SCHOOL ADMINISTRATIVE UNIT THIRTY-NINE

Amherst, Mont Vernon, and Souhegan Cooperative School Districts

STEVEN CHAMBERLIN Interim Superintendent of Schools CHRISTINE M. LANDWEHRLE Assistant Superintendent

MARGARET A. BEAUCHAMP Director of Student Services



Mont Vernon School Board Meeting

Thursday, November 3rd – 6:00 PM Mont Vernon Village School- LIBRARY 1 Kittredge Road Mont Vernon, NH 03057

For viewing only:
Please click the link to join the webinar

https://sau39.zoom.us/j/82472187155?pwd=bVh1ZTlHRWcwUE0wWWMrcS84bUozdz09

Passcode: 945073

All times listed below are approximate

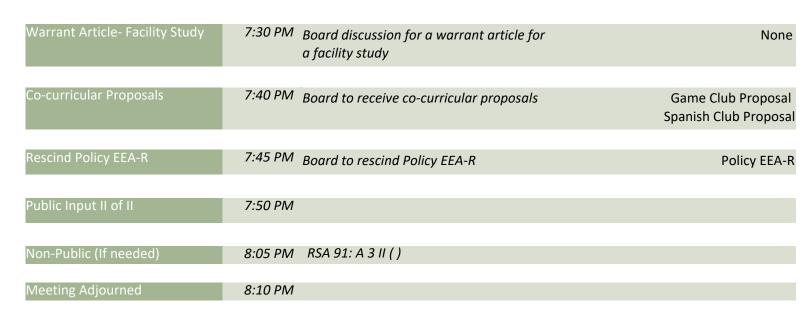
All times listed below the approximate									
Agenda Item	Time	Desired Action	Backup Materials						
Call to Order	6:00 PM	Ms. Sarah Lawrence, Mont Vernon School Board Chair, to call the meeting to order	None						
Dublic Inquit Laf II	C:00 DM		None						
Public Input I of II	6:00 PM		None						
Curda 2 Duranatation	C 45 DN 4	Condo 2 students and tombour to proceed	Nana						
Grade 3 Presentation	6:15 PIVI	Grade 3 students and teachers to present "Day in the Life of a 3 rd Grader"	None						
Consent Agenda -Approval	6:25 PM	1. October 6 th , 2022 Draft Minutes	Oct. 6 th , 2022 Draft Minutes						
		 MVSD October Facilities Update November MVVS Principal's Report 	MVSD Oct. Facilities Update Nov. MVVS Principal's Report						
		4. October AMS Principal's Report	Oct. AMS Principal's Report						
		5. Unanticipated Revenue \$500	Unanticipated Revenue Memo						
Tuition Agreement	6:30 PM	Board to receive an update regarding MV Tuition Agreement Student Transition	MVVS to AMS Transition Memo						
Committee Updates and Board Goals	6:50 PM	Board members to give committee updates and discussion on board goals.	None						
FY24 Draft 1 Budget Presentation	7:00 PM	SAU #39 Business Administrator, Ms. Amy	None						
rresemation ———		Facey, to present the FY24 Draft 1 Budget							

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

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- Mont Vernon Village School

 Thursday, October 6th 2022

 Meeting Minutes- Not Approved
- 4 Attendees:
- 5 Administrative Team: Steven Chamberlin- Interim Superintendent, Amy Facey- SAU #39
- 6 Business Administrator, Tom Lecklider- MVVS Principal, Mackenzie Lawrence and Sarah
- 7 Millas- Grade 5 Teachers MVVS.
- 8 Mont Vernon Village School Board: Chair- Sarah Lawrence, Vice Chair- Jessica Hinckley, and
- 9 George Torres.
- 10 Board Minutes: Danae A. Marotta
- 11 Public: John Prescott, 23 Old Milford Road, Mont Vernon NH.
- 12 Meeting Summary

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- The Board received a presentation from current 6th graders about their experiences in 5th grade. Topics discussed were writing essays, math algorithms, field trips and artwork. MVVS 5th grade teachers, Ms. Makenzie Lawrence and Ms. Sarah Millas were in attendance to answer any questions from the board.
- The board approved items from the Consent Agenda: 1. DOE-25 (2021-2022), 2. MS-25 (2021-2022). 3. Budget Transfer Request 001 4. Facilities Report 5. MVVS Principal Report 6. AMS Principal Report and 7. September 1, 2022 Draft Minutes.
- The board discussed items from the Principal's Report, specifically Spanish. Principal Lecklider noted that there is an option for VLACS that families can access as well as a Spanish Club.
- The board gave committee updates. Discussion ensued over ways to reach the community. They had sent out a survey and received more responses from an online method. They are looking for ways to reach the segment of the population that do not have children in the schools.
- The administration mentioned as discussed at the previous meeting, part-time positions are proving to be especially challenging to fill in this hiring climate. Interim Superintendent, Mr. Steven Chamberlin, explained that they would like to budget in a way that stabilizes staff. More information will be presented at the next meeting as well as Draft 1 of the FY 24 budget.
- The board discussed possible warrant article for a facility study. They requested further information from the Tuition Agreement and more information will be provided next month.
- The board approved a Mural Club and a Spanish Club.

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- 38 I. Call to Order
- Ms. Sarah Lawrence, Chair of the Mont Vernon School Board called the meeting to order
- 40 at 6:02 PM.
- 41 II. 5th Grade Overview
- 42 MVVS Principal, Mr. Tom Lecklider, noted that they had this presentation scheduled for last
- spring. Agendas got busy and are now finally happy to present to the board. Ms. Lawrence is
- 44 Humanities teacher and Ms. Millas is the STEM teacher. They work together collaboratively and
- care about the growth with students and connecting with kids.
- 46 MVVS students discussed that last year they read a lot, children's books and 3 novels. They were
- 47 able to write persuasive essay and a movie trailer. They did a lot of fun activities and developed
- various skills. They noted that they are competent readers, reading to younger grades.
- 49 Additionally, they created their own businesses where they gave presentations convincing a
- 50 investor to invest in their company. The students displayed a photo of them working together.
- The had a lot of wonderful class discussions.
- 52 Next, they went on a field trip to Boston visiting the Tea Party Ship and Museum. They walked
- 53 the Freedom Trail. The discussed creating water filtration devices while studying the
- 54 hydrosphere. They finalized their presentation by showing the board math problems and artwork
- 55 they created.
- Ms. Lawrence asked the students about their favorite classes.
- 57 The students responded math and science.
- Ms. Millas noted that math is very hands on and an exciting part of the day for her students.
- They had gotten so good at Mental Math.
- Principal Lecklider mentioned that they also had a good number of students participate as Recess
- 61 Mentors.
- The board thanked the students for their presentation.
- 63 Mr. Eckhoff questioned if the students were able to do more of traditional math.
- 64 Ms. Millas responded that the students do more of the traditional algorithms. The standard is
- 65 through traditional algorithm. She added that you would be so impressed with how much the
- students have learned. She noted that it is her hope that more parents come in the classroom to
- see the learning that is taking place.
- 68 Mr. Eckhoff mentioned that this learning should translate to NWEA scores.
- 69 Ms. Millas replied that it already is. They are shifting more to math as a problem solver than
- math as a procedure.
- 71 Mr. Eckhoff noted that he was pleased that there were a lot of handwritten items in the student's
- 72 notebooks. He inquired about cursive writing.

- 73 Ms. Lawrence responded that they learn cursive in third grade.
- 74 III. Public Input I of II
- 75 Mr. John Prescott, 23 Old Milford Road, Mont Vernon, NH, commented on the quality of the
- 76 learning that the students receive at the MVVS.
- 77 IV. Consent Agenda
- 78 Ms. Lawrence asked for questions on the Consent Agenda.
- 79 Mr. Torres asked about the calculation for the Cost Per Pupil, page 27.
- 80 SAU #39 Business Administrator, Ms. Amy Facey, responded that she will make a note for the
- 81 accounting staff.
- Mr. Torres inquired if the MS-25 and DOE-25 gets filed with the State.
- 83 Ms. Facey replied correct.
- Ms. Lawrence asked if there were any questions on the Principal's Report.
- Mr. Eckhoff responded that he appreciated the time and effort that went into the Principal's
- 86 Report.
- 87 Principal Lecklider commented that our program for specials this year will include enhanced
- 88 experiences in Art and Music. The full specials rotation will be Art, Music, and PE. Students will
- 89 have Art twice each week with Ms. Valihura. Within our Art program we will have traditional art
- and integrated art. Integrated art will make connections between art and content areas in addition
- 91 to bringing digital and STEAM components into the class. Students will have music each week
- 92 with an additional music class bi-weekly with Ms. Ward. In this additional experience, there will
- 93 be an instrumental focus.
- 94 Mr. Eckhoff asked about Spanish.
- 95 Principal Lecklider responded that families are welcome to participate in VLACS. They have
- levels of elementary Spanish. They are still having conversations about how they can structure
- 97 Spanish learning. In the agenda packet they do have a proposal for a Spanish club. They will be
- 98 making sure that families understand that they have a VLACS option. He noted that they could
- 99 end up with a decent number of students in the program.
- Mr. Eckhoff mentioned that they just need to make sure that all families know that VLACS is
- available and free.
- Ms. Lawrence asked for other questions.
- 103 Mr. Torres motioned to approve Consent Agenda items 3. Budget Transfer Request 001 4.
- 104 Facilities Report 5. MVVS Principal Report 6. AMS Principal Report and 7. September 1,
- 105 2022 Draft Minutes. The vote was unanimous, motion passed.

- Ms. Lawrence noted that they are going to table items 1. DOE-25 (2021-2022) and 2. MS-25
- 107 (2021-2022) for further information.
- V. Subcommittee Updates
- 109
- Superintendent Search Committee
- Ms. Clark noted that the Superintendent search is in progress. We have our first community
- listening session on November 11th. We have an informational binder at the MV town library
- with all the events that are coming up. There is a survey out that we posted on social media that
- is available for residents to respond to as well. It is moving along great, and they are excited for
- the public to get involved.
- Policy Committee
- Ms. Lawrence remarked that the policy committee met although she could not be in attendance.
- 118 They were reviewing policies that were sent over from the SAU and some leftovers from the end
- of the season. At the next policy committee meeting they will be bringing up the fall updates.
- Communication Committee
- Ms. Clark commented that a postcard has been mailed out to every tax roll in Mont Vernon.
- They posted the survey on Facebook and there are subgroups to be analyzed. They have gotten
- more than 100 responses from the Facebook post and have found out that mailing it out is not
- cost effective. She was able to look at the respondent characteristics. She explained the basic
- responses. There was a mix of responses for communications but two that stood out were a
- dedicated Facebook page dedicated to the school board or some kind of a newsletter summary.
- 127 Those two options seemed most appreciated.
- Mr. Torres inquired if the respondents preferred the newsletter in an email or paper format.
- Ms. Clark responded that a link to the electronic newsletter to link to the YouTube video. There
- is a way to accommodate both.
- Mr. Torres commented that he is not surprised by any of the responses because he sees that in his
- 132 work.
- Ms. Clark replied that it is about how they make information accessible with a newsletter in mail
- and online. It is about how people are interacting, and the town chatter is popular. The middle
- school communication was important as well. The top two communication formats were the
- Facebook page option or the newsletter summary. They did have 45% of people mention that
- they did want written material only and then about a third of people requesting some kind of
- recording. That really does speak to the importance of having a written resource.
- 139 Ms. Lawrence inquired if she meant the Minutes of the meeting.

- Ms. Clark replied that the newsletter response is telling and the response of information to sift
- through is important. I think what people are needing is a summary. There is a way to make this
- more of a living document. She then read the responses from the Mont Vernon residents.
- 143 Ms. Lawrence noted that 96 responses from a community of their size is not that great.
- Ms. Clark responded that getting responses from people that do not have children in the school is
- 145 great.
- Mr. Prescott added that the survey took no longer than 10 minutes.
- 147 Ms. Lawrence suggested going to the transfer station.
- Ms. Clark asked how we get people to respond to their survey, how do they reach folks before
- they get upset.
- Mr. Eckhoff suggested having a table set up on election day. They are trying to get the
- 151 community informed.
- Mr. Torres mentioned that the public will bring up items that they have already discussed.
- Ms. Clark added that this is not the only thing demanding people's time. If they are present at
- certain locations and engaging with the public and that will help.
- Ms. Lawrence asked about the information that is at the library.
- 156 Ms. Clark responded that there is information about the superintendent search at the library.
- 157 Ms. Lawrence inquired if they should have a table during election day.
- Mr. Prescott asked if they know the total number of households that do not have children.
- 159 Principal Lecklider responded that they could look into that.
- Ms. Clark added that they need to reach the subgroup of residents that do not have children in the
- schools.
- Ms. Lawrence noted that the question is timing.
- Ms. Clark added that they should have a flyer with a QR code.
- Mr. Torres mentioned that this is something that they need to document.
- Ms. Clark remarked that she would like to review the policy on communication to the public.
- Ms. Lawrence responded that she could post the summary as a community member, an not
- answer specific questions. She could then suggest the person read the minutes or review the
- video. She will send Ms. Clark the policy. She reviewed the timeline. She noted the timing with
- the Middle School Study Committee.
- She asked if it was reasonable to put a warrant on the ballot for exploration.
- 171 Ms. Clark asked where they are in their contract with AMS.

- Ms. Lawrence suggested that they have a warrant on the ballot for this year.
- 173 Interim Superintendent, Mr. Steve Chamberlin, responded that he will have information for the
- board at the next meeting.
- 175 Ms. Lawrence asked if they should have a table during election day.
- 176 Mr. Torres responded that he has some availability in the morning.
- Ms. Clark noted that she can go to the transfer station during the weekend. She offered to make a
- 178 flyer for the public.
- Ms. Lawrence commented that if they get an influx of data they may not have a table during
- election day. She asked for other committee updates.
- 181 VI. Budget Planning
- Mr. Chamberlin noted that this goes with Principal Lecklider's report. Stabilizing staff is of
- interest, as discussed at the previous meeting, part-time positions are proving to be especially
- challenging to fill in this hiring climate. In the past, part-time positions were of interest to early
- career teachers as full-time positions opened up or recently retiring teachers who wanted to have
- increased work-life balance. This situation no longer seems to be the case. One way to stabilize
- the special offerings is to move to fewer specials, but full-time programs. Mr. Lecklider will
- present a survey gauging community interest in specific programs. Music is an area worthy of
- discussion. Over the summer, the SAU music instructors met to review the current program
- design and curriculum documentation. MVSD students have limited access to band and
- instrument instruction. The music instructors felt it was important to look into the music
- 192 offerings at MVVS.
- 193 Mr. Torres inquired how many part time positions are open.
- Principal Lecklider responded that they increased the art and music position but could not find
- anyone for the Spanish position.
- Mr. Torres recommended that they should look for a full-time position that is flexible to cover
- these subjects. It may be more expensive upfront but long term they will see the value.
- Ms. Clark commented that the community has gone through increases with energy and fuel. She
- would like to know what the costs would be in terms of a tax increase.
- 200 Mr. Chamberlin responded that when you take a staff from 0.6 to a 1.0 FTE there is an increase
- of up to \$25k with health insurance, and \$20k in retirement.
- Mr. Torres added that in terms of the impact on the tax rate that is more palatable than say
- adding a wing to the school.
- Ms. Clark replied that they do not know what is happening with the middle school.
- 205 Mr. Chamberlin remarked that they can review the options.

- 206 Ms. Lawrence asked for clarification.
- Mr. Chamberlin explained that they would like to budget in a way that stabilizes staff. To allow
- funds to be put in the budget to have one position to go into full time. That way they can try to
- 209 run Spanish. The Mont Vernon budget is very fiscally conservative. The goal is to have enough
- 210 in reserve that if we have some circumstances happen, we can adjust without freezing the budget.
- 211 Ms. Facey added that she can put together the draft 1 budget and there is time to make decisions.
- 212 That way they can see what the numbers look like.
- 213 Ms. Lawrence asked if the board could see a few scenarios and the budget and educational
- 214 impact.
- 215 Ms. Facey asked for clarification.
- 216 Mr. Chamberlin added that the board should ask for what they need.
- 217 Mr. Eckhoff commented that a full-time position is about \$100k with benefits. They are going to
- be in the same ballpark.
- 219 Ms. Clark asked to see programming.
- 220 Mr. Chamberlin added that they can provide the board with education requirements.
- 221 Mr. Torres asked what the next biggest piece besides staffing is.
- Mr. Chamberlin added that all of the schools have a CNA (capital needs assessment).
- 223 Ms. Facey mentioned that you are in good shape with capital reserves.
- Ms. Lawrence recommended that be really clear on the slide deck.
- 225 Ms. Facey suggested a fund for the health insurance. They did just get the GMR (guaranteed
- maximum rate) and it is 4.1% which is not terrible.
- 227 Mr. Torres asked if that was the increase.
- Ms. Facey replied yes.
- Ms. Clark noted that you cannot ask staff if they are planning on getting married or having
- 230 children.
- 231 Ms. Facey added that she will bring more information for the presentation.
- Ms. Lawrence noted that it is the responsible thing to have that discussion.
- 233 VII. Co-curricular Proposals
- 234 Principal Lecklider commented that they are proposing Spanish Club. It just so happens that Ms.
- Valihura, our art teacher, has a minor in Spanish and is interested in pursuing this club. We are
- excited about it, and it will be giving the students experience. He noted that he put another
- proposal for next month for a game club. He commented on the contract due to co-curriculars.

238 239	They could run it continually. There are 10 total stipends, and he believes that they did that last year with their drama club.
240	Ms. Lawrence noted that it looks like \$400 dollar stipends.
241 242	Mr. Eckhoff motioned to approve the Mural and Spanish clubs as proposed. Mr. Torres seconded the motion. The vote was unanimous, motion passed.
243 244	Mr. Torres motioned to approve consent agenda items 1. DOE-25 (2021-2022) and 2. MS-25 (2021-2022). Ms. Clark seconded the motion. The vote was unanimous, motion passed.
245	VIII. Meeting Adjourned
246	Ms. Lawrence adjourned the meeting at 8:04PM.
247	
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249	

SAU #39 10/26/2022

Mont Vernon Village School

October Facilities Update Vendor Maintenance Completed

- Outdoor shed removal/installation
- Installed new core for maintenance door
- Installed entry lever and core for supply room door
- Replaced hot and cold water shut offs for nurses bathroom sink
- Installed handle and trim for maintenance door
- Temporary facilities cleaning services
- Waste management services weekly schedule
- Monthly pest services monitoring program

MVVS Facilities Staff Projects Completed

- Replaced faucet in nurses office bathroom
- Mounted/relocated banners in the MPR
- Setup/breakdown for multiple school events
- Inflated playground balls
- Delivered lift for Pro-AV to troubleshoot projector
- Assembled drying rack for art work
- Relocated ADA ramp from room L5 to E5
- Replaced cord cap on vacuum
- Replaced LED driver in east wing hallway
- 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

Fall HVAC preventative maintenance









Consent Agenda Item #3

MVVS Principal's Report - 11/3/22

It takes a village to SOAR together....



We will Engage, Challenge, and Support All Learners

November 3, 2022



















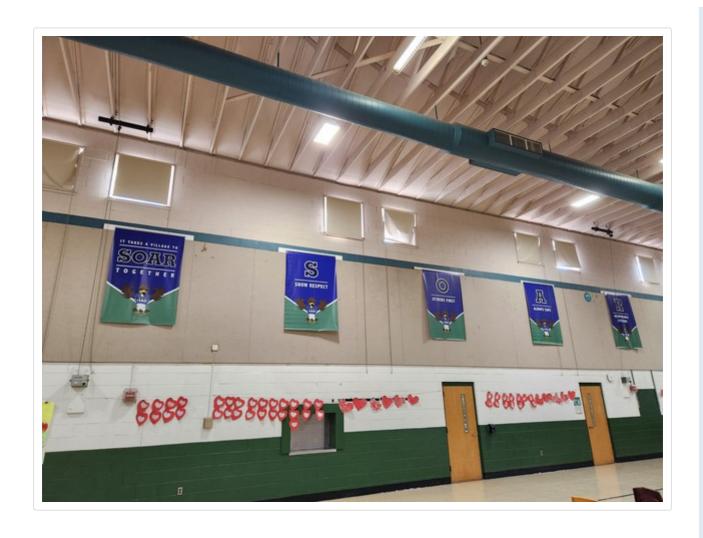






Grandparents/Special Friend Day

Our MVVS community came together for Grandparents/Special Friend Day on October 21st. This was an amazing event. Thank you to all families who were able to support our students for this. A big thank you to our music teacher, Mrs. Ward, our art teacher, Ms. Valihura, and our teachers who supported this event with learning tasks and thoughtful tributes. This was another day where we are reminded of how fortunate we are to be in this amazing community!













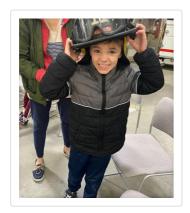


SOAR Banners Flying in MPR

We SOAR together as a village at MVVS and we have banners in our MPR now to show our spirit! Our SOAR banners were hung by our amazing facilities team over the past week.

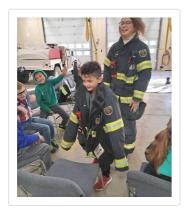














Mont Vernon Fire Station Visit

A big thank you to the MV fire department for their wonderful presentation to our Kindergarten, First, and Second graders in October as we celebrated Fire Prevention Week.





Spanish Club Kickoff

Our Spanish Club kicked off on October 24th with 4 students. It looks like we have added two more to kick us up to 6 active members.



Daland Library Celebrates Grade 6!

Congratulations to our grade 6 students for winning the Summer Reading Challenge with Daland Memorial Library. Ms. JoAnn coordinated a pizza party for the entire grade level in October to celebrate their achievement!







Mascots Dance-Off Reading Challenge

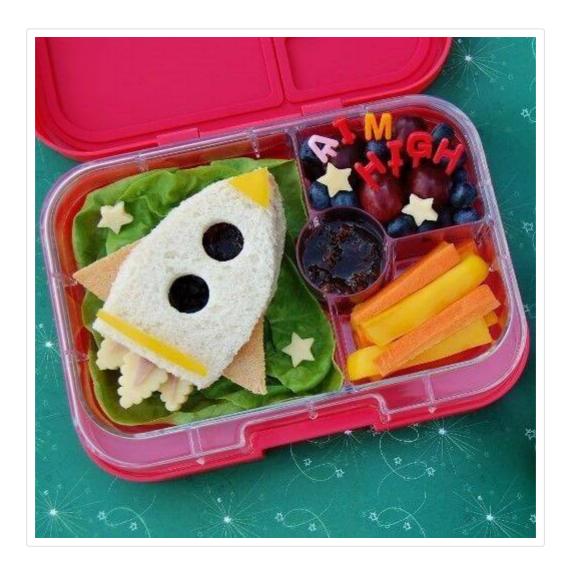
MVVS and Clark-Wilkins are coordinating our mascot dance off after both schools met our respective reading goals. I am so proud of our MVVS students for their hard work in reading an averaging over 2 books each in the month of October. Monty is freshening up his moves as he prepares to hit the big screen!





MVVS Mural Club

Our Mural Club continue to make progress on painting our tables in the bird garden. Thank you to our amazing students and Ms. Valihura!



Lunch With Your Kindergartener

We had an incredible turnout out of families for our "Eat Lunch With Your Kindergartner" Day in October. Additionally, we reached out to community members to join the fun. Thank you to Mont Vernon Rec Director, Heather Kennedy, for coming out to join our students.



New Hampshire Partners in Education will be recognizing MVVS with a Blue Ribbon School recognition on November 17th. Congrats to our PTA and their excellent work in support our school community! This is well deserved!



Office D Visits Our Kitchen

It was great to see Officer D in October at our student lunches. We are so appreciative for the partnership that we have with the MVPD!



Coffee With The Principal

We had our first in-person Coffee With The Principal in October. Though a light turnout, we had an opportunity to discuss all things MVVS! We are scheduling another coffee in December.

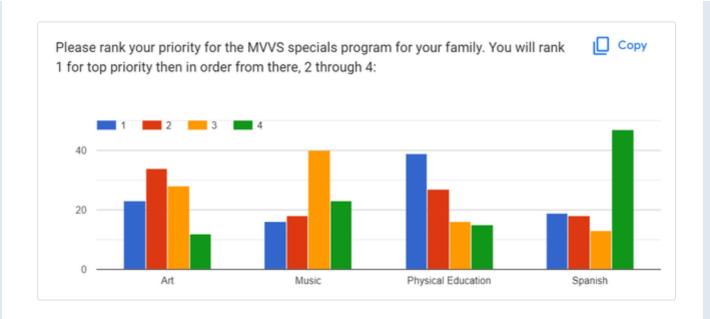


Enrollment Update

*We anticipate 5 new student enrollments in the next week.

	ERNON V										
Grade	Aug.**	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.
K	25	25	25								
1	28	28	28								
2	31	30	30								
3	29	29	30								
4	32	31	32								
5	36	36	36								
6	31	31	31								
Total:	212	210	212	0	0	0	0	0	0	0	0
Family:		147	147								





MVVS Specials 2022-2023

<u>Update on our specials program for this year</u>: Our program for specials this year includes enhanced experiences in Art and Music. The full specials rotation is Art, Music, and PE. Students have Art twice each week with Ms. Valihura. Within our Art program we will have traditional art and integrated art. Integrated art will make connections between art and content areas in addition to bringing digital and STEAM components into the class. Students have music each week with an additional music class bi-weekly with Ms. Ward. In this additional experience, there is an instrumental focus.

As many of you know, Spanish has been one of the classes in our specials rotation, however we had no applicants for our part-time Spanish vacancy last spring and this summer. This required us to think outside the box to plan for our specials for this year in a different way. In an effort to provide a meaningful specials program for our students, we were able to increase opportunities for our students in art and music this year. We are working on co-curricular options for our students in Spanish this year including a partnership with VLACs.

<u>Survey</u>: We sent out a survey to obtain feedback from families on what they see as the highest priorities for specials. Survey results are above.

Recommendation for FY24. Please click here.



Each month I will provide an update on our MVVS goals for this year. <u>Please click here for this month's update</u>.



Items of Note

- **Evaluations:** 150-+ Drop-Ins, 23 of 113 Informal/Formal Evaluations.
- Emergency Drills: Evacuation (9/1, 9/9, 10/5), Lockdown (9/15), Shelter in Place (10/27), Bus Evacuation (10/12)
- Welcome Diane Norton! We are proud to welcome Diane Norton to our team as our new paraprofessional.
- October Late Start: Critical Friend Groups (CFGs) Responsive Classroom Strategies
- After-School Program: The YMCA of Greater Nashua is running their Y-Academy afterschool program at MVVS again this year. <u>Click their Y-Academy FLYER link for information</u>. We have upwards of 30-35 students on any given day.
- **Girls on the Run** is back! They kicked off in September. We have upwards of 15 in the program. November 17th is the culminating 5k run and celebration in Concord, NH.
- Coffee with the Principal: We will have our second coffee in December. Stay tuned!

Kindergarten Update:

Kindergarteners are working on showing numbers on a number rack. We are working on counting and showing numbers with tally marks. We are understanding more and less and will move into using the words fewer and greater. In language arts we are working on 15 out of the 26 lowercase letters. We are working on recognizing the initial and final letter sounds in a given word, rhyming words, and we are able to put together and break apart compound words. Kindergarteners are working on recognizing that sentences start with a capital letter at the beginning and end with ending punctuation. We are working on understanding characters and settings of books. We are working on retelling familiar stories. Kindergarteners are working on making pictures match the words of a familiar story. In science we are noticing the changes that come with fall

First Grade Update:

First grade is finishing up our first reading unit, Building Good Reading Habits. We have learned about habits of good readers, good habits for solving hard words, and how reading partners can work together to help each other grow. We are looking forward to starting our next unit called Word Detectives. Which is a very engaging unit that continues to help our young readers read and solve hard words. We are also finishing up our third unit of Fundations. . Students have focused on learning trick words, writing and reading CVC words, learning about digraphs, and sentence structure. We are also wrapping up our Second unit in math. This unit features dominoes, dot cards, and the number rack to help develop confidence with efficient, effective, and sensible strategies, for adding and subtracting single-digit numbers.

Second Grade Update:

Second graders have been full of energy this month as they eagerly count down the days to Halloween! We have moved on to our 2nd unit in math. We have been working on showing 2 and 3-digit numbers with manipulatives and arrays, decomposing numbers by place value, and writing numbers in standard and expanded notation. During literacy, students have been strengthening their reading comprehension by stopping and thinking about their reading, marking important parts of a book with post-its, and using context clues to understand unfamiliar words. In writing, our young authors are beginning to learn how to revise their personal narratives by adding more details. In science, students explored how different bird feeders attract different types of birds. Then each student designed and built a model of a feeder that attracted a bird of their choice.

Third Grade Update:

Third grade students have completed their first unit of reading and are practicing the skills they learned. They will be starting their second unit, Reading to Learn, next week. This will focus on nonfiction text features and taking information they've learned and applying it to their everyday reading. In writing, students have studied the art of writing. They are now working on writing their own personal narratives. In Fundations, students continue to review and build upon second grade skills, such as identifying and marking digraphs, glued sounds, closed syllables, and closed syllable exceptions. They are now learning about suffixes and applying them to closed syllable words. In math, students are working on their second unit of Foundations of Multiplication. They are investigating multiples by practicing different strategies like skip counting, making groups of, making jumps on number lines, and writing equations. We continue to use Work Places to reinforce strategies taught. Throughout the month of October, students focused on shapes and their attributes. The study of shapes included the number of sides, shape names, lines of symmetry, and types of angles.

Fourth Grade Update:

STEM:

Fourth graders have completed their first unit and are working through Unit 2 which will continue to build on students' multiplicative reasoning skills. Students have been working to learn strategies to solve single and double-digit multiplication problems. These strategies include building arrays with base ten area pieces and sketching them in their math journals. Students are also building ratio tables to make generalizations about multiplying by 10, 100, and 1,000. At the end of the unit, students will be working towards solving division problems that end with remainders.

In science, students have been working their way through exploring features and processes of volcanoes. Through explorations and research, students have learned about the different types of volcanoes and how they explode, the differences in lava, and the types of rock that comes from them. Students are also working towards investigating weathering and erosion of land.

Humanities:

In reading, fourth graders learned how to develop defensible ideas about a character using text evidence as proof and practiced how to decide which details in a text are important. We've learned how to find meaning in repeated details, practiced with academic language when describing characters, and learned how to find complications in characters. We also prepared for and debated defensible ideas from *The Tiger Rising*, grounding our evidence back in the text. We discussed a variety of story elements and made connections both within the text and within our own thoughts about the text. We have been practicing using descriptive writing techniques and have learned the editing and revising processes that we will be using throughout the year on all of our writing pieces. We finished our first social studies unit about the geography of New Hampshire and have started learning about the settlement of our state. Students have started to discover how the Europeans found NH, who they encountered once they arrived, and the natural resources they used to survive.



Firth Grade Update:

STEM:

October has been a busy month in 5th grade math and science. First, in math we wrapped up our first unit on volume and writing and solving expressions with the unit test. Although many of the models and tools used in this Bridge's unit were new to the students, and many of the concepts were introduced in 5th grade, the students showed tremendous growth. We have now moved onto our first fractions unit. Students are currently learning various procedures involving fractions through the use of money and clock models. We are adding and subtracting fractions, finding equivalent fractions, learning about the relationship between fractions and decimals, and reducing fractions while solving everyday problems. In science, we dove into our study of shadows and how they change throughout the course of a day and during the 4 seasons. We traced our lego men's shadows at several times throughout the day and completed several hands-on lessons that allowed students to see a relationship between the rotation and revolution of the earth and their shadows. We also studied how earth's tilt creates seasons and affects the length of our days and nights. We will finish up our space unit with a study of constellations and why different stars are only visible during certain times of the year, as well as some lessons about gravity and the brightness of stars. Humanities:

As a class, we completed reading the novel *Pedro's Journal*. Students wrote an essay as to ₂₆ how the main character changed throughout the story; citing evidence to back up their claims.

Then, they pretended to go on an expedition across the Atlantic to learn about the various hardships early explorers faced. Afterwards, students wrote their own journal entry (like Pedro) relaying their experiences. Students have practiced various map skills and took notes in a "passport" as they "traveled" the world. Students also researched various explorers and made trading cards with the information they discovered. They were given scenarios and had to decide which explorer would be most successful in that situation. Students are independently reading the novel *The Miraculous Journey of Edward Tulane*. Each week they take a comprehension quiz on what they've read. In the future, they will compare and contrast it to another book that is in the same genre. We have begun to read the novel *Restart* by Gordon Korman. The main character has amnesia and only has one memory. Therefore, I had students write a personal narrative about a memory they wouldn't want to forget. Students have been practicing making a plan before writing. They have learned about the different types of point of view and are examining characters' perspectives. Students have begun to identify main ideas and themes of texts.

Sixth Grade Update:

STEM:

Sixth graders entered the world of negative numbers in math this month. Upon finishing the unit on positive numbers (number lines, prime factorization, greatest common factors, least common multiples, squares, cubes, and the order of operations), we began exploring how negative numbers appear in the real world. Students then learned to represent both positive and negative numbers on number lines and then use those number lines to help write inequalities and compare rational numbers. Moving forward, students will learn about absolute value as the distance of a number from 0 and use coordinate plans with all four quadrants to represent distances using absolute value.

In science, students have been examining the evidence leading to one of Earth Science's most famous theories: the Theory of Plate Tectonics. Students synthesized evidence collected by Alfred Wegener (continental drift), Harry Hess (seafloor spreading), and J. Tuzo Wilson (plate tectonics) to think about the changes of the Earth over time. Students will look at evidence that shows that the Earth has changed over time as well as make predictions about future changes. To conclude our Earth science unit, students will study earthquakes, volcanoes, and tsunamis and present about the changes these natural disasters cause on the Earth's crust.

Humanities:

As a class, we completed reading the novel "Pictures of Hollis Woods". Students reviewed the elements of literature in preparation for the start of our next novel, "Devil's Pass". Students published compare and contrast essays for Grandparents' and Special Friends' Day. Up next, they will focus on writing argumentative essays. Students are reviewing writing mechanics. The class emphasizes the editing and revising steps of the writing process. Students completed their 5 Themes of Geography Posters and are currently studying prehistory and early humans. We started the examination of prehistory with a vocabulary sort, in which students were asked to activate prior knowledge to place new, sometimes unknown, vocabulary words into categories. At the end of the unit, we will redo the activity to show shifts

in thinking and mastery of vocabulary. During the first week of November, students will be doing an integrated art and social studies lesson with Ms. Christie where they will make their own "cave paintings".

PE Update:

K-2: Students continue to work on their locomotor skills through warm-up practice and game play. They have practiced kicking skills through a variety of activities such as using targets, chasing and fleeing games, and cooperative activities. Students are also learning the foundations of fair play and developing their understanding on how to use equipment in a safe and respectful manner.

3-6: Students continue to build their cardiovascular fitness through an increase in running distances. They have also participated in a variety of strength building exercises and learned about Tabata workouts. Students participated in a variety of kicking activities with a focus on accuracy and teamwork. They are developing their understanding that many movement skills and concepts are not specific to one activity or sport, and can transfer to many different activities.







Music Update:

What a busy month we had in music class here at MVVS! October was a buzz with Beatles songs to prepare for our Grandparents & Special Friends Day concert. It was a huge success and the students should be very proud of their hard work! I truly experienced the "village" of support coming from the staff as well. Each grade level memorized a different song (some including sign-language) and as a whole, our entire school learned "All You Need is Love". Since the students could not all fit on the stage at once, we surrounded the multi-purpose room (MPR) with a song of love to our grandparents and special friends as a grand finale. In addition to preparing for our performance, the students learned spanish and bilingual spanish-english songs to wrap up Hispanic heritage month, along with more information about the differences between classical (including spanish) guitar and acoustic guitars. More practice with the concept of Tempo (the varying speeds of musical beats) and playing hand drums and djembes added to an experiential learning process as well. Overall, the students have been working very hard for last week's performance and definitely deserve a little Halloween music dance party break this coming week so I'm currently taking their requests for favorite (not so) spooky 28 songs!













Art Update:

All grades created art influenced by Hispanic heritage, as well as props for the Grandparent and Special Friend Day concert and gifts to give their loved ones. These lessons focused on community school traditions as well as the national Hispanic heritage month, and unpacked a myriad of skills such as fine motor, art for public display, exposure to new materials and techniques. Grades 3-6 learned about the history and lore behind Mexican Alebrijes. The 5th and 6th have been crafting alebrijes from wire and newspaper, and are now plastering their sculptures. 4th graders created 2D concept art of their alebrijes beginning with observational drawings from combined animals, and are now interpreting it into 3D clay sculptures. 3rd graders hand crafted their unique alebrijes into mask forms, and are now paper macheing. 2nd graders learned about the history and symbols of Mexican Huichol yarn paintings, and completed their own. 1st graders experienced Frida's surrealism work and created their own scenes and pop ups of imaginary friends and drawings of themselves flying. Kindergarteners learned of the migration of Monarch butterflies from NH to Mexico, and read a story and sang a song to learn the Spanish words: señorita mariposa, and created tissue paper and painted projects, this project also connected to classrooms that watched Monarchs grow from the chrysalis and released them outside. They are now working on Halloween spiders and learned the difference between insects and spiders, understanding the anatomy of 6 vs 8 legs, and how a spider is part of the arachnid family and ants and beetles etc are examples of the insect family. Spanish numbers were also reinforced in a Frida book of numbers and then continued when possible such as counting spider legs as a group. Coming up next will be a K-1

collaboration with Ms. Garrity, integrating a digital lesson on Creepy Carrots and Creepy crayons. In the art room these lessons will unpack facial expressions as indicators for emotions, and how to draw them. Students will create fun creepy art for Halloween. 6th grade will collaborate with an ELA lesson with Ms. Mazak on cave painting. All grades will also be completing Veterans Day art lessons in conjunction with Ms. Lawrence's Veteran's day celebration.

Art Gallery

Library/Tech Update:

In October, we are continuing our study of New Hampshire Ladybug and Great Stone Face award books, digital citizenship, coding, typing, read-alouds, and learning new technology. Digital citizenship lessons have focused on cyberbullying, media balance, being aware of the websites we visit, and our digital footprints. The differences between historical fiction and nonfiction were studied by 3rd graders as they learned about the making of the historical fiction I Survived book on the Great Chicago Fire and a nonfiction version by the author Lauren Tarshis using primary resources. We are preparing for upcoming research projects by familiarizing ourselves with the library online resources. MVVS partnered with the Daland Memorial Library beginning with a field trip to the town library last spring, through the Summer Reading Program and into September to promote reading among our students. Ms. JoAnn and Mrs. Garrity offered a fun activity to the class with the most participants, 6th grade, that included a pizza party, pumpkin decorating and a mummy fashion show to celebrate. For Halloween, kindergarteners will listen to a read-aloud of Creepy Carrots by Aaron Reynolds, build a wall to protect their carrots using Legos, create their own "creepy carrot" in art class, and then use the ChatterPix app in technology class to make their carrot speak. 1st graders will complete similar lessons beginning with a read-aloud of Creepy Crayons and learning about how crayons are made. 2nd graders will code a Halloween scene with Scratch Jr. Google Drawings is the focus for 3rd and 4th graders as they build their own Jack O'Lantern in Google Drawings, learn how to import and copy and paste images, and then write a short story or poem. Navigating Microsoft Excel and practicing copying and pasting shortcuts is the goal of a Mystery Pixel Art project for 5th and 6th graders. Next month, Fact versus fiction and being able to identify "fake news" will be a focus for 3rd - 6th graders. Students will continue learning about the differences and similarities between fiction and nonfiction books, work in Microsoft and Google Technology applications, embark on research projects, create presentations, and more computer science and digital citizenship lessons. Tech integration, teacher tech support, and introducing new technology tools to students are focused areas and opportunities for collaboration are continuing with teachers.

School Counselor Update:

This month, in the lower grades the students have completed Unit 1, Skills for Learning, of the Second Step program. In this unit, the students are learning how to listen, focusing attention, learning self talk and following directions. Most classes in the lower grades have started Unit 2, Empathy, which teaches about feelings, how to identify feelings and understand others

perspectives. The lower grades participate in individual and group activities to reinforce these new skills.

The upper grades are working through Unit 1, the Empathy and Skills for Learning Unit. They have learned about Empathy, Respect and Listening to Learn, Being Assertive, Predicting Feelings and Understanding Others Perspectives. The upper grades are taught these skills and then they participate in reinforcement activities through individual, group and partner activities.

Next month, the lower grades will continue working through Unit 2, discussing different perspectives, confidence, compassion and ways to identify feelings in others. They will continue to practice these skills through individual, partner and group work. The upper grades will continue working through Unit 1, which includes respecting differences, disagreeing respectfully and responding with compassion. The classes will continue to be given opportunities through partner and group work to practice and refine these skills.

Special Services Update:

The Special Education team has been working to provide services and supports to students in general education and special education settings, as outlined in their IEPs. Case managers have been working to determine student present levels, and have been providing evidence-based support to meet their educational needs. According to progress monitoring data, students are already making progress, and we will be working to report that progress to parents in the coming weeks. Additionally, the special education team has been working with families regarding referral needs and questions. We are excited to welcome Diane Norton to the special education team as a paraprofessional in the building. Diane has already been supporting students in the classroom setting, and working to meet various students' individual needs.

Math Specialist Update:

The world of Math Intervention is bubbling over with excitement. We have screened and benchmarked students who flagged based on NWEA scores, teacher observation and past history of intervention. In all, there are 40 students who will be receiving pull-out intervention during our first cycle. Given that our average intervention student is still in about the 45th percentile, we are fortunate to be able to work with students who might only need a short course of instruction to develop soft skills. We are also pleased to report that weekly enrichment sessions are going to be taking place at each grade level. During these sessions, students will be given challenges that promote perseverance and grit. They will also be given opportunities to learn new games that will extend and enhance their skill set. Most importantly, students will be pushing themselves to grow in all areas of math with engaging and exciting content. All classrooms are learning about growth mindset as well as how mistakes allow our brains to grow. Ultimately, our goal is to continue to progress as flexible and confident problem solvers.

Reading Specialist Update:

Grade level groups continue to meet 2-3 times per week. In K students have been working on rhyming and initial sounds through games, and concepts of print by reading our first book together. Grade 1 and 2 students have been reviewing some taught phonics skills, practicing sight words and working on fluency using short decodable stories that help them apply the phonics skills they have been taught and develop the ability to read smoothly ("like talking"). In grades 3 and 4 we have also been working on reinforcing taught skills as well as developing deeper comprehension. Grade 3 students have been reading a series of Aesop's fables and discussing the message each one carries for the reader. In Grade 4 we have been reading nonfiction articles and working on noting details and making connections within the text. In grade 5, groups have been spending time on some skills review and work with the class novel, "The Miraculous Journey of Edward Tulane". In grade 6, support takes the form of push-in assistance on class work. Most recently, students and teachers have been meeting to review academic progress and SMART goals for the upcoming months.

Health Office Update

SAU 39 COVID Protocol: If you test positive for covid, automatic 5 days out from onset of symptoms, or test date if no symptoms. May return after 5 days, with symptoms improving and fever free for 24 hours, without the use of medication. It is highly recommended that you wear a mask for 5 additional days upon return. Individuals no longer need to quarantine if in contact with a positive household member or close contact. We do highly recommend observation, mask wearing for 10 days and if they start to develop symptoms testing.

Upcoming Events:

October

- 27 Boo Bash Bingo, MPR, 6-8p (PTA Sponsored)
- 28 Picture Retake Day
- 31 Operation Pumpkin (Souhegan High School student performance), 10a
- 31 Costume Parade (K-3), 12:30p

November

- 1 Late Start (CFGs)
- 3 Parent Conferences (5:30-7:30p)
- 4 Early Release (11:10a)
- 4 Parent Conferences PM
- 8 No School (PD Day MV)
- 10 Veteran's Day Ceremony
- 10 Progress Reports/NWEA Reports sent home
- 11 No School (Veteran's Day)
- 17 Lunch with your 1st Grader
- 23-25 Thanksgiving Break



Mont Vernon Village School

Facebook

♀ 1 Kittredge Road, Mont Vernon,...

≥ tlecklider@sau39.org

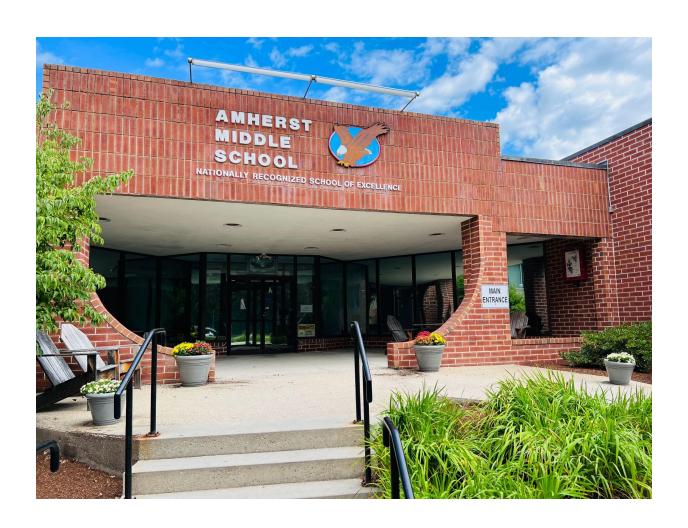
(603) 673-5141

sau39.org/mvvs

Amherst Middle School

Principal's Report

October 2022



Ecology School Update

We are happy to report that we just completed three successful weeks at The Ecology School in Saco, Maine. This is a tradition for our 8th graders each fall and we were also able to provide a make-up trip for our 7th graders who were unable to attend last spring due to COVID-19 concerns. Current 7th graders who spent their 6th grade year with Ms. Anderson's class in Mont Vernon, along with students from the Estabrook/Argeropoulos and Hujsak/Rodon teams were able to experience an abbreviated trip during the week of September 12th. The Griffiths/Pudlo/Rodon/Rocchi-Dodge team attended during the week of September 19th and the Dine/Booker/Hector/Reynolds team attended during the week of September 26th. As always, we are grateful for the support we receive from parents, staff, and students in order to make this valuable trip possible.









Labor Day Weekend Flooding

We are happy to report that the AMS Annex is back in full operation after a two week hiatus due to the Labor Day flooding event. Our custodial team worked tirelessly to move damaged furniture, paint repaired walls, and get everything clean and in top shape. Our teachers also worked hard to give students a seamless transition in and out of the situation and invested a great deal of energy working to return their rooms to pre-flood condition. Our community was very supportive throughout the ordeal and we continue to be thankful for the kind words, encouragement and offers of assistance.

Eagles Soar Fundraiser

Amherst Middle School Cagles Soar Fall 2022 Fundraiser

We are really excited to partner with the Amherst PTA this month for our first fundraising event for the year. Students in Morning Meetings and Launchpads shared what they most want to see as indoor and outdoor improvements to the AMS campus. We are using this feedback to drive the goals of this fundraiser. We kicked off the event on Tuesday, October 11th with upper- and lower-school assemblies. The goal of our Eagles Soar fundraiser is to be able to provide more outdoor and indoor enhancements at AMS. Ideas from students included outdoor play equipment, outdoor seating (for fun and learning), indoor flexible furniture,





murals, and more. We are working with the PTA to plan purchases and projects with funding from previous years as a part of a bigger plan to enhance our campus. Funds from previous events were recently used to purchase adirondack chairs for the recess area.

Department Meetings

In late September, we held our first department meetings, led by curriculum coordinators. These meetings occur formally five times throughout the year, with opportunities for additional collaboration during workshop days. Teachers spent time with their departments discussing important curricular issues, including alignment amongst grade level teachers, alignment vertically with grades below and above, and discussing what pieces of curriculum, assessment, and instruction may have been lost due to disruption from the pandemic and if/how to bring those back. Ultimately, our staff is working to update curriculum maps in order to ensure these documents are an accurate reflection of what is happening in our classrooms.

MTSS Collaborative Model

Amherst Middle School is working to implement the MTSS model this year. MTSS, or Multi-Tiered Systems of Support, is a framework used to support students struggling at every level—whether it be academically, socially, emotionally, or behaviorally. This is done through collection and interpretation of data, along with regular collaborative meetings with teachers, school counselors, social workers, and administrators. One Friday a month, we meet as a grade level to look at data and discuss the needs of students as a whole within the school setting. Every two weeks, interdisciplinary teams gather around the table to discuss the needs of individual students and develop plans to help bolster their success. We are hopeful that this model will allow us to use data on a regular basis and personalize the learning experience for students on an individual and grade-level basis.

First School Dance

On Friday, September 30th, we hosted the first school dance of the 2022-2023 school year. Students in grades 6, 7, and 8 were invited. The proceeds from this dance benefit student scholarships for Ecology School. Through this dance we were able to fund four (4) Ecology School scholarships, split between 6th and 8th grade. It was extremely successful and well attended: Grade 6 (116), Grade 7 (127), Grade 8 (114). The best part of the evening was having 6th graders from Mont Vernon join in the fun. Our Student Leadership and Service group organizes dances each year and we look forward to the next one on October 28th!



Teacher Supervision and Evaluation

The administrative team at AMS has been working to get in classrooms as much as possible during the first month of school. These visits have been on an informal basis, as an opportunity for teachers and students to get used to seeing visitors in their classrooms. As part of this process, we have offered some informal feedback to teachers through conversations. On Tuesday, October 11th, we started visiting classrooms for documented observations (formal and informal) as part of the teacher evaluation process. We will continue to update the board each month about our progress toward completion of this process for the 2022-2023 school year.

Staffing Update

Amherst Middle School is still actively hiring for five (5) open positions. At the time of this report, we are actively hiring for a special education teacher, specialized (life skills) paraprofessional, specialized (MyTime) paraprofessional, a Licensed Practical Nurse in the Life Skills program and a Licensed Practical Nurse to support our Health Office.

Upcoming Events

October 17-October 28: Eagles Soar Fundraiser October 18-20: 5th Grade Team Rock Climbing Trips

October 21 (Fri): 7th Grade Outsiders Day

October 24-28: Spirit Week

October 28 (Fri): School Dance. Grades 7 & 8 7-9pm

November 1 (Tues): LATE START DAY, school begins at 10:30am

November 3 (Thurs): Picture Retake Day

November 8 (Tues): NO School, Parent Conference Day November 10 (Thurs): Parent Conference Evening

November 10 (Thurs): Veterans Day Walk-a-Thon (details to come!)

November 11 (Fri): NO School, Veterans Day

November 23, 24 and 25 - Thanksgiving Holiday break

Enrollment

	August 2022	Sept. 2022	Oct. 2022
TOTAL	634	638	640
5 th	136	138	138
6 th	152	150	151
	August 2022	Sept. 2022	Oct.2022
7 th	167 (29MV)	169 170 (32MV) (33MV)	
8 th	179 (34MV)	181 (33MV)	181 (33MV)

Respectfully submitted to the Amherst School Board on October 20, 2022

Kristen Gauthier, Principal, Amherst Middle School

MEMO



School Administrative Unit 39 1 School Street P.O. Box 849 Amherst, NH 03031 Phone: 603-673-2690

Fax: 603-672-1786

Date:

11/03/2022

To:

Steve Chamberlin, Superintendent of Schools

From:

Sarah Jardim-Lee, Accountant

Re:

Unanticipated Revenue

Unanticipated revenue in the amount of \$500.00 has been awarded to the Mont Vernon School District this month.

Requested Board Actions

1. Motion: To accept a donation in the amount of \$500.00 from the Mont Vernon PTA to be used to purchase banners. These funds shall be accepted into the Student Activity Account.

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THE BACK HOLD AT AN	CAGE SCHOOL	RS + NC/10		84	
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Re: Banners

1 message

Thomas Lecklider <tlecklider@sau39.org>
To: Kara Kucenski <kkucenski1@gmail.com>
Cc: Jennifer Whitney <jwhitney@sau39.org>

Wed, Aug 3, 2022 at 1:27 PM

Hi Kara,

I have attached the banners and the email from Geskus with the price breakdown:

- 1 3x6 horizontal banner with school logo FREE
- 1 4x6 vertical banner with school motto FREE
- 1 4x6 vertical banner S, Show Respect FREE
- 1 4x6 vertical banner O, Others First \$375
- 1 4x6 vertical banner A, Always Safe \$375
- 1 4x6 vertical banner R, Responsible Citizens \$375
- 6 hangers @ \$35 each \$210

Total - \$1335

When you are ready you can just have the PTA write a check to Mont Vernon Village School for the \$500. I REALLY appreciate this! Thank you!

Thanks!

Tom Lecklider Principal, Mont Vernon Village School 603-673-5141 / tlecklider@sau39.org 1 Kittredge Road P.O. Box 359 Mont Vernon, NH 03057



It takes a village to SOAR together

On Thu, Jul 21, 2022 at 7:56 AM Kara Kucenski <kkucenski1@gmail.com> wrote:

Hi, Scratch the request for a sample picture. The board voted on \$500 last night. Hope that allows you to go ahead with the order now.

Have a great day! Kara



14 CROSS ROAD, P.O. BOX 966 AMHERST, NEW HAMPSHIRE 03031 (603) 673-8944 FAX (603) 673-6774



KRISTEN GAUTHIER Supervising Principal

CAROL SCIONTI Assistant Principal of Student Services

> JOHN SCHUTTINGER Assistant Principal of Operations

Memo

To: Steve Chamberlin, Interim Superintendent of Schools, SAU 39

From: Kristen Gauthier, Principal, Amherst Middle School

cc: Mont Vernon School Board

Tom Lecklider, Principal, Mont Vernon Village School Christine Landwehrle, Assistant Superintendent, SAU 39

Date: October 27, 2022

Re: Mont Vernon Tuition Agreement Student Transition Update

The purpose of this memo is to communicate the current progress related to 7th grade transition to Amherst Middle School for students who reside in Mont Vernon for the 2022-2023 school year, pursuant to the current tuition agreement between the Mont Vernon and Amherst school districts.

Transition Meetings

During the month of September 2022, the Amherst Middle School upper school (Grades 7 & 8) guidance counselor met one on one with each 7th grade student from Mont Vernon. Topics included a general check in about how the school year was going so far, things that they liked about Amherst Middle School, and things we could do as a school to ease the transition process. Our school counselor made an effort to connect with each parent by email or telephone as a follow-up to these meetings.

Major Trends and Feedback

Building: Several students voiced concerns about being nervous about navigating the building due to its size and layout. There was a real fear of getting lost and not being able to find classrooms.

Peers: Many students had hoped there would be more students from MVVS in their individual core classes in order to give them familiar faces to connect with during the school day. In addition, students were worried that students from Amherst would be mean or unkind to students from Mont Vernon, but students confirmed that they did not feel this had occurred.

Teachers/Staff: Some students voiced concerns about juggling a schedule with four core teachers (and others for integrated arts, world language, etc.). These students feel like they have been able to adjust and that teachers and staff are "nice" and "kind."

Transition Process: Students wish they had more opportunities to come see the school and get to know the building in advance of school starting. Many also wished they had been able to speak directly with current AMS 7th graders from Mont Vernon, perhaps through visits to MVVS in the spring.

Next Steps

- District and building-level administration will continue to meet regularly to coordinate district-wide initiatives, procedures, and curriculum in an effort to give all students a common experience PreK through 8th grade.
- Planning for (2) interactive lessons with 6th graders from both MVVS and AMS continues to take place during the current school year.
- Planning for the 2023-2024 transition process will occur during the winter and a
 calendar of specific dates and events will be shared out in early 2023. We plan to take
 student feedback into account for the upcoming transition and add or change activities
 as needed to fulfill these needs.

Additional Transition Notes/Updates:

Ecology School: It should also be noted that in the second week of September, students from MVVS who did not have an opportunity to attend The Ecology School as 6th graders in the spring were able to attend with their Amherst peers during a rescheduled trip. In total, fifty students attended this trip which included 19 students from Mont Vernon and 31 students from Amherst. This was a wonderful way to start the school year and offered an additional opportunity for students to get to know each other and develop new connections.

School Dance: Students from AMS and MVVS gathered on September 30th for our first school dance. This was an exciting event for many students who had never attended a school dance before. Students from Amherst and Mont Vernon were able to participate in this social opportunity together which allowed for new connections and for students to see familiar faces that they may know from other activities outside of the school day. Many thanks to Ms. Christina Anderson who volunteered her time to chaperone the event and to Mr. Tom Lecklider who also made an appearance to support this exciting evening activity.

Respectfully submitted on October 27, 2022 by

Kristen Gauthier, Principal Amherst Middle School

ACTIVITIES FORM

Name of a	activity:	GAME CLUB				
Name of s	staff:	Suzanne Mazak				
Date of a	ctivity:	Tuesdays 11-15-22 to 12-20-22				
Time of a	ctivity:	2:15 - 3:15				
Room nee	eded for activity:	6th Grade Classroom W8/W7				
*Per Supe	erintendent: Pleas	se avoid Thursday night activities!				
Who is inv (parents,	volved: students, etc?):	Students in Grades 4-6				
•	or Principal (Yes or No):	No				
Justify ho	Justify how this activity will support student learning/content:					
Playing board games stimulates the areas of the brain responsible for critical thinking, problem solving and decision making. Children who play board games enhance their creativity and self-confidence. Playing games strengthens relationships and teaches teamwork, communication, goal setting and patience. Board games bring laughter, which decreases stress and improves mental health. Overall, playing board games has been linked to the development of social skills, improved mental health and strengthening of cognitive skills.						
9/27/22	Final approval by	 Principal (When this form has been approved by Principal, please return to Sharon Soucy) 				
9/2//22						
	Date checked by	S. Soucy				
	Added to Facebo	ook and/or updated PUP				
	Added to Websit	e				
	Added to Princip	al's calendar				

ACTIVITIES FORM

Name of activit	y:	SPANISH CLUB			
Name of staff:		Christie Valihura			
Date of activity	:	Thursdays: Oct. 20, 27, Nov. 3, 10, 17, and Dec. 1			
Time of activity	:	2:15 - 3:15			
Room needed	for activity:	Art Room			
*Per Superinter	ndent: Pleas	se avoid Thursday night activities!			
Who is involved (parents, stude		Students in Grades 4-6 (Maximum students allowed: 16)			
Request for Pri to attend? (Yes	•	No			
Justify how this	activity will	support student learning/content:			
Students will be introduced to vocabulary relating to the holidays of Halloween and Thanksgiving, family and the seasons. Verbs such as Ser, Tener, Gustar and other beginner verbs will be unpacked for basic sentences to be practiced and spoken. Vocab sheets and worksheets will be provided for practice at the beginning of class, then students will have weekly fun activities to extend the lesson. Students will take home their weekly activities to talk about with parents. No homework will be assigned unless it is asked for.					
9/27/22 Final	approval by	/ Principal (When this form has been approved by Principal, please return to Sharon Soucy)			
Date	checked by	S. Soucy			
Adde	ed to Facebo	ook and/or updated PUP			
Adde	ed to Websit	e			
Adde	ed to Princip	al's calendar			

REGULATIONS FOR STUDENTS RIDING SCHOOL BUSES

- 1. Students living outside the walking limits to school, as established in RSA 189:6, are granted the privilege of riding the school buses to and from school
- 2. The driver is in full charge of the bus and the students. Students shall obey the driver promptly.
- 3. Students shall be on time at the point of pickup, arriving at least 5 minutes before the bus is scheduled to arrive. The bus cannot wait for those who are not on time. If a student misses the bus, it is the parent's responsibility to transport the student to school.
- 4. To make the school day bus ride both enjoyable and safe, it will be necessary for both students and parents to cooperate with the bus driver and the school in adhering to the rules and regulations given below:
 - A. While waiting for the bus to arrive at the bus stop, stand ten (10) feet from the road edge in an orderly fashion, avoiding horseplay.
 - B. Approach the bus only after it has come to a complete stop, the door is open, and red lights are flashing.
 - C. Only authorized riders will be permitted on the bus.
 - D. Walk onto the bus with care and sit down in an assigned or available seat, moving in toward the window. There shall be no more than 3 persons to a seat.
 - E. Feet shall be on the floor and out of the aisle.
 - F. Hands, arms, and heads shall be kept out of the aisle and inside the windows. Students are not allowed to lower windows without permission of the driver.
 - G. Students are permitted to carry only objects that can be held on their laps.

 Musical instrument cases must be placed in the area designated by the bus driver.
 - H. Hazardous material, nuisance items and animals are not allowed on the bus.
 - I. Aisles and exits must be kept clear at all times. The emergency door will be used for emergencies only. Standing in aisles or jumping on seats is prohibited at all times.
 - J. Students are to remain seated until the bus comes to a complete stop.
 - K. Throwing or passing objects on, from or into buses is prohibited.

- L. Physical abuse and/or use of abusive language to others or bus drivers will not be tolerated. Students shall refrain from profane language, obscene gestures, excessive noise, fighting, wrestling or acts of physical aggression on the bus.
- M. Talking should be limited to those in nearby seats. Refrain from loud talking, whistling, shouting or singing. Unnecessary noise is distracting to the driver.
- N. Students are prohibited from using tobacco, alcohol, drugs, or any controlled substance. The police will be notified whenever a student is involved with the possession and/or use of alcohol, drugs, or any illegal substance.
- O. Students/Parents will be held responsible for any and all damages to the bus perpetrated by the student.
- P. Once the bus is stopped, depart in an orderly and polite manner.

STUDENT CONDUCT ON SCHOOL BUSES

The primary concern of the school board and staff members is **safety** as we transport pupils. Cooperation from both parents and students is requested as we attempt to keep the buses safe for all concerned. Students using district provided transportation should understand that they are under the jurisdiction of the school from the time they board the bus until they are delivered at school (home to school), and again, from boarding the bus at school and are delivered at their designated stop nearest their home (school to home).

The district reserves the right to install video monitoring on buses to assist in maintaining compliance with disciplinary procedures.

The bus driver has the responsibility to maintain orderly behavior of students on buses and will inform the student if his/her misconduct is being written up and reported. The driver will then report the misconduct via the bus company manager to the student's principal. No student shall be put off the bus while traveling to and from school. Parents shall be notified and the daily trip completed before the student will be denied transportation service.

DISCIPLINARY ACTION

I. There may be circumstances that could result in suspension from the bus – such disciplinary action to be at the discretion of the school administrator.

FIRST OFFENSE will result in a letter of warning with a copy sent to the student's parents/guardians, and a copy kept on file in the school administrator's office and transportation office.

SECOND OFFENSE will result in a discipline option developed by school administration and bus driver, e.g. seat relocation.

THIRD OFFENSE will result in an immediate five (5) day suspension from ANY bus. (This includes field trips, sports events or any other school-related activity).

All suspensions represent school days, not calendar days.

II. In cases of severe and/or gross misconduct on the bus (i.e. endangering the safety of other students on bus), the following course of action will be taken.

FIRST OFFENSE will be an immediate five (5) day suspension from ALL buses.

SECOND OFFENSE will be an immediate ten (10) day suspension from ALL buses.

THIRD OFFENSE will be an immediate twenty (20) day suspension from ALL buses. Any suspension to continue beyond twenty (20) school days must be approved by the school board. Said suspension shall not begin until the next school day following the day notification of suspension is sent to the pupil's parent or legal guardian.

- I. If student has been denied the right to ride a school bus for disciplinary reasons, the parent or guardian of that student has right of appeal within ten (10) days of suspension to the head administrator of the school involved.
- II. Until the appeal is heard, or if the suspension of student's right to ride the school bus is upheld, it shall be the parents' or guardians' responsibility to provide transportation to and from school for that student for the period of the suspension.

THE ROLE OF STUDENTS AND PARENTS IN TRANSPORTATION

- 1. Riding the school bus is a privilege. This privilege may be temporarily denied or permanently revoked if misconduct of a child jeopardizes the safe operation of the school bus or the safety of the students riding the bus.
- 2. Parents are responsible for the safety of their children from the time they leave home in the morning until the time they board the school bus; and at the end of the school day from the time the children disembark from the school bus at the designated stop. Once the child enters the school bus, the authority lies with the bus driver and the school district.
- 3. Students should leave home early enough so that they arrive at the designated school bus stop point five (5) minutes before the scheduled arrival time of the school bus.
- 4. Parents should be aware of their responsibility not only for their child's behavior while on the school bus, but also their responsibility for damage caused by their child(ren) to the property of others, including the school bus. When a child walks to and from the bus

stop, and while he/she waits at the school bus stop, and when he/she walks home from the school bus stop a the end of the school day, he must show consideration and respect for the property of those citizens whose homes and places of business are located along these routes.

- 5. Parents, together with the child, should develop a route to and from the school bus stop, or school, which minimizes the exposure of the child to vehicular traffic. Shortcuts through isolated fields and woods or across streams or railroad tracks can often be dangerous. Entering of abandoned houses or deserted buildings by children on their way to or from school should not be condoned. The route should be direct and uninterrupted.
- 6. Parents should walk with younger children to and from the school bus stop, using this opportunity to teach the child(ren) proper pedestrian practice. If the parents cannot accompany their child(ren), arrangements should be made, if possible, for older children (brother, sister, or neighbor) to escort the younger children to and from the school bus stop or school.
- 7. Parents should develop in their child(ren) an awareness of the molestation (personal harassment) problem. Encourage children not to accept candy, soft drinks, money, toys or rides from strangers or to associate with anyone they do not know. If your child is confronted with these problems on his way to or from school, he should tell you or his teacher as soon as possible. This is a situation that should be referred to the police.
- 8. Parents should realize that weather determines how a child is to be dressed. Encourage children to wear the type of clothing that will not only keep them warm and enable them to see where they are going, but also permit them to be seen. If the children cannot be seen by the drivers of vehicles, they are in danger. For example, white clothing is difficult to see in snow, but makes one clearly visible at night. If the weather is inclement, children should be dressed for the occasion and leave a few minutes earlier than their normal starting time in order to reach the school bus stop or school safely and on time.
- 9. In inclement weather, announcements regarding the closing of schools or delayed opening begin at approximately 5:45 a.m. During severe weather conditions, pertinent information concerning the transportation program will be announced on the radio.
- 10. The application of common sense is the best method of determining the role of the parents regarding the safety of children traveling to and from school, either as a passenger on a school bus or as a pedestrian.

OPERATION OF THE SCHOOL BUS SYSTEM

A. **Bus routes/stops** shall be established by the transportation coordinator in conjunction with school and SAU administrators. Routes will be over the most direct roads practicable for bus travel to serve those entitled to transportation service. Where an alternate route may be selected without sacrifice to efficiency or economy, preference will

be given to that route serving the larger number of pupils more directly. Routes will be designed to employ as nearly as practicable the full carrying capacity of each bus trip.

- B. **Bus schedules** shall be established by the transportation coordinator and school administration under the direction of the assistant superintendent of schools. The purpose of bus scheduling shall be to achieve maximum service with a minimum fleet of buses consistent with rendering reasonably equal service to all riders. The measure of service rendered shall be the total time between leaving a bus stop in the morning and returning thereto in the afternoon on a regular bus trip. To the greatest extent possible, routes will minimize and balance the time students spend on buses.
- C. **Bus stops** shall be established by the transportation coordinator and school administration under the direction of the assistant superintendent of schools. Drivers shall not load or unload students at other than authorized bus stops. Priority in distance to stops will be given to younger children to the greatest extent possible.
- D. Authorized bus stops shall be located at convenient intervals in places where students can be loaded or unloaded, cross highways and await arrival of buses with the utmost safety permitted based upon highway conditions, terrain, and visibility. The number of bus stops on each trip shall be limited, consistent with the policy, so as to enable buses to maintain a reasonable timetable and schedule.
- E. The process of establishing routes/stops is as follows:
 - 1. Bus coordinator obtains student enrollment list early July.
 - 2. Coordinator evaluates past year's routes and stops, finds houses of new students, and drafts a route/stop proposal.
 - 3. Coordinator reviews routes with principals and assistant superintendent.
 - 4. In August, a final draft is reviewed by the coordinator/assistant superintendent and principal, and revised if necessary.
 - 5. Routes and stops are published in local newspapers.
 - 6. New regulations and other factors may necessitate alteration of newly established and publicized routes and stops.
 - 7. The coordinator reviews requests for route changes with the principal. Final approval of any changes rest with the assistant superintendent.
- F. Students entitled to transportation will be assigned to a school bus and will be expected to adhere to the assignment. Parent requests for changes in a child's regular bus assignment should be sent to the bus coordinator. Bus assignment changes will be made based on the following criteria:

- 1. Request must be written by parent or guardian.
- 2. Space must be available.
- 3. Change in a student's regular bus assignment may be approved for the year, the half year or the quarter. Changes for shorter periods will not be honored by the coordinator.
- 4. Emergency situations or one-day changes may be authorized on a case-by-case basis by the principal. Any such one-time change must be requested in writing and in advance by the parent/guardian. The principal will coordinate the change directly.

G. Conflict Resolution Process

- 1. Conflict, requests, and questions are presented to the coordinator for review.
- 2. If the coordinator perceives a safety concern or if there is agreement that a change or addition to the route/stop is justified, the coordinator will immediately make the change on a temporary basis. Changes will be brought to the assistant superintendent for confirmation.
- 3. If the coordinator does not approve the request, and the petitioner wishes to appeal this decision:
 - a. The coordinator compiles all appropriate data from his/her investigation for board review.
 - 1. The coordinator may request a meeting with petitioner and the principal to seek resolution.
 - 2. The coordinator may seek the advice/review of state officials.
 - b. The petitioner writes an appeal which is submitted to the assistant superintendent.
 - c. If petitioner is still not satisfied with response, petitioner appeals, in writing, to the school board. The board hears the appeal as part of its next available agenda.
 - d. The board makes a decision on the route/stop question after hearing all appropriate information.

Statutory References:

RSA 189:6 (Transportation of Pupils)
RSA 189:8 (Limitations and Additions)
RSA 189:9 (Pupils in Private Schools)
RSA 189:9-a (Pupils Prohibited for Disciplinary Reasons)

ADOPTION: