pK	K	1	2	3	4	5	6	7	8	9	10	11	12	Percentage
Clark-Wilkins Elementary In-Person	19	91	89	106	92	110									78.4%
Clark-Wilkins Elementary Remote	0	18	17	38	34	33									21.6%
Mont Vernon Village School In-Person		20	23	18	27	23	19	25							76.0%
Mont Vernon Village School Remote		7	5	9	5	7	8	8							24.0%
Amherst Middle School In-Person							90	88	125	83					62.8%
Amherst Middle School Remote							38	46	60	85					37.2%
Souhegan High School In-Person											93	81	77	93	48.6%
Souhegan High School Remote											69	98	111	86	51.4%

Segment 4 (10/26-11/29)

As of 10/26/2020	pK	K	1	2	3	4	5	6	7	8	9	10	11	12	Percentage
Clark-Wilkins Elementary In-Person	19	91	87	111	91	111									79.1%
Clark-Wilkins Elementary Remote	0	18	17	34	34	32									20.9%
Mont Vernon Village School In-Person		20	23	19	27	24	20	26							77.9%
Mont Vernon Village School Remote		7	5	8	5	6	7	7							22.1%
Amherst Middle School In-Person							93	88	143	114					70.9%
Amherst Middle School Remote							37	47	41	55					29.1%
Souhegan High School In-Person											132	129	142	123	74.4%
Souhegan High School Remote											30	49	46	56	25.6%

Segment 3 (9/28-10/25)

As of 9/28/1010	pK	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%

Segment 2 (9/14-9/27)

As of 9/24/2020	pK	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%
Mont Vernon Village School In-Person		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 Board

Thursday, May 20th, 2021

Meeting Minutes- Not Approved

Attendees:

Administrative Team: Adam Steel- Superintendent, Christine Landwehrle- Assistant Superintendent, Meg Beauchamp- Director of Student Services, Michele Croteau- SAU #39 Business Administrator, Roger Preston- Director of Facilities, Anna Parrill- Principal C/W, Bethany Bernasconi- Principal AMS, Kim Sarfde- Principal MVVS, Mike Berry- Principal SHS, and Amy Facey SAU #39 Business Administrator- Elect.

Amherst School Board: Chair- Elizabeth Kuzsma, Terri Behm, and Josh Conklin.

Mont Vernon Village School Board: Chair- Sarah Lawrence, Vice Chair- Peter Eckhoff, Jessica Hinckley and Stephen O'Keefe.

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

Board Minutes: Danae A. Marotta

Public: Marilyn Gibson, 166 Mack Hill Road, Amherst NH and Kelly Schmidt, 11 Patricia Lane, Amherst NH.

I. SAU #39 Chair Opening

Mr. Stephen O'Keefe, Chair of the SAU #39 School Board, called the meeting to order at 6:00PM.

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

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

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

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

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

has access to contemporaneously watch and or listen to the meeting on Zoom and via phone by following the directions and links provided on our website: www.sau39.org.

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

3. We are providing a mechanism for the public to alert the public body during the meeting if there are problems with access. If anyone has a problem, please email awallace@sau39.org.

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

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

6. Finally, let's start the meeting by taking a roll call attendance. When each member states their presence please also state where they are and if anyone else is in the room with you during this meeting, which is required under the Right-to-Know Law.

Roll Call: Kuzsma- Home and alone, Behm- Home with her husband, Gruzdien- Home alone Conklin- home and alone, Grondstra- Home and alone, Coughlan- Home and alone, Taylor- Home and alone, Torres- Home and alone, Grund- Visiting family and alone, Glover- Home and alone, Eckhoff- home and alone, O'Keefe- Home and alone, Lawrence- home and alone, and Peters- Home and alone

II. Public Comment I of II

Ms. Marilyn Gibson, 166 Mack Hill Road, Amherst NH, thanked Superintendent Steel and Mr. O'Keefe for answering a few of her questions ahead of time. The Principals Reports were exceedingly informational. She asked about the funding of the remedial programs that are currently at Clark Wilkins and AMS. She inquired about the Second Step Curriculum. She has been researching many that are out there. She referenced Dr. Howard Muscot who is part of the Center for Effective Behavioral Interventions and Support which is part of SERESC. She noted that this program is informative and brought her up to date. She hopes that the board can address those concerns in the upcoming meetings.

The Board thanked Ms. Gibson.

III. Principals Reports

Mr. O'Keefe asked for questions for Clark Wilkins Principal, Ms. Anna Parrill.

Mr. Conklin applauded all of the principals for their end of year plans and thanked them for their work. He has no questions.

Ms. Behm inquired about Hootie Radio.

Principal Parrill replied that every Friday they go live, and the kids know that it is announcements and Funny Friday. Yes, they have started it with the adults and next year they will offer it for student leadership and DJ's.

Ms. Behm thanked her for all of the exciting things they have going on.

Ms. Kuzsma also congratulated the Principals and thanked them for making the end of the year awesome for everyone. The Third Grade Colonial Day is back, Field Day is back and AMS has some fun events scheduled.

Ms. Gruzdien inquired about the outside tents.

Principal Parrill replied that they brought back all of the Specialists. The Specialists are outside so the tents are being used all of the time by the classes. They will continue to push for the use of the tents.

Ms. Gruzdien mentioned that the community is eager to help with the outdoor classrooms.

The Board thanked Principal Parrill.

Mr. O'Keefe asked for questions for MVVS Principal, Dr. Kim Sarfde.

Ms. Behm congratulated the MVVS teacher on the birth of her baby. She inquired about the afterschool programs.

Principal Sarfde replied that they are going really well. When she left today, they had a great STEM academy going on with the art teacher, Ms. Valihura. They have running clubs and that has been really popular. There are lots of good things happening.

Ms. Behm thanked the MVPTA for all of their support.

The Board thanked Principal Sarfde.

Mr. O'Keefe asked for questions for AMS Principal, Dr. Bethany Bernasconi.

Ms. Behm gave her support for the 8th grade celebration. She thanked her for the transition work she is doing for the 4th graders. She inquired about the Wellness Fair.

Principal Bernasconi replied that it was a really great event put on by their SEL Team which includes their guidance counselors, school social worker, school psychologist and headed up by Ms. Heather Jennings. Students had an opportunity to come through and visit different stations that talked about topics such as "How to get enough sleep" to "How to destress". It was an all-inclusive event with a remote portion as well. She thanked Ms. Shannon Daniels who has offered yoga to students.

Ms. Behm added that if Ms. Daniels is not able to handle the level of demand, she knows of another teacher that would offer to help.

Mr. Conklin thanked Ms. Pettus for her work with the artists and getting their work out at the Milford Drive In. He asked about a recent survey that went out to the parents about the last day

of school. He inquired if that was only for the remote parents and what they feel comfortable with.

Principal Bernasconi replied that is correct. They wanted to offer opportunities in the last month of school to bring the whole community together in a way that was comfortable for everyone. The survey for remote parents, there was one for 8th grade and then 5th -7th graders. It is optional for what you want your student to do and want to make sure that everyone is included.

Ms. Taylor asked for an update on how remote and in-person learning went in regard to the current 8th grade.

Principal Bernasconi replied that it has been an amazing challenge that all of our educators have really risen to no matter if they were in person or remote instruction. For the majority of the year the curriculum between the in-person and remote eighth grade students have been closely aligned. Our teacher teams have worked incredibly hard to make sure that there is a common experience for our students so that there are no inequities. As they have been recording everything through Empower learning, it will give the teachers in the high school a snapshot of where they are in their standards and learning if they look back to eighth grade. They have been able to accomplish that core curriculum. The high school will see some really strong students coming up. They have had conversations across grade levels and the AMS Math Dept. has met with the SHS Math Dept. They have also had conversations in the Humanities area to talk about where some gaps might be.

The Board thanked Principal Bernasconi.

Ms. Grund thanked Principal Berry for all of the SHS activities.

Mr. O'Keefe asked for questions for SHS Principal, Mr. Mike Berry.

He asked Principal Berry if he wanted to speak to the school play opening tonight.

Principal Berry replied that the Putnam County Spelling Bee is opening tonight and will be going on this weekend. It is a very entertaining play with lots of talent. He hopes to get to the 2:30 PM show.

Mr. Conklin noted that he did see a sneak peek it was sweet, touching and live and in person.

Ms. Behm inquired about 10th grade changes.

Mr. Berry replied that the changes will take place next year. Parents of current 9th graders will receive information in June outlining the logistical changes and what the experience will look like. They are hoping to create a little more flexibility within the 10th grade year and keeping the team experience and common planning time for teachers. Students will have an extra period, a Saber period, for time to work on schoolwork. They will give more information as they frame that specifically.

Ms. Behm gave her support and noted that she is excited for the change.

Mr. Eckhoff asked if the turnover rate was higher for this year vs any other year.

Superintendent, Mr. Adam Steel, replied that in general, they have less turnover than usual. They have fewer teacher higher and a number of administrative hires at SHS.

Ms. Taylor asked about the 10th grade experience for next year. She asked if they had flexibility when they registered.

Principal Berry replied that their advisors were at the time of scheduling.

Ms. Taylor asked if the Saber flex period was at the same time each day for all students or will it be broken down by grade.

Principal Berry replied that it will be as the schedule allows at the high school level.

Ms. Taylor asked if the students could pick their flex period and if they will be able to make the Community Meetings work.

Principal Berry replied that the students won't be able to pick their flex period, it is what your schedule allows. They were able to make the Community Meetings on Monday work. It will allow them to control the communications to give them information, celebrating successes, etc.

Mr. Grondstra echoed the board members who applauded the activities giving a sense of normalcy. He gave his support for the new hires, especially the Domain Leaders. Lastly, he questioned the Guiding Principles.

Principal Berry replied they are going through a process for documents at the high school. They want to look at them internally as a school, get feedback from students, as it aligns with the strategic plan of the district. They want students to be proud of the experience and be the best version of themselves.

Superintendent Steel mentioned that Principal Berry has been here less than one school year. He applauded him for the time getting to know the community and faculty. It really deserves to be underlined as a great example of leadership in his first year.

Ms. Gruzdien commented that they always looked at SHS as the pinnacle experience for our kids and she is eager to see a lot of what makes SHS that goal trickle down to the middle and elementary schools with the same expectations. She hopes that it becomes a district wide commitment.

Mr. O'Keefe asked for further questions for Principal Berry.

There were no further questions or comments.

Mr. O'Keefe thanked all of the principals for their dedication to the students, they recognize and honor that.

IV. Superintendent's Report

Superintendent Steel mentioned that in addition to the items in your packet, there are several other things that he has brief updates on.

- End of Year Events

They are hoping that their end of year events are as close to a normal celebration as possible. For that reason, they have unlimited attendance at all of their end of year events at all 4 of their schools. He encouraged the public to join them as long as they are outdoors, and it is not raining. He is looking forward to spending time with the seniors that are in the spring play and showcasing them in his Friday Update video.

- Reopening Task Force

Their Reopening Task Force will be gearing up for next year. That process will start on June 7th. They have asked the community about their impressions and 100 parents have asked to be a part of the task force. This large amount will not be possible, but he is pleased to announce that a Ms. Tricia Towne, a member of their PTA in Amherst has agreed to facilitate that subcommittee of parents. They will work together to make sure to include the parents that want to have their say and weigh in. Based on preliminary survey results, only 2% of parents have asked for a remote learning option for next year. Things can change and they did not hear from everyone. That work will continue, and they will have a plan in place with enough time for parents to be well informed about the next school year.

- Board Related Issues

They have many policies up for review this year, either because of our normal rotation of policies or because there has been a law or recommendation from NHSBA. All of the policies in the Trello Board have been open to our administrators. They will have their recommendations from the building level and the SAU level ready for the first Policy Subcommittee meeting. The Policy Subcommittee will have their input before the start of the policy season in June.

In June, after the PD day for MV and Souhegan on June 15th, our schools will be shut down for two weeks. This is an opportunity for their administrators to regroup and reset after what has been a long and laborious 15 months. The schools will be unavailable during those two weeks.

For the next school year, they have a draft school board meeting calendar that they are going to provide for their sitting board chairs but then provide to all of the board for approval at the June 14th meetings. Usually they do this in April, when they have their organizational meetings but they will be there in the June 14th agenda packet.

- Hiring

If you are not a part of the different boards, you may not know about some of the administrative hires that have taken place. Ms. Dana Curran has been hired as their Dean of Faculty at SHS, they have two possibly three Domain Leader positions at SHS filled by, Ms. Ane Swift (Math and Science) and Ms. Elizabeth Charbonneau (Humanities). They also have an Elementary Assistant Principal at Clark Wilkins that has been identified but not yet hired yet by the ASB. Not yet filled are the Dean of Students position at SHS, the AMS Assistant Principal position and potentially the third Domain Leader position at SHS.

He would be pleased to take any questions.

Mr. Glover inquired about the copy of the updated school calendar.

Mr. Steel replied that he can share that with the board.

Mr. Glover asked about the program to fill gaps in learning, how is the determination made.

Assistant Superintendent, Ms. Christine Landwehrle, replied that they can determine that criteria school by school and that is written into their grant. They are required to use at least two objective data points. They are required to rank all students by school and then rank by the need. There is some leniency with how they develop their criteria but there are some restrictions.

Mr. Glover asked when would parents know if their student is eligible for that program.

Ms. Landwehrle replied that it varies by school however the letters will be going out this week for most of their schools.

Mr. Glover asked if they have a sense of how many students they have determined are eligible.

Ms. Landwehrle replied that they have to rank order them first and then determine by need.

Mr. Glover asked if they can have a summary.

Ms. Landwehrle responded that they can certainly do a summary with the amount of students that were serviced.

Mr. Steel noted that they have been deaggregating remote versus in person students and correlating their NWEA results. They do have those results and they are working with Mr. Steve Frades to finalize some items. They are continuing that effort as that is a board concern.

- Funding

He mentioned that Ms. Grund noted at the Souhegan meeting on Tuesday that there may be Covid funding at the county level. This was a funding source that he had not heard of. They are pursuing this on behalf of the SCSD and would look for acknowledgement that they are pursuing this on their behalf.

Mr. O'Keefe suggested a motion from the SAU board after his Superintendent's Report.

Ms. Grund asked what happens to the students that do not qualify for the funding and Title I.

Ms. Landwehrle replied that it is hard for her to say as they have not finalized their numbers. In ever one of their schools they will be looking at intervention supports or may be interested in not attending summer programs and might need a break. They may do something similar to a Keep it Going Program such as an afterschool program during the spring if the need is there.

Ms. Grund asked about the Math pilot process. How do they know that the programs that they are looking at will help their test scores.

Ms. Landwehrle replied that at the time the materials that they picked were tightly aligned to international standards not to common core. They have since realized differently, they have previewed a host of materials and got down to two programs to pilot for K-5.

Ms. Grund asked what does that mean for the Math program for SHS.

Ms. Landwehrle replied that they will be looking at 6-12 after they review K-5. The math materials that they are currently using are very highly rated on Ed Reports. It might not be new math textbooks that are needed. Often it is PD that has a more significant impact.

Mr. O'Keefe inquired about the timeline for the math curriculum.

Ms. Taylor asked about a year of growth versus Title I, more of a detailed assessment.

Ms. Landwehrle asked for clarification on Ms. Taylor's question.

Ms. Taylor replied she is trying to understand the metrics they are using and what resources besides Title I are they offering.

Superintendent Steel noted that he appreciated Ms. Taylor's question. He noted the Strategic Visioning process and Strategic Vision that the SAU board approved in August of 2019 and discussed the Trello Board with the Key Measures.

Ms. Taylor thanked Mr. Steel. She inquired about the measurements that might be able to assess the unusual year that they had. She asked is there any way to do a report on how this year went.

Mr. Steel replied that he refuses to be negative about this past year. They need to see this past year from an educational perspective although tragic for our community and difficult for everyone to overcome, academically and educationally, they have been able to try things that they may not have tried for many years. Covid forced them to rethink the entire game plan in a matter of months. There is a lot that they have learned.

As a board, they might want to think about asking him during the reopening plan process to include that in his report, the things that they have learned, the things that they think they need to apply moving forward that we learned as a result of going through this past year and how they are going to measure those things. They have already begun the process of reviewing their NWEA data from this past year to show how they have done. They have begun that process of deaggregating that down from the global level, to the school level to the grade level and to the teacher level and even down to the student level.

Mr. O'Keefe noted that it was a great idea to add that to his status report.

Ms. Lawrence noted that MVSB member, Mr. Scott St. Denis, had to step down from the school board. She thanked him for his time and his experience as an educator. They have an opening for that position that needs to be appointed. It has been posted publicly.

V. Consent Agenda

Mr. O'Keefe asked if there were any questions for the Consent Agenda.

Ms. Taylor inquired about the Technology Report.

Mr. O'Keefe asked for changes in order of the Consent Agenda.

Ms. Grund inquired about the K-1 looping memo. She noted that her student had great experience with looping in the 2nd and 3rd grade. She added that some new students may feel out of sync.

Mr. Steel noted that they have subcommittee about looping and will have those discussions.

Mr. Gruzdien asked for a quick synopsis on looping.

Mr. Steel replied that it will be a K-1 loop starting in the fall.

Ms. Gruzdien gave her support.

Mr. O'Keefe went to the Technology Report.

Ms. Taylor asked about the Lynx Security.

Mr. Steel replied that he will be pleased to discuss it in Non-Public Session.

Mr. O'Keefe added that he noticed that the MVVS was missing from that report.

Mr. Steel replied that the infrastructure is a focus at that school. He asked SAU #39 Technology Director, Mr. Brian Miller, for his input.

Mr. Miller replied that there isn't anything since taking over this position that needs to be updated in regards to the MVSD.

Mr. Glover asked if it was part of the plan to revamp the SAU and the schools web interface. It is far outdated, difficult to navigate and impossible to search.

Mr. Steel replied that the quick answer is yes. The longer answer is that they actually had a meeting about this earlier today to discuss. He has asked Mr. Miller to work with the HS first and then learn from their transitioning to the other schools and the SAU. He sees it as a January 1st or next July 1st change for the other schools and the SAU.

Ms. Kuzsma inquired about the Catwalk at Clark Wilkins.

Mr. Miller replied that needless to say there are a bunch of switches that need to reassigned. He discussed the location of the catwalk. The catwalk is not specifically over the classrooms

Ms. Gruzdien added that she would love to get pictures of that.

SAU #39 Facilities Director, Mr. Roger Preston, replied that they will get pictures of that for her.

Mr. O'Keefe asked for questions on the Facilities Report.

Ms. Grund thanked Mr. Preston for getting rid of the bats in the attic.

Ms. Kuzsma motioned to approve the items in the Consent Agenda 1. April 22, 2021 Draft Minutes, 2. Unanticipated Revenue $150.00, 3. Enrollment Update, 4. K-1 Looping Update,

5. Technology Update, and 6. Facilities Update. Mr. Gauthier seconded the motion. The vote was unanimous, motion passed.

Roll Call: Kuzsma- Yes, Gauthier- Yes, Behm- Yes, Gruzdien- Yes, Conklin- Yes, Grondstra-Yes, Coughlan- Yes, Taylor- Yes, Torres- Yes, Grund- Yes, Glover- Yes, Eckhoff- Yes, O'Keefe- Yes, Lawrence- Yes, and Peters- Yes

Mr. O'Keefe noted that Mr. Gauthier entered the meeting about two minutes in and should be included in the roll call.

Mr. O'Keefe motioned to authorize the Superintendent to act on behalf of all of our districts to coordinate with our county delegation to apply for grants that are qualified based on the criteria that they have established. Ms. Kuzsma seconded the motion. The vote was unanimous, motion passed.

Roll Call: Kuzsma- Yes, Gauthier- Yes, Behm- Yes, Gruzdien- Yes, Conklin- Yes, Grondstra-Yes, Coughlan- Yes, Taylor- Yes, Torres- Yes, Grund- Yes, Glover- Yes, Eckhoff- Yes, O'Keefe- Yes, Lawrence- Yes, and Peters- Yes

VI. Policy EHAB

Mr. O'Keefe asked Mr. Steel if he would like to make any comments.

Mr. Steel noted that they have Mr. Miller here and Ms. Landwehrle as well.

Ms. Landwehrle replied that the policy requires us to approve our data governance plan annually. The policy is in the packet as reference.

Mr. Coughlan added that the policy actually requires the Superintendent to present the plan to the board. The board does not have to act on the plan.

Ms. Taylor asked if there was a list of approved apps with remote learning.

Ms. Landwehrle replied, yes. They have a subscription to the student data privacy consortium. That consortium reviews on their behalf all privacy policies and ensures that they are added as another entity and would be informed if there is any data breech. They only have to do that if the student registers with their name.

Mr. O'Keefe asked for a second public comment period.

VII. Public Comment II of II

No Public Comment

VIII. Non-Public Session

Mr. Grondstra motioned to enter Nonpublic Session RSA 91 A:3 II (a) at 7:27PM. Ms. Kuzsma seconded the motion. The vote was unanimous, motion passed.

Roll Call: Kuzsma- Yes, Gauthier- Yes, Behm- Yes, Gruzdien- Yes, Conklin- Yes, Grondstra-Yes, Coughlan- Yes, Taylor- Yes, Torres- Yes, Grund- Yes, Glover- Yes, Eckhoff- Yes, O'Keefe- Yes, Lawrence- Yes, and Peters- Yes

Members Present: Stephen O'Keefe, Sarah Lawrence, Peter Eckhoff, Jessica Hinckley – Not present, Pim Grondstra, Steve Coughlan, John Glover, Stephanie Grund, Christine Peters, Laura Taylor, George Torres, Elizabeth Kuzsma, Terri Behm, Joshua Conklin, Tom Gauthier and Ellen Grudzien

Other persons present during nonpublic session: Amina Fazlic – Director of Human Resources

Description of matters discussed, and final decisions made. Note: Any votes taken must be recorded "in such a manner that the vote of each member is ascertained and recorded":

The board discussed the Superintendent salary for the FY'22 school year. Director of Human Resources reviewed comparable districts and high performing districts. The SAU Board members discussed a 4% to 6% raise on current Superintendent's salary and considered the budgeted raise "pool" in the SAU FY22 budget.

IX. Public Session

Ms. Kuzsma motioned to exit Non-public session at 8:47PM. Mr. Grondstra seconded that motion. The vote was unanimous, motion passed.

Roll Call: Kuzsma- Yes, Gauthier- Yes, Behm- Yes, Gruzdien- Yes, Conklin- Yes, Grondstra-Yes, Coughlan- Yes, Taylor- Yes, Torres- Yes, Grund- Yes, Glover- Yes, Eckhoff- Yes, O'Keefe- Yes, Lawrence- Yes, and Peters- Yes

No motion was made to seal the minutes.

Stephen O'Keefe made a motion to increase the Superintendent's Salary by 6% increase over FY21 salary. The motion was seconded by Beth Kuzsma. Motion passed.

Roll call vote: Stephen O'Keefe – Yes, Sarah Lawrence – Yes, Peter Eckhoff – Yes, Jessica Hinckley – Not present, Pim Grondstra – Yes, Steve Coughlan – Yes, John Glover – No, Stephanie Grund – No, Laura Taylor – No, George Torres – Yes, Elizabeth Kuzsma – Yes, Terri Behm – Yes, Joshua Conklin – Yes, Tom Gauthier – Yes, Ellen Grudzien – Yes

Mr. O'Keefe thanked everyone for serving as board members this year.

X. Meeting Adjourned

Meeting was adjourned at 8:50pm.

SAU #39 **6/2/2021**

Souhegan High School

May Facilities Update

Vendor Maintenance Completed

- Air quality tests
- Care and upkeep of grounds and athletic surfaces
- Repaired/filled in potholes
- Repaired drains in concession stand
- Troubleshoot and repair tractor computer system
- Roof repair over IT room
- Building Management System upgrades
- Weekly temporary custodial services
- Waste management services weekly schedule
- Monthly pest services monitoring program

SHS Facilities Staff Projects Completed

- Installed ground box for exposed wiring
- Troubleshoot sprinkler system wiring
- Replaced sink sensor
- Replaced flushometer and gaskets in outdoor bathrooms
- Replaced batteries in doors not functioning
- Repaired shelving in room 226
- Replaced closet door hinges in room 208
- Repaired exterior door near flag pole
- Troubleshoot golf cart not working
- Cleaned concession stand
- Repaired table leg in room A210
- Replaced water line in room A221
- Mounted new flag in entry area
- Deliberative session (SCSD and ASD)
- Award ceremony setup
- Junior Prom
- Care and upkeep of grounds and athletic surfaces
- Daily water meter readings are being recorded
- Daily cleaning and disinfecting
- Monthly Fire extinguisher inspection

Upcoming Work

- Tree removal at softball field (June)
- Repair to fencing (June)
- Replacement washing machine (June)
- Gym equipment inspection (June)
- Domestic water backflow test (June)
- Septic/grease tank cleanout (June)
- Building Management System upgrades
- Annex boiler #2 replacement (June)
- Building generator replacement battery

Award ceremony setup

Repaired/filled in pothole

Care and upkeep of grounds

Care and upkeep of grounds

SAU #39 **6/2/2021**

Amherst Middle School

May Facilities Update

Vendor Maintenance Completed

- Air quality tests
- Weekly temporary custodial services
- Waste management services weekly schedule
- Monthly pest services monitoring program

AMS Facilities Staff Projects Completed

- Replaced toilet paper dispenser in Annex staff bathroom (1st floor)
- Care and upkeep of grounds
- Daily water meter readings are being recorded
- Daily cleaning and disinfecting
- Weekly fuel readings are being recorded (generator and propane)
- Monthly Fire extinguisher inspection

Upcoming Work

- Septic/grease tank cleanout (June)
- Unit ventilator controller upgrade and repairs
- Replace rear exterior door
- Replace hot water pump #1 triple duty valve
- Gym equipment inspection (June)
- Domestic water backflow test (June)
- Replace hot water pump coupler
- Replace 20 - 4 bulb ballast
- Replace library lights to LED
- Gym wall mat installation (June)

Welcoming main entrance

Main entrance seating area

Main entrance seating area

Main entrance flowers

SAU #39 **6/2/2021**

Wilkins Elementary School

May Facilities Update

Vendor Maintenance Completed

- Air quality tests
- Upper field test pits and lower field borings
- Waste management services weekly schedule
- Monthly pest services monitoring program

Wilkins Facilities Staff Projects Completed

- Rented mini excavator for Upper Wilkins test pits
- Snaked clog drains (1st grade boys bathroom)
- Troubleshoot and repair freezer
- Temporary repair of portable ramps
- Installed loose siding on both portables
- Setup for field events
- Daily water meter readings are being recorded
- Daily cleaning and disinfecting
- Weekly fuel readings are being recorded (building fuel)
- Monthly Fire extinguisher inspection
- Monthly underground storage tank inspection

Upcoming Work

- Domestic water backflow test (June)
- Gym equipment inspection (June)
- Septic/grease tank cleanout (June)
- Window balance repair for 50 windows
- Chimney cleaning

Upper Wilkins test pit	Lower Wilkins borings

SAU #39 **6/2/2021**

Clark Elementary School

May Facilities Update

Vendor Maintenance Completed

- Air quality tests
- J.P. Pest (Hornets)
- Weekly temporary custodial services
- Waste management services weekly schedule
- Monthly pest services monitoring program

Clark Facilities Staff Projects Completed

- Installed outdoor classroom whiteboard
- Installed outdoor classroom sunshade
- Care and upkeep of grounds
- Sealed holes in eaves
- Annual maintenance of winter equipment
- Organized outdoor shed
- Daily water meter readings are being recorded
- Daily cleaning and disinfecting
- Weekly fuel readings are being recorded (building fuel)
- Monthly Fire extinguisher inspection
- Monthly aboveground storage tank inspection

Upcoming Work

- Septic tank cleanout (June)
- Roof drain in need of repair
- Video inspection of chimney prior to cleaning

Outdoor classroom whiteboard and sunshade

SAU #39 **6/2/2021**

Mont Vernon Village School

May Facilities Update

Vendor Maintenance Completed

- Air quality testing
- Replaced domestic water circulator pump
- Weekly temporary custodial services
- Waste management services weekly schedule
- Monthly pest services monitoring program

MVVS Facilities Staff Projects Completed

- Repairing damaged siding
- Deliberative session
- Care and upkeep of grounds
- Daily water meter readings are being recorded
- Daily cleaning and disinfecting
- Weekly generator test
- Weekly fuel readings are being recorded (building fuel and generator)
- Monthly Fire extinguisher inspection
- Monthly underground storage tank inspection

Upcoming Work

- Septic/grease tank cleanout (June)
- Gym equipment inspection (June)
- Roof replacement
- Exterior painting and minor wood repairs
- Exterior door painting and minor repairs (Also following up with the architect)
- UST repairs identified from NHDES inspection
- Video inspection of chimney prior to cleaning

Bird garden

Bird garden

Bird garden

Bird garden

SAU #39 **6/2/2021**

Brick School

May Facilities Update

Vendor Maintenance Completed

- Air quality tests
- Weekly custodial services
- Waste management services weekly schedule
- Monthly pest services monitoring program

Facilities Staff Projects Completed

- Care and upkeep of grounds
- Daily cleaning and disinfecting
- Monthly Fire extinguisher inspection

Upcoming Work

- Domestic water backflow test (June)
- Septic tank cleanout (June)
- Removal of bats from the attic
- Repair quote for building trim (bat access)

Brick School

SAU 39 Looping Model

SAU 39 School Board
June 14, 2021

What is looping?

Looping is the practice of a teacher staying with the same group of student for more than one academic year.

Looping is not the same as multi-age placement. Looping keeps similarly-aged students together with their teacher for more than one year.

Many schools that loop keep students and teachers together for two years, while some have models of three years or more.

Looping is not a new concept, it was first used in Germany in the early 1900's.

Why Loop?

"No significant learning occurs without a significant relationship."

- James P. Comer, School Development Program, Yale University

Looping will allow a teacher to build a deep multi-year connection with students and serve as an anchoring adult.

Benefits of Looping

Improved relationships among students and between teachers and students

More efficient instruction

Higher attendance rates

Reduced student retentions

Fewer referrals of students to special education programs

Improved student behavior

SAU 39 Looping Model

Two year looping model

K to 1 Loop

For all K and 1 teachers across SAU 39

Loop begins in K for the 2021-2022 school year

Implementation Plan

Spring 2021	Summer 2021	2021-2022 School Year	Summer 2022	2022-2023 School Year	2023-2024 School Year
Looping subcommittees meet to develop revised screening, outline PD needs, and finalize looping procedures. Incoming K students engage in revised screening process. Parents informed of looping during parent night	Continue screening incoming K students using revised process PD for K and 1 teachers focused on scope and sequence and assessment.	Loop begins Subcommittees continue to meet as needed K and 1 teachers meet as one team during grade level meeting times Professional development for teachers in looping	PD in math and ELA for changing grade levels (focus on content and standards progression) and on student relationships.	Kindergarten loops to Grade 1 Grade 1 teachers to kindergarten	Loop continues for K and 1

Supports Needed for a Successful Model

Teacher professional development in looping, K and 1 curriculum / standards, and student development

Expanded kindergarten screening process

Communication with families regarding our looping model

Additional classroom materials (K and 1 materials needed)

Physical space determination

Clearly outlined process to “break the loop”

References

Grant, J., Richardson, I., and Forsten, C. *In the loop*. AASA. https://www.aasa.org/schooladministratorarticle.aspx?id=14482

Office of Educational Research and Improvement, Department of Education. (1997). *Looping: Supporting student learning through long-term relationships.* The Northeast and Islands Regional Educational Laboratory at Brown University. https://www.brown.edu/academics/education-alliance/sites/brown.edu.academics.education-alliance/files/publications/looping.pdf

Schmidt-Klinzing, K. (2019, Jan. 14). *What the research says about looping*. College of Education and Human Development, University of Minnesota. https://www.cehd.umn.edu/carei/documents/LoopingResearchReview2.19.pdf